



S.D.V.S. Sangh's

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

## Field Visit Report- 2023-2024

Date	23-01-2024
Place	Dharwad
Organizing Department	Economics
Guidance	Dr.D.S.Kamble
Outcomes	To know about Agriculture University and Various Departments.
No.of students participated	B.A. Students.





ಎಸಿ-40 (ಎ.ಎಂ./1)

ಕರ್ನಾಟಕ ರಾಜ್ಯ ರಸ್ತೆ ಸಾರಿಗೆ ನಿಗಮ

ವಿವರ 'ಎ'

ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟನ್ನು ಪಾವತಿಯ ನಿಬಂಧನೆಗೆ ಒಳಪಟ್ಟು ಕೊಡಲಾಗಿದೆ.



.....ಕಾರ್ಯಾಲಯ

Y-23

350817

ಸ್ಥಳ.....

ದಿನಾಂಕ.....

ರೂ. 9800/-

(ಅಕ್ಷರಗಳಲ್ಲಿ)

ನಿಮ್ಮ ಫೈನಾನ್ಸ್ ಡಿವಿಷನ್

ಶ್ರೀ D.S. Kumbale

ರವರಿಂದ

ಈ ಡ್ರಾಫ್ಟ್

ಸಂದಾಯವಾಗಿರುತ್ತದೆ ಮತ್ತು ಅದನ್ನು

ಬಾಬ್‌ಗೋಸ್ಕರ ಅವರ ಪತ್ರದ ಸಂಖ್ಯೆ

142

ಪ್ರಕಾರ

ಸಂಖ್ಯೆ

ಲೆಕ್ಕ ಕೀರ್ತಿಗೆ ಖಾತೆ

ಕೆ ಜಮಾ ಮಾಡಲಾಗಿದೆ.

Depot Manager  
S.S. Arts College & T.P. Science Institute  
Sankeshwar

ಕುರಿತು ಮತ್ತಾವುದೂ, ಪಂ-27.

ಎಸಿ-40 (ಎ.ಎಂ./1)

ಕರ್ನಾಟಕ ರಾಜ್ಯ ರಸ್ತೆ ಸಾರಿಗೆ ನಿಗಮ

ವಿವರ 'ಎ'

ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟನ್ನು ಪಾವತಿಯ ನಿಬಂಧನೆಗೆ ಒಳಪಟ್ಟು ಕೊಡಲಾಗಿದೆ.

.....ಕಾರ್ಯಾಲಯ

Y-23

350818

ಸ್ಥಳ.....

ದಿನಾಂಕ.....

ರೂ. 1680/-

(ಅಕ್ಷರಗಳಲ್ಲಿ)

ಈ ಡ್ರಾಫ್ಟ್

ಶ್ರೀ D.S. Kumbale

ರವರಿಂದ

ಈ ಡ್ರಾಫ್ಟ್

ಸಂದಾಯವಾಗಿರುತ್ತದೆ ಮತ್ತು ಅದನ್ನು

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142

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Depot Manager  
S.S. Arts College & T.P. Science Institute  
Sankeshwar

ಕುರಿತು ಮತ್ತಾವುದೂ, ಪಂ-27.



From

Principal

S.D.V.S Collage Sankeshwar

591313

To

Depot Manager

The depot manager of Chikkodi

591201

Respected sir[Depot Manager],

Sir, 48 students of BA of our collage are going for educational trip to Madikeri and Mysore during the period of 19th January 2024 to 22nd January 2024. please provide us for the said trip please do the needful .

Details of the Bus Usage: —

- \*Dates:\* 19th January 2024 to 22nd January 2024

- \*Destination:\* Edagunji, Murudeshwar, Kolluru, Udupi, Malpe, Dharamastala, Kukke subramanya, Talakaveri, Kodagu, Mysore

Thank you for considering our request. We look forward to your prompt response.

Sincerely,

PRINCIPAL

S.S.Arts College & TP Science Institute

[Your Full Name] SANKESHWAR

P. B. SANKESHWAR

Enclosure: \*tour map

\*Principal permission letter

\*Students list





Ba 5<sup>th</sup> sem NAME AND AGE

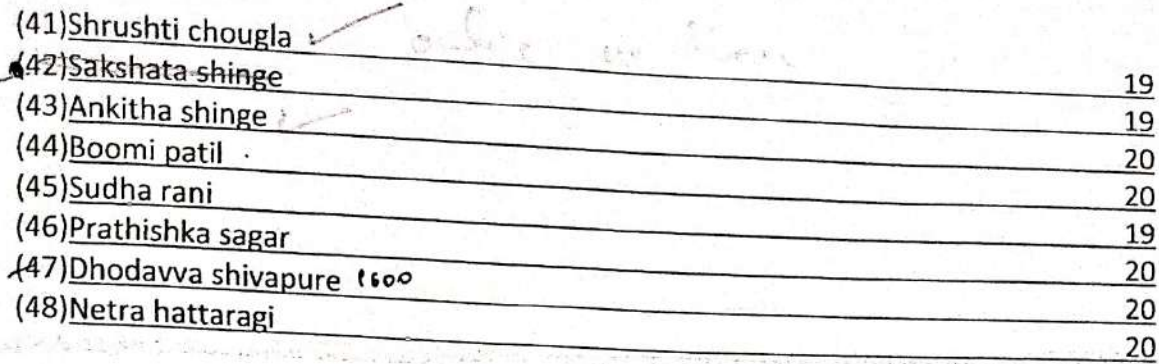
(1) Shridhar Gangayigol	23
(2) Akash Nayak	22
(3) Akash Shiraganvi	23
(4) Balagouda Patil	22
(5) Neethin Aaradhya	22
(6) Shankar Badiger	22
(7) Goutham Boodi	23
(8) Ranjiith Panbude	23
(9) Ayaz Mulla	22
(10) Supreet moshi ✓ online	23
(11) Sushant Kamat	22
(12) Ritesh Kerimani ✓	22
(13) Shiva Prasad Maradi	22
(14) Ganesh kurni	22
(15) Sujal kannai	23
(16) Amit maradi	22
(17) Deepak patil	22
(18) Praveen kumbar ✓	23
(19) Umesh dharmatti	22
(20) Akash vadennavar ✓	22
(21) Divanohar mathadh	21
(22) Gouri yamagarni ✓ online	23
(23) Priyanka managutti	22
(24) Akashata chikkodi	23
(25) Ruchitha shiraguppi ✓	22
(26) Rashmitha kivudh	22
(27) Shilpa kerimani ✓	22
(28) Radhika	21
(29) Sandhya shettnavar	21
(30) Sukanya	21
(31) Akshata Jathhi ✓ online	21
(32) Rohini	21
(33) Madhushri	21
(34) Krithi	21
(35) Swapnil	22
(36) Bhoomika	21
(37) Srushti	22

Ba 3<sup>rd</sup> sem

(38) Swetha kamble	20
(39) Sownya kerimani ✓	20
(40) Sneha dhurgappgol ✓	19

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





(49)D.S KAMBLE  
(50)N.R BADIGEAR  
(51)ROOPA RUDRAGOWDAR

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

24 - girls  
29 - boys  

---

53

24  
29  

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53 - St. Paul  
03 - Kachin

(24)



FROM

Dep of Economics & History

S.S ARTS AND T.P INSTITUTE SANKESHWAR

591313

TO

The principal of

S.S ARTS AND T.P INSTITUTE SANKESHWAR

591313

Subject: Formal Request for College Study Trip Approval

Respected Principal sir

I trust this letter finds you in good health and high spirits. I am writing to formally request your approval for an educational study trip for the students of Your College .

The purpose of this study trip is to provide students with practical exposure and a hands-on learning experience that complements our academic curriculum. The trip is scheduled for [19/01/2024 night to 22/01/2024 morning], and the destination is carefully chosen to align with the subjects and courses offered at our college.

Our itinerary includes visits to [Dharmasthala, Kodagu, Mysore], where students will have the opportunity to gain insights directly related to their coursework. The trip aims to enhance their understanding of the subjects, foster a spirit of inquiry, and promote collaborative learning outside the traditional classroom setting.

To ensure the success and safety of the trip, we have made meticulous arrangements, including securing qualified chaperones, obtaining all necessary permissions, and collaborating with reputable travel agencies.

We believe that this study trip will contribute significantly to the academic and personal development of our students, fostering a sense of curiosity and a passion for learning. We kindly request your favorable consideration and support for this educational endeavor.

Should you require any additional details or wish to discuss this proposal further, I am available at your convenience. We appreciate your time and consideration of this request.

Thank you for your attention to this matter, and we look forward to your positive response.

Sincerely,

Respectfully  
Forwarded to  
The Secretary  
S.D.V.S. Sangh Sak  
Kodagu

Dep of Economic , History

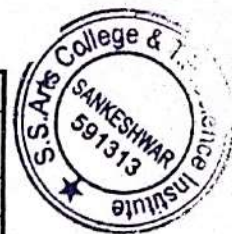
Head

Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

Head

Department of Economics  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR





Sl.No	Tour Plan			
	Place	Departure	Arrival	Stay
01	UKd	8:30	—	
02	SNK	9:10 pm	—	
03	Rao R. Daba	10:35	10:10 pm	
4	"	10:35 pm	—	
05	Rao R. Daba	—	9:35	
06	"	9:45 am	—	
07	Dhaskas fort	10:20 pm	10:10 am	
08	"	—	—	
09	Kurki Subramany	—	1:47	
10	"	2:20 pm	—	
11	Thasmi Hotel	—	8:00 pm	
12	"	8:20 pm	—	
13	Courtesy Resorts	—	8:47 pm	
14	"	6:30 am	—	
15	Talalourcy	—	7:10 am	
16	"	8:10 am	—	
17	Shangder hwas	9:15	9:00 am	
18	"	—	—	
19	Poyasheet gress	—	10:30 am	
20	"	11:00	—	
21	Coffee plantation	—	11:05 am	
22	"	11:45 pm	—	
23	Golden Temple	—	12:35	
24	"	1:48 pm	—	
25	myssore palace	—	2:45 pm	
26	"	5:35 pm	—	
27	KRS myssore	—	6:33 pm	
28	"	9:15 pm	—	(11:15 pm)
29	Dhaskad	—	11:00 am	
30	"	—	—	
31	Sankeshwar	—	3:15 pm	
32	Chikode	—	4:00 pm	

22/01

*[Signature]*



ಇಂದೆ

ಪ್ರಾಚಾರ್ಯರು

ಎಸ್. ಎಸ್. ಕೆ.ಎ. ಪಾತ್ರೆ, ಪಂಚ  
ಪಾಠಶಾಲೆಯು ನಿಂತಿದೆ



ಗೆ

ಪ್ರಾಚಾರ್ಯರು

ನಿರ್ದೇಶನ, ಪ್ರಾಚಾರ್ಯ ಕೆ.ಎ.ಎ.  
ನಿಂತಿದೆ.

ಪ್ರಾಚಾರ್ಯರು :- ಪ್ರಾಚಾರ್ಯರು ನಿಂತಿದೆ  
ನಿಂತಿದೆ.

ಪ್ರಾಚಾರ್ಯರು :-

ಈ ಪ್ರಾಚಾರ್ಯರು ನಿಂತಿದೆ  
ಪ್ರಾಚಾರ್ಯರು B.A. ಪ್ರಾಚಾರ್ಯರು ನಿಂತಿದೆ,  
ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು, ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು,  
ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು (ಪ್ರಾಚಾರ್ಯರು) ನಿಂತಿದೆ,  
ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು, ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು,  
ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು, ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು,  
ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು, ನಿಂತಿದೆ. ಪ್ರಾಚಾರ್ಯರು,

ನಿಂತಿದೆ.

ನಿಂತಿದೆ :- ನಿಂತಿದೆ

ನಿಂತಿದೆ :- 20/01/2024

ನಿಂತಿದೆ

PRINCIPAL

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

ನಿಂತಿದೆ  
D. J. B. B.





S.D.V.S. Sangh's

**S. S. ARTS COLLEGE & T. P. SCIENCE INSTITUTE,  
SANKESHWAR - 591313.**

Tal. Hukkeri      Dist. Belgaum (Karnataka)

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

**DEPARTMENT OF CHEMISTRY**

A report on visit to

**HERMI COMPOST PLANT**

(AT S.J.P.N TRUST CAMPUS)

**NIDASOSHI**

20-08-2023

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

A report on visit to

Hermi Compost Plant, at S.J.P.N trust campus, Nidasoshi – 591236.

Date of the activity	20-08-2023
Organizing Department	Chemistry
Name of the Scientific experts	Shri Nijalingeswar Swamiji, SJPN Trust, Nidasoshi. Shri. Sachin Hukkeri, Lecturer, Civil Engineering dept., Nidasoshi. Shri. Anil Savadi Lecturer, Civil Engineering dept., Nidasoshi.
No. of teachers participated	04
No. of students participated	38
Place of visit	SJPN trust campus, Nidasoshi
Impact of the activity	<ul style="list-style-type: none"><li>- Awareness about the domestic solid waste and dry solid waste and its effective management.</li><li>- Significance of the management of the domestic solid waste particularly kitchen biodegradable waste with harmless procedure.</li><li>- Creating awareness about the collection, disposal and segregation steps in the scientific manner.</li><li>- Major difference between the Chemistry of hermicompost and vermicomposts in terms of NPK and other nutrients.</li><li>- Preservation of the soil fertility for clean and sustainable environment by avoiding chemical fertilizers as much as possible.</li><li>- Systematic design and the methodology involved in the production of hermicompost plant.</li><li>- Black Soldier Fly Larvae (BSFL) or <i>Hermetia illucens</i> a typical saprophytic insect responsible for the hermicompost generation.</li><li>- Responsibility of the each individual before using and discarding the materials after its expiry date.</li><li>- Creating awareness about the preservation of the environmental ecosystems for the future generations.</li></ul>



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



S.D.V.S. Sangh's  
S. S. ARTS COLLEGE AND T. P. SCIENCE INSTITUTE, SANKESHWAR  
Organized by  
DEPARTMENT OF CHEMISTRY AND PLACEMENT CELL

NAME OF THE ACTIVITY: FIELD VISIT TO HERMITECHNOLOGY COMPOST UNIT,  
NIDASOSHI.

Date: 20.08.2023

Time: 11.00 am

STUDENTS ATTENDANCE LIST

Sl. No.	Register No.	Name of Student	Signature
1	U15CH21S0002	DEEPA MALAGOUD DESAI	D. M. Desai
2	U15CH21S0005	GANGA RUDRAGOUDA PATIL	[Signature]
3	U15CH21S0006	SHILPA SANTOSH SHEKHANAVAR	
4	U15CH21S0010	ASHWINI PUNDALEEK MADIG	[Signature]
5	U15CH21S0011	BASAVARAJ VINOD GHABE	[Signature]
6	U15CH21S0012	VEENA MALLAPPA NARASANNAVAR	
7	U15CH21S0018	ABHISHEK MALLAPPA BETAGERI	
8	U15CH21S0021	GANGADHAR SUBHAS NAIK	[Signature]
9	U15CH21S0025	JAYALAXMI SURESH KAKOLI	[Signature]
10	U15CH21S0026	SOUMYA AVINASH PATIL	
11	U15CH21S0029	SHWETA SIDDAPPA MUGALI	[Signature]
12	U15CH21S0033	BASAVARAJ SHANKAR CHOUGALA	[Signature]
13	U15CH21S0035	SUTEERTHA SADASHIV HOLEPPAGOL	[Signature]
14	U15CH21S0037	KAVERI NINGAPPA CHOUGALA	[Signature]
15	U15CH21S0039	SUSHMEETA MADANNAVAR	[Signature]
16	U15CH21S0041	SUDHA KADAPPA TODAL	[Signature]
17	U15CH21S0043	SHRUTI SAGAR MUNNOLI	[Signature]
18	U15CH21S0046	PRASHANT SIDARAYI BEDAKIHAL	[Signature]
19	U15CH21S0047	YASH SUNIL MAHAJAN	[Signature]
20	U15CH21S0048	SUPRIT SHANKAR MYAGADEYAWAR	[Signature]



21	U15CH21S0054	NINGAPPA DURADUNDI MARADI	<i>N. Durandi</i>
22	U15CH21S0055	SARSWATI RAVINDRA KAMBLE	<i>S.R. Kamble</i>
23	U15CH21S0057	OMKAR PRAKASH BHOVI	<i>O. Bhovi</i>
24	U15CH21S0058	SUSHMITA SHIVASHANKAR CHOUGALA	<i>S. Chougale</i>
25	U15CH21S0059	LAXMI RAJAKUMAR MUNNOLI	<i>L. Munnoli</i>
26	U15CH21S0062	MAHALAXMI BASAVARAJ DADDI	<i>M. Daddi</i>
27	U15CH21S0063	SHWETA SHAMRAO INAMDAR	<i>S. Inamdare</i>
28	U15CH21S0065	PRUTHVIRAJ ASHOK KAMBLE	
29	U15CH21S0069	VIDYASHREE DUNDAPPA CHOPADE	<i>V.D. Chopade</i>
30	U15CH21S0071	RAHUL MAGADUM	<i>R. A. Magadum</i>
31	U15CH21S0072	ABHISHEK JYOTIBA KAMMAR	<i>A.J. Kammar</i>
32	U15CH21S0075	SARATAJABI JAHANGEERBEG INAMADAR	<i>S. Inamadare</i>
33	U15CH21S0077	SAHANA DIWAKAR	<i>S.D.</i>
34	U15CH21S0078	SRUSTI B PATIL	
35	U15CH21S0079	ROHIT KHANASE	<i>R. Khanase</i>
36	U15CH21S0081	PANKAJA SURESH JAIN	<i>P. Jain</i>
37	U15CH21S0084	SACHIN SANJU JINARALI	<i>S. Jinarale</i>
38	U15CH21S0085	SHEKHAR RAJU MAGADUM	<i>S.R. Magadum</i>
39	U15CH21S0088	PRATIKSHA RAVINDRA MAGADUM	<i>P. Magadum</i>
40	U15CH21S0098	ARUN SATIGOUDA WALAKI	<i>A. Walaki</i>
41	U15CH21S0101	AKSHATA R HIREMATH	<i>A. Hiremath</i>
42	U15CH21S0102	ANKITA ARJUN MAGADUM	<i>A. Magadum</i>
43	U15CH21S0103	SHIVARANJINI BASALIGUNDI	<i>S. Basaligundi</i>
44	U15CH21S0104	VIDYARANI PATIL	

45. U15CH21S0070 Nasir-uddeen, Alifhami

*N. Nasir-uddeen*

Staff

1. Dr. Komur Krishna

*K. Krishna*

2. Miss. M.N. Waghi

*M.N. Waghi*

3. Miss A.C. Mahalingapur

*A.C. Mahalingapur*

Head  
Department of Chemistry  
S.B. Arts College & T.P. Science Institute  
SANKESHWAR



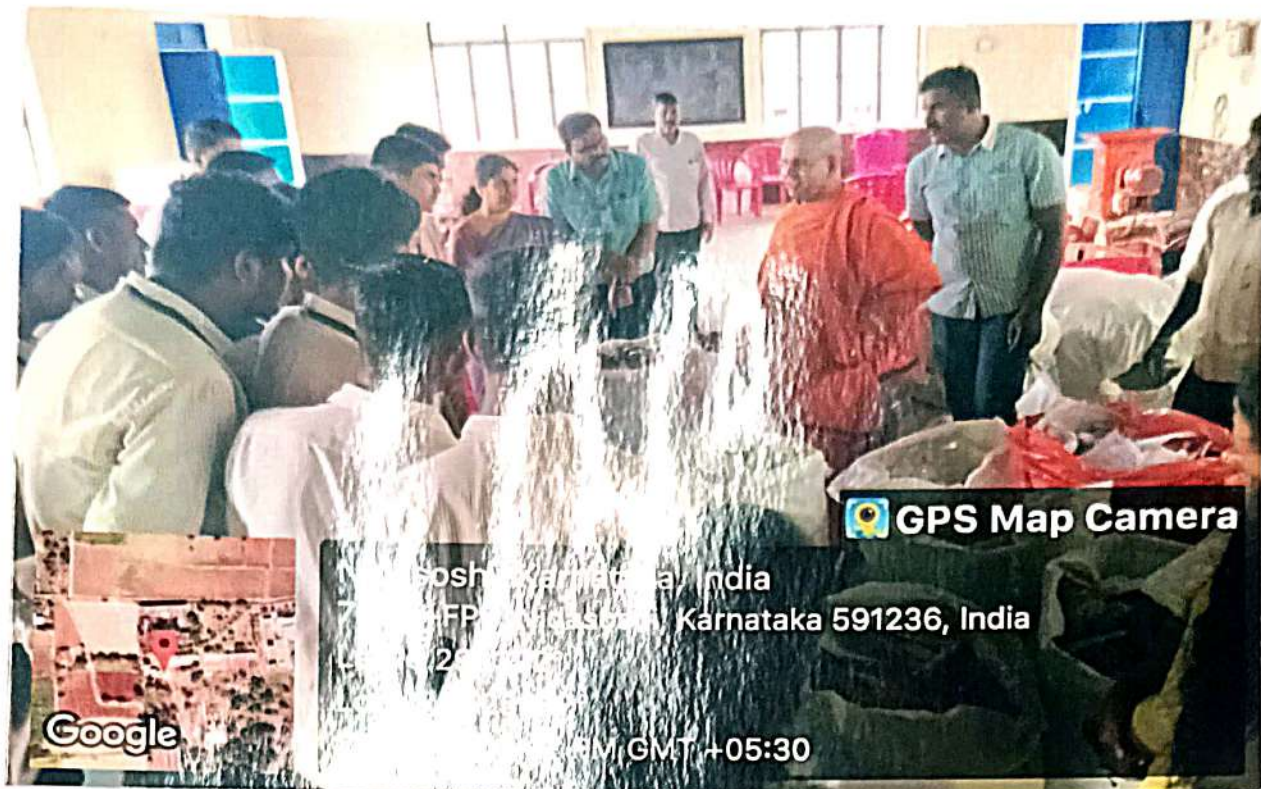




SHRI NIJALINGESHWAR SWAMIJI AND SACHIN HUKKERI EXPLAINING HERMICOMPOST PROCESS.







STUDENTS AT DRY WASTE SEGREGATION UNIT







HYDRAULIC COMPRESSOR AND CRUSHER







### STUDENT INTERACTION WITH SWAMIJI





## REPORT:

Fourth semester B.Sc students (38 numbers) and four of the department faculty have visited the Domestic Biodegradable Waste (DBW) at hermicompost plant and also solid dry waste segregation unit at S.J.P.N. trust campus, Nidasoshi on 20.08.2023, Sunday at 10.30 am. The students were educated about maintaining and keeping the clean environment. The importance of the Solid Waste Management (SWM), that our country is struggling to manage and handle, which is growing at a faster rate than able to convert it into a less harmful or recycling materials for a sustainable development. The field visit can be divided into two parts. In the first part, the DBW Hermicompost Plant (HCP) and the second part is the dry solid waste segregating unit within the campus.

His highness Shri Nijalingeshwara Swamiji, of Nidasoshi math, was very much keen and enthusiastic with meticulous attention to interact with students and faculty members personally. He explained the importance of the solid waste management in particular DBW conversion into **hermicompost**, a new terminology which was coined by himself, that has got high nutritional value related to all other types of manure including vermicompost. He explained some of the drawbacks of the vermicompost against the hermicompost, some of them include non-veg food items cannot be introduced to the vermi pit, similarly oil items, sweet items, citrus fruits etc cannot be placed before the earthworms, and cow dung has to be introduced periodically along with sprinkling water to maintain the proper moisture during the vermicompost production process. Further a suitable pH, temperature and moisture should be maintained throughout the vermicomposting period which is quite laborious in nature for a longer period. The Swamiji is accompanied by his team of experts like Shri Sachin Hukkeri and Shri Anil Savadi, Lecturer in Civil Engineering department, SJPN polytechnic college, Nidasoshi and others.

## **What is Hermicompost?**

With the rapid economic development and population growth, a 10% upsurge in DBW annual discharge is expected according to some scientific survey. Therefore, seeking a cost-effective and novel technology to deal with DBW is necessary for environmental health. The **Black Soldier Fly Larvae (BSFL)**, *Hermetia illucens*, is a typical saprophytic insect, widely distributed in various climatic zones. Working as a larvae-microbiome-enzyme 'integrated-



bioreactor', BSFL digest and convert the biowaste into biomass and effectively inhibit pathogen development.

In the recent years, BSFL bioconversion is a promising technology for DBW management and resource recovery. However, little is known about the DBW biodegradation during the BSFL bioconversion from the perspective of dissolved organic matter. The use of insects, including BSFL, is well known for playing a vital role in solving issues linked with high volumes of organic wastes distributed all over the world. It has progressively been employed in treating biological waste as it is seen as being an environment friendly and less expensive process.

In this context, Swamiji explained the background of developing the HCP at Nidasoshi. Swamiji, a remarkable thinker, philosopher and a visionary his approach has developed the concept with a social cause for the management of domestic food waste. He is the first person to establish the Hermicompost plant by using BSFL. We all got inspired and excited to know that the Hermicompost technology has been patented under his guidance and leadership. He said that BSFL are generated *in-situ* automatically and carry the process within 45 days. The merits of this technology are that we can collect not only the solid compost but also the Hermiwash which has got high nutritional value for effective growth of plants acting as fertilizers and bio-pesticides.

He explained that there are two major types of solid waste that are generated in their campus and are trying to manage the same. First type of waste is the DBW generated at SJPN hostels, staff quarters and Nidasoshi math and the second type of waste is the solid dry waste generated within the campus. The first part of the solid waste wherein 200 Kg of domestic waste is generated per day and they are converted it into hermicompost in a very scientific manner without causing any harm to the environment.

In the second part of the SWM, they are segregating the other types of dry solid waste with nearly 24 different categories such as tetra packs, chocolate cover, multi layered plastics, plastic bottles, papers, cardboard sheets, thermocol etc. The Swamiji expressed his vision and goal to set up the **zero waste and sustainable green campus** and his team is executing to achieve it.





He was very calculative with precise and accurate, not only in his plan but also in his action to execute the result oriented outcome and the same be attributed in the following discussion. He said that daily on an average a solid waste of roughly 2 to 3 lakh crore tonnes is generated across India. He also mentioned about the total GDP of the Indian budget which is around 20 to 30 lakh crore rupees and State budget is around 3.5 lakh crore rupees out of which a very small amount is being spent for the SWM. He also discussed about the condition of the waste management system of the municipal cities across India and the total amount of rupees spent for the segregation of the solid wastes. He also explained the status of the workers, their payment and their health conditions.

He explained the successful story of the SWM at Mangalore city which started through Swachh Barath Abhiyan as part of the Government of India, initiative since 2014 under the guidance of our honorable PM Shri Narendra Modi and his supervision. He said that, in the initial days when he was associated with Ramakrishna Mission at Mangalore, the idea of SWM was started with a small scale and later on it became community level and became people movement in maintaining the city clean through proper SWM and the workers at the SWM getting good salary and well equipped accessories for the same.

At the end of the field visit, Swamiji, interacted with the students and the faculty members and asked about the overall output or central idea of SWM and the role of each individual in maintaining the cleanliness of the surrounding place and the environment and to spread the awareness among their neighbors and relatives. Finally students were so inspired by his valuable thoughts, suggestions, and ideas, his perspective on creating awareness about the preservation of the environmental ecosystems for the future generations.

We need such saintly personalities, not only for religious purposes, but for the socio-economic and environmental development.

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







3



S.D.V.S. Sangh's


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

### Field Visit Report- 2023-2024

Date	22-01-2024
Place	Coffee Estate, Madikeri.
Organizing Department	Economics
Guidance	Dr.D.S.Kamble
Outcomes	To know about Coffee Tree and Coffee seeds.
No.of students participated	B.A. Students.



  
Head  
Department of Economics  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

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



ಎಸಿ-40 (ಎ.ಎಂ./1)

ಕರ್ನಾಟಕ ರಾಜ್ಯ ರಸ್ತೆ ಸಾರಿಗೆ ನಿಗಮ

ವಿವರ 'ಎ'

ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟನ್ನು ಪಾವತಿಯ ನಿಬಂಧನೆಗೆ ಒಳಪಟ್ಟು ಕೊಡಲಾಗಿದೆ.

.....ಕಾರ್ಯಾಲಯ  
ಸ್ಥಳ.....  
ದಿನಾಂಕ 19-1-24

Y-23

350817



ರೂ 1800/- (ಅಕ್ಷರಗಳಲ್ಲಿ) One Eight Hundred and No. 1800/-  
ರೂಪಾಯಿಗಳನ್ನು ನಗದು/ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟ್/ಮುಖಾಂತರ  
ಶ್ರೀ D.S. Kamble ರವರಿಂದ Rs. 1800/-  
ಬಾಬ್‌ಗೋಸ್ಕರ ಅವರ ಪತ್ರದ ಸಂಖ್ಯೆ..... ಪ್ರಕಾರ  
ಸಂದಾಯವಾಗಿರುತ್ತದೆ ಮತ್ತು ಅದನ್ನು Rs. 1800/- ನಗದು ಪುಸ್ತಕದ ಪುಟ  
ಸಂಖ್ಯೆ..... ಲೆಕ್ಕ ಕೀರ್ತಿಗೆ ಖಾತೆ..... ಕ್ಕೆ ಜಮಾ ಮಾಡಲಾಗಿದೆ.

ಶಿಕ್ಷಣ ಮತ್ತು ಸಂಸ್ಕರಣೆ, ಪಂ-17.

Deputy Manager  
S.S. Arts College, Sankeshwar

ಎಸಿ-40 (ಎ.ಎಂ./1)

ಕರ್ನಾಟಕ ರಾಜ್ಯ ರಸ್ತೆ ಸಾರಿಗೆ ನಿಗಮ

ವಿವರ 'ಎ'

ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟನ್ನು ಪಾವತಿಯ ನಿಬಂಧನೆಗೆ ಒಳಪಟ್ಟು ಕೊಡಲಾಗಿದೆ.

.....ಕಾರ್ಯಾಲಯ  
ಸ್ಥಳ.....  
ದಿನಾಂಕ 19-1-24

Y-23

350818

ರೂ 1680/- (ಅಕ್ಷರಗಳಲ್ಲಿ) One Thousand Six Hundred and Eighty Rs. 1680/-  
ರೂಪಾಯಿಗಳನ್ನು ನಗದು/ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟ್/ಮುಖಾಂತರ  
ಶ್ರೀ D.S. Kamble ರವರಿಂದ Rs. 1680/-  
ಬಾಬ್‌ಗೋಸ್ಕರ ಅವರ ಪತ್ರದ ಸಂಖ್ಯೆ..... ಪ್ರಕಾರ  
ಸಂದಾಯವಾಗಿರುತ್ತದೆ ಮತ್ತು ಅದನ್ನು Rs. 1680/- ನಗದು ಪುಸ್ತಕದ ಪುಟ  
ಸಂಖ್ಯೆ..... ಲೆಕ್ಕ ಕೀರ್ತಿಗೆ ಖಾತೆ..... ಕ್ಕೆ ಜಮಾ ಮಾಡಲಾಗಿದೆ.

ಶಿಕ್ಷಣ ಮತ್ತು ಸಂಸ್ಕರಣೆ, ಪಂ-17.

Deputy Manager  
S.S. Arts College, Sankeshwar





From

Principal

S.D.V.S Collage Sankeshwar

591313

To

Depot Manager

The depot manager of Chikkodi

591201

Respected sir[Depot Manager],

Sir, 48 students of BA of our collage are going for educational trip to Madikeri and Mysore during the period of 19th January 2024 to 22nd January 2024. please provide us for the said trip please do the needful .

### Details of the Bus Usage:

- \*Dates:\* 19th January 2024 to 22nd January 2024

- \*Destination:\* Edagunji,Murudeshwar,Kolluru,Udupi,Malpe,Dharamastala,Kukke  
subramanya,Talakaveri,Kodagu,Mysore

Thank you for considering our request. We look forward to your prompt response.

Sincerely,

PRINCIPAL  
J.S.Arts College & TP Science Institute  
[Your Full Name] SHWAR  
P.B. (3005)

Enclosure: \*tour map

\*Principal permission letter

\*Students list





FROM

Dep of Economics & History

S.S. ARTS AND T.P. INSTITUTE SANKESHWAR

591313

TO

The principal of

S.S. ARTS AND T.P. INSTITUTE SANKESHWAR

591313

Subject: Formal Request for College Study Trip Approval

Respected Principal sir

I trust this letter finds you in good health and high spirits. I am writing to formally request your approval for an educational study trip for the students of Your College.

The purpose of this study trip is to provide students with practical exposure and a hands-on learning experience that complements our academic curriculum. The trip is scheduled for [19/01/2024 night to 22/01/2024 morning], and the destination is carefully chosen to align with the subjects and courses offered at our college.

Our itinerary includes visits to [Dharmasthala, Kodagu, Mysore], where students will have the opportunity to gain insights directly related to their coursework. The trip aims to enhance their understanding of the subjects, foster a spirit of inquiry, and promote collaborative learning outside the traditional classroom setting.

To ensure the success and safety of the trip, we have made meticulous arrangements, including securing qualified chaperones, obtaining all necessary permissions, and collaborating with reputable travel agencies.

We believe that this study trip will contribute significantly to the academic and personal development of our students, fostering a sense of curiosity and a passion for learning. We kindly request your favorable consideration and support for this educational endeavor.

Should you require any additional details or wish to discuss this proposal further, I am available at your convenience. We appreciate your time and consideration of this request.

Thank you for your attention to this matter, and we look forward to your positive response.

Sincerely,

Respectfully  
forwarded to  
The Secretary  
S.S. Arts College & T.P. Science Institute  
Sankeshwar

Dep of Economic, History

Head

Department of History  
S.S. Arts College & T.P. Science Institute  
SANKESHWAR

Head  
Department of Economics  
S.S. Arts College & T.P. Science Institute  
SANKESHWAR



Ba 5<sup>th</sup> sem NAME AND AGE

(1) Shridhar Gangayigol	23
(2) Akash Nayak	22
(3) Akash Shiraganvi	23
(4) Balagouda Patil	22
(5) Neethin Aaradhya	22
(6) Shankar Badiger	22
(7) Goutham Boodi	23
(8) Ranjith Panbude	23
(9) Ayaz Mulla	22
(10) Supreet moshi	23
(11) Sushant Kamat	22
(12) Ritesh Kerimani	22
(13) Shiva Prasad Maradi	22
(14) Ganesh kurni	22
(15) Sujal kannai	23
(16) Amit maradi	22
(17) Deepak patil	22
(18) Praveen kumbar	23
(19) Umesh dharmatti	22
(20) Akash vadennavar	22
(21) Manohar mathadh	21
(22) Gouri yamagarni	23
(23) Priyanka managutti	22
(24) Akashata chikkodi	23
(25) Ruchitha shiraguppi	22
(26) Reshmitha kivudh	22
(27) Shilpa kerimani	22
(28) Radhika	21
(29) Sandhya shettennavar	21
(30) Sukanya	21
(31) Akshata Joshi	21
(32) Rohini	21
(33) Madhushri	21
(34) Krithi	21
(35) Swapnil	22
(36) Bhoomika	21
(37) Srushti	22

Ba 3<sup>rd</sup> sem

(38) Swetha kamble	20
(39) Sowmya kerimani	20
(40) Sneha dhurgappgol	19









ಮೈಸೂರು, ಮೈಸೂರು ಕೆಳಗೆ ಬರುತ್ತಾ ಬಂದಿರುವ  
ಮಾಹಿತಿಗಳನ್ನು ಲಯಾ ಗ್ರಂಥಕ್ಕೆ



பெயர்: சுரேஷ்  
 பிள்ளை: சுரேஷ்  
 தாய்: சுரேஷ்

உயர்ப்பாட்டு : = பூதபூதம் பாலத்தோடு உயர்ப்பாட்டு  
புறநாட்டில் தோல்கள்.

ಪರೀಕ್ಷೆಗೆ ಸಿದ್ಧರಾಗಿರುವುದನ್ನು ತಿಳಿಸುವುದು. ಈ ಪರೀಕ್ಷೆಯು ಸರ್ವಜನಿಕವಾಗಿ ನಡೆಯುತ್ತದೆ. ಈ ಪರೀಕ್ಷೆಯು ಸರ್ವಜನಿಕವಾಗಿ ನಡೆಯುತ್ತದೆ.

എട്ടുപന്ത്രണ്ട്

aprod :- 20/01/2024

Principal

S.S. Arts College & T. P. Science Instit<sup>n</sup>

~~Q2~~ Q1

S.D.V.S. Sangh's

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

### Education Study Tour to Mysore Palace -2023-24

Date of the activity	22-01-2024
Organizing Department	History
Name of the Place	Mysore Palace & KRS Dam
No. of teachers participated	03
No. of students participated	47
Collaborating Agency	
Impact of the activity	To About Art & Architecture, Sculpture, Paintings



*Head*  
**Head**  
 Department of History  
 S.S.Arts College & T.P.Science Institute  
 SANKESHWAR



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



# Field Visit/ Study Tour 2023-24

Sl. No	Reg. No	Name	Sign
01	U1SCH21A0077	Shilpa Kenimani	Shilpa
02	U1SCH21A0084	Veena Hegade	V. Hegade
03	U1SCH21A0069	Supreet Moshni	Supreet
04	U1SCH21A0042	Praveen Kumbal	Praveen
05	U1SCH21A0013	Ayyan Mullai	Mullai
06	U1SCH21A0010	Amit Maradi	Amit
07	U1SCH21A0027	Nithin Aradhya K.N	Nithin
08	U1SCH21A0122	Sushant Kamal	Sushant
09	U1SCH21A0039	Rohini Madal	Rohini
10	U1SCH21A0071	AKash Shiraganvi	AKash
11	U1SCH21A0059	Chiridhal Gangajal	Chiridhal
12	U1SCH21A0010	Balajoula patil	Balajoula
13	U1SCH21A0031	Ritesh Kenimani	Ritesh
14	U1SCH21A0099	Ranjit panabude	Ranjit
15	U1SCH21A0092	Goun Yamagami	Goun
16	U1SCH21A0037	Ruchita Shisaguppi	Ruchita
17	U1SCH22A0069	Bhumnika patil	Bhumnika
18	U1SCH21A0091	Ganesh Kuzani	Ganesh
19	U1SCH21A0023	Goutam Boodi	Goutam
20	U1SCH21A0097	Swapnil Malaji	Swapnil
21	U1SCH21A0004	AKash Wadernaval	AKash
22	U1SCH22A0065	Srujan Gulimani	Srujan
23	U1SCH22A0036	Ankita Shinge	Ankita
24	U1SCH22A0071	Jyoti Rokale	Jyoti
25	U1SCH21A0052	Sujal Khanai	Sujal
26	U1SCH21A0020	Kajal Koli	Kajal
27	U1SCH21A0085	Shankal Badipal	Shankal
28	U1SCH21A0075	Mehta Gidajab	Mehta
29	U1SCH21A0060	Bhoomika Maradur	Bhoomika
30	U1SCH21A0005	Akshata Chikodi	Akshata
31	U1SCH21A0051	Sandhyashri Shettemwar	Sandhyashri
32	U1SCH21A0022	Madhushri patil	Madhushri
33	U1SCH21A0043	Radhika Amote	Radhika
34	U1SCH21A0063	Shivprasad Maradi	Shivprasad
35	U1SCH21A0069	Umesh Dharamatti	Umesh
36	U1SCH21A0004	AKash Nayak	AKash

Department of History  
S.S.Arts College & T.P. Science Institute  
SANGHOLI, PUNE

PRINCIPAL  
S.S. Arts College & T.P. Science Institute  
SANGHOLI, PUNE



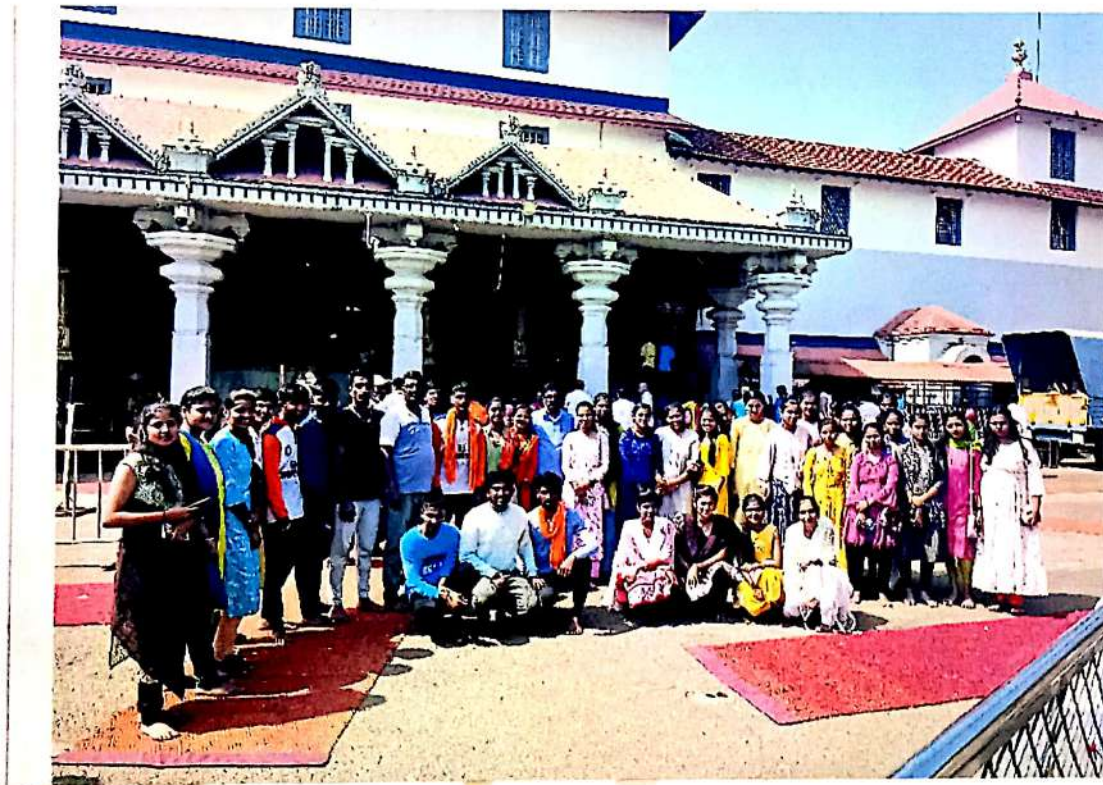


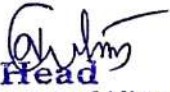
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S.D.V.S. Sangh's  
**S.S.Arts College & T.P. Science Institute, Sankeshwar**  
**Study Tour to Dharmasthal & Kukke Subramanne -2023-24**

Date of the activity	21-01-2024
Organizing Department	History
Name of the Place	Dharmasthal & Kukke Subramanne
No. of teachers participated	03
No. of students participated	47
Collaborating Agency	
Impact of the activity	To About Bhakti Culture



  
**Head**  
Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR



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

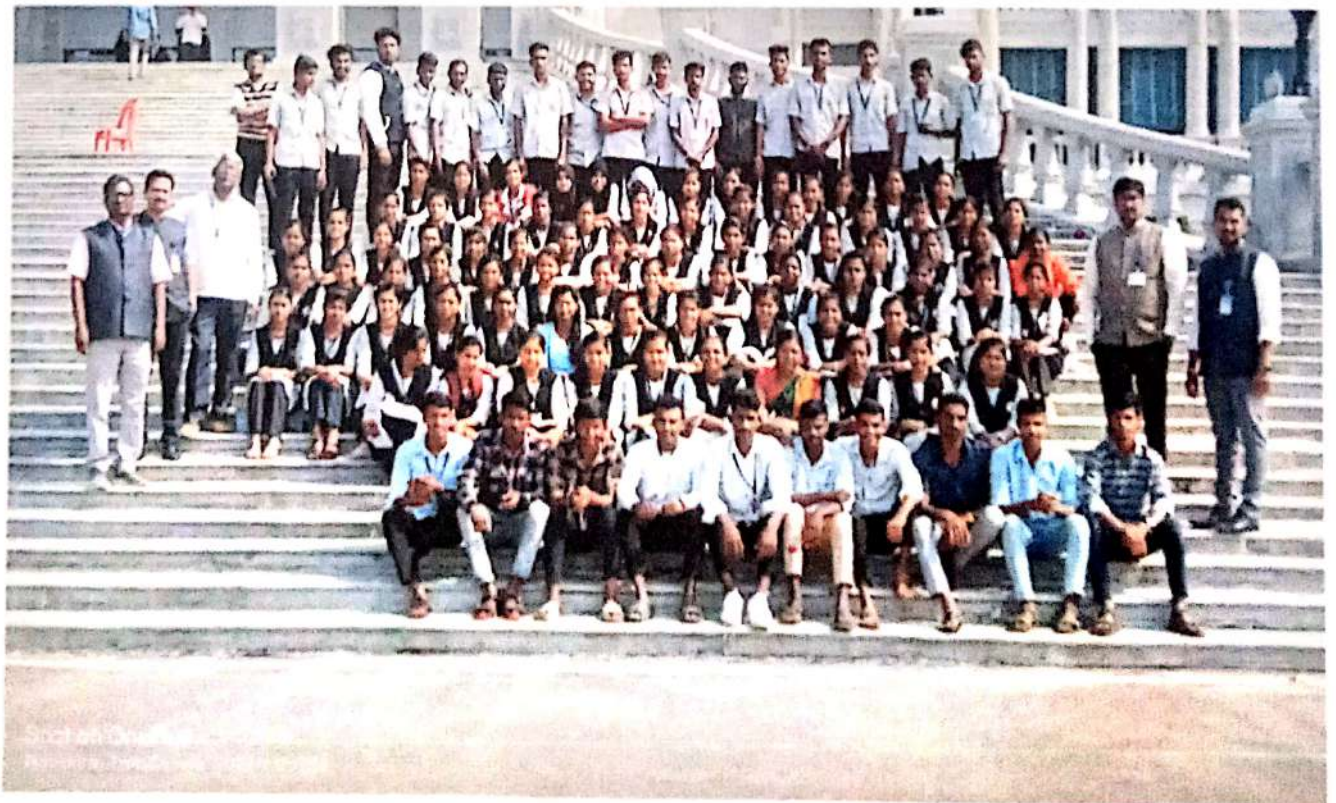


# S.S. Arts College & T.P.Science Institute, Sankeshwar



## FIELD VISIT IN SUVARNA SAUDA BELAGAVI

Date of the activity	12-12-2023
Organizing Department	Political Science
Name of the Chief Guest	
Name of the President	Shri.P.B.Burji
No. of Teachers Participated	05
No. of Students Participated	64
Collaborating Agency	IQAC
Impact of the Activity	Visiting Suvarna Soudha offers a glimpse into the grandeur of Karnataka's legislative assembly. It's a chance to appreciate the architecture and learn about the democratic process.



Field visit to suvarna sauda belagavi on 12-12-2023



S.D.V.S Sangh's

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

Field Visit Sunanda Sauda

Date :

Sl. No	Reg. No	Name Of the students	Class	Sign
1	UISCH23A0031	Pritika. M. Madihalli	III sem	Pritika
2	UISCH23A0012	Jayashree. Hegade	III sem	Jayashree
3	UISCH23A0109	Bhagyashree. Kelagade	III sem	Bhagyashree
4	UISCH23A0018	Seema, S. Patil	III sem	Seema
5	UISCH23A0019	Soukshi V. Magadum	III sem	Soukshi
6	UISCH23A0004	Shilpa. R. Patil	III sem	Shilpa
7	UISCH23A0009	chandana. B. Khanapur	III sem	chandana
8	UISCH23A0005	Laxmi L. Paschapure	III sem	Laxmi
9	UISCH23A0022	Laxmi K. Channabhanwar	III sem	Laxmi
10	UISCH23A0074	Gukanya A. Gorevagal	III sem	Gukanya
11	UISCH23A0113	Ashwini. A. Waghmare	III sem	Ashwini
12	UISCH23A0002	Divya. A. Malagi	III sem	Divya
13	UISCH23A0001	Vedyaashri. D. Dasanatti	III sem	Vedyaashri
14	UISCH23A0034	Poojima. Ishwar. Jatali	III sem	Poojima
15	UISCH23A0011	Reshma. V. Rabakavi	III sem	Reshma
16	UISCH23A0008	Kaveri, A. madihalli	III sem	Kaveri
17	UISCH23A0120	Kadambanis M. Muradangi	"	Kadambanis
18	UISCH23A0003	Hasina. M. Multani	"	Hasina
19	UISCH23A0076	Pavitra. M. Betaguri	"	Pavitra
20	UISCH23A0136	Sumati. Pujari	III <sup>rd</sup> Sem	Sumati
21	UISCH23A0078	Anita Talawar	"	Anita
22	UISCH23A0055	Sneha M. Ghorabude	III <sup>rd</sup> Sem	Sneha
23	UISCH23A0048	Deepa. H. Hugar	III <sup>rd</sup> Sem	Deepa
24	UISCH23A0143	Anjana. S. Managanvi	III <sup>rd</sup> Sem	Anjana
25	UISCH23A0054	Usha. B. Ramagunatti	III sem	Usha
26	UISCH23A0052	Pallavi. R. Madhannavar	III sem	Pallavi
27	UISCH23A0151	Ankita. T. Kamble	III <sup>rd</sup> Sem	Ankita
28	UISCH23A0000	Poojanka. M. Patil	III <sup>rd</sup> Sem	Poojanka
29	UISCH23A0057	Akshay M. Pamecha	III <sup>rd</sup> Sem	Akshay
30	UISCH23A0080	Laxmi. Hegade	"	Laxmi



Sl. No	Reg. No	Name Of the students	Class	Sign
31	UISCH23A0077	Bhazoti R. Jyotkar	B.A III <sup>rd</sup>	
32	UISCH23A0083	Keerti R. Patil	B.A III <sup>rd</sup>	K.R.P
33	UISCH23A0108	Mishha Tahasildar	B.A III <sup>rd</sup>	
34		Suresh. R. Kundrulkar		
35		Rheemappa B. Akhaisagar	BA III <sup>rd</sup>	
36	UISCH23A0035	Sagar Basappa Masaguppi	BA III <sup>rd</sup>	
37	UISCH23A0074	Yuvraj. A. Gundi	B.A III <sup>rd</sup>	
38	UISCH23A0015	Keerti. B. Naik	B.A III <sup>rd</sup>	
39	UISCH23A0016	Aishwarya. D. Ugare	B.A III <sup>rd</sup>	A.D. Ugare
40	UISCH24A0016	Mallikarjun. V. Savarsette	BA I <sup>st</sup>	
41	UISCH24A0009	Vikas. M. Kamate	BA I <sup>st</sup>	
42	UISCH24A0040	Fatoki. B. Sayyad	BA I <sup>st</sup>	
43	UISCH24A0089	Nagaraj. A. Hadaginal	"	
44	UISCH24A0035	Vidya S. Patil	BA I <sup>st</sup>	
45	UISCH24A0026	Shweta. M. Basaragi	BA I <sup>st</sup>	
46	UISCH24A0000	Vaishnavashree. V. Chougale	BA I <sup>st</sup>	
47	UISCH24A0035	Akshata S. Patil	BA I <sup>st</sup>	A.S. Patil
48	UISCH24A0028	Laxmi D. Medekar	BA I <sup>st</sup>	
49	UISCH22A0099	Doddanna. Shivapuri	BA I	
50	UISCH22A0039	Vidya. Marjari	"	V.S.M
51	UISCH22A0043	Anusha. S. Magadum	BA I	
52	UISCH22A0097	Vijayalaxmi. Chougale	BA I	
53	UISCH22A0103	Gangubai. Chougale	BA I	G.B.C
54	UISCH22A0138	Aishwarya R. Wadannavar	BA I	
55	UISCH22A0012	Sunita D. Byali	BA I	
56	UISCH22A0013	Rekha A. Patoli	BA I	
57	UISCH22A0046	Vaishali. B. Kanchagaratti	BA I	Vaishali
58	UISCH22A0024	Rekha. A. Koli	BA I	R.A.K
59	UISCH22A0086	Jayashree. S. Trannavar	BA I	J.S.T
60	UISCH22A0088	Vidya B. Hiremath	BA I	V.B. Hiremath
61		Nagaraj. K. Hadaginal	BA I	
62		Ranjita. M. Kamble	BA I	
63		Swati. M. Magadum	"	Swati
		Poojnima. Duggannavar	"	R.P.D.

Department of Political Science  
S. S. Arts College & T. P. Science

Principal  
S. S. Arts College & T. P. Science



S.D.V.S. Sangh's

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

### Field Visit to Vittal Temple -Hunnur 2022 -23

Date of the activity	10-07-2023
Organizing Department	History
Name of the Chief Guest	-
Name of the President	-
No. of teachers participated	02
No. of students participated	26
Collaborating Agency	-----
Impact of the activity	It Create awareness about art & architecture of Temple



Belagavi, Karnataka, India  
Unnamed Road, Karnataka 591221, India  
Lat 16.153934°  
Long 74.608229°  
10/07/23 09:31 AM GMT +05:30



*Dulim*  
**Head**  
Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

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



# Field visit

Class : BA IV Sem

Year : 2022-23

Department : History

Visiting Place : Hunnur

Sl No	Reg No	Name of the Student	Signature
01		Gouri Yamagashi	
02		Rohini Mavale	
03		Megha Giragao	
04		Visha Hegade	
05		Shankar Badig	
06		Supreet Mosh	
07		Chidhas Gangugli	
08		Witen Anand K.M.	
09		Arash Chisagane	
10		Puances Patter Kide	
11		Shushant Kamal	
12		Dnyaz Mutha	
13		Bhagya Patti	
14		Chauhan Kamal	
15		Goutam Bhat	
16		Keshav Shisagane	
17		Mahesh Mutha	
18		Kavya Khazi	
19		Laxmi Pande	
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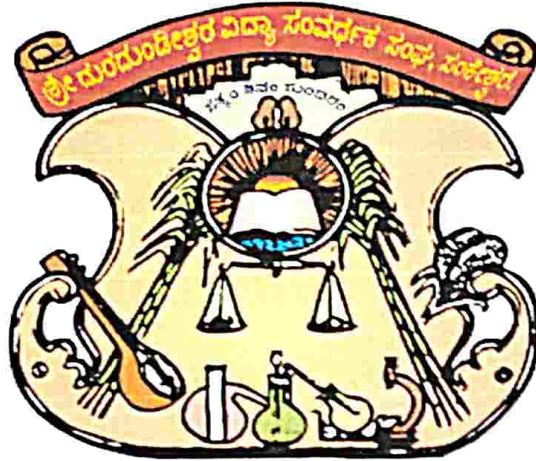


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**S.D.V.S.SANGH'S**



**S.S.ARTS COLLEGE  
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SANKESHWAR**



**GLOBAL ENGLISH: A STUDY**



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Sankeshwar

Date:

B.A 6<sup>th</sup> sem students



## Background of the study globe English

English language, West Germanic language of the Indo-European language family that is closely related to the Frisian, German, and Dutch (in Belgium called Flemish) languages. English originated in England and is the dominant language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various island nations in the Caribbean Sea and the Pacific Ocean. It is also an official language of India, the Philippines, Singapore, and many countries in sub-Saharan Africa, including South Africa. English is the first choice of foreign language in most other countries of the world, and it is that status that has given it the position of a global lingua franca. It is estimated





that about a third of the world's population, some two billion persons, now use English.

## Meaning

You may have already figured out that Global English is a **variety** of English.

It's best to think of English as a plural language (*Englishes*), i.e., different varieties of English are spoken in different locations around the world.

Whereas varieties such as British English and American English can be associated with a particular place, Global English is spoken, you guessed it, globally.



## What is Global English?

**Global English** is a simplified version of the English language, it is a set of rules for writing globally.



It is also known as international English or world English.

Good writing is universally judged by clarity, consistency and how engaging it is. But **global English** is especially important for how it can be understood across the world.

It affects sentence structure, word order and even verb tenses. Its goal is to make writing in English.

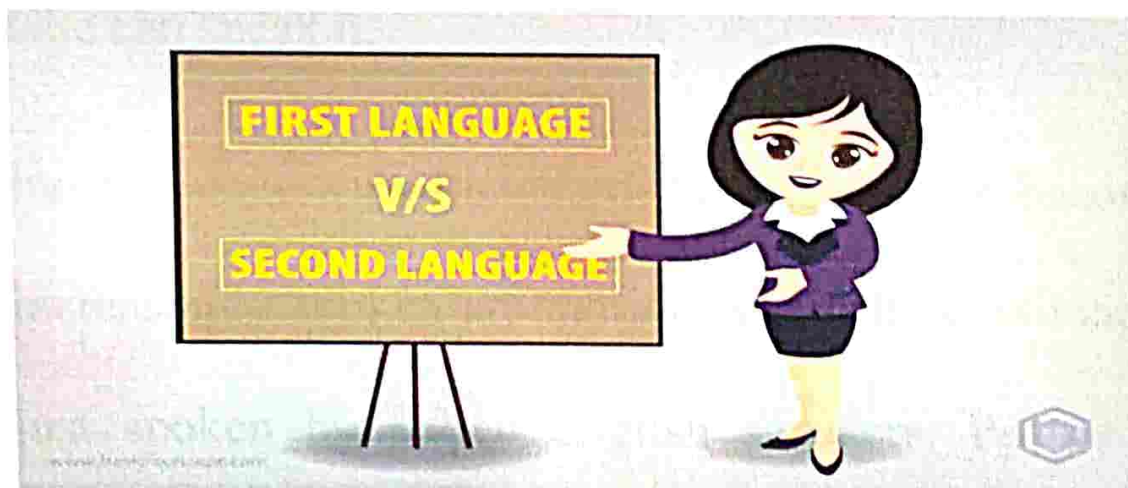




## What is the difference between standard English and global English?

The standard English that native speakers use has lots of sayings and idioms that can be difficult to translate across the world. This can make understanding written native or standard English quite difficult.

There are lots of unique grammar features and even some challenging tenses such as the passive voice.



## Why is Global English useful?



**Global English** is useful because it's extremely clear.

It is often used by translators as it makes sure that the version of English used will be understood by anyone who can speak it.

Its usefulness has increased as English has become increasingly spoken around the world. It is no longer just spoken by native English speakers. People in India, Japan, the Philippines and just about anywhere else you can think of speak English as a second





language. This is actually the largest group of English speakers, so it's no wonder **Global English** has become more popular.

It has an impact on pronunciation. As there are so many different variants of English around, knowing which way to pronounce words as a non-native speaker can be challenging. Native accents can sometimes make learning English more difficult, so **global English** can be helpful with pronunciation too.



## Why is global English useful to ESL teachers?



### GLOBAL ENGLISH

  Depending on

where you're from in the world, standard English may come more naturally when you're teaching your class.

But making an effort to teach using **global English** can have lots of benefits, especially if you plan on teaching all over the world.

Native English isn't regarded as the model for learning English anymore. **Global English** is said to be a step towards reaching global communication. As an ESL





teacher, this might be a key goal you're hoping to work towards. It's really important for when non-native speakers want to talk to each other. This removes the need for imitating accents of English speaking countries and allows the focus and emphasis to be placed on understanding.

There are some specific ESL or TEFL courses on **global English** that some ESL teachers may have chosen to take or study. English isn't just for the classroom, it's a life skill. As the world is so diverse, **global English** helps build the bridge between cultural differences.



or stiff, but if it does then it isn't good global writing.

- It is written with the audience in mind so anyone can understand it rather than over formalising it.

## **Resources for teaching Global English**

We don't have specific resources on **global English** as it is the choice of the ESL teacher what style of English they would like to teach.

You might want to look into **global English** as a stylistic technique to teach your class with. This is especially useful if your students are finding learning English difficult. Or maybe you've done a specific **global English** course. English is a challenging





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language to grasp and **global English** can help make it easier.

You can find our global home for ESL [here](#) where you can see all the different ESL resources available to you.

We have lots of resources that break down learning English by these rules, however. For example, you might like our [simple sentences ESL resource](#). Students need to choose from the words provided and form simple sentences with them. Or you might like [this resource](#) where your class are given prompts to write sentences about. This helps your class to write sentences that are easy to read and are short and simple.





The rules of what makes for good writing are universal. Good writing is clear, consistent and engaging to the reader. Writing for an audience that doesn't speak English is no different. But how can written English be better adapted for universal understanding? How can you be sure that your message can translate all over the world? This is where the writing style known as global English proves to be a useful tool.

Global English is a style of writing that makes written English more easily understood by non-native speakers. Global English does this by being precise, logical and literal. It is the language of manual and technical writers who want their writing to be extremely clear to anyone who reads it.



Additionally, because of its transparency, global English is the preferred style of translators. The rules and guidelines of global English make it ideal for translation by either machine technology or humans.

This doesn't mean that global English is only important for technical writers or translators to know about; any individual or any company that seeks to speak to a global audience should know what it means to write globally.





## Misconceptions of Global English

Global English does not attempt to make written English literally translate into other languages. Although the world's languages have been found to share some remarkable similarities, the disparate grammar rules pertaining to word order make literal translation impossible. Following the above rules will not make your writing translate perfectly into Japanese (where objects come before the subject) or German (where subordinating conjunctions move the sentence's verb to the end of the clause). No writing style can make English conform to the conventions of any or all other languages.

Another misconception about global English is that it must sound stilted or stiff to be "real" global English.



On the contrary, if it sounds odd or unnatural to a native speaker, then it isn't good or useful global writing.

Rather than making English sound like other languages or over-formalizing it, writing with a global audience in mind clarifies written English so that anyone can understand. That includes native speakers.

### **What Global English Means for Translation**

If a piece of writing follows the guidelines of global English, it can be more easily followed by non-native speakers. Additionally, it is a style that is very easily translated into other languages. When sentences are short and there is little to no syntactical ambiguity, translation takes less time and money.





Translation technologies are able to translate global English more accurately and consistently. And if there are no ambiguous words or sentences that require clarification, human translators can complete projects faster. Writing in global English ensures that a piece of writing will translate smoothly into other languages along with being completed quicker and with less cost.

Learning how to use the global English style, whether you're writing for a native or a non-native speaker, makes communicating clearer, faster and more effective.



# The advantages and disadvantages of a global language

## **Advantage 1:** Facilitates communication between different cultures

A global language allows for communication between different cultures. Language has always been the focal point of cultural identity. A global language dismantles communication barriers and offers individuals a gateway to understanding one another's cultures.

Two years ago, my family and I travelled to Argentina, where we watched the Buenos Aires soccer team play a game. As a *futbol* fanatic, I remember talking in English with this Argentinian university student after the game. We had an amazing conversation about Argentinians' passion for soccer compared with that of Canadians. Even though we were both from different countries, and English was not our native tongue, we were able to connect culturally through our ability to speak the current global language.

## **Advantage 2:** Facilitates international trade





With the rise of globalization and neo-liberalism since the 1970s, an unprecedented amount of international trade and business between different countries has been carried out. The reality is that in order to buy from or sell to a business partner from another country, you need to communicate effectively and accurately. Thankfully, a global language eliminates the communication barrier, promoting greater international trade and opportunities for economic growth.

As I was doing research for this blog post, I came across a very interesting index called the "Language Barrier Index (LBI)." In short, the LBI "quantifies international language barriers by measuring the dissimilarity between the main languages of trading partners." <sup>Footnote1</sup> Although it involves a very complicated mathematical equation, it speaks to the advantage of having one world language. Using the LBI, Lohmann found that "language barriers are a significant deterrent to bilateral trade. A 10% increase in the Language Barrier Index can cause a 7% to 10% decrease in trade flows between two countries." <sup>Footnote2</sup>



## **Disadvantage 1:** Presents challenges for non-native speakers in the sciences

There are bigger disadvantages of having a global language than the one I'm going to discuss in this section. However, I wish to explore this one because it has a direct impact on the field I'm currently studying in. Since I'm in environmental studies, scientific literature is vital to any lab, research project or assignment in my classes.

Getting a scientific paper published is a long (about one year) and difficult task that requires many steps. Having a global language has allowed scientists to access a vast amount of literature from around the world, but it has also presented significant challenges for non-native speakers of English. You might be thinking, "They're scientists. Why are adequate English language skills needed by scientists to get their papers published?" Well, scientists need to clearly communicate their findings, conclusions and methods, and for some non-native speakers, that can be strenuous. Scientists who want their work to be globally recognized need to attend English conferences or discussions and read English scientific papers. According to an article published in *The Atlantic*, 80%





of scientific papers were in English.<sup>Footnote3</sup> Furthermore, the article notes that “a journal published in a language other than English must at the very least include English abstracts.”<sup>Footnote4</sup>

According to a BBC article, in this last century, some 400 languages have become extinct – about one language every three months – and in the next century, 50% of all remaining languages will become extinct.<sup>Footnote5</sup> Needless to say, this is worrying, because simply put, an extinct language means the loss of a unique culture. People who speak a global language have greater opportunities for employment, education and overall success. Therefore, some minority language speakers believe that learning to speak a global language will benefit them financially.<sup>Footnote6</sup> Furthermore, with globalization, our cultures are ever increasingly interconnected, catalyzing the takeover of minority languages by a global language.

In conclusion, a global language has its advantages and disadvantages. Its strong points include facilitating communication between different cultures and paving



the way for greater international trade between countries. Its drawbacks are the challenges it creates for non-native speakers in the sciences (especially when it comes to publishing scientific literature) and its contribution to the extinction of minority languages. The question remains: Will English continue as the world's global language in this century and beyond, or will another language take its place?

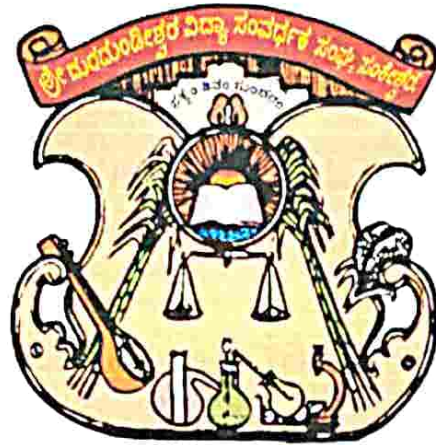
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# S.S ARTS AND T.P SCIENCE INSTITUTE.S SANKESHWAR



**DEPARTMENT : ECONOMICS**

**SUBJECT : DEVELOPMENT ECONOMICS**

**TOPIC : ACHIEVEMENTS WITH REFERENCE TO INDIA**

**CLASS : B.A. V SEM**

**PRESENTING : PROFESSOR.Dr.D.S .KAMBLE**



*Project Report - 2023-2024*

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## ಸ್ವಿಕೃತಿ

ನಮ್ಮ ಗೌರವಾನ್ವಿತ ಸರ್ ಡಿ.ಎಸ್ ಕಾಂಬಳೆ, ಮತ್ತು ಅನಿತಾ ಯಳ್ಕೂರಿ ಮೇಡಂ ಅವರು ಎಸ್.ಎಸ್ ಆರ್ಟ್ಸ್ ಕಾಲೇಜ್ ಮತ್ತು ಟಿ.ಪಿ. ಸೈನ್ಸ್ ಇನ್ಸ್ಟಿಟ್ಯೂಟ್ ಅವರು ಈ ಯೋಜನೆಗೆ ಅವರು ಒದಗಿಸಿದ ಎಲ್ಲಾ ಸೌಲಭ್ಯಗಳಿಗಾಗಿ ನನ್ನ ಆಳವಾದ ಕೃತಜ್ಞತೆ ಮತ್ತು ಪ್ರಾಮಾಣಿಕ ಧನ್ಯವಾದಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಲು ಬಯಸುತ್ತೇನೆ.

ಈ ಯೋಜನೆಯನ್ನು ಯಶಸ್ವಿಯಾಗಿ ಪೂರ್ಣಗೊಳಿಸಲು ನಮಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡಿದ ಅರ್ಥಶಾಸ್ತ್ರ ಶಿಕ್ಷಕರು ಸರ್ ಡಿ ಎಸ್ ಕಾಂಬಳೆ, ಅನಿತಾ ಯಳ್ಕೂರಿ ಮೇಡಂ ಅವರಿಗೆ ನನ್ನ ಹೃತ್ಪೂರ್ವಕ ಧನ್ಯವಾದಗಳನ್ನು ಅರ್ಪಿಸುತ್ತೇನೆ.

ಈ ಯೋಜನೆಯನ್ನು ಯಶಸ್ವಿಯಾಗಿ ಕೈಗೊಳ್ಳಲು ಸಹಾಯ ಮಾಡಿದ ನನ್ನ ಪೋಷಕರಿಗೆ ಮತ್ತು ಕಾಲಕಾಲಕ್ಕೆ ನಾನು ಪಡೆದ ಅವರ ಅಮೂಲ್ಯ ಸಲಹೆ ಮತ್ತು ಬೆಂಬಲಕ್ಕಾಗಿ ನನ್ನ ಪ್ರಾಮಾಣಿಕ ಧನ್ಯವಾದಗಳನ್ನು ಅರ್ಪಿಸಲು ನಾನು ಮರೆಯಲಾರೆ.

ಪರಿಚಯ



ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆ ಅಂದರೆ ಒಂದು ರಾಷ್ಟ್ರದ ಆರ್ಥಿಕ ಸ್ಥಿತಿಯ ಮೇಲೆ ಬದಲಾವಣೆಗಳನ್ನು ಸಾಧಿಸುವ ಮೂಲಕ ಆರ್ಥಿಕ ಸ್ಥಿತಿಯನ್ನು ಬೆಳೆಸುವ ಕ್ರಿಯೆಗಳನ್ನು ಅರ್ಥಮಾಡುತ್ತದೆ. ಸಹೃದಯ ಪ್ರಪಂಚದಲ್ಲಿ ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆಯ ಸಾರ್ವಜನಿಕ ಲಕ್ಷ್ಯಗಳು ಆರ್ಥಿಕ ಸಮತೋಲನ, ಪ್ರಗತಿಶೀಲ ವಿತ್ತೀಯ ನೀತಿ, ವೈವಿಧ್ಯಮಯ ಉದ್ಯಮಗಳ ಅಭಿವೃದ್ಧಿ, ಸಾಮಾಜಿಕ ನ್ಯಾಯ ಮತ್ತು ಸಾಮಾಜಿಕ ಅನ್ಯೂನತೆಗಳ ಕಡೆಗೆ ಗಮನ ಹರಿಸುತ್ತವೆ. ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಮೂಲಭೂತ ಅಂಶಗಳು ಸಂಸ್ಥಾಗತ, ಆರ್ಥಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಮತ್ತು ಸಾಮಾಜಿಕ ಹಿನ್ನೆಲೆಗಳ ಮೇಲೆ ಆಧರಿತವಾಗಿವೆ. ಮುಖ್ಯವಾಗಿ, ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆ ನೆಟ್ಟಗೆ ಜನರ ಆರ್ಥಿಕ ಸ್ಥಿತಿಯ ಉತ್ತುಂಗ ಮಟ್ಟದಲ್ಲಿ ಬೆಳೆಯುವುದು ಮತ್ತು ಅವರ ಜೀವನ ಸಂತೋಷವನ್ನು ಹೆಚ್ಚಿಸುವುದರ ಮೂಲಕ ಸಾಧ್ಯವಾಗುತ್ತದೆ.

## ಆರ್ಥಿಕ ಅಭಿವೃದ್ಧಿಯ ಲಕ್ಷಣಗಳು

ಆರ್ಥಿಕ ವಿಕಾಸದ ವಿಶೇಷಗಳು ಅನ್ನುವುದು ಹೀಗೆ:





ಆರ್ಥಿಕ ವೃದ್ಧಿ: ಒಂದು ದೇಶದಲ್ಲಿ ವಸ್ತುಗಳ ಉತ್ಪಾದನೆ, ವಿಪಣೆ, ಹಣಕಾಸು ಹಾಗೂ ಆಧುನಿಕ ಸೌಲಭ್ಯಗಳು ಹೆಚ್ಚಿನ ಮಟ್ಟಕ್ಕೆ ಹೆಚ್ಚಿನ ಹಂತದಲ್ಲಿ ಬೆಳೆಯುವುದು ಎಂಬುದು ಆರ್ಥಿಕ ವೃದ್ಧಿಯ ಅರ್ಥ. ಪ್ರತಿಯೊಂದು ಸೆಕ್ಟರ್‌ನಲ್ಲೂ ಹೆಚ್ಚು ಸ್ಥಾಯಿಯಾದ ಹೆಚ್ಚು ಉತ್ಪಾದನೆ ಮತ್ತು ಸೇವಾಗಳು ಈ ವಿಕಾಸವನ್ನು ಪ್ರಕಟಗೊಳಿಸುತ್ತವೆ.

ನೌಕರಿ ಸೃಷ್ಟಿ: ಆರ್ಥಿಕ ವಿಕಾಸವು ಹೆಚ್ಚು ಉತ್ಪಾದನೆ ಮತ್ತು ಬಹುಮುಖೀಕರಣದ ಮೂಲಕ ನೌಕರಿಯ ಅವಕಾಶಗಳನ್ನು ಸೃಷ್ಟಿಸುತ್ತದೆ. ಹೆಚ್ಚು ಉದ್ಯೋಗ ಸೃಷ್ಟಿಯಾದರೆ ಜನರ ಆರ್ಥಿಕ ಸ್ಥಿತಿ ಮತ್ತು ಜೀವನ ಸಾಗರದಲ್ಲಿ ಮೇಲಾಗುತ್ತದೆ.

ಸಾಮಾಜಿಕ ಮತ್ತು ಆರ್ಥಿಕ ಸಮತೋಲ: ಅರ್ಥಶಕ್ತಿ ಹೆಚ್ಚುವುದು ಮತ್ತು ವನ್ನು ಸಂಪಾದಿಸುವ ಸಾಧನೆಗಳ ಮೂಲಕ, ಸಮಾಜದಲ್ಲಿ ಸಾಮಾಜಿಕ ಮತ್ತು ಆರ್ಥಿಕ ಸಮತೋಲ ಬೆಳೆಯುತ್ತದೆ. ಇದು ಸಮಾಜದ ಅನೇಕ ವರ್ಗಗಳಲ್ಲಿ ನೀತಿಯ ಸಾಧಾರಣೀಕರಣವನ್ನು ಉಂಟುಮಾಡುತ್ತದೆ ಮತ್ತು ಸಾಮಾಜಿಕ ಅನ್ಯೋನ್ಯ ಸಹಾಯದ ಅವಶ್ಯಕತೆಯನ್ನು ಕಡಿಮೆಮಾಡುತ್ತದೆ.

- ಆರ್ಥಿಕ ಅಭಿವೃದ್ಧಿಯ ಮಾಪನಗಳು
- ವಟ್ಟು ರಾಷ್ಟ್ರೀಯ ಉತ್ಪನ್ನ
- ಜೀವನದ ಭೌತಿಕ ಗುಣಮಟ್ಟ
- ಮಾನವ ಅಭಿವೃದ್ಧಿ ಸೂಚೀ



- ಮಾನವ ಸಂತೋಷ ಸೂಚೀ
- ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ನಡುವಿನ ಭಿನ್ನತೆ

## ವಟ್ಟು ರಾಷ್ಟ್ರೀಯ ಉತ್ಪನ್ನ

ಸಾಮಾಜಿಕ ಅಸಮತೆಗಳನ್ನು ಗಣನೆಗೆ ತಂದಿತ್ತು. ಇದರೊಂದಿಗೆ, ಬಾಹ್ಯ ಆರ್ಥಿಕ ಗಣಿತದ ಕುರಿತಾದ ಅನೇಕ ಸಂದೇಹಗಳನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ಮಾಡಿತ್ತು. ಮೊದಲ ಬಾರಿಗೆ ಬೇಕಾಗಿದ್ದರೆ, ಗ್ರಾಸ್ ನ್ಯಾಷನಲ್ ಪ್ರೊಡಕ್ಟ್ ಅಳತೆಗೆ ಅನುಸ್ವರಿಸುವುದು ನಾಗರಿಕ ಸಮಾಜದ ಅಂತರ್ನಿಯಮಗಳ ಮೇಲೆ ವಿಧಿಸಲ್ಪಟ್ಟ ನಿರ್ದಿಷ್ಟ ನಿರ್ದಿಷ್ಟ ಅಳತೆ ಸಮ್ಮಿಶ್ರಿತ ಆಗಿತ್ತು.

ಗ್ರಾಸ್ ನ್ಯಾಷನಲ್ ಪ್ರೊಡಕ್ಟ್ ಅಳತೆಗೆ ಸಾಮಾನ್ಯವಾಗಿ ಒಂದು ರಾಷ್ಟ್ರದ ಆರ್ಥಿಕ ಚಿತ್ರಣವನ್ನು ನೀಡಲಾಗುತ್ತಿತ್ತು. ಇದು ಒಳಗೊಂಡಿರುವ ಆರ್ಥಿಕ ಅನ್ನು, ನಿರ್ಮಾಣ ಉತ್ಪಾದನೆ, ವಿನಿಯೋಗ, ಬೇರೆ ಯಾವುದೇ ಬೇಟೆ ಮತ್ತು ಸೇವೆಗಳಿಂದ ಉಂಟಾದ ಗಳಿಗೆ, ನೀಡಲಾಗುತ್ತಿತ್ತು. ಇದು ಒಂದು ರಾಷ್ಟ್ರದ ಆರ್ಥಿಕ ಆಧಾರದ ಸಮ್ಮಿಶ್ರಿತ ಅಳತೆಯಾಗಿತ್ತು.

## ಜೀವನದ ಭೌತಿಕ ಗುಣಮಟ್ಟ





ಶಾರೀರಿಕ ಉತ್ತಮ ಜೀವನದ ಸೂಚಕಾಂಕ ಅಥವಾ ಪಿಕ್ಸಲ್ ಸ್ಥಿತಿ ಸೂಚಕಾಂಕವು ಜನರ ಶಾರೀರಿಕ ಆರೋಗ್ಯ, ಹೃದಯಸಂಬಂಧಿ ಕಾಯಿಲೆಗಳ ಹರಿತಾಳ, ಆರೋಗ್ಯದ ಸಂರಕ್ಷಣೆ ಮತ್ತು ಬೆಳೆಸುವ ಪ್ರೋತ್ಸಾಹ ಹಾಗೂ ಆಹಾರ ಮತ್ತು ನೆಲವಿನ ಸಹಾಯದ ಸಾಮರ್ಥ್ಯವನ್ನು ಅಳೆಯುತ್ತದೆ. ಇದು ಒಂದು ರಾಷ್ಟ್ರೀಯ ಮಟ್ಟದ ಮೂಲಕ ಮೂಲ್ಯಾಂಕನದ ರೂಪದಲ್ಲಿ ಬಳಸಲಾಗುತ್ತದೆ, ಮತ್ತು ಸಾಮಾಜಿಕ ಪ್ರತಿಷ್ಠೆ, ಅಧಿಕೃತ ಸ್ಥಳಗಳ ಲಭ್ಯತೆ ಮತ್ತು ಬೇರೆ ಸಾಮಾಜಿಕ ಅನ್ಯೋನ್ಯ ಸಂಬಂಧಗಳು ಇದರ ಅಂತರ್ಗತವಾಗಿರುತ್ತವೆ. ಪಿಕ್ಸಲ್ ಸ್ಥಿತಿ ಸೂಚಕಾಂಕವು ಸಾಮಾಜಿಕ ಪ್ರಗತಿಯ ಒಂದು ಅಂಶವಾಗಿ ಮಾಡಲಾಗಿದೆ, ಮತ್ತು ಸಾರ್ವಜನಿಕ ಸಹಿಷ್ಣುತೆ ಮತ್ತು ಸಾಮಾಜಿಕ ಸಮಾವೇಶದ ಗುಣಮಟ್ಟವನ್ನು ಅಳೆಯುತ್ತದೆ.

ಈ ಸೂಚಕಾಂಕದ ಉದ್ದೇಶ ಜನರ ಶಾರೀರಿಕ ಹೊಂದಿಕೆಗಳನ್ನು ಅಳೆಯುವುದು ಮತ್ತು ಸಾಮಾಜಿಕ ಸಂಗತಿಗಳಲ್ಲಿ ಸುಧಾರಿಸುವುದು. ಇದು ಒಂದು ರಾಷ್ಟ್ರದ ಆರ್ಥಿಕ, ಸಾಮಾಜಿಕ, ಹಾಗೂ ಪರಿಸರ ಬದಲಾವಣೆಗಳನ್ನು ಗಮನಿಸಿ ನಿರ್ಧಾರಿಸುವುದು. ಶಾರೀರಿಕ ಉತ್ತಮ ಜೀವನದ ಸೂಚಕಾಂಕ ಹೆಚ್ಚು ವೈಯಕ್ತಿಕ ಮಟ್ಟದ ಮೇಲೆ ನಿರ್ಭರಿಸಿದೆ ಮತ್ತು ಸಾಮಾಜಿಕ ಸಂಗತಿಗಳ ಅವಕ್ಷಣದ ಮೂಲಕ



ಸ್ಥಳೀಯ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಸ್ತರದಲ್ಲಿ ನಿರ್ಧರಿಸಲಾಗುತ್ತದೆ. ಈ ಸೂಚಕಾಂಕವು ನಗರಗಳ ಮತ್ತು ಗ್ರಾಮೀಣ ಪ್ರದೇಶಗ

## ಮಾನವ ಸಂತೋಷ ಸೂಚೀ

ಮಾನವ ಸಂತೋಷ ಸೂಚಿ ಅಥವಾ ಹೆಚ್ಚಿನ ಸಂತೋಷ ಸೂಚಿಯು ಜನರ ಹೊಸ ಮತ್ತು ಪರಿಸ್ಥಿತಿಗಳನ್ನು ಅನ್ವಯಿಸಿ ಅವರ ಸಂತೋಷವನ್ನು ಅಳೆಯುವ ಒಂದು ಪ್ರಮುಖ ಮಾಪನೆಯಾಗಿದೆ. ಸಂತೋಷ ಸೂಚಿಯು ಅನೇಕ ಘಟನೆಗಳು, ಆರ್ಥಿಕ ಸ್ಥಿತಿ, ಆರೋಗ್ಯ, ಸಹಬಳಗದ ಸಂಬಂಧ, ಕುಟುಂಬದ ಸಮೀಪತೆ ಮತ್ತು ಸಮಾಜದ ಬೆಳವಣಿಗೆಗಳ ಮೂಲಕ ಮಾನವರ ಸಂತೋಷವನ್ನು ಅಳೆಯುತ್ತದೆ. ಈ ಸೂಚಿಯ ಮೂಲಕ ನಿರ್ಧಾರಿತವಾದ ಮಾಹಿತಿ ಮೂಲಕ ಸಾರ್ವಜನಿಕ ನೀತಿಯ ಮೂಲಕ ಹೆಚ್ಚಿನ ಸಂತೋಷವನ್ನು ಸಾಧಿಸಲು ಸಹಾಯ ಮಾಡಬಹುದು.

ಮಾನವ ಸಂತೋಷ ಸೂಚಿಯ ಅಧ್ಯಯನಗಳು ಸಾಮಾಜಿಕ ಸಂಕುಚಿತತೆ, ಅನ್ಯಾಯ, ವಿವಾಹಿತ ಜೀವನ, ಕೊಲೆ ಮತ್ತು ಆತ್ಮಹತ್ಯೆ ಹಾಗೂ ಮಾನವರ ಆರ್ಥಿಕ ಹಾಗೂ ಆರೋಗ್ಯ ಸ್ಥಿತಿಗಳ ಜೊತೆಗೆ ಅವರ ಸಂತೋಷಕ್ಕೆ ಪ್ರಭಾವ ಬೀರುವುದನ್ನು ಅಳೆಯುತ್ತವೆ. ಈ ಸೂಚಕಗಳು ಸಮಾಜದ ಸ್ವಾಸ್ಥ್ಯದ





ಅವಲಂಬನೆಯಾಗಿರಬಹುದು ಮತ್ತು ಸಮಾಜದ ಸಾಮಾಜಿಕ ಸ್ಥಿತಿಗಳ ಅಧ್ಯಯನದಲ್ಲಿ ಮಹತ್ವವಿರಬಹುದು.

### ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ನಡುವಿನ ಭಿನ್ನತೆ

ಆರ್ಥಿಕ ಬೃಹತ್ತಾಗಿಯೂ ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆಯಾಗಿಯೂ ಸಂಭವಿಸುವ ಅಂತರವನ್ನು ವಿವರಿಸಲು ಸುಲಭವಾಗಿ ನಿಗ್ರಹಿಸುವುದು ಅಪರೂಪ. ಆರ್ಥಿಕ ಬೃಹತ್ತು ಹೆಚ್ಚು ಸಂಪಾದನೆ ಮಾಡುವುದು ಮತ್ತು ಜನರ ಆರ್ಥಿಕ ಸ್ಥಿತಿಯನ್ನು ಮಟ್ಟಕ್ಕೆ ಏರಿಸುವುದು. ಇದು ಬಹುಮುಖ್ಯ ಅಂಶಗಳನ್ನು ಮತ್ತು ಸುಂದರ ಆರ್ಥಿಕ ಸುಧಾರಣೆಯನ್ನು ಪರಿಣಾಮಿಸಬಲ್ಲದು. ಹೊರಗಿನ ವ್ಯಾಪಾರ, ಸಂಪಾದನೆ ಮತ್ತು ಸೇವೆಗಳ ವಿಸ್ತರಣೆ, ಜನರ ಆರ್ಥಿಕ ಸ್ಥಿತಿಯ ಉತ್ತಮಗೊಳಿಸುವುದು ಮತ್ತು ಬೆಳೆಸುವುದು ಇದರ ಪರಿಣಾಮಗಳಾಗಿವೆ.

ಇದರೊಂದಿಗೆ, ಆರ್ಥಿಕ ಬೆಳವಣಿಗೆ ಅಥವಾ ಆರ್ಥಿಕ ವಿಕಾಸವು ಒಂದು ದೇಶದ ಸಾಮಾಜಿಕ, ಆರ್ಥಿಕ ಹಾಗೂ ರಾಜಕೀಯ ಘಟನೆಗಳನ್ನು ಆಧರಿಸಿದ ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇದು ಮಕ್ಕಳ ಮತ್ತು ಜನರ ಸಮೃದ್ಧಿಗೆ ಮುಖ್ಯವಾದ ಗತಿಯನ್ನು ಗಳಿಸಿದಂತೆ ಮಾಡಬಲ್ಲದು, ಆದರೆ ಇದು ಕೇವಲ ಆರ್ಥಿಕ ಅಭಿವೃದ್ಧಿಯ ಹಾಗೂ



ಅದರ ಸ್ಥಿರತೆಯ ಕುರಿತಾದ ಕುದುರೆಗಳ ಮೇಲೆ ಮಾತ್ರ ಗಮನ  
ಹರಿಸುವುದಿಲ್ಲ.

ಇಂತಹ ಅಂಶಗಳ ಬೆಳೆಯು ಸಮಾಜದ ಅವಶ್ಯಕತೆಗಳ ಅಧ್ಯಯನ,  
ಬದಲಾವಣೆಯ ನಿರ್ವಹಣೆ, ಸರಿಯಾದ ನಿಯಮಗಳು ಮತ್ತು  
ನ್ಯಾಯವಾದ ನೀತಿಗಳು ಆಧಾರಗಳಾಗಿವೆ. ಕೆಲವು ಸಾಮಾಜಿಕ  
ಮತ್ತು ಆರ್ಥಿಕ ಅಂಶಗಳ ವಿಪುಲೀಕರಣ, ಬಾಹ್ಯ ಸಹಾಯದ  
ಸೇವೆಗಳ ಪ್ರಾಮುಖ್ಯತೆ ಮತ್ತು ಪರಿಣಾಮ ಪ್ರಮುಖವಾಗಿದೆ





**SDVS SANGH'S**  
**S. S. ARTS &**  
**TP SCIENCE**  
**INSTITUTE,**  
**SANKESHWAR**

Project Work



2023 - 2024

## ಐದ್ಯಾರ್ಥಿಗಳ ಜೀವರು

1. ಐದ್ಯಾರ್ಥಿ ಕಿರೀಟಾಂಕ.
2. ರಾಜೀತಾ ಪಾಂಚಜ್ಯ.
3. ಕೇವಾ ಕೋಶ್ಯ.
4. ತಾಯ್ಪು ವಾಚಕಾರ.
5. ವಿಶ್ವಯಾಂ ಗಿರೀಪುಗೋಶ್ಯ.
6. ಕೇವಾ ಪೂರ್ವಾಶ್ಯ.
7. ಚಂದ್ರಗ್ರೀ ಪುರಾಣವರ.
8. ವಿಶ್ವಯಾಂ ಪಾಂಡಿಪುರ.
9. ರಾಣಿ ಪುರಾಣ.

Class:- B.A I<sup>st</sup>

### ಶಿಕ್ಷಕರು

- 1) Prof. V. D. Naganur.
- 2) Prof. D. T. Sogalad.
- 3) Prof. M. Y. Hiremath.



# ಕನ್ನಡ ಛೇದಕೀಯ ಶಾಲೆಗಳ

ಕ್ರ. ಸಂ	ಪರಿವಿಡಿ	ಪುಟ ಸಂಖ್ಯೆ
1.	ಕಲ್ಪಣ ಶಾಲೆ	1 - 4
2.	ಬಿಡುಗಡೆ ಶಾಲೆ	5 - 8
3.	ಶ್ರವಣ ಬೆಂಗಳೂರು ಶಾಲೆ	9 - 12
4.	ಪ್ರಾಚೀನ ಶಾಲೆ	13 - 14
5.	ಬಾಹ್ಯಾಕಾಶ ಶಾಲೆ	15 - 16
6.	ಚಂದ್ರಪಟ್ಟಣ ಶಾಲೆ	17 - 18

## ಹಲ್ಲಡಿ ಶಾಸನ



1) ಕೆನ್ನಡದ ಮಾಟ್ಟಿ ಮಾಹಲ ಶಾಸನ ಇದಾಗಿದ್ದು, ಕೆಪೊರಾಂಜಿ  
ಕಾಶ್ಚಿತ್ತೇಪ್ಪಂಜನಿ ಕ್ಕು ಶಾಸನದ ರಚನಾಕಾರರಾದ ಇವರ ಕಾಲ  
ಕ್ರಿ.ಶ. 450.

2) 1930 ರಲ್ಲಿ ಡಾ|| ಎಮ್. ಎಮ್. ಕೃಷ್ಣರಾವ್ ಕ್ಕು ಶಾಸನ  
ಬೈರಿಗೆ ಬಂದಿದೆ. ಇದೊಂದು 'ಹಾನಿ ಶಾಸನ'

ಹಲ್ಲಡಿ ಗ್ರಾಮದ ಇಲಿಹಾಡ : —

ಹಲ್ಲಡಿ ಶಾಸನವು ಇಂದಿನ ಹಾಸನ ಜಿಲ್ಲೆಯ  
ಹಲ್ಲಡಿಯಲ್ಲಿ ಹೊರಬಂದಿದೆ. ಹಲ್ಲಡಿ ಗ್ರಾಮವು ಬೇಲಗೌಡನಿಂದ  
ಬಿಡುವಳ್ಳೂರಿಗೆ ಕಿರೀಟದ ಮುಖ್ಯ ರಸ್ತೆಗೆ ಕಂಡುಬಂದಿದೆ.



2. ಪೈಯ - ಅಂತರ್ದೃಷ್ಟಿ ಬಂತು ರುಕ್ಮ ಕಾಣುತ್ತದೆ. ಇದು  
ಯುಗಲಿ ನೆರೆಯನ್ನು ತಲುಪುವಂತೆ. ಈ ಗ್ರಾಮಕ್ಕೆ  
ಯಶಸ್ವಿ ಗುಡಿಯನ್ನು ಈ ಶಾಸನ ರಚನೆಗಾಯಿತು. ಇದು  
ರೂಪಿ ಪ್ರಾಮಾಣ್ಯ ಪ್ರಾಣಿಯ ಪಶ್ಚಿಮ ಭಾಗಕ್ಕೆ ಇತ್ತೀಚೆ  
ಮತ್ತು ಇಲ್ಲದ ಪಂಚ ಯಶಸ್ವಿ ಗುಡಿಗೆ ಸ್ಥಾಪಿಸಿದೆ  
ಎಂದು ಹೇಳಲಾಗಿದೆ.

\* ಪಾಂಚಸೇಂದ್ರ ಎಂಬ ಸೇನೆಯನ್ನು ಒಬ್ಬರಿಗೂ ಕೆಡಂಬರು  
ಮತ್ತು ಕೇರೆಯ ಕೃಷ್ಣಪನ್ನಾಸ್ಸಿಗೂ ಕೆಡಂಬರು  
ಇವರಿಬ್ಬರ ನಡುವೆ ಯುದ್ಧ ನಡೆಯುತ್ತಿರುವಾಗ ಯಶಸ್ವಿ  
- ರಿಯ ಮಗ ವಿಜಯ ರಾಜ ಕೆಡಂಬ ಪರವಾಗಿ ಕ್ರೂರಾಡಿ  
ಗಿಡ್ಡನು. ಈ ಸಂತೋಷದಿಂದ ಕೆಡಂಬ ರಾಜ ಕಾಶ್ಯಪಮೂರ್ತಿ  
ನೇಮಿಸಿದ್ದ ಸಿರಿವಾಲ್ಮೀ ನಾಡಿನ ಅಧಿಕಾರಿಗಳಾದ ಪುಗೇಶಿ  
೪ ನಾಗೇಂದ್ರ ಎಂಬವರು ಪಟ್ಟಡಿ ೪ ಮೈಯ್ಯ ನಾಡುಗಳನ್ನು  
ವಿಜಯರಾಜನಿಗೆ ದಾನವಾಗಿ ನೀಡಿದರು.

\* ಈ ಶಾಸನದಲ್ಲಿ ಕಾಶ್ಯಪಮೂರ್ತಿಯ 'ಕೊಪ್ಪಾಣನ ಅರಿ'  
ಎಂಬ ಬರಹದಿಂದ ಸಂಭ್ರಮಿಸಲಾಗಿದೆ. ಕೊಪ್ಪಾಣನ  
ಎಂದರೆ ಕೊಪ್ಪಾಣ ದೇವಪುತ್ರ ಎಂದರ್ಥ. ಶಾಸನದಲ್ಲಿ  
ಲಭ್ಯವಾದ 'ಪೆರೇಶಲಿ' ಎಂಬವನು ಕಾಶ್ಯಪಮೂರ್ತಿಯ  
ಸೇನಾಪತಿ ಎಂದು ಇತಿಹಾಸಕಾರರು ಹೇಳಿದ್ದಾರೆ. ಇವನ  
ಕುಂಡಲಿ ಲಕ್ಷ್ಮಿ ಇವರ ಪತ್ನಿ 'ಅಕ್ಕಾಕೇಶವನ್'



\* ಶ್ರಾವಣದ ಸಾಂಸ್ಕೃತಿಕ ಅಂಶಗಳು :-

1. ಶಾಸನದಲ್ಲಿ "ಬಾಹ್ಯರೀತಿಯವನಾದ್ದಕ್ಕ" ಎಂಬ ಹೆದ ಬಗ್ಗೆ  
- ಕೆಯ್ಯಾಗಿದ್ದು ಇದರರ್ಥ ನೂರಾರು ಯಜ್ಞಗಳನ್ನು  
ಮಾಡುವುದು ಎಂದಾಗುತ್ತದೆ.
2. 'ಬಾಲ್ಯಕ್ಕೆ' ಹೆದದ ಒಲೈವವಾಗಿದ್ದು ಬಾಲ್ಯ ಎಂದರೆ ಐಡ್  
ಗಲ್ಲ ಎಂದರೆ ಪ್ರಾಣ ಎಂದರ್ಥ. ಯಜ್ಞದಲ್ಲಿ ಪ್ರಾರಾಧಿ  
ಚರಾಗ್ರನಿಂದ ಆರ ಐಡ್ವನ್ನು ರಾಜನಾದವನು ಪ್ರಾಣಿ  
ವಿರವು ಮಾವಲ್ಯನ್ನು ನೀಡುತ್ತಿದ್ದರು.
3. 'ಸ್ವರ್ಣದಾರ' ಎಂಬ ಹೆದ ಮಯಾದ ನೀಡುವ ಸಂಸ್ಕೃತ  
ತೆದವಾಗಿದೆ.
4. 'ಕುರುಂಬಡಿ' ಎಂಬ ಹೆದವು ಕುರುಂಬ ಆಳ್ವಕೆಯಲ್ಲಿ  
ಕುರುಂಬ ನೀಡಿದ ತೆರಿಗೆ ವಿನಾಯತಿಯನ್ನು ಸೂಚಿಸುತ್ತದೆ.  
ಕುರುಂಬಡಿ ಎಂದರೆ ಕುರುಂಬ.
5. 'ಹೆಕ್ಕೋನ್ರಿ' ಎಂದರೆ ಪ್ರಾರ್ಥನ ಎಂದರ್ಥ. ಪ್ರಾರ್ಥನಗೆ  
ವಾನೆಥೆವೊಂದ ರಾಹದಲ್ಲಿ ತೆರಿಗೆ ವಿನಾಯತಿ ನೀಡಿದ  
ಎಂದು ಸೂಚಿಸುತ್ತದೆ.



\* ಶಾಸನದ ಭಾಷ್ಯ - ಅಂಶ : —

1. ಶಾಸನದಲ್ಲಿ ಉಚಿತವಾಗಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ ಧಿಭೇದವಾಗಿದೆ.  
ಉದಾ: — ಅಹಾನ್ ಅಶ್ವಯಾನೇ.

2. ಶ್ವೇಷ್ಠಿಕ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ 'ಅ' ರಾಶಕ್ಕೆ 'ಆ' ರಾಶ ಬಳಸಲಾಗಿದೆ.  
ಉದಾ: — ಕುಲಾಯಾನಾ ಯಜ್ಞಭಟ್ಟಾರಿಯಾ.

3. ಸಹಜವಾಗಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ ಲ್ಲಾ ಬಳಸಲಾಗಿದೆ.  
ಉದಾ: — ನಾಡ್ಯಾ, ಕೆಲವೆಡೆ 'ಎ' ಬಂದಿದೆ ಸಹಜವಾಗಿದೆ.

4. ಭಾಷೆ ರೂಪ ಪ್ರಕಾರ ಹುರಪ್ಪ ಹುರಪ್ಪೇನೆ-ಅವ್ಯಾಜ  
ಪ್ರತ್ಯಯ ಧಿಭೇದವಾಗಿದೆ.  
ಉದಾ: — ಬಿಟ್ಟಾರ, ಬಿಟ್ಟಾರೆ, ಕೊಟ್ಟಾರ

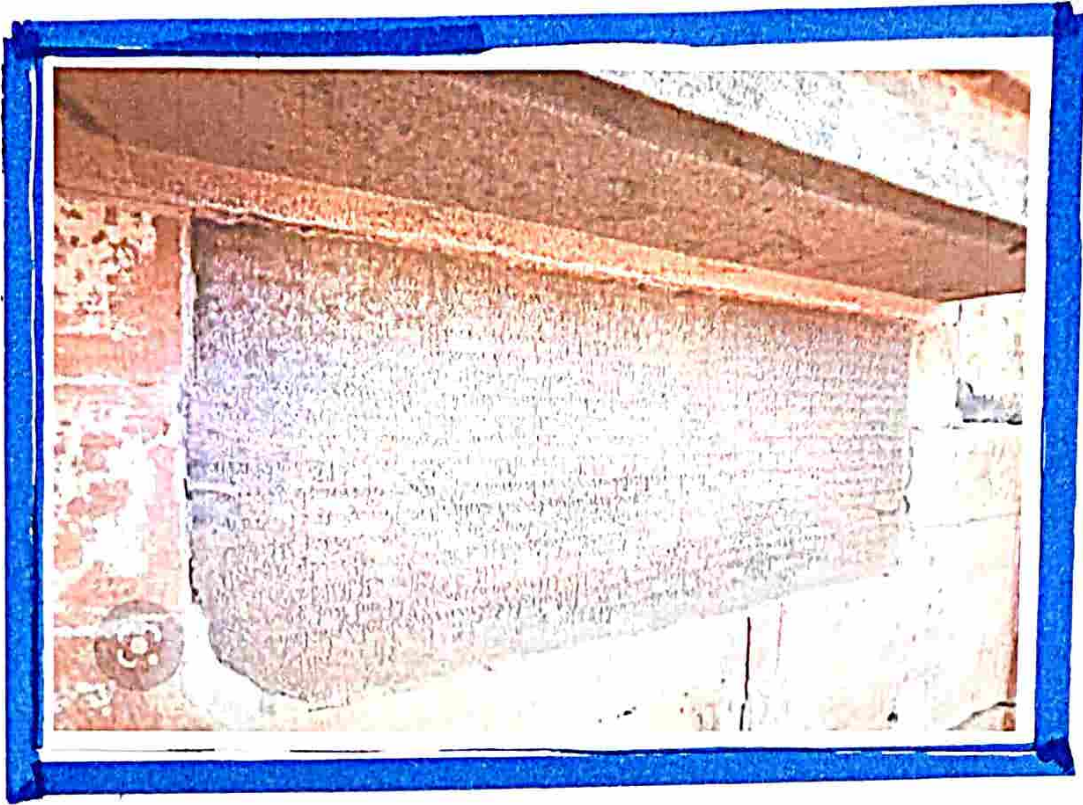
5. ಅನುಸ್ತಾರದ ಬದಲಾಗಿ 'ನ' ರಾಶ ಬಳಸಲಾಗಿದೆ.  
ಉದಾ: — ಕುಂಬಾರ್.

6. ಗಮನಸಮಾಸದಲ್ಲಿ ಅನಿ ಸಮಾಸ ಬಳಸಲಾಗಿದೆ.  
ಉದಾ: — ಹೆತ್ತವನು

7. ಶಾಸನದಲ್ಲಿ ಕೆಲವುಂಥಾ ತಪ್ಪಾಗಿದೆ.

ಭಟ್ಟಾರಿ → ಬಿಟ್ಟಾರಿ[✓] ಬಿಟ್ಟಾರಪ್ಪ → ಬಿಟ್ಟಾರಪ್ಪ[✓]  
ಬಣ → ಬಣ[✓] ಶಿವನಾಗದ್ದು → ಶಿವನಾಗದ್ದು[✓]

## ಬಿರೋಳ್ ಶಾಸನ



ಬಿರೋಳ್ ಪ್ರಶಸ್ತಿ ಎಂಬ ಕರಿಯಬ್ಬಡೆಂಬ ಈ ಬಿರೋಳ್ ಶಾಸನವು ೧೬ ಸ್ಥಾನ ಸಂಸ್ಥೆ ಶಾಸನವಾಗಿದ್ದು ಇದು ಭಾರತೀಯ ಕರ್ನಾಟಕದ ಬಿರೋಳ್‌ಯ್ಯರವರ ವೇಗುಟಿ ಜೈನ ಹೆಬ್ಬಾಲಯದಲ್ಲು ಕೆರೆದ ಒಳಿಯಲ್ಲಿದೆ. ೬೩೫-೬೩೫ CE ದಿನಾಂಕದ ಒಂದು ಸ್ತೂಪ ಇದನ್ನ ಜೈನ ಕುರಿಕುಲಿ ಬಾಹ್ಯಾಂಗಿ ಪಾಠಕ್ಕೆ ರಾಜಮಂಡಲ - ಅವನ ಪೂಜ್ಯರ ಹಳ ಸತ್ಯಾಶ್ರಯ. ಗಾರುಡಾಂಗಿ ಕುರಿಕುಲಿ. ಈ ಶಾಸನವು ಉತ್ತರ ಪಶ್ಚಿಮ ಪಾಠಕ್ಕೆ ಪ್ರಶಸ್ತಿಯಾಗಿದೆ.

\* ಸ್ತೂಪ ಪ್ರತಿಷ್ಠಾ ಇತಿಹಾಸ. :-

1. ಇದು 1880 ರಲ್ಲಿ ದೆಹಲಿ ವೇಗುಟಿ ಜೈನ ಹೆಬ್ಬಾಲಯದ ಅವಶೇಷಗಳ ಸ್ಥಳೀಯ ಪಾಠಕ್ಕೆ, ಮಂಡಲ ೪ ಗರ್ಭಗೃಹದೊಳಗೆ



ಸಂಪರ್ಕಿಸುವ ಗುಣದಿಂದ ಮಧ್ಯದಲ್ಲೂ ಶಾಸನವನ್ನು ಕೂಡಿಸುವುದು.

2. ಕುಲಕರ್ಣಿಯು ವಿಶ್ವಾಸ್ ಶಾಸನವನ್ನು ಕೆಲವೊಮ್ಮೆ ಹಲಕೇರಿಗೆ  
|| ರೆ ವಿಶ್ವಾಸ್ ಶಾಸನ ಎನ್ನು ಕರೆಯಲ್ಪಡುತ್ತದೆ. ಇದು  
ಹೆಚ್ಚಿನ ಮೊದಲನೆಯ ಮೊದಲನೆಯ ಜೈನ ದೇವಾಲಯದಲ್ಲಿ  
ಕಂಡು ಬರುತ್ತದೆ.
3. ವಿಶ್ವಾಸ್ ಶಾಸನವು ಮೊದಲನೆಯ ಜೈನ ದೇವಾಲಯದ ಪೂರ್ವ  
ಭಾಗದ ಗೋಡೆಯ ಮೇಲೆ ಕಂಡುಬರುತ್ತದೆ. ವಿಶಿಷ್ಟವಾಗಿ  
ಗ್ರಂಥಗಳಲ್ಲಿ ಜಯವಂತರ ಎನ್ನು ಕರೆಯಲ್ಪಡುತ್ತದೆ.
4. ಮಹಾಬಲ ಶಾಸನವು ಕೂಡ ಕಂಡುಬರುತ್ತದೆ - ಅದರಲ್ಲಿ  
ವಿಶ್ವಾಸ್ ಮಹಾಬಲ ಪಟ್ಟದಂತೆ ಭಾರತದಲ್ಲಿ ೪ ಮಹಾಶಾ  
-ಮಹಾಶಾ ಮಹಾಶಾ ಕೇಶವಿಯ ಶಾಸನವು. ಜಯವಂತರ  
ಭಾರತದಲ್ಲಿ ಕೆಲವು ಪ್ರಮುಖ ಪ್ರಾಚೀನ ಕೇಂದ್ರವಾಗಿ  
ಕಾರಣವಾಗಿದ್ದವು. ೪ ಕಂಡುಬರುತ್ತದೆ ೪ ಜೈನ ದೇವಾಲಯದ  
ಮಹಾಶಾ ಶಾಸನವು ಕಂಡುಬರುತ್ತದೆ. ಅವರು ನಾಗರ ಪದ್ಧತಿಯಲ್ಲಿ  
ಕಂಡುಬರುತ್ತದೆ ದೇವಾಲಯಗಳನ್ನು ಕಟ್ಟಿಸಿದರು.

\* ವಿವರಣೆ :-

1. ಶಾಸನವು ಹಳ್ಳಿಯ ಕನ್ನಡ ಚಾಯತ್ರೆ ಅರಿಯಲ್ಪಟ್ಟ ಸಂಸ್ಥೆ ೧೬ ಸಾಬಗ್ರನ್ಯ ಕುರಿತು . ಇದು ಮೊಗಟಿ ಹೊಕ್ಕುನದ ಪೂರ್ವದ ಕುರಿಗೋಡೆಯ ಭಾಗವಾಗಿ ಕಟ್ಟಿನ ಮೇಲೆ ಕುರಿತುಸಲಾಗಿವೆ.
2. ಪೆಟ್ಟು ಸುಮಾರು 4.75 ಅಡಿ ೪ ೨ ಅಡಿ ಮೊಟ್ಟೆಯನ್ನು ಬ್ರಗಿಗಾಂಡಿ - ಅತ್ತೆಕಗ್ರಾ ೦.೫ ಅಡಿ ರಿಂದ ೦.62 ಇದ್ದುಕೊಳ್ಳುತ್ತದೆ ಎತ್ತರದಲ್ಲುತ್ಪತ್ತಿ.
3. ಕೆಲವು ವೈಶ್ಯಸಮ 18 ನೇ, 19 ನೇ ಸಾಬಗ್ರಾ ನಂತರ ಸೇರಿಸಲಾದ ಪ್ರಶ್ನಾಚಾರಗ್ರಾ ರೂರೀಲಿಯವರದಲ್ಲ ಎಂದೂ ಸೂಚಿಸುತ್ತದೆ.

\* ಶಾಸನದ ಮಾಹಿತಿ :-

1. ಐತಿಹಾಸಿಕ ಶಾಸನವು - ಅದರ ವಿಭಿನ್ನ ಪ್ರಕಟಿತ - ಅನುವಾದಗ - ಗ್ರಾಂಥಿಗೆ 6 ೪ 7 ನೇ ಕತಮಾನದಲ್ಲ ಜೆತ್ತೆನ್ ೪ ಭಾರಲಿಯ ಇತಿಹಾಸದ ಮೂಲವಾಗಿವೆ.
2. ಇಂಡ್ರಾಬಾಹಿನ್ ೦೪೬೬ ಸಾಬಗ್ರಾ - ಅವರ ಪ್ರಕಾರ, 7 ನೇ ಕತಮಾನದಲ್ಲ ಐತಿಹಾಸಿಕ ಶಾಸನವು ಮೊಗಟಿ ಹೊಕ್ಕುನದ ಮೂಲ - ಯದ ಐನ್ದಾಂಕ - ಅದನ್ನೆ ನಿರ್ಮಿಸುವಲ್ಲಿ ರೂರೀಲಿಯ ಹಾಲ್ , ಪಾಲ್ವಾಸನ್ ಪ್ರಾಲ್ವಿ ಉತ್ತರ ಭಾಷೆ ೪ ಪ್ರಾಕೃತದ ರಾಜ್ಯಗ್ರಾಂಥದ ಸರಸ್ವ ಸಂಗತಿಗ್ರಾ ಎತ್ತರಕ್ಕೆ ಮೂಲವಾಗಿವೆ.



\* ವಿವರಣೆ : —

1. ಶಾಸನವು ಕ್ಷೌರಿಯ ಕನ್ನಡ ಚಾಯಕ್ಕೆ ಅಡಿಯಲ್ಲಿ ಸಂಸ್ಕೃತದ ೧೬ ಸಾಬಗ್ಗನು ಕೊಂಡಿದೆ. ಇದು ಮೊಗುತಿ ಹೊಸಗೊಳದ ಕೊಂಡದ ಕೊಂಡಗೋಡೆಯ ಭಾಗವಾಗಿ ಕಟ್ಟಿದ ಮೇಲೆ ಕೊಂಡಿಸಲಾಗಿದೆ.
2. ಪೆಟ್ಟು ಸುಮಾರು 4.75 ಅಡಿ ೪ ೨ ಅಡಿ ಮೊಟ್ಟೆಯನ್ನು ಬಿಟ್ಟುಕೊಂಡಿದೆ. ಅಕ್ಕಿಗಲ್ಲು ೦.೫ ಅಡಿ ರಿಂದ ೦.62 ಇದ್ದುಕೊಳ್ಳುತ್ತದೆ. ಎತ್ತರದಲ್ಲಿದೆ.
3. ಕೆಲವು ವೈಶ್ಯಾಸವು 18 ನೇ, 19 ನೇ ಸಾಬಗ್ಗ ನಂತರ ಸೇರಿಸಲಾದ ಫೆಬ್ರವರಿಯಲ್ಲಿ ರೂಪರೇಖೆಯಾದರಲ್ಲ ಎಂದೂ ಸೂಚಿಸುತ್ತದೆ.

\* ಶಾಸನದ ಮಹತ್ವ : —

1. ಐತಿಹಾಸಿಕ ಶಾಸನವು — ಅದರ ವಿಳಾಸ ಪ್ರಕಟಿತ — ಅನುವಾದಗ — ಗ್ರಾಂಥಿಕ 6 ೪ 7 ನೇ ಶತಮಾನದಲ್ಲಿ ಹೆಕ್ಟನ್ ೪ ಭಾರತೀಯ ಇತಿಹಾಸದ ಮೂಲವಾಗಿದೆ.
2. ಇಂಡೋಲೂಜಿಸ್ಟ್ ೦೩೬೬ ಸಾಲ್ವಿಯನ್ — ಅವರ ಪ್ರಕಾರ, 7 ನೇ ಶತಮಾನದಲ್ಲಿ ಐತಿಹಾಸಿಕ ಶಾಸನವು ಮೊಗುತಿ ಕೈನ ಹೊಲ — ಯದ ದಿವಾಂಸ — ಅದನ್ನು ನಿರ್ಮಿಸುವಲ್ಲಿ ರೂಪರೇಖೆಯ ಪಾತ್ರ, ಪಾಲ್ವಹಾಸಲ್ ಖ್ಯಾತಿ ಅರಬ್ಬಿ ಭಾಷೆ ೪ ಪ್ರಕಟಿತದ ರಾಜ್ಯಗ್ರಾಂಥದ ಸರಳ ಸಂಗತಿಗ್ಗು ಎತ್ತರಕ್ಕೆ ಮೂಲವಾಗಿದೆ.

3. ಐಕ್ಯಾಶ್ವಾಶಾಸನವು ರೂಪಕೀರ್ತನೆಯವರ ವಿಶ್ವಗಿರಿಗೆ 7ನೇ ಶತಮಾನದ ಆರಂಭದಲ್ಲಿ ಜಲಪ್ರಾಂತದ ಸಾಹಿತ್ಯಿಕ ಒಂದು ರಾಜಕೀಯ ಉದ್ಭವವನ್ನು ಮೂಲಬಿಟ್ಟಿದೆ.
4. ಆದರೆ ಐತಿಹಾಸಿಕ ಪ್ರಾಕಾರ, ಕಾವ್ಯಿಕ ಒಂದು ಛೇದನಗ್ರಂಥವನ್ನು ನಿಯೋಜಿಸುವ ಅತ್ಯಂತ ವಾಕ್ಯಾತ್ಮಕವಾದ ಶಿಲೆಯನ್ನು ನೀಡಲಾಗಿದೆ.
5. ಐಕ್ಯಾಶ್ವಾಶಾಸನ ಈ ವಾಕ್ಯಕ್ಕೆ ರಾಜವಂಶದ ವಾಕ್ಯ ಫಲಕಗಳು "ಭಕ್ತ ಸುಖ"ವೆಲ್ಲವೂ.
6. ಅಷ್ಟೇಕೆ ಅವರ ಪ್ರಕಾರ ಇದು ಸಂಪೂರ್ಣ ವಿಶ್ವಾಸಾರ್ಥವಾಗಿದೆ. ಒಂದು ನಂತರ ಮೇಲೆ ಶಾಸನದ ಅಪ್ರತಿರೋಧಕವಾಗಿ ಸೇರಿತು.
7. ಮಂಗಳೇಶನು ಪ್ರಾರ್ಥನೆ ಬಿಡುವ ರಾಜ್ಯವನ್ನು ಹೋರಾಡಿದನೆಂದು ಹೇಳುವಂತಹವು ವಾಕ್ಯಕ್ಕೆ ವಾಕ್ಯ ಫಲಕಗಳು ಹೇಳುತ್ತವೆ.



## ಶ್ರವಣಬೆಳಗೊಲ್ಲ ಶಾಸನ



1. ಶ್ರವಣಬೆಳಗೊಲ್ಲದ ಪ್ರಾಚೀನ ಶಾಸನಗಳು ಕ್ರಿ.ಶ.ಸು. 650 ರಿಂದ 700. ಈ ಶಾಸನಗಳು ಎಲ್ಲದ್ದು ವೈಶಿಷ್ಟ್ಯವೆ. ಶ್ರವಣಬೆಳಗೊಲ್ಲದ ಸುತ್ತಲೂ ಸುಮಾರು 800 ಶಾಸನಗಳನ್ನು ಹತ್ತಿ ಹಿಡಿದಿರುತ್ತದೆ.
2. ಇದರಲ್ಲಿ 80 ಶಾಸನಗಳು ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅಕ್ಷರವಾಗಿ 600-1830 ನ್ನಿಗಾಗಿ ಸುಬಂಧ ಹೊಂದಿರುತ್ತದೆ. ಇವುಗಳಲ್ಲಿ ಕಾದಂಬರಿ, ಅಲಂಕಾರ, ಪ್ರಾಕಾರ, ವಿಹಾರ, ಭಾಷಣ, ವಿವರ ಜೀವನ ಮುಂತಾದವುಗಳಿವೆ.
3. ಹಾಗಾಗಿ ಕನ್ನಡ ಶಾಸನ ಪರಂಪರೆಯಲ್ಲಿ ಈ ಶಾಸನಗಳು ಒಂದು ಸ್ಥಾನವನ್ನು ಹೊಂದಿರುತ್ತವೆ. ಕೆಲವು ವಿಶಿಷ್ಟವಾದ ಪ್ರಕಾರ ಇದು ಕನ್ನಡ ಶಾಸನ ಕ್ಷೇತ್ರದ ಮುಂಚಿನವಾಗಿದೆ.



\* ಇತಿವೃತ್ತೆ :-

1. ಗಂಗೆರ ಆಶ್ವರಿಯ ಸಮಯದಲ್ಲಿ ಶ್ರವಣಬೆಳಗೊಳ್ ಪ್ರಮುಖ ಥಾಣೀಕರ ಕೇಂದ್ರವಾಗಿತ್ತು.
2. ಇದು ಬಂಡು ಹೊಡೆ ಪುಣತೆತ್ತೆ ಪ್ರಾಮಖ್ಯತೆಯ ಬಂಡು ಸ್ಥಳವಾಗಿದೆ.
3. ಹೆಚ್ಚಾದ ಹಿಸರು "ಶ್ರವಣ, ಶ್ರವಣ" ಎಂಬ ಹದಿಂದ ಹಡೆಯಲಾಗಿದೆ.
4. ಶ್ರವಣ ಈ ಶ್ರವಣ ಬಂದರೆ 'ಜೈನ ಸಂನ್ಯಾಸಿ' ಎಂದರ್ಥ ಓ ಬೆಳಗೊಳ್ ಈ 'ಬೆಳಗೊಳ್ ಕೊಳ್' ಎಂದರ್ಥ.
5. ಶ್ರವಣಬೆಳಗೊಳ್ ಸುತ್ತಮುತ್ತಲೂ ಸುಮಾರು 800 ಕಾಸನ - ಗುಳಿಗಳ ಪತ್ತೆ ಹೂಡಲಾಗಿದೆ.
6. ಇದರಿಂದ ಬಂದ ಕಾಸನ ಹೆಲ್ಯೆಯ ಮಾತ್ರವಲ್ಲದೆ ನಮ್ಮ ಕೂಟಕವನ್ನೂ ಆಳದ ಬಲ್ಲಾ ಸಾಮ್ರಾಜ್ಯಗಳ ಇತಿಹಾಸವನ್ನು ಅರ್ಥಮಾಡಿ ಕೊಳ್ಳುವಲ್ಲಿ ಸಹಾಯಕವಾಗಿದೆ.
7. ಶಿಲಾಕಾಸನಗಳು ಕನ್ನಡ, ಸಂಸ್ಕೃತ, ತೆಲುಗು, ಮರಾಠಿ, ಪ್ರಾಮಾಣಿ & ಮಾಹಾಬಲಿ ಭಾಷೆಗಳಲ್ಲಿವೆ.

\* ಕಾಸನಗಳ ಪ್ರತಿಷ್ಠೆ :-

1. ಶ್ರವಣಬೆಳಗೊಳ್ ಪ್ರಾಚೀನ ಕಾಸನಗಳ ಕಾಲ ಕ್ರಿ.ಶ ಸುಮಾರು 650 ರಿಂದ 700.
2. ಇದು ಪ್ರಮುಖವಾಗಿ ಜೈನ ಧರ್ಮಕ್ಕೆ ಸಂಬಂಧಿಸಿದೆ.



3. ಶ್ರವಣ ಬೈಗ್ಗಾದ ಬಿಟ್ಟಮಾಯಾ ಶಾಸನ ಬಿತ್ತಿಪ್ರಾಪ್ತ  
ಪ್ರಾಪ್ತದಂತಿದೆ.
4. ಒಂದೊಂದು ಶಾಸನವು ಒಂದೊಂದು ಭಾವಗೀತೆಯಂತೆ  
ಸುಾಗಳಾದ ಒಪ್ಪು, ರೂಪಗಳಿಂದ ಕೂಡಿದೆ.
5. ಕಾವ್ಯ ಸ್ವರಸ್ಯದ 50 ಕ್ಕಾ ರೀತ್ಯ ಪದ್ಯಗಳು ಈ ಶಾಸನಗಳಲ್ಲಿ  
ಹೊರೆಯಲ್ಪಟ್ಟಿವೆ.
6. ಪಂಚೇಂದ್ರಿಯಗಳನ್ನು ಗಿಡ್ಡ ಕಟ್ಟುವಿನ ಪ್ರತಿ ಛೇದನದ  
ಚರಿತ್ರೆಗ್ರೀ ಕ್ಷಾತ್ರಾರು ಸಂಘವ ಮುನಿ ಸುರಬ್ರೀಕದ  
ಮಾಹಿತಿಗಳನ್ನು ಹೊದಿ ಎಲ, ವೇದಾನ ಸಹಜವು,  
ಭಿಕ್ಷುರು ಸ್ವಗಾನ್ವವನ್ನೇರಿಡ್ಡು, ಕ್ರಂತಾರು ಯತಿ ಕಟವಗ್ರ,  
ಶ್ರೀ ಬೆಂಕಿ ಸಹಜವುಳ್ಳು ಮುಂತಾದ ಸುರೇಂಟು ಕಡೆ,  
ಸುರೇಂಟು ದರ್ಶನ ಎಗ್ರತಪ್ಪಸನ್ನಾಚರಣಿ ಸಮಾಧಿಸ್ವರಾದದರ  
ವಿವರ ಮಾಹಿತನ ಮುಖ್ಯಯ ನೋಖಿಯಿಂದಾದ ಸ್ವಗಣ  
ಪ್ರಾಪ್ತಿ ಚಂದ್ರದೇವಾಚಾರ್ಯ ತಪಸ್ವಿಯ ವಿನಯಾಪರತೆ,  
ಅನಂತದಂತಿ ಕಂತಿ ಬಂಬದಗ್ರ ಸುರಬ್ರೀಕತಾಖ್ಯ ಮುಂತಾದ  
ಶಾಸನಗಳಿವೆ.

\* ನಂದಿಸೇನನ ಮುನಿಯನ್ನು ಪರಿತ ಶಾಸನ :-

1. ಸುರಚಾಪಂಚಾಲೇ ವಿದ್ಯುಲತೆಗ್ರ ಕೆರಪ್ರಾಯೋರು ಜೆಗಂ  
ತಿಗಂ ಶ್ರೀ ರಾಹ ಲಲಾಧನವಿಭ ಮಾಹಾರಾಣಿಗ್ರ ನಿಜದಾಗ್ರಂ
2. ಪರಮಾಚ್ಚೇದ ಮಿಚ್ಚಿನಾನೀಧರ್ಯಯ್ಯಾರದಾನೆನ್ನು  
ಸನ್ನಾಸಂನಂಗಿ.

3. ಯ್ವರಸತ್ತೆನ್ನ ಜಿ ಸೇನ ತ್ರಿಪರ ಮನಿಹರನ್ನೇವಲೋಕಕ್ಕೆ ಸಲ್ಲಾನ ||

\* ಒಕ್ಕನ ಶ್ರವಣಬೆಳಗೊಲ್ಲದ ಥಮರ ಸಮನ್ವಯ ಶಾಸನ:-

1. ಈ ಶಾಸನ ಏಷಯನಗರ ಸಾಪ್ತಾಭ್ಯ ಒರಂಭವಾದ ಕೇವಲ 10-20 ವರ್ಷಗಳ್ಳು ಸುಟ್ಟಿದೆ.

2. ಇದರ ಕಾಲ ಕ್ರಿ.ಶ 1368.

ಒಮ್ಮೆ ವೈಷ್ಣವರಿಗೂ ಜೈನರಿಗೂ ಜಗ್ಗುವಾಗಿ ಜೈನರಿಗೆ ಇಲ್ಲವು ತೊಂದರಿಗ್ಗುವವು. ಜೈನರು ಏರ ಬುಕ್ಕರಾಯನಲ್ಲಗೆ ಹುರಂನು ಕುಂಟುಯ್ಯಲು ಆತ ಏರಡು ಥಮರಗ್ಗೂದರು ಒಂದೇ ಬೆದವೇನಿಸಲಾಗದೇ ಏರಡು ಪಂಗಡದ ಮೇರೀಣವನ್ನು ಕ್ರಿ ಕ್ರಿ ಸಿಡಿತಿ ಸ್ವೇದ ಒಯವಮಾಡಿ ಆ ಬಡಂಬಡಿತಿರೆಯನ್ನು ಶಾಸನ ಮಾಡಿ ನಿಲ್ಲಿಸಿದರು.

3. ಶ್ರವಣಬೆಳಗೊಲ್ಲ ಶಾಸನವು ಏಷಯನಗರದ ಒಕ್ಕರಾಯನ ಸಮದ್ಭ್ಯುರ್ಥೆ ಸಾಕ್ಷಿಯಾಗಿದೆ.



ಅಭ್ಯಾಸ ಶಾಸನ

[illegible]



\* ಶಾಸನದ ವಿವರಣೆ :-

1. ಪಾಳೆಯಗೃಹದ ಪ್ರವೇಶದ್ವಾರದ ದೇವಸ್ಥಾನದ ಸಮೀಪದಲ್ಲಿ  
ಪ್ರಾಚೀನವಾದ ಗುಲಾಮಿಯಾದ ೨೦೧೩ - ೧೪ ರಲ್ಲಿ ನಡೆಸಿದ  
ಉದ್ಘಾಟನೆಯ ವೇಳೆಗೆ ಈ ಶಾಸನ ಹಿಡಿಯಲಾಗಿದೆ.
2. ಈ ಶಾಸನ ರಚನೆಯಾದ ಅವಧಿ ಕ್ರಿ.ಶ ೩೩೦ - ೪೫೦ ಇರಬ  
ಹುದೆಂದು - ಅಧ್ಯಯನದಿಂದ ತಿಳಿದುಬಂದಿದೆ.  
ಈ ಶಾಸನ ಕೆಡಂಬ ದೊರೆ ಶಾಂತವರ್ಮನ ಕಾಲದಿಂದಲೂ  
ಜೈನಧರ್ಮದ ಅಂಶವಾಗಿ ಬಂದಿದೆ.
3. ವೇಣೀಗ ಎಂಬ - ಅಂಜನನಿಗೆ ಕೆಡಂಬ ದೊರೆಯೂ ಭರಾಹಮುನಿಯೂ  
ಇನಾಮ ನೀಡಿದ್ದ - ಅವನನ್ನು ಈ ಶಾಸನದಿಂದ ಪರಿಚಿತವಾಗಿದೆ.
4. ಪ್ರವೇಶದ್ವಾರದ ದೇವಾಲಯದ ಉತ್ತರ ಭಾಗದಲ್ಲಿ ಇದು ಹಿಡಿಯಲಾಗಿದೆ  
- ೧೩೩೩. ಪಂಚಲೋಕ ಎಂಬ ಸಾಮ್ರಾಜ್ಯದ ಕೆಳಗೆ ಹಿಡಿಯಲಾಗಿದೆ  
ಯಾವ ಮೊದಲನೆಯದರಿಂದ ಶಾಸನದ ಶಾಸ್ತ್ರದ ಪ್ರಕಾರ ಇದನ್ನು  
ಕೆಳಗೆ ಶಾಸನ ಎಂಬ ಒತ್ತಿಹಿಡಿಯಲಾಗಿದೆ.
5. ಪಾಳೆಯಗೃಹದ ಕೆಡಂಬ ದೊರೆ - ಅಂಜನನಿಗೆ ಸಿದ್ಧವಾಗಿ ತಿಳಿದು  
ಬಂದಿದೆ. - ಅಂತಹ ದೊರೆ - ಅಂಜನನಿಂದಲೂ ಕೆಳಗೆ  
ಮೊದಲ ರಾಜ್ಯದ ದೊರೆ ಎಂಬ ಸಿದ್ಧವಾದ ಕೆಡಂಬ  
ದೊರೆಯಾದ ಮಂಜುನಾಥನು ಹಿಡಿಯಲಾಗಿದೆ. ದಾಗಿಯೇ  
ಕೆಡಂಬದೊಳಗೆ ಹಿಡಿತ ಸಂಸ್ಥೆಯ ಶಾಸನ ಇಲ್ಲಿಯೇ ಸಿದ್ಧವಾದುದು.



# ಕೆಪ್ಪೆಅರಭಟ್ಟನ ಬಾಹ್ಯಾಚಾರ್ಯ ಶಾಸ್ತ್ರ



1. ಬಾಹ್ಯಾಚಾರ್ಯ ಶಾಸ್ತ್ರದ ಕಾಲ ಸುಮಾರು ೭ ನೇ ಶತಮಾನ ಕ್ರಿ.ಶ.ನಿಂದ ಶಾಸ್ತ್ರ . ಬಾಹ್ಯಾಚಾರ್ಯ ೧ ಬಂಡೆಗಲ್ಲ ಮೇಲೆ ಹೊರಿದ ಅರಬ್ಬಿ ಮಹಾಪುರಾಣದ ಸುತ್ತಲೂ ಹೆಚ್ಚು ಹೊರೆಯಲ್ಪಟ್ಟಿದೆ.
2. ಇದು ಬಂಡೆ ಬೀರಗಿಲೆ ಹರಿಯ ಶಾಸ್ತ್ರವಾಗಿದೆ. ಈ ಶಾಸ್ತ್ರಾಚಾರ್ಯ-ಗ್ರಂಥ ಸುಮಾರು ೭ ನೇ ಶತಮಾನದ ಕ್ರಿ.ಶ.ನಿಂದ ಆದಿಪುರಾಣ. ತ್ರಾಕುಭದ ಗ್ರಂಥ ಮತ್ತು ಸಂಸ್ಕೃತ ಶ್ಲೋಕ ಮಾಂಡನ್ಯ ಬಿಟ್ಟರೆ ಲಭ್ಯವೂ ತಿಳಿದಿಲ್ಲವೆ.
3. ಇಲ್ಲವೂ ತಿಳಿದಿಲ್ಲವೂ ಗಮನಿಸಿದರೆ ಇದು ಕನ್ನಡದಲ್ಲೂ ಸ್ಥಿರವೂ ತಿಳಿದಿಲ್ಲವೂ ಮಾಂಡನ್ಯವೂ.

ಶಾಸನದ ತ್ರಿಪಿಠಯಾಂಶ ಶೀಗಿಹಿ : —>

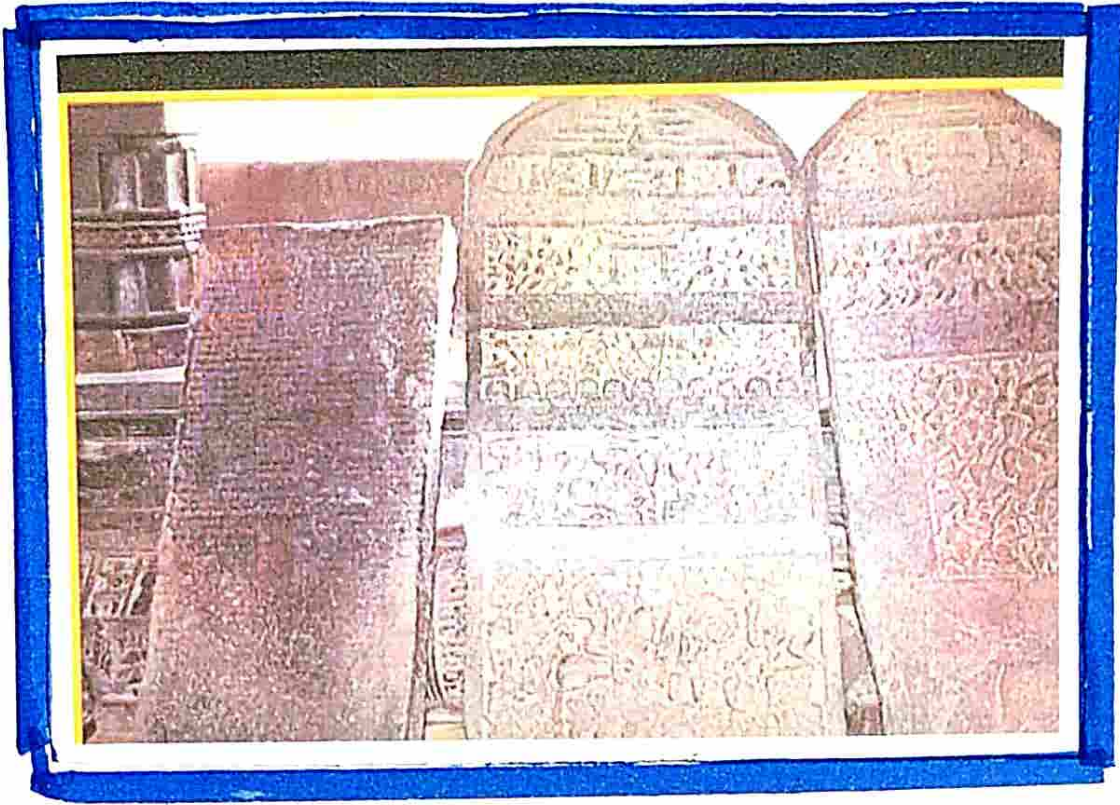
ನಾಥಗೇ ನಾಡು ಮಾಥಾಯಾಂಗೆ ಮಾಥಾಯಾಂ  
ಭೂದಿಹ್ತ ಕಲಗೇ ಕಲಯಗ ವಿಪರೀತನ್  
ಮಾಥವನೀತಸ್ತೇರನಲ್ಲ ||

\* ವಿವರಣೆ : —

1. ಕೆಹ್ತೆ — ಅರೇಭಟ್ಟನು ಚನಾನಾಯಕನಿ, ಚನರ ಕಚ್ಚೆಕುಲದಲ್ಲ  
ನೆಡುಗುತ್ತಿದ್ದನು.
2. ಆತದ್ಧಾಂದವನಂತದ್ದು ಕ್ರತೆ ಒಳ್ಳೆಯವನಿಗೆ ಒಳ್ಳೆಯವನಾಗಿ,  
ಅಧೀಯನಿಗೆ ತ್ರಿಪಿಠಾತ್ರನಾದವನಾಗಿ, ತೊಡಲೆ ಮೊಡವವರಿಗೆ  
ನಿಂತಸ್ತುತುಳಿಯಿದ್ದನು .
3. ಪುಣ್ಯಭಾರತದಲ್ಲಿ ಕೆಹ್ತೆ ಹೇಗೆ ದಪ್ಪೆ ಕೆಹ್ತೆ, ಕೆಹ್ತೆ ಕೆಹ್ತೆ ಮಾಡಿದ್ದನೋ  
ಈ ಯಿಂಥಾ ಇಹದ್ದು.
- ಕೆಹ್ತೆ — ಅರೇಭಟ್ಟನು ತನ್ನ ರಾಜನ ಬಗ್ಗೆ — ಅಭಿಮಾನ ಪೂರ್ವಕವಾಗಿ  
ಮಾತನಾಡಿರುವುದನ್ನು ಇಲ್ಲಿ ಕಾಣಬಹುದು.
4. ಬಾಹ್ಯಾಂಶ ಶಾಸನದ ಕನ್ನಡ ರೂಪಗೊಂಡವಾದರೂ — ಅದು ಹೇಗೆ  
— ಅರ್ಥವಾಗದಿದ್ದು ಕೆಹ್ತೆ ಹೇಗಾಗುವ ಕುರಿತಿದ್ದೇನಲ್ಲ . ಆ ಪದ್ಯಗಳ್ಳು  
— ಅರ್ಥವನ್ನು ಸ್ಥೂಲವಾಗಿ ಹೀಗೆ ಹೇಳಬಹುದು.



## ಚಂದ್ರವಳ್ಳಿ ಶಾಸನ



1. ಚಿತ್ರದುರ್ಗದ ಪಶ್ಚಿಮಕ್ಕೆ ಬೆಟ್ಟದ ಬಸದಲ್ಲು ಇರುವ ಪ್ರಾಕೃತ ನಿಖೇಶನ . ಕ್ರಾಂತಿಕಾಸಿರಿ ಕಾಲದಿಂದಲೂ ಇಲ್ಲಿ ಜನಪ್ರಸಾರಿಯಿದ್ದು, ಇತಿಹಾಸ ಕಾಲದಲ್ಲು ವಿಜಯನಗರದ ಕಾಲದವರಿಗೂ ಇಲ್ಲಿ ಒಂದು ಬೈರದ ಬಂದಿದ್ದಂತೆ ಪ್ರಕೃತವಿದೆ.
2. ಕೆನಾಟಕದ ಅತ್ಯಂತ ಪ್ರಾಚೀನ ಸಂಸ್ಕೃತ ಶಾಸನ ಚಂದ್ರವಳ್ಳಿ ಶಾಸನ.
3. ಚಂದ್ರವಳ್ಳಿಯ ಹಳ್ಳಿಯ ಊರು ಭೈರವೇಶ್ವರ ದೇವಾಲಯ ಮುಖ್ಯಾಂಗದಲ್ಲಿರುವ ಹೆಚ್ಚು ಬರಹದ ಬರಹದ ಮೇಲೆ ಪ್ರಾಚೀನ ಲಿಪಿಯಲ್ಲಿ ಬರೆಯಲ್ಪಡ ಕೃ ಶಾಸನವನ್ನು 1929 ರಲ್ಲಿ ಕುಬ್ಜಿನಿ ವಾಡ್ಯಕರ್ ವರದಿಯಲ್ಲಿ ಪ್ರಕಟಿಸಿದರು.



ಇದರಿಂದ ಚಂದ್ರಪ್ರವೃತ್ತಿಯ ಪ್ರಾಚೀನತೆ ಎತ್ತರ ಕಂಡುಬಂದ ವಾಯು-  
-ಮಂಡಲ ಕುರಿತು ಹೊಸ ದೃಷ್ಟಿ ಹೆಚ್ಚಿತೆಂತಾಯಿತು.

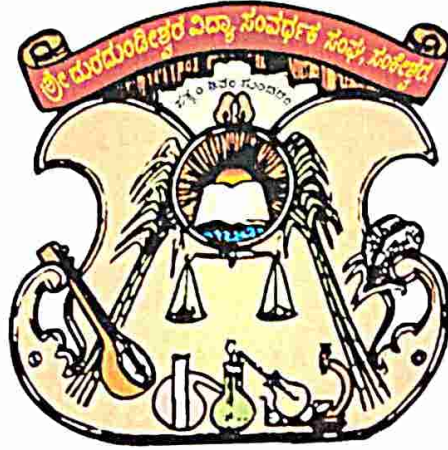
3 ಸೌಲನ ಈ ಶಾಸನವನ್ನು ಕೃಷ್ಣ-ಅವರು ಪ್ರಾಕೃತ ಭಾಷೆ-  
-ಯಲ್ಲಿ ಬರೆಯಲಾಗಿದೆ ಎಂದೂ ಗುರುತಿಸಿದ್ದರೂ ಕಂಡು ಬಂದ  
ವಾಯುರ ವಮಂಜನ ತ್ರೈಕಾಂಶವನ್ನು ಅಭಿವೃದ್ಧಿ, ಪೂರ್ಣವನ್ನು,  
ಸೇವ್ಯಕರನ್ನು ವ್ಯಾಖ್ಯಾನಿಸುವುದನ್ನು ಎತ್ತರ ಹೆಚ್ಚುವನ್ನು ಸ್ವೀಕರಿಸಿ  
ಚಂದ್ರಪ್ರವೃತ್ತಿಯ ಹೊಸದಾಗಿ ಕೆರೆಯುವುದನ್ನು ಒಪ್ಪಿಕೊಂಡ ಬಗ್ಗೆ  
ಲಭ್ಯವೆನಿಸಿತು ಎಂದೂ ಹೇಳುವುದು ಒದ್ದಿತು. ಆದರೆ  
ಶಾಸನದೊಳಗೆ -ಅವಶ್ಯವಾಗುವ ಗುರುತಿಸಿದ್ದರೂ ಚಂದ್ರಪ್ರವೃತ್ತಿಯ  
ಕಂಡುಬಂದ ಕಾಲಕ್ಕಿಂತಲೂ ತನ್ನ ಉತ್ತರಾಧಿಪತ್ಯವನ್ನು  
ಹೊಂದಿತ್ತು.

\* 1929 ರ ಲಕ್ಷಣನಿರ್ದೇಶನ :—

ಕಂಡು ಬಂದ ವಮಂಜನ ಶಾಸನ ಶೋಧನೆಯಿಂದ  
ಸ್ವಾತಂತ್ರ್ಯಗಾಂಧಿ ಕೃಷ್ಣ ಅವರು ಪ್ರವೃತ್ತಿವಾದ ಪೂರ್ಣತೆಯ  
ಅಧ್ಯಯನಕ್ಕೆ ಮುಂದುವರಿದರು. ಈ ಪೂರ್ಣತೆ ನೆಲೆಯಲ್ಲಿ ಸುಮಾರು  
35 ಕ್ಕೂ ಹೆಚ್ಚು ಘಟಕಗಳನ್ನು ಗುರುತಿಸಿ ಅಲ್ಲಿ ಭೂಶೋಧನೆಯನ್ನು  
ಕೈಗೊಂಡು ಅಲ್ಲಿ ಅನೇಕ ಪ್ರಾಚೀನ ಕಟ್ಟಡಗಳು, ಸ್ಮಾರಕಗಳು,  
ಹಾಗೂ ಪೂರ್ಣತೆ ಮಡಿಕ್ಕಗಳು, ಕಟ್ಟಡಗಳಿಂದ ಕಟ್ಟಿದ  
ಬೃಹದಾಕಾರದ ಪ್ರವೃತ್ತಿ ಇತ್ಯಾದಿಗಳನ್ನು ಶೋಧಿಸಿದರು.



# S.S ARTS AND T.P SCIENCE INSTITUTE.S SANKESHWAR



**DEPARTMENT : ECONOMIS**

**SUBJECT : PUBLIC ECONOMICS**

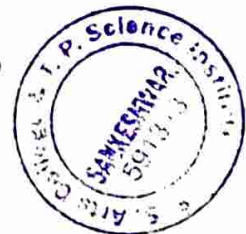
**TOPIC : GOODS & SERVICES TAX(GST)**

**CLASS:\_B.A. V SEM**

**PRESENTING : PROFESSOR.DILIP**

KAMBLE

:ANITHA YALLURI



*Project Report - 2023-2024*

# TEAM MEMBERS

## PUBLIC ECONOMICS

### STUDENTS INVOLVED :

- RANJEET PANABUDE
- AMIT MARDI
- BALAPPA GUGGARI
- HALAPPA HEGADE
- RAKESH BANTI
- MALLAPPA HEGADE
- BEERAGOUDA KOKATI
- ADITYA PUNDE
- GAJANAN GAJABAR
- SAMEERA LADAKHAN
- SWATI LABYAGOL
- SONALI SANTAGOL

### PROJECT LEADER

:RANAJEET PANABUDE

GUIDANCE: \*PROFESSOR DILIPN  
KAMBLE

\*ANITHA YALLURI





- ರಾಜ್ಯವಾಟ್ಸ್ ಅಡಿಯಲ್ಲಿ ಒಂದು ಪ್ರಮುಖ ದೋಷವೆಂದರೆ ರಾಜ್ಯವು ಕೇಂದ್ರಸರ್ಕಾರಕ್ಕೆ ಪಾವತಿಸುವ ಅಬಕಾರಿ ಸುಂಕದ ಮೇಲೆ ವಾಟ್ಸ್ ವಿಧಿಸುತ್ತಿದೆ, ಇದು ತೆರಿಗೆಗಳ ಮೇಲೆ ತೆರಿಗೆ ವಿಧಿಸದ ತತ್ತ್ವವಿರುದ್ಧವಾಗಿದೆ.
- ಪ್ರಸ್ತುತ ರಾಜ್ಯಮಟ್ಟದ ವಾಟ್ಸ್ ಸೀಹೆಮಲ್ಲಿ ಸರಕುಗಳ ಮೇಲೆ ಅನುಮತಿಸಲಾದ ಸೆನಾಟ್ ತೆರಿಗೆಗೆ ಒಳಪಡಬೇಕಾದ ಸರಕುಗಳ ಮೌಲ್ಯದಲ್ಲಿ ಸೇರಿಸಲಟ್ಟಿದೆ, ಇದು ಸೆಂವಾಟ್ ಅಂಶದ ಖಾತೆಯ ಮೇಲೆ ಕಾಪ್ಲೆಡಿಂಗ್ ಪರಿಣಾಮವಾಗಿದೆ.
- ಅನೇಕ ರಾಜ್ಯಗಳು ಇನ್ನೂ ಖಜಾನಾ ತೆರಿಗೆ, ಮನರಂಜನಾ ತೆರಿಗೆ, ಇಟಿಯಂತಹ ವಿವಿಧ ರೀತಿಯ ಪರೋಕ್ಷ ತೆರಿಗೆಗಳನ್ನು ಒಂದುಗೂಡಿಸುತ್ತಿವೆ.
- ಸರಕುಗಳ ಅಂತರ-ರಾಜ್ಯವರ್ಗಾವಣೆಯ ಮೇಲೆ ತೆರಿಗೆ ವಿಧಿಸಲಾಗುತ್ತಿರುವುದರಿಂದ, ಸಿಎಸಿಡಿಯಲ್ಲಿ ಇನ್ಯುಟ್ ಕಡ್ಡಿಸ್ ತೆಗೆದುಕೊಳ್ಳಲು ಯಾವುದೇ ನಿಬಂಧನೆ ಇಲ್ಲ, ಇದು ವಿತರಕರ ಮೇಲೆ ಹೆಚ್ಚುವರಿ ಹೊರಗೆ ಕಾರಣವಾಗುತ್ತದೆ.

## GST ಯ ಅಂಶಗಳು ಯಾವುವು?

GST ಅಡಿಯಲ್ಲಿ 3 ಅನುಭವವಾಗುವ ತೆರಿಗೆಗಳಿವೆ: CGST, SGST ಮತ್ತು JGST.

CGST: ರಾಜ್ಯಮಟ್ಟದ ಮಾರಾಟದಲ್ಲಿ ಕೇಂದ್ರಸರ್ಕಾರದಿಂದ ಸಂಗ್ರಹಿಸಲಾಗಿದೆ (ಉದಾ: ಕರ್ನಾಟಕದೊಳಗೆ)

SGST: ರಾಜ್ಯಮಟ್ಟದ ಮಾರಾಟದಲ್ಲಿ ರಾಜ್ಯಸರ್ಕಾರದಿಂದ ಸಂಗ್ರಹಿಸಲಾಗಿದೆ (ಉದಾ: ಕರ್ನಾಟಕದೊಳಗೆ)

IGST: ಅಂತರ-ರಾಜ್ಯಮಾರಾಟಕ್ಕಾಗಿ ಕೇಂದ್ರಸರ್ಕಾರದಿಂದ ಸಂಗ್ರಹಿಸಲಾಗಿದೆ (ಉದಾ: ಕರ್ನಾಟಕದಿಂದ ತಮಿಳುನಾಡಿಗೆ)

ಹೆಚ್ಚಿನ ಸಂದರ್ಭಗಳಲ್ಲಿ ಹೊಸ ಆಡಳಿತದ ಅಡಿಯಲ್ಲಿ ತೆರಿಗೆ ರಚನೆಯು ಈ ಕೆಳಗಿನಂತಿರುತ್ತದೆ:



TRANSACTION	NEW REGIME	OLD REGIME	
Sale within the State	CGST + SGST	VAT + Central Excise/Service tax	Revenue will be shared equally between the Centre and the State
Sale to another State	IGST	Central Sales Tax + Excise/Service Tax	There will only be one type of tax (central) in case of inter-state sales. The Center will then share the IGST revenue based on the destination of goods.

### ವಿವರಣೆ:

ಮಹಾರಾಷ್ಟ್ರದ ವಾಘಾರಿಯೊಬ್ಬರು ಮಹಾರಾಷ್ಟ್ರದ ಗಾಠಕರಿಗೆ ರೂ. 10,000. GST ದರವು 18% ಆಗಿದ್ದು CGST 9% ಮತ್ತು SGST 9% ಒಳಗೊಂಡಿರುತ್ತದೆ.

ಅಂತಹ ಸಂದರ್ಭಗಳಲ್ಲಿ ವಿತರಕರು ರೂ. 1800 ಮತ್ತು ಈ ಮೊತ್ತದಲ್ಲಿ ರೂ. 900 ಕೇಂದ್ರ ಸರ್ಕಾರಕ್ಕೆ ಮತ್ತು ರೂ. 900 ಮಹಾರಾಷ್ಟ್ರ ಸರ್ಕಾರಕ್ಕೆ ಹೋಗುತ್ತದೆ.

ಈಗ, ಮಹಾರಾಷ್ಟ್ರದ ವಿತರಕರು ಗುಜರಾತ್ನ ಡೀಲರ್‌ಗೆ ರೂ. ಮೌಲಭ ಸರಕುಗಳನ್ನು ಮಾರಾಟ ಮಾಡಿದಾಗ ಎಂದು ಭಾವಿಸೋಣ. 10,000.

GST ದರವು 18% ಆಗಿದ್ದು IGST ಮಾತ್ರ ಒಳಗೊಂಡಿರುತ್ತದೆ. ಅಂತಹ ಸಂದರ್ಭದಲ್ಲಿ ವಿತರಕರು ರೂ. 1800 IGST ಯಂತೆ. ಈ ಐಜಿಎಸ್‌ಟಿ ಆದಾಯ ಕೇಂದ್ರ ಸರ್ಕಾರಕ್ಕೆ ಹೋಗುತ್ತದೆ.





GST ಯಾವ ಬದಲಾವಣೆಗಳನ್ನು ತರುತ್ತದೆ?

GST ಗಿಂತ ಮೊದಲು, ತೆರಿಗೆಯ ಮೇಲಿನ ತೆರಿಗೆಯನ್ನು ಲೆಕ್ಕ ಹಾಕಲಾಗುತ್ತಿತ್ತು ಮತ್ತು ಅಂತಿಮ ಗಾತ್ರಕರು ಸೇರಿದಂತೆ ಪಶ್ಚಿಮೋಬ್ಬಿರಿದಿದಾರರಿಂದ ತೆರಿಗೆಯನ್ನು ಪಾವತಿಸಲಾಗುತ್ತಿತ್ತು. ತೆರಿಗೆಯ ಮೇಲಿನ ತೆರಿಗೆಯನ್ನು ತೆರಿಗೆಗಳ ಕಾಸ್ಟೆಡಿಂಗ್ ಎಫೆಕ್ಟ್ ಎಂದು ಕರೆಯಲಾಗುತ್ತದೆ.

ಮೌಲ್ಯವರ್ಧನೆಯ ಮೇಲೆ ಮಾತ್ರ ತೆರಿಗೆಯನ್ನು ಲೆಕ್ಕ ಹಾಕುವುದರಿಂದ GST ಈ ಕಾಸ್ಟೆಡಿಂಗ್ ಪರಿಣಾಮವನ್ನು ತಪ್ಪಿಸುತ್ತದೆ. ಮಾಲೀಕತ್ವದ ಕಾಚ್ ವರ್ಗಾವಣೆಯಲ್ಲಿ ಕಾಸ್ಟೆಡಿಂಗ್ ಎಫೆಕ್ಟ್ ಏನು ಮತ್ತು ಜಿಎಸ್‌ಟಿಗೆ ಸಹಾಯ ಮಾಡುತ್ತದೆ ಎಂಬುದನ್ನು ಈ ಸರಳವನ್ನು ನೋಡುವ ಮೂಲಕ ಅರ್ಥಮಾಡಿಕೊಳ್ಳಿ.

**ವೀಡಿಯೋ:**

ಜಿಎಸ್‌ಟಿಗೆ ಸಂಗ್ರಹವನ್ನು ಸುಧಾರಿಸುತ್ತದೆ ಮತ್ತು ರಾಜ್ಯಗಳ ನಡುವಿನ ಪರೋಕ್ಷ ತೆರಿಗೆ ಅಡೆತಡೆಗಳನ್ನು ತೆಗೆದುಹಾಕುವ ಮೂಲಕ ಮತ್ತು ಖರ್ಚುರೂಪದ ತೆರಿಗೆ ದರದ ಮೂಲಕ ದೇಶವನ್ನು ಖರ್ಚುಕರಿಸುವ ಮೂಲಕ ಭಾರತೀಯ ಆರ್ಥಿಕತೆಯ ಅಭಿವೃದ್ಧಿಯನ್ನು ಘಟಿಸುತ್ತದೆ.

**ವಿವರಣೆ:**

ಶರ್ಟ್ ತಯಾರಕರು ರೂ. ಕಚ್ಚಾವಸ್ತುಗಳನ್ನು ಖರೀದಿಸಲು 100 ರೂ. ತೆರಿಗೆಗಳ ದರವನ್ನು 10% ಕ್ಕೆ ನಿಗದಿಪಡಿಸಿದರೆ ಮತ್ತು ಯಾವುದೇ ಲಾಭ ಅಥವಾ ನಷ್ಟವಿಲ್ಲದಿದ್ದರೆ, ಅವನು ರೂ. 10 ತೆರಿಗೆಯಾಗಿ. ಆದ್ದರಿಂದ, ಶರ್ಟ್ ಅಂತಿಮ ಬೆಲೆ ಈಗ ರೂ (100+10) 110 ಆಗುತ್ತದೆ.

ಮುಂದಿನ ಹಂತದಲ್ಲಿ ಸಗಟು ವಾಣಿಜ್ಯ ತಯಾರಕರಿಂದ ಶರ್ಟ್ ಅನ್ನು ರೂ. 110, ಮತ್ತು ಅದಕ್ಕೆ ಲೇಬಲ್‌ಗಳನ್ನು ಸೇರಿಸುತ್ತದೆ. ಅವನು ಲೇಬಲ್‌ಗಳನ್ನು ಸೇರಿಸುವಾಗ, ಅವನು ಮೌಲ್ಯವನ್ನು ಸೇರಿಸುತ್ತಾನೆ. ಆದ್ದರಿಂದ, ಅವರ ವೆಚ್ಚ ರೂ. 40. ಇದರ ಮೇಲೆ, ಅವರು 10% ತೆರಿಗೆಯನ್ನು ಪಾವತಿಸಬೇಕಾಗುತ್ತದೆ ಮತ್ತು ಅಂತಿಮ ವೆಚ್ಚ ರೂ. (110+40=) 150 10% ತೆರಿಗೆ ರೂ. 165.



ಈಗ, ಚಿಲದ್ರೆ ವಾಫಾರಿ ರೂ. ಸಗಟು ವಾಫಾರಿಯಿಂದ ಶರ್ಟ್ ಖರೀದಿಸಲು 165 ರೂ. ಅವನು ಅಂಗಿಯನ್ನು ಫಾಕ್ಟ್ ಮಾಡಬೇಕು, ಮತ್ತು ಅವನು ಅದನ್ನು ಮಾಡಿದಾಗ, ಅವನು ಮತ್ತೆ ಮೌಲವನ್ನು ಸೇರಿಸುತ್ತಾನೆ, ಈ ಬಾರಿ, ಅವನ ಮೌಲವರ್ಧನೆಯು ರೂ. 30. ಈಗ ಅವನು ಶರ್ಟ್ ಅನ್ನು ಮಾಡಿದಾಗ, ಅವನು ಈ ಮೌಲವನ್ನು ಜೊತೆಗೆ ಸರ್ಕಾರಕ್ಕೆ ಪಾವತಿಸಬೇಕಾದ ವಾಟ್ಸ್ ಅಂತಿಮ ವೆಚ್ಚ ಸೇರಿಸುತ್ತಾನೆ. ಹಾಗಾಗಿ ಶರ್ಟ್ ಬೆಲೆ ರೂ. 214.5 ಇದಕ್ಕಾಗಿ ವಿಫಟನೆಯನ್ನು ನೋಡೋಣ:

ವೆಚ್ಚರೂ. 165 ಮೌಲವರ್ಧನೆ ರೂ. 30+ 10% ತೆರಿಗೆ ರೂ. 195 ರೂ. 19.5 ರೂ. 214.5 ಆದ್ದರಿಂದ, ಗಾಠಕರು ರೂ. ಒಂದು ಶರ್ಟ್ 214.5 ರೂ. ಇದರ ಬೆಲೆ ಮೂಲತಃ ಕೇವಲ ರೂ. 170 (ರೂ. 110 ರೂ. 40 ರೂ. 30). ವಹಿವಾಟಿನ ಪತ್ರಿಕೆಯೊಂದು ಹಂತದಲ್ಲೂ ತೆರಿಗೆ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಫರ್ಗಾಯಿಸಲಾಯಿತು ಮತ್ತು ಅಂತಿಮ ಹೊಣೆಗಾರಿಕೆಯು ಗಾಠಕರೊಂದಿಗೆ ಇರುತ್ತದೆ. ಇದನ್ನು ತೆರಿಗೆಯ ಮೇಲೆ ತೆರಿಗೆಯನ್ನು ಪಾವತಿಸುವ ತೆರಿಗೆಗಳ ಕಾಫ್ಲೇಡಿಂಗ್ ಎಫೆಕ್ಟ್ ಎಂದು ಕರೆಯಲಾಗುತ್ತದೆ ಮತ್ತು ಪ್ರತಿ ಬಾರಿ ಇದು ಸಂಭವಿಸಿದಾಗ ಐಟಿಎನ್ ಮೌಲವು ಹೆಚ್ಚುತ್ತಲೇ ಇರುತ್ತದೆ.

Action	Cost	10% Tax	Total
Buys Raw Material (a 100	100	10	110
Manufactures (a 40	150	15	165
Adds value (a 30	195	19.5	214.5
Total	170	44.5	214.5

ಸರಕು ಮತ್ತು ಸೇವಾ ತೆರಿಗೆಯ ಸಂದರ್ಭದಲ್ಲಿ, ಇನ್ನು ಷ್ಟ್ ಪಡೆದುಕೊಳ್ಳುವಲ್ಲಿ ಪಾವತಿಸಿದ ತೆರಿಗೆಗೆ ಕೆಫಿಟ್ ಪಡೆಯಲು ಒಂದು ಮಾರ್ಗವಿದೆ. ಈ ಸಂದರ್ಭದಲ್ಲಿ ಏನಾಗುತ್ತದೆ ಎಂದರೆ, ಈಗಾಗಲೇ ತೆರಿಗೆಯನ್ನು ಪಾವತಿಸಿದ ವಕ್ರಿಯು ತನ್ನ ತೆರಿಗೆಗಳನ್ನು ಸಲ್ಲಿಸಿದಾಗ ಈ ತೆರಿಗೆಯ ಕೆಫಿಟ್ ಅನ್ನು ಪಡೆಯಬಹುದು.





ನಮ್ಮ ಉದಾಹರಣೆಯಲ್ಲಿ ಸಗಟು ವಾಫಾರಿ ತಯಾರಕರಿಂದ ಖರೀದಿಸಿದಾಗ, ಅವನು ತನ್ನ ವೆಚ್ಚ ಬೆಲೆಗೆ 10% ತೆರಿಗೆಯನ್ನು ಪಾವತಿಸುತ್ತಾನೆ ಏಕೆಂದರೆ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಅವನಿಗೆ ವರ್ಗಾಯಿಸಲಾಗಿದೆ. ನಂತರ ಅವರು ರೂ. 100 ವೆಚ್ಚದಲ್ಲಿ 40 ರೂ. ಬೆಲೆ ರೂ. 100 ಮತ್ತು ಇದು ಅವನ ವೆಚ್ಚವನ್ನು ರೂ. 140. ಈಗ ಅವರು ಈ ಬೆಲೆಯ 10% ಅನ್ನು ತೆರಿಗೆಯಾಗಿ ಸರ್ಕಾರಕ್ಕೆ ಪಾವತಿಸಬೇಕು. ಆದರೆ ಅವರು ಈಗಾಗಲೇ ತಯಾರಕರಿಗೆ ಒಂದು ತೆರಿಗೆಯನ್ನು ಪಾವತಿಸಿದ್ದಾರೆ. ಆದ್ದರಿಂದ, ಈ ಬಾರಿ ಅವರು ಏನು ಮಾಡುತ್ತಾರೆ ಎಂದರೆ, ಅವರು ಸರ್ಕಾರಕ್ಕೆ ತೆರಿಗೆಯಾಗಿ ರೂ. (140-10%) 14 ಪಾವತಿಸುವ ಬದಲು, ಅವರು ಈಗಾಗಲೇ ಪಾವತಿಸಿದ ಮೊತ್ತವನ್ನು ಕಳೆಯುತ್ತಾರೆ. ಆದ್ದರಿಂದ, ಅವರು ರೂ. 10 ಅವರು ತಮ್ಮ ಹೊಣೆಗಾರಿಕೆಯಿಂದ ರೂ. 14, ಮತ್ತು ಕೇವಲ ರೂ. 4 ಸರ್ಕಾರಕ್ಕೆ ಹಾಗಾಗಿ, ರೂ. 10 ಅವನ ಇನುಟ್ ಕೆಫಿಟ್ ಆಗುತ್ತದೆ. ಅವರು ರೂ. 4 ಸರ್ಕಾರಕ್ಕೆ ಅವನು ಅದರ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಚಿಲರ್ ವಾಫಾರಿಗೆ ವರ್ಗಾಯಿಸಬಹುದು. ಆದ್ದರಿಂದ, ಚಿಲರ್ ವಾಫಾರಿ ರೂ. (140+14-) 154 ಅಂಗಿಯನ್ನು ಖರೀದಿಸಲು ಅವನಿಗೆ. ಮುಂದಿನ ಹಂತದಲ್ಲಿ ಚಿಲರ್ ವಾಫಾರಿ ರೂ. 30 ಅವರ ವೆಚ್ಚ ಬೆಲೆಗೆ ಮತ್ತು ಅದರ ಮೇಲೆ 10% ತೆರಿಗೆಯನ್ನು ಸರ್ಕಾರಕ್ಕೆ ಪಾವತಿಸಬೇಕಾಗುತ್ತದೆ. ಮೂಲವನ್ನು ಸೇರಿಸಿದಾಗ, ಅವನ ಬೆಲೆ ರೂ. 170. ಈಗ, ಅವನು ಅದರ ಮೇಲೆ 10% ತೆರಿಗೆಯನ್ನು ಪಾವತಿಸಬೇಕಾದರೆ, ಅವನು ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಗ್ರಾಹಕರಿಗೆ ವರ್ಗಾಯಿಸುತ್ತಾನೆ. ಆದರೆ ಅವರು ಈಗಾಗಲೇ ಇನುಟ್ ಕೆಫಿಟ್ ಅನ್ನು ಹೊಂದಿದ್ದಾರೆ ಏಕೆಂದರೆ ಅವರು ರೂ. 14 ಸಗಟು ವಾಫಾರಿಗೆ ನಂತರದ ತೆರಿಗೆಯಾಗಿ. ಹಾಗಾಗಿ, ಈಗ ಅವರು ರೂ. 14 ಅವರ ತೆರಿಗೆ ಹೊಣೆಗಾರಿಕೆಯಿಂದ ರೂ. (170-ರಲ್ಲಿ 10%) 17 ಮತ್ತು ಕೇವಲ ರೂ. ಪಾವತಿಸಬೇಕಾಗುತ್ತದೆ. 3 ಸರ್ಕಾರಕ್ಕೆ ಆದ್ದರಿಂದ, ಅವರು ಈಗ ಶರ್ಟ್ ಅನ್ನು ರೂ.ಗೆ ಮಾರಾಟ ಮಾಡಬಹುದು. (140+30+17) 187 ಗ್ರಾಹಕರಿಗೆ.

Action	Cost	10% Tax	Actual Liability	Total
Buys Raw Material	100	10	10	110
Manufactures @ 40	140	14	4	154
Adds Value @ 30	170	17	3	187
Total	170		17	187

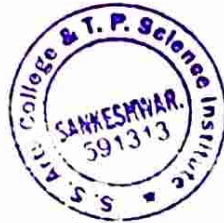
ಕೊನೆಯಲ್ಲಿ ಒಬ್ಬ ವಕ್ತಿಯು ಇನುಟ್ಸ್ ಟಾಕ್ಸ್ ಕಡೆಟ್ ಅನ್ನು ಕೈಮ್ ಮಾಡಲು ಸಾಧ್ಯವಾದಾಗಲೆಲ್ಲಾ ಅವನ ಮಾರಾಟದ ಬೆಲೆ ಕಡಿಮೆ ಮತ್ತು ಕಡಿಮೆ ತೆರಿಗೆ ಹೊಣೆಗಾರಿಕೆಯ ಕಾರಣದಿಂದಾಗಿ ತನ್ನ ಉತ್ಪನ್ನವನ್ನು ಖರೀದಿಸುವ ವಕ್ತಿಗೆ ವೆಚ್ಚದ ಬೆಲೆ ಕಡಿಮೆಯಾಗಿದೆ. ಆದ್ದರಿಂದ ಶಟ್ಲ್ ಅಂತಿಮ ಮೌಲ್ಯವು ರೂ.ನಿಂದ ಕಡಿಮೆಯಾಗಿದೆ. 214.5 ರಿಂದ ರೂ. 187, ಹೀಗೆ ಅಂತಿಮ ಗಾಹಕರ ಮೇಲೆ ತೆರಿಗೆ ಹೊರೆಯನ್ನು ಕಡಿಮೆ ಮಾಡುತ್ತದೆ.



## ಜಿಎಸ್‌ಟಿ ಜಾರಿಯಲ್ಲಿನ ಸಮಸ್ಯೆಗಳು

ವಾಟ್ಸ್ ಅಥವಾ ಮಾರಾಟ ತೆರಿಗೆಯನ್ನು ರಾಜ್ಯ ಸರ್ಕಾರವು ವಿಧಿಸುತ್ತದೆ ಮತ್ತು ಸಂಗ್ರಹಿಸುತ್ತದೆ. ಸಂವಿಧಾನದ ರಾಜ್ಯ ಪಟ್ಟಿಯ ಅಡಿಯಲ್ಲಿ ರಾಜ್ಯಕ್ಕೆ ಒದಗಿಸಲಾದ ತೀವ್ರ ಅಧಿಕಾರದ ಅಡಿಯಲ್ಲಿ ವಿವಿಧ ರಾಜ್ಯ ಸರ್ಕಾರಗಳು ತಮ್ಮ ಪ್ರಾದೇಶಿಕ ಮಿತಿಗಳಲ್ಲಿ ವಾಣಿಜ್ಯ ಮಾರಾಟದ ವಿವಿಧ ರೀತಿಯ ಸರಕುಗಳ ಮೇಲೆ ವಿಭಿನ್ನ ದರದ ತೆರಿಗೆಗಳನ್ನು ವಿಧಿಸುತ್ತವೆ. ಆದರೆ ಸಿಎಸ್‌ಟಿ ಕೇಂದ್ರ ಮಾರಾಟ ತೆರಿಗೆಯನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರವು ವಿಧಿಸುತ್ತದೆ ಮತ್ತು ಸಂವಿಧಾನದ ಏಕಕಾಲಿಕ ಪಟ್ಟಿಯ ಪಠ್ಯ ರಾಜ್ಯ ಸರ್ಕಾರವು ಸಂಗ್ರಹಿಸುತ್ತದೆ. ಕೇಂದ್ರೀಯ ಅಬಕಾರಿ ಕಾಯಿದೆ 1944 ರ ಪಠ್ಯ ಅದೇ EXCISE ಸುಂಕ ಮತ್ತು ಹಣಕಾಸು ಕಾಯಿದೆ 1994 ರ ಸೇವಾ ತೆರಿಗೆಯನ್ನು ಸಂವಿಧಾನದ ಒಕ್ಕೂಟದ ಪಟ್ಟಿಯ ಅಡಿಯಲ್ಲಿ ಒದಗಿಸಲಾದ ತೀವ್ರ ಅಧಿಕಾರದ ಮೂಲಕ ಕೇಂದ್ರ ಸರ್ಕಾರವು ವಿಧಿಸುತ್ತದೆ ಮತ್ತು ಸಂಗ್ರಹಿಸುತ್ತದೆ.

ಸಂವಿಧಾನದ ಅಡಿಯಲ್ಲಿ ಅಧಿಕಾರದ ಈ ವಿತರಣೆಯಿಂದಾಗಿ, ಯಾವುದೇ ರಾಜ್ಯ ಸರ್ಕಾರವು ವಾಟ್ಸ್ ಅಥವಾ ಮಾರಾಟ ತೆರಿಗೆ ಎಂಬ ಆದಾಯದ ಮೂಲವನ್ನು ಕಳೆದುಕೊಳ್ಳಲು ಬಯಸುವುದಿಲ್ಲ. GST ಯು ಯೂನಿಯನ್ ಪಟ್ಟಿಯ ವಿಷಯವಾಗಿದೆ ಮತ್ತು ಯಾವುದೇ ರಾಜ್ಯವು ತಮ್ಮ ಆದಾಯವನ್ನು ಕೇಂದ್ರ ಸರ್ಕಾರಕ್ಕೆ ವಿಭಜಿಸಲು ಒಪ್ಪುವುದಿಲ್ಲ. ಆದರೆ ಈಗ ಅದೇ ರಾಜಕೀಯ ಪಕ್ಷವು ರಾಜ್ಯ ಮತ್ತು ಕೇಂದ್ರದಲ್ಲಿ ಬಹುಮತದಲ್ಲಿದೆ. ಎಲ್ಲಾ ರಾಜ್ಯ ಸರ್ಕಾರಗಳು ಪ್ರಸ್ತಾವನೆಗೆ ಒಪ್ಪಿಗೆ ಸೂಚಿಸಿದವು, ಪರಿಣಾಮವಾಗಿ, ಜಿಎಸ್‌ಟಿ ರೋಲ್‌ಔಟ್





S D V S Sangh's

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



DEPARTMENT OF ENGLISH

PROJECT



TEACHING VOCABULARY IN ENGLISH CLASSROOM

BY : RAJASHREE DUNDAPPA URAMANATTI

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**Sankeshwar**

**Date: 16/06/2023**



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



## CERTIFICATE

This is to certify that the project report on  
"Teaching vocabulary in English classroom" is work done by B.A 6  
Sem.student done by Rajashree Uramanatti 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 af  
any degree

Sankeshwar

prof.K.B.Marathe

Date: 16/06/2023

Prof.M,G.Khaded



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

## DECLARATION

**This is to certify that the project report on “Teaching vocabulary in English classroom” is work done by B.A6 Sem .student under my guidance and submitted to the principal S.S Arts and T.P Science institute Sankeshwar.**

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

**Sankeshwar**

**Prof.K.B Marathe**

**Prof.M.G Khaded**



**PRINCIPAL**  
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# INTRODUCTION

Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print.

Vocabulary is an important focus of literacy teaching and refers to the knowledge of words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships). Oral vocabulary refers to words that children can understand or use while speaking and listening. Oral vocabulary is closely related to their reading vocabulary, which is the words that children can recognise and use in their reading or writing.

Consider, for example, what happens when a beginning reader comes to the word *dig* in a book. As she begins to figure out the sounds represented by the letters *d*, *i*, and *g*, the reader recognizes that the sounds make up a very familiar word that she has heard and said many times. It is harder for a beginning reader to figure out words that are not already part of her speaking (oral) vocabulary.

Furthermore, as children advance to reading longer, more complex types of words, many English words have more than one plausible phonetic pronunciation. For example, *canopy* could be *cuh-NOP-ee* instead of *CAN-up-ee*; *timid* could be pronounced with a long *i* in the first syllable (like *time - id*) instead of with a short *i*. If children already have these words in their oral vocabularies, it will be easier for them to read the words correctly.

Vocabulary is also very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.





# types of vocabulary

There are four types of vocabulary

- **Listening vocabulary:** the words we need to know to understand what we hear
- **Speaking vocabulary:** the words we use when we speak
- **Reading vocabulary:** the words we can read and understand
- **Writing vocabulary:** the words we use in writing

Vocabulary is an important focus of literacy teaching and refers to the knowledge of words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).

Oral vocabulary refers to words that children can understand or use while speaking and listening. Oral vocabulary is closely related to their reading vocabulary, which is the words that children can recognise and use in their reading or writing.

uses, which may be multiple, depending on context.

- Reading Vocabulary. A major part of vocabulary building is reading. ...
- Speaking Vocabulary. Speaking vocabulary comprises words you use while speaking. ...
- Writing Vocabulary. ...
- Listening Vocabulary. ...
- Basic. ...
- Low Frequency. ...
- High Frequency.



# The importance of vocabulary

Focussing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding (phonemic awareness and phonics), comprehension, and also fluency.

- Children need to have a rich vocabulary that continually grows through language and literacy experiences, in order to comprehend and construct increasingly complex texts, and engage in oral language for a variety of social purposes.
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A robust vocabulary improves all areas of communication — listening, speaking, reading and writing. Vocabulary is critical to a child's success for these reasons: Vocabulary growth is directly related to school achievement. The size of a child's vocabulary in kindergarten predicts the ability to learn to read.

Most students acquire vocabulary incidentally through indirect exposure to words at home and at school—by listening and talking, by listening to





books read aloud to them, and by reading widely on their own. The amount of reading is important to long-term vocabulary development

## Why is Teaching Vocabulary so Important

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills like Reading comprehension, Listening comprehension, speaking, writing, spelling, and pronunciation. Vocabulary is the main tool for students to use English effectively. When he/she is confronted with a native English Speaker, when watching a movie or when listening to a favorite song, when reading a text or when writing a letter to a friend, students will always need to operate with words.

## Why is vocabulary important

The teaching of vocabulary is important because without vocabulary nothing can be conveyed. People need to use words to express themselves in the English language, most learners acknowledge the importance of vocabulary acquisition. This is why most of the words need to be taught so that there cannot be many problems as in communication due to a lack of vocabulary. Some other students might be confronted with the problem of forgetting the words immediately after the teacher has elicited the meaning of the words or after looking at them in the



dictionary and this also is caused by lack of vocabulary. The more words students learn, the easier they memorize them.

The teacher has an essential role in helping students to improve vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems. If we look back in the past, we discover that for a long time, English used teaching approaches such as Direct Method and Audiolingualism which emphasized the importance of teaching grammatical structures. Since the accent was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught.

Today there is so much freedom in choosing the methods to be used during English classes. The English syllabus is organized around both vocabulary and grammar structures. Teachers, therefore, usually have the necessary time to insist on teaching and practicing vocabulary. Vocabulary is no longer treated as an add-on and this means teachers becoming more aware of the importance of vocabulary and attention is paid to especially with the teaching of grammar of words. Nevertheless, not all students move at the same speed and can still have some difficulties in expressing themselves fluently such as can consider speaking English has difficult and exhausting. Another aspect that can make vocabulary difficult is the pronunciation of certain words.





## Techniques for memorizing vocabulary

As we have learned that some students can face challenges with vocabulary like in pronunciation of certain word some techniques might help the teacher to help the students. To have a rich vocabulary, students need not only to learn as many words as possible, but they also need to remember them because learning is remembering. With regarding these several techniques have been designed to help learners efficiently memorize words and teachers make the process of learning easier for their students, one of the techniques that a teacher can use when teaching vocabulary is repetition. It is an important technique in learning/teaching vocabulary. For the words to be kept as long as possible in the memory, however, repetition alone will not be effective hence it needs to be accompanied by the understanding of the meaning of those particular words and by correlation with other similar already learned words.

Another technique to be taken into consideration when both learning and teaching vocabulary is imagination. The students will easily learn new words if they are taught to associate them with their pictures. If for example, if the topic is about travel agency and the students have learned of imagining and the picture of the building shown to them where we go to as for information about traveling, they are likely to keep that word in their mind for a longer time. Thus, the students need to visualize the words they must learn. This will help the learning process and will keep the word in the long-term memory.



## 7 Principles for Developing Vocabulary

- Build experiential background.
- Relate to Background (e.g. they explain what the word means)
- Relate words to each other.
- Develop depth of meaning.
- 5. Present lots of exposures.
- Create interest in words.
- Foster independent word-learning skills.
- Learning How to Learn Words.



### Effective vocabulary teaching has five key principles.

- Focus on rich meanings, not just dictionary definitions. ...
- Emphasize the connections among words. ...
- Promote usage of the words. ...
- Review is important. ...
- Involve students in identifying some of the words to be studied.





## What are the seven steps to vocabulary learning

The seven steps are:

- 1) Reading and /or listening to a story
- 2) Defining and visualizing to a words
- 3) Identifying parts of speech
- 4) Categorizing words
- 5) Completing cloze activities
- 6) Producing a skit or creating a visual
- 7) Playing a word game with new words





# Top 10 Resources on Vocabulary

## 1. **Linking the Language:**

Introducing students to a rich variety of words that share the same root can help diverse learners make important connections among vocabulary words within the same family and transfer core ideas across content areas.

## 2. **Use Words to Teach Words**

Students with strong comprehension skills know about word prefixes, suffixes, word roots, and multiple meanings of words. Families can help develop word knowledge through simple conversations focused on words.

## 3. **Building Your Child's Vocabulary**

Talking to and reading with your child are two terrific ways to help them hear and read new words. Conversations and questions about interesting words are easy, non-threatening ways to get new words into everyday talk.

## 4. **A Multidimensional Approach to Vocabulary Instruction:**

Eight characteristics of a multidimensional approach are described. The first is the introduction of new words through engaging children's literature.

## 5. **Building Language and Scientific Literacy in Young Children**

Young children are naturally curious. Early childhood educators and parents can build on children's questions, eagerness, and enthusiasm to help them learn the language and concepts of science and scientific inquiry.

## 6. **Choosing Words to Teach**

Teaching vocabulary is complex. What words are important for a child to know and in what context? In this excerpt from *Bringing Words to Life: Robust Vocabulary Instruction*, the authors consider what principles might be used for selecting which words to explicitly teach.





## 7. Developing Academic Language:

This article reviews the research and offers some practical suggestions for teachers about how to build academic vocabulary and weave its instruction into the curriculum.

## 8. List-Group-Label

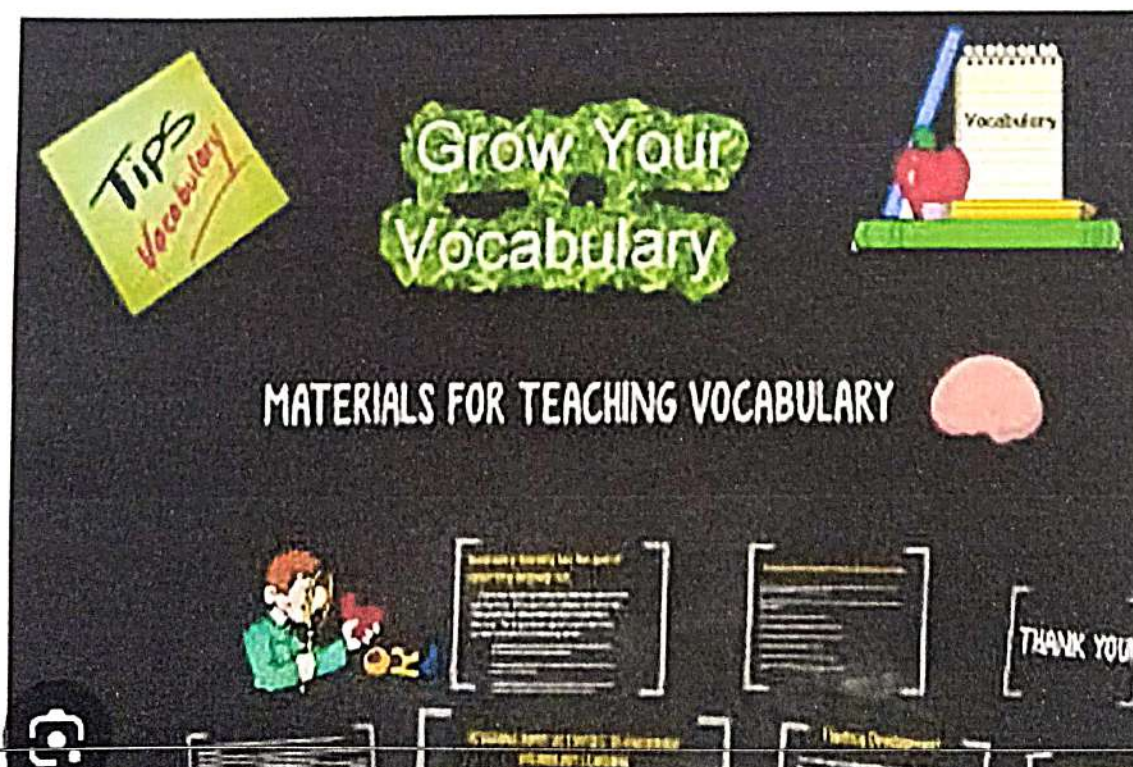
This classroom strategy — a form of semantic mapping — encourages students to improve their vocabulary and categorization skills, and organize concepts.

## 9. Word Maps

Using a graphic organizer, students think about terms or concepts in several ways, including a definition, synonyms, antonyms, and a picture.

## 10. Semantic Feature Analysis

This strategy uses a grid to explore how a set of things are related to one another. It illustrates how words are both similar and different and emphasizes the uniqueness of each word. It also draws on students' prior knowledge and uses discussion to elicit information about word meanings.



## Ways to Improve Your Vocabulary

- Develop a reading habit. Vocabulary building is easiest when you encounter words in context. ...
- Use the dictionary and thesaurus. ...
- Play word games. ...
- Use flashcards. ...
- Subscribe to “word of the day” feeds. ...
- Use mnemonics using new words in conversation
- Practice using new words in conversation
- Practice using new words in conversation





# Methods of Teaching Vocabulary

A well-developed vocabulary is essential for student success, both in the classroom and beyond. That's why it's so important to give students comprehensive vocabulary instruction at every stage of their academic journey.

However, like most areas in English language arts instruction, there's no single best method for teaching vocabulary. Instead, successful vocabulary instruction blends indirect and direct teaching methods to help students build stronger language skills.

Read on to learn about four different vocabulary teaching strategies to work into your lesson plans!

## 1. Direct: Roots-based Vocabulary

Studying Latin and Greek roots is certainly an effective way for students to build better vocabularies. After all, over 60% of all English words contain Latin or Greek roots, prefixes, and suffixes. If your students understand a word's etymology, they'll have a huge advantage when it comes to learning new words and deciphering word meanings on their own.

While it's possible to structure your entire vocabulary curriculum around Latin and Greek roots, you don't have to make any drastic changes to cover root study. Just as you can teach students a few vocabulary words each week, you can teach them a few roots, prefixes, and suffixes, focusing on commonly used ones like *uni-*, *tele-*, and *-logy*.

One fun way for students to study Latin and Greek roots is to have them construct and define their own words using a few roots, prefixes, and suffixes. It doesn't matter if the words your students create are "real" words. As long as students can attach a realistic definition to the words they build, they're on the right track. The more practice your students get with roots, prefixes, and suffixes, the more confident decoders they'll become, and students love activities in which they can show a little creativity.



Roots-based vocabulary learning is also beneficial for ESL students. Many languages, such as Spanish and French, include words that are based on Latin and Greek roots. For instance, both the English word *primary* and the Spanish word *primero* contain the Latin root *prim-*, which means “first.” By making direct connections between roots and words in their native language, ESL students can learn to figure out the meaning of unfamiliar English words.

## 2. Indirect: Vocabulary in Context

Although learning words in isolation may help students memorize vocabulary lists in the short term, using this method on its own probably won’t help students retain that word knowledge after test day.

Instead, try to teach vocabulary in context. Not only will this strategy help students determine word meanings from surrounding context clues, but it also invites them to actually think about what they’re reading and draw meaningful inferences from the text.

One quick way of developing larger vocabularies through reading is by helping your students learn to identify the following context clues:

- **Root words:** A frog’s life cycle is complete when it *metamorphoses* into an adult.
- **Logic:** Many frogs are *carnivorous*, eating only insects, fish, and small mammals.
- **Compare/Contrast:** Unlike humans, a frog’s ears are *internal*, hidden by a layer of skin.
- **Definition:** *Aquatic* frogs primarily live in the water.
- **Illustration:** Some frogs inhabit *terrestrial* environments, including deserts, jungles, and mountains.

Whether you're writing your own examples or selecting specific passages to teach vocabulary, one thing is always important: You must make sure the selection you choose gives students enough context to determine the meaning of the word you're teaching.





### 3. Direct: Vocabulary from Literature

Want your students to remember the vocabulary words you're teaching them? Make new words an integral part of your literature curriculum. Teaching your students vocabulary words that come from the books they're reading for class is a great way to combine literary and vocabulary study.

Before starting a unit on a specific text, read through the book and identify potentially challenging words from each chapter or section. Then, you can build activities and exercises based on those words. The words you include in these activities will be familiar when your students encounter them in the text.

Another approach is to identify themes in the text you're teaching and create vocabulary word lists that relate to those ideas. This is a great way to bring in words not found in the text but that may be relevant—and vocabulary study needs to be relevant, or students simply won't store the words you teach in their long-term memories.

### 4. Direct: Domain-specific Vocabulary

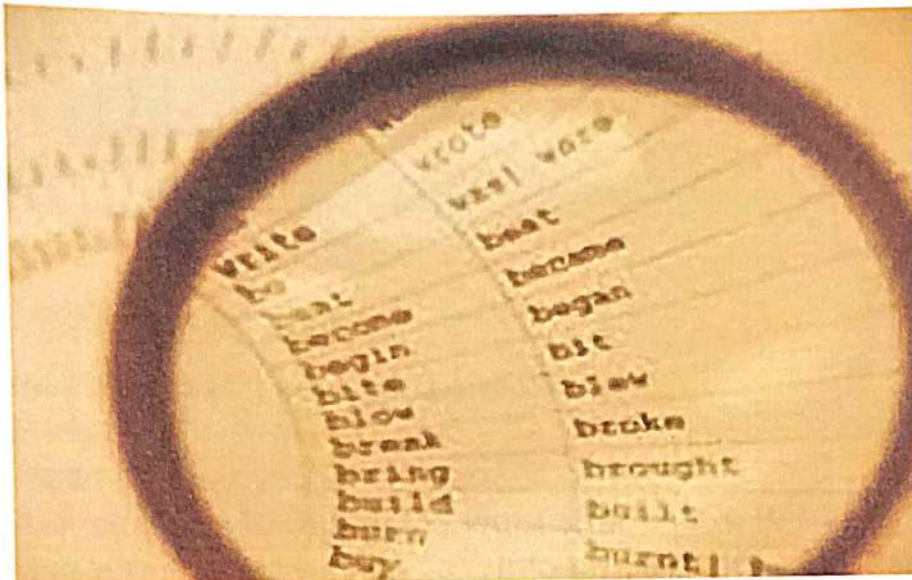
Teaching domain-specific vocabulary is more important than ever, thanks to the emphasis placed on it in the Common Core State Standards.

Domain-specific words, sometimes called Tier 3 words, are technical terms or jargon relevant to a specific subject, such as *tangent* in mathematics, *constitution* in history, and *explicate* in language arts. Some Tier 3 words have multiple meanings—for example, aside from being a legal document, *constitution* can also refer to a person's state of health. But their domain-specific meanings are important to any student who needs to write about or discuss those words in context.

If your students read nonfiction or informational texts, they'll be sure to encounter domain-specific vocabulary words. Before your class begins reading, consider creating a list of the words your students should expect to encounter. You may want to have students attempt to define words in context using some of the previously mentioned strategies before turning to the dictionary, though some nonfiction texts make this task more difficult than others.



## Activities help in improving vocabulary?



### 1. Reading a lot: Reading

- Reading a lot: Reading everything we can get your hands on is one of the most passive and most effective ways to boost your vocabulary.
- Keeping a thesaurus and a dictionary nearby.
- Making Flashcards.
- Describing our Surroundings.
- Listening to Music.
- Committing to learning one new word every day.



## How can we teach vocabulary in the classroom?



### How to teach:

1. Introduce each new word one at a time. ...
2. Reflect. ...
3. Read the text you've chosen. ...
4. Ask students to repeat the word after you've read it in the text. ...
5. Use a quick, fun activity to reinforce each new word's meaning. ...
6. Play word games. ...
7. Challenge students to use new words.

### 9 Classroom Vocabulary Games to Use with Your Students

- Synonyms. Associating a vocabulary word with its synonyms is a great way to form lasting connections between the word and its definition. ...
- Checkers. ...
- Vocabulary Bingo. ...
- Pictionary. ...
- Charades. ...
- Circle Rotations. ...
- Trashcan Basketball. ...
- Newspaper Search.

## The best strategies for learning vocabulary

- Contextual learning. Learning new words in context helps us understand their meaning and usage in real-life situations. ...
- Spaced repetition. Spaced repetition is a technique that involves reviewing information at increasing intervals. ...
- Active recall. ...
- Mnemonic devices.

How can I learn more vocabulary in English?

**Here are ten strategies to help you make words stick in your mind and use them in conversation.**

1. No random words. ...
2. Learn in chunks and scripts. ...
3. Use your inner voice. ...
4. Visualise what the word or phrase looks like. ...
5. Create mnemonics. ...
6. Use spaced repetition. ...
7. Dive deeper into etymology. ...
8. Challenge yourself with word games.

## How to Test Students' Knowledge of Vocabulary

1. Create a list of words. Use a graded list, take words from a basal series, or pull words from content areas.
2. Ask the student to read each word, use it in a sentence, explain the meaning, or provide a synonym or antonym. ...
3. Look at the results.

How can I improve my English vocabulary and communication skills?





## How can I improve my English vocabulary and communication skills?

1. Listen. The first step in improving your speaking skills is actually working on your listening. ...
2. Imitate. Now that you have listened to lots of English conversations, it's time for some imitation. ...
3. Read. Reading is yet another important skill to have when learning a language. ...
4. Reflect. ...
5. Prepare. ...
6. Speak. ...
7. Practise.

## what are steps of vocabulary?

Step	Description	Example for the word "disruptive"
1. Define	Share a brief, top-level definition. Do not ask students if they know the meaning of the word; you can take a lot of credit for this and they may get confused.	The word "disruptive" means "having a bad effect on things about how things are done".
2. Associate	Ask the word in a real-life example. This might be a situation in your life or the world.	In my class, there have been lots of disruptive kids. For example, designing new rules that make things harder to do.
3. Think & Talk	Provide a situation for students to use the word in a conversation with a partner. If needed, provide a language starter to help students start.	There have been changes in the rules of the game. It's hard to find a new one. I'll be working with you on a new one. I'll be working with you on a new one. I'll be working with you on a new one.
4. Link to Text	Tell the students how the word is connected to the text they will be reading.	In this article, you will read about how other people have been trying to help people.

### 4 Vocab Steps Help Kids Grasp Information Text

- Introduce new words with four steps. ...
- Choose a few words for focused instruction. ...
- Plan ahead for the introduction of focus words. ...

## CONCLUSION:

Vocabulary helps students express themselves more precisely and sharpens communication skill it is increasing reading skill and comprehension. improves all areas of communication- listening, speaking, reading and writing. provides closure for the reader while reminding the reader of the contents and importance of the paper Summarize the information just covered in the class in your own words it provides closure for the reader while reminding the reader of the contents and importance of the paper. It accomplishes this by stepping back from the specifics in order to view the bigger picture of the document. Vocabulary is the most important skill when learning /teaching a foreign language. It is on vocabulary that all the other skills like reading, writing, speaking, and listening are based and developed. This has shown why it is important to learn new words





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S.D.V.S. SANGH'S

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

SANKESHWAR



DEPARTMENT OF ENGLISH




PROJECT ON

Language lab

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Sankeshwar

Date : 10/06/2023

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## CERTIFICATE

This is certify that the project report on "Language lab" is work done by SHRUTIKA D NELLIKAI under Our guidance and submitted to the principal S.S . Arts collage & T. P. ScienceInstitute, 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 : 10/06/2023

Prof. K. B. Marathe

Prof. M. G. Khaded



  
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## DECLARATION

We hereby declare that this project report entitled "Language lab" is written and submitted to the principal, S.S. Arts College & T. P. Science Institute, Sankeshwar. To the best of my knowledge this work has not submitted for award of any degree of any institution anywhere. Submitted any where for award of any degree .


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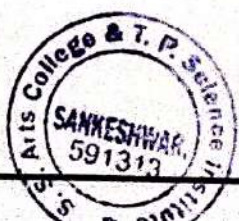
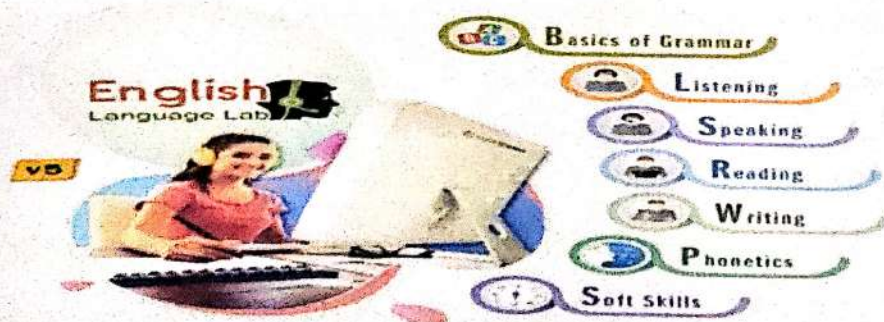
# THE ROLE OF LANGUAGE LAB TECHNIC IN LEARNING ENGLISH LANGUAGE AS A SECOND LANGUAGE

## Introduction.

We are living in the modern era. The significance of this 21<sup>st</sup> century is that we have to move our life with digitalization. For surviving of humans, the air and food are how much essential as much the digital usage too. The country like India where colonial period has its impact there the English language plays the prominent role. So for us learning of the English is the very important especially in the field of education. But being the foreigners to English we face a lot of hardships while learning English as a second language. As the result of innovations we got a lot of study materials and sources to acquire English language among those language lab is very unique and interesting one. So let's see what is language lab, its features, usages and functions with detail as under.

## What is language lab.

A language laboratory is a classroom in which students learning a foreign language can practice sound and word patterns individually or under supervision with the aid of audio equipment, etc. The language laboratory or language lab is an audio or audio-visual installation used as an aid in modern language teaching.





# Why we need study English language?:

Though Indians are foreigners to English language, English spread all over the nation. We see English in field of education, medical, trade, political, and diplomacy and so on. We can say that it is the contribution of britishers to india. it is not binding on us to learn English but we want earn something in this modern society it essential to build English fluency.

## 10 Reasons to Learn English

### **1. English is a global language**

English is the most commonly spoken language in the world. One out of five people can speak or at least understand English!

### **2. Studying English can help you get a job**

English is the language of science, aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad.

### **3. Learning English can help you meet new people**

English is the official language of 53 countries and is used as a lingua franca (a mutually known language) by people from all around the world. This means that whether you're working in Beijing, or travelling in Brazil, studying English can help you have a conversation with people from all over the world.

### **4. Many scientific papers are written in English**

In the last century, the number of scientific papers written in English has started to outweigh the number of papers written in the native language of the researcher. In the Netherlands, for example, the ratio is a surprising 40 to 1. For this reason, having a knowledge of English is incredibly important to those working in the scientific field.





## **5. English is the language of the media industry**

Because of the prominence of Hollywood in global media, an enormous amount of films, TV shows and popular songs are written in English. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows.

## **6. English is the language of the Internet.**

English is a particularly important language online with more than half the content on the internet written in English. As well as this, some of the world's largest tech companies are based in English speaking countries.

## **7. Travelling is a lot easier with a good knowledge of English**

Imagine you're a Spanish person on holiday in Thailand, while your hotel receptionist might not be able to answer your question in Spanish, it's likely they will be able to answer your question in English.

## **8. English is one of the most important languages for business**

Whether you're a business owner, student or employee, English is incredibly important in the business world. English is considered to be one of the most important business languages due to being the de facto language of the United States and the official language of the UK, Canada, India and South Africa.

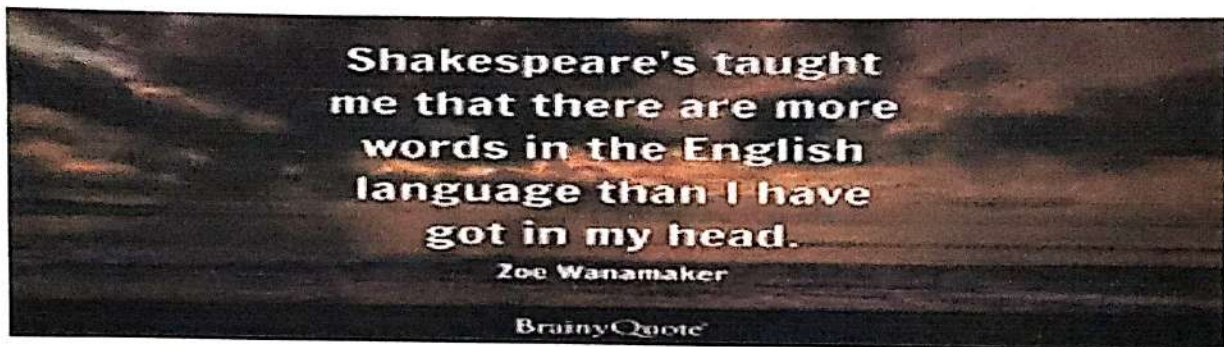
## **9. With English, you can study all over the world**

Since English is spoken in so many different countries there are thousands of schools and universities around the world that offer programmes in English. If you speak good academic English, there're lots of opportunities for you to find an appropriate school and course to suit your needs. Find out about going to university in an English speaking country.



## 10. English gives you access to multiple cultures

Good knowledge of English will allow you to access **films**, music and literature from hundreds of countries around the globe. Not to mention the fact that numerous books from across the world are translated into English. Few experiences will make you grow as a person more than learning the values, habits and way of life in a culture that is different from yours.





## Language Laboratory

Laboratories in schools might only be associated with science subjects. This serves as their workplace to experiment on specific subjects. However, this is also necessary for language learning. This provides an avenue for the students to improve the way they pronounce the words and be corrected by the teacher whenever necessary. Generally laboratories were used in India for the science subjects. With technological advancement and exposure to western models of teaching and learning, there has been a spurt in the growth of language laboratories in colleges.

The language laboratory is an audio or audio-visual installation used as an aid in modern language teaching. They can be found, amongst other places, in schools, universities and academies. Perhaps the first lab was at the University of Grenoble. (Ruby, W.B. 2004) In the 1950s up until the 1990s, they were tape based systems using reel to reel or (latterly) cassette. Current installations are generally multimedia PCs. The original language labs are now very outdated. They allowed a teacher to listen to and manage student audio via a hard-wired analogue tape deck based systems with 'sound booths' in fixed locations.

According to American Heritage Dictionary 4, language laboratory is: "A room designed for learning foreign languages and equipped with tape recorders, videocassette recorders, or computers connected to monitoring devices enabling the instructor to listen and speak to the students individually or as a group".

The Webster's New World College Dictionary definition of the language laboratory is: "A classroom in which students learning a foreign language can practice sound and word patterns individually or under supervision with the aid of audio equipment, etc"(Language

Lab in Webster's New World College Dictionary). Cesar (2006) defined language laboratory as: "...a teaching tool requiring the implementation of well-constructed tasks based on the students 'needs". Beder (2008) in defining language laboratory stated: "A Language Laboratory is a room in a school, college, training institute, university or academy that contains special equipment to help students learn foreign languages by listening to tapes or CDs, watching videos, recording themselves, etc."





# Characteristics of a good Language Laboratory

There are different features of language lab, which make the students to have interactive session. Few are summarized here.

## **Attention :**

Attention on subject is increased resulting in better retention of the concepts. As the language lab allows the student to listen to the program stimulus individually, each individual student's attention is focused on the program material being studied, ultimately increasing the attention span of the student and teaching the student to listen and analyze the content of the lesson.

## **Acoustics :**

It provides equal opportunity to all the students to hear the instructor irrespective of place where they are seated. There will be less miscommunication because of direct nature of the sound transmission. The language lab provides all students no matter where they are seated in the room with equal opportunity to hear the instructor and to be heard by the instructor. None of the lesson material is misheard due to the direct nature of the sound transmission. Each student can listen to the lesson material at a level set by themselves for their own comfort.

## **Building Student Experience :**

Students can build on their existing experiences and gain further knowledge of computers while learning in the computer language lab. Practicing with systems, software and new applications enhances exportable skills. The more experience students have with computer technology, the more successful they will be in the "real world".

## **Developing Listening skills :**

Listening skills are an essential element in becoming linguistically fluent. The language lab helps students develop good listening skills and aids the process of communication.. Furthermore, it develops the listening and communication skills, since they hear correct pronunciation through their headphones.





## **Excitement :**

Students become excited when using learning lab systems. The student's attention is heightened and the boredom of repetitive learning is lifted. Learner will show more enthusiasm and excitement in learning lesson because of learning lab system.

## **Efficiency:**

The teacher can monitor individual students (and talk to them) much more efficiently than in a regular classroom. Usually in a regular classroom all other students stop speaking when the teacher communicates with an individual student. In a lab they will continue working without interruption.

## **Appropriate use of time:**

The language lab makes most efficient use of time, improving the teacher/student time ratio and allowing the instructor to maximize the use of time in a given lesson. Efficient use of time and learning efficiency is much more than usual classroom learning.

## **Improve discipline :**

The instructor can improve the discipline of the class by privately conversing with individual students who are being objectionable. By utilizing a system of seat management, any equipment faults or acts of minor vandalism can be reported by the next student entering the booth. If not reported by the student, they become the target of the investigation when the next student enters the booth. Students have great difficulty talking to each other when wearing headsets.

## **Individualization:**

Labs provide the capability for dividing the class into several groups. These groups can be listening to different programs on varying subject matter and at different levels of interactivity. This set up fosters more interactive session between students and teacher.





## **Internet access:**

The new generation of multimedia systems allows the students to be connected to the World Wide Web and to be able to access information on a global basis. This allows instantaneous access to information worldwide and communication in the following ways:

- v Access to foreign literature and museums for research and study.
- v Direct communication with other students from their country and culture of study.
- v Person-to-person communication through email, chat rooms, internet phone, etc.
- v Student-to-student video conferencing with local and foreign classes.
- v Viewing English and target language web sites.
- v Watching live TV broadcasts and listening to foreign radio broadcasts.

## **Native speaker/ Different voice:**

The lab provides the students with a variety of model voices rather than just the voice of the teacher (who is often not a native speaker). All modern systems have a Model Voice feature allowing a native speaker to converse and be used as a model voice subject for the rest of the class.

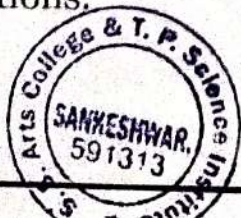
## **Overcoming shyness:**

Lab systems tend to make students more anonymous. Language labs motivate students to talk freely and lose the shyness when talking in front of their friends.

## **Oral testing:**

Oral test features allow instructors to test students with a question or stimulus and only record the student's answer. Instructors can then play back the recorded answers at a later time for grading, without having to listen to the questions.

It also provides the privacy that encourages the shy students to speak without any hesitation. In addition instructor can speak to individual or group of students in privacy without interrupting rest of class. The headset/microphone provides students with a psychological privacy that promotes their speaking ability. It reduces the inhibitions felt in normal classroom situations.





## **Provide feedback :**

The instructor can easily generate records of attendance, grading and oral responses to true/false or multiple choice taped tests. An automated record keeping process can save much time. . The student's progress can also be monitored regularly so that teacher can provide feedback based on individual pace and ability.

## **Record/Comparing:**

The students have the ability to record their own voices along with the master stimulus. Each student can be working interactively on different segments within the same program or be working with completely different program material.

## **Role playing exercises:**

Using the random pairing/random grouping feature that all advanced modern learning systems incorporate, instructors can generate a variety of exercises structured around role-playing. Students can be paired or grouped together in small numbers and hold conversational practice with each other. Due to the random selection of student partners the students interest level is always high in anticipation of who their paired partner is likely to be. The instructor can also allow the students to listen to a stimulus from the console allowing the students to practice with each other while responding to the master stimulus.

## **Self-pacing:**

The students may work through the lesson material at a pace suited to their ability. The lab is for them a personal tutor. Thus allowing the classroom as student-centered approach. The students can access digitally stored programs, exercises and tests that can be completed at their own pace and at a time they decide is appropriate.

## **Teacher monitoring:**

Since the teacher is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses. The instructor has more time to produce materials and oversee class activities due to the automatically, rather than manually, controlled





instructor console features. Teacher can look after each student, which is not possible in case of the regular classroom. In a lab instructor can communicate with many students by pressing a mouse key in order to talk with students

### **Varity:**

The language lab provides variety from regular classroom situations. The teacher's role is changed and the students are more active for longer periods of time. The use of visual stimulus coupled with selective audio materials increases the attention span of the students. The language lab brings variety in teaching learning process instead of boring verbal centered teaching.

### **The Basic aims of the language Laboratory**

Many of you may have already used a language lab as a student or perhaps as a teacher however you will see that the language lab has changed for the better. The opportunities and learning potential that a new Language lab can offer is vast however you may be pleased to hear that some things stay the same,



### **The basic aims of the language lab are the same as they ever were and they are;**

To improve listening skills – classroom and individual with high quality audio

To improve speaking skills – individual, paired, groups

To present and demonstrate language skills – both screen and voice in seconds

To monitor and guide students – discrete monitoring and intervention as required

Empirical evidence from users over many years has shown that language labs help to;

Increase the number of students taking languages

Attract more boys to study languages

Attract more boys to study languages





## The Inventer Of Language Lab In India?

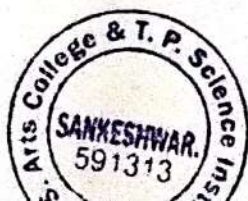
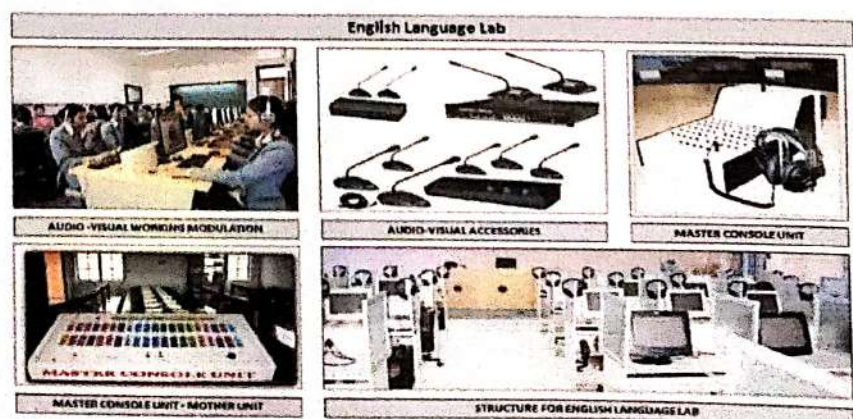
Orell Talk Language Lab is a digital language learning software tool developed and distributed by Oréll Techno Systems (India) Pvt Ltd, which was founded by Saji Varghese Chameli in 2007. It is used by schools, colleges, universities and other educational institutions in more than 50 countries to teach languages.

*Saji Varghese chameli*



## What equipment is used in the language lab?

- Master console.
- Student Unit.
- Interactive Whiteboard.
- LCD Projector.
- Computer.
- Language Lab Furniture.
- Language Learning
- Softwares.



## Conclusion:

By seeing all the unique features of this language lab and its importance in learning English as a second language , it is required to ensure the facility of these labs at least in the college level throughout the nation. because these labs helps the students to command mastery over English language in their graduation level. So they can be fluent speaker of English in their career easily. Through this teachers can ignore the fear of English in the minds of students gradually.





(7)  
S.D.V.S. SANGH'S

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

SANKESHWAR



DEPARTMENT OF ENGLISH

PROJECT ON

L.S.R.W SKILL



BY : GRESHI P MADAR.

Reg.No - A2034425

1

  
PRINCIPAL  
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## CERTIFICATE

This is certify that the project report on "L. S.R .W SKILL'S" is work done by GRESHI MADAR under my guidance and submitted to the Principal S.S . Arts collage & 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. K. B. Marathe

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Prof. M. G. Khaded



  
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### DECLARATION

We hereby declare that this project report entitled "L S R W SKILL" is written and submitted to the Principal, S.S. Arts College & T. P. Science Institute, Sankeshwar. To the best of my knowledge this work has not submitted for award of any degree of any institution anywhere. Submitted anywhere for award of any degree .

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# LISTENING SKILL

## ❖ INTRODUCTION

### Chapter Outline .

- 1 What is Listening?
- 2 Process of Listening.
- 3 Importance of Listening.
- 4 Basic Types of Listening .
- 5 Barriers to effective listening.
- 6 How to Listen Effectively?
- 7. Benefits of Effective Listening.

### *What Is Listening?*

- (1) • Listening is the ability to accurately receive and interpret messages in the communication process.
- (2) • Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood.
- (3) • Listening is one of the most important skills you can have.
- (4) • An active process of getting information, ideas.
- (5) • "Listening is the process of receiving, constructing meaning from, and responding to spoken.

#### 1. What is Listening?

- Listening is not just about being Quiet while someone else is speaking.
- Listening is with the Mind.
- Hearing with the senses.
- Listening is conscious.
- To improve our interpersonal & oral exchange.





- ✓ Just Listening to words is not enough; a good Listener has to pay attention to the non-verbal communication of the speaker.

## 2 process of listening



Stage 1  
Receiving



Stage 2  
Understanding



Stage 2  
Remembering



Stage 2  
Evaluating



Stage 5  
Feedback

### 1. Stage 1—receiving

- ❖ Receiving- Is the intentional focus on hearing a speaker's message.
  - This stage is represented by the ear because it is the primary tool involved with this stage of the listening process.

2. Stage 2—\*understanding \*remembering \*evaluation \*feedback

### 2- Understanding

- ❖ In the understanding stage, we attempt to learn the meaning of the message, which is not always easy.
- ❖ Deciding what the message means to you



### 3- Remembering

- ❖ Remembering begins with listening; if you can't remember something that was said, you might not have been listening effectively.
- ❖ However, even when you are listening attentively, some messages are more difficult than others to understand and remember. Highly complex messages that are filled with detail call for highly developed listening skills.

### 4- Evaluating

- ❖ The fourth stage in the listening process is evaluating.

- ❖ evaluations of the same message can vary widely from one listener to another.
- ❖ The stages two, three, and four are represented by the brain because it is the primary tool involved with these stages of the listening process.

## 5- Responding

- Responding—sometimes referred to as feedback—is the fifth and final stage of the listening process.
- ❖ Your reaction to the message. It can be emotional and intellectual
  - For example, you are giving positive feedback to your instructor if at the end of class you stay behind to finish a sentence in your notes or approach the instructor to ask for clarification. The opposite kind of feedback is given by students who gather their belongings and rush out the door as soon as class is over.
- ❖ This stage is represented by the lips because we often give feedback in the form of verbal feedback; however, you can just as easily respond nonverbally.

## IMPORTANCE OF LISTENING

- ❖ •We show that we are serious
- ❖ •We display respect to other's view point
  - •Helps us to learn
- ❖ •Helps us to adapt and understand
- ❖ •Empathize

## WHY LISTENING IS IMPORTANT?

- To avoid communication errors.
- Helps to learn something new.





- It is the key to success.

## 4 .Basic Types of Listening

- Active listening
- Selective listening
- Emphatic listening
- Ignoring listening

### 1-Active Listening

- Understanding all things
- Proper feedback
- Proper interaction.

### 2-Selective Listening

- We remember only
  - Selective portion. • Topic
- is not to our liking

### 3-Empathetic listening

- When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling.
- This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling

### 4- Ignoring Listening

- Not listening at all
- Is pretty insulting to others. • It can lead to strained relations

*Can you hear me talking?*

Does that mean that you are a good listener?

- A person with normal hearing is not necessarily a good listener.
- Many different things can prevent a speaker's message from being received...
- These are called barriers to listening.



## ***BARRIERS TO LISTENING***

Listening is not easy and there are a number of obstacles that stand in the way of effective listening, both within outside the workplace. These barriers may be categorized as follows.

1. **Physiological Barriers:** - some people may have genuine hearing problems or deficiencies that prevent them from listening properly. It can be treated. Some people may have problem in processing information or retaining information in the memory. For example Lack of concentration/interest.
2. **Physical Barriers:** - These referred to distraction in the environment such as the sound of an air conditioner , cigarette smoke, or an overheated room. It ca interfere the Listening process. They could also be in the form of information overload. For example, if you are in meeting with your manager and the phone rings and your mobile beeps at the same time to let u know that you have the message. It is very hard to listen carefully to what is being said. Arriving late for a speech, presentation or lecture. Therefore unavailability of listeners. Speaker or listener being distracted by disturbances will also be coming into physical barrier category.
3. **Attitudinal Barriers :-** pre occupation with personal or work related problems can make it difficult to focus one's attention completely on what speaker is saying, even what is being said is of very importance. Another common attitudinal barrier is egocentrism, or the belief that the person have more knowledgeable than the speaker, or that there is nothing new to learn from the speaker's ideas. People with this kind of close minded attitude are very poor listeners
4. **Wrong Assumptions :-** The success of communication depend on the both the sender and receiver. It is wrong to assume that communication is the sole responsibility of the sender or the speaker and that listeners have no role to play.
5. **Cultural Barriers :-** Accents can be barriers to listening, since they interfere with the ability to understand the meaning of words that are pronounced differently. The problem of different accents arises not only between cultures, but also within a culture





## 5 .Barriers to effective listening

Some common barriers in the process of listening are listed below.

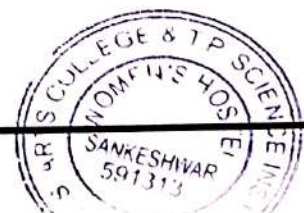
- 1.Pre-judgments about the speaker .
- 2.Assuming that the speaker is going to give some unimportant information .
- 3.Arriving late for a speech, presentation or lecture .
- 4.Judging the speaker by his/her mannerisms, voice, appearance, accent, etc.
- 5.Lack of concentration/interest .
- 6.Avoiding listening to difficult, boring or complex information and selectively listening only to what is considered interesting.
- 7.Speaker or listener being distracted by disturbances .

## 6. How To Listen Effectively?

1. Stop Talking – Be Silent
2. Show Interest
3. Empathize
4. Ask Questions
5. Maintain Eye Contact
6. Take notes
7. Listen Creatively
8. Put Your Entirety
9. Send feedback
10. Avoid or eliminate distraction
11. Try to gather information about the topic to develop interest and familiarity.

## 7. Benefits of Effective Listening

- Enhances productivity
- Improves relations
- Avoids conflicts
- Improves understanding



• Improves negotiation skills

• Adds to your Image & Personal

## ***WAYS TO IMPROVE LISTENING SKILL***

Hearing and Listening are two different activity. Hearing is passive whereas Listening is active. Listening is a psychological process. It can therefore be improved by regular practice. Listening is a very helpful skill. Active listening is really an extension of the Golden Rule. Here are some of the tips which can help the person to improve his Listening skill:

1. Face the speaker. Sit up straight or lean forward slightly to show your attentiveness through body language.
2. Maintain eye contact, to the degree that you all remain comfortable.
3. Minimize external distractions. Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
4. Respond appropriately to show that you understand. Murmur ("uh-huh" and "um-hmm") and nod. Raise your eyebrows. Say words such as "Really," "Interesting," as well as more direct prompts: "What did you do then?" and "What did she say?"
5. Focus solely on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.
6. Minimize internal distractions. If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.
7. Keep an open mind. Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.
8. Avoid letting the speaker know how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out. .
9. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as though their point had been





made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in...and be ready for more.

10. Engage yourself. Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to m



## **CONCLUSION**

Teachers must let their student know that you will be listening to these specified qualities when you evaluate their speaking skill.

Encourage them as speakers and learners for in future you will expect them to speak well and converse meaningfull and efficiently.





# ***SPEAKING SKILLS***

Speaking is the second of the four language skills. It is called a "productive" skill because when we speak we produce language going out:

1. listening (← in)
2. speaking (out →)
3. reading (← in)
4. writing (out →)

## Formal versus informal speaking

Just like in your own language, the way you speak depends on who you are speaking to or with. Informal speaking situations include speaking with close friends, family workers and probably co-workers. Slang, idiom and relaxed pronunciation are more common in these situations. Small talk becomes less necessary when you are speaking with friends, but is considered polite in an informal situation with acquaintances. Sometimes your pace and volume shifts when you feel more comfortable. Formal situations require a different kind of language. Your speaking may even be rehearsed in some situations. You may feel nervous about saying everything properly. You must also consider manners and body language.

## **10 Speaking tips**

1. **Listen first.** Try not to think about what you are going to say as you're listening. Focus on listening, then focus on responding.
2. **Make eye contact.** It's important to make eye contact when you're listening and speaking. Even if you're nervous, try not to look at the ground. If you're doing a presentation, practise enough so that you don't



have to read every word from your notes. Visuals can help you in a presentation.

3. **Learn transitional phrases and useful expressions.** You will keep your listeners' attention if you know some key expressions that will make the conversation flow.
4. **Use gestures appropriately.** If you're in a foreign country, take time to learn about body language. Some gestures in your country may mean something different in another country.
5. **Relax.** You don't have to speak perfectly. Many native English speakers are also nervous when they have to speak out loud in a group or with people that they don't know. Try not to show that you are nervous.
6. **Don't say sorry.** If you apologize for your English, people will expect it to be poor. Believe that you are a strong English speaker, and your listeners will believe it too. If you make a mistake, simply keep talking or correct yourself.
7. **Be yourself.** Let your personality out! People will enjoy speaking with you because of who you are, not because of the language you speak.
8. **Keep it simple.** As with writing it is important to speak in the simplest way you can. Don't try to impress people with your large vocabulary. Use words and expressions that you are confident using.
9. **Pause and pace.** Try not to speak too quickly, which may make it difficult for people to understand you. Listen to English speakers often to hear where natural pauses occur.
10. **Practise pronunciation**, including word stress. One of the most important aspects of understanding each other's spoken English is through the natural rhythm of our words and sentences. Native English speakers don't think about word stress. They just speak. People who learn English as an additional language need to listen to English often in order to be able to use natural word stress.
  - talking on the phone
  - telling jokes





# TYPES OF SPEAKING SKILLS



It is a common desire for all of us to speak a second language well. To do this we need to know what skills are required to become a good speaker. This short article will help you to understand four important skills that you need to develop:

1. **FLUENCY.** Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.
2. **VOCABULARY.** Of course, if you don't have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.
3. **GRAMMAR.** The dreaded G word! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.
4. **PRONUNCIATION.** Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub

skills of pronunciation to emphasise and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible.

## BARRIERS TO SPEAKING EFFECTIVELY

1. **Lack of Confidence:** Lack of confidence is one of the major barriers to speaking effectively particularly in English or any foreign language. Often most of the speakers fail to express their ideas confidently. They speak with pauses, and their speech lacks coherence. Their inner nervousness is evident from their faces.
  2. **Lack of Planning:** An unplanned speech fails to impress the listeners. Often speakers do not give consideration to the subject, audience, place of meeting, and audiovisual aids. Their speech fails to produce desired results due to lack of planning.
  3. **Poor atmosphere:** The atmosphere or setting of a speech includes the size of the meeting place, suitable light and seating arrangements, temperature, etc. the atmosphere in which a speech is delivered, plays an important role in the success of a speech. If the atmospheric barrier is not removed, an effective speech cannot be made.
  4. **Wrong Choice of Words:** The wrong choice of words is the fourth barrier to speaking effectively. If a speaker is not careful about the choice of the words or his words are not suitable for the situation, he will not be understandable to the listeners. He may also annoy them. as a result, his image will be distorted.
  5. **Poor Gestures:** Gestures are the movements of our limbs that are used to contribute to the impression of speech. While making a speech gestures should correspond with the words. Their excessive or improper use may mar the impression of speech and bore the audience.
  6. **Wrong Style:** The style of speech includes tone, pitch, volume, pronunciation, speed, action, etc. if the style of speech is faulty, the speech will fail to create a good impression. The listener will not pay attention to the speaker rather ridicule him.
- Need to know more about barriers to speaking effectively? Just leave your questions, if any, in the comment section below. Thank You!





#### Relevant Posts

- Barriers to Speaking English and Foreign Languages Effectively
- 10 Power Tips for Writing a Book
- Reading Skills
- Speaking | Importance of Speech | Purposes of Speech

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# How to Improve Your English: 18 Tips for Better Speaking Skills

## 1. Expand your vocabulary.

If you are just starting your English learning journey, you need a strong foundation—and the foundation of every language is its vocabulary.

**Learn words in context.** Learning words in context means knowing how native speakers use them in real situations.

**Learn phrases.** Once you understand what a word means, you can move on to phrases (groups of words) that use it.

**Learn idioms.** One of the most difficult parts of learning a new language is familiarizing yourself with its idioms—phrases with meanings that are different from what the group of words indicates.

**Create an English word poster.** Write new words or expressions on a large poster board, then put it up where you can see it.

## 2 Improve your pronunciation.

You might know a lot of words, but if you fail to say them correctly, you will not be understood—like in this British comedy sketch.

- **Online dictionaries with audio.** On Merriam-Webster, for example, you can click on the little speaker symbol next to a word to hear its pronunciation.
- **Informational podcasts.** English Pronunciation Pod and Pronuncian will teach you more about American English pronunciation.
- **Tongue twisters.** These test how good your pronunciation is when you are saying similar words together and quickly. You can find some good ones [here](#).

## 3. Read more in English.

My best tip for reading in English is to **read as much as you can**. The more you read, the faster your brain can recognize patterns and groups of words that normally go together.





Again, keep your notebook and dictionary handy for anything you do not understand. I can also list reading tips for you, but that would take up an entire article, so I will point you to [this link](#) instead.

#### 4. Learn the natural flow of English.

The secret to [speaking fluently in English](#) is in the flow of sentences.

Whenever you read or hear English media, pay attention to:

- **Contractions.** [Contractions](#) are the shortened forms of two words put together. For example, I + am = I'm and do + not = don't.
- **Stress.** Stress is where you emphasize syllables in a word or words in a sentence. Depending on where the stress is, it can [change the meaning](#) of what you are trying to say.

Learn English for specific situations.

Your English will improve much faster if you **focus on the reason you are learning it.**

For example:

- Are you learning to speak English so you can make friends in America? Then you should learn [how Americans use English](#).

Build confidence in your speaking skills.

As it turns out, having confidence is key to improving your speaking abilities.

Here are a few tips to build your confidence:

- **Challenge yourself to speak without stopping or *stammering* (taking pauses between your words).** You can start by speaking to yourself before you try talking to others.

Hire an English tutor.

When you are practicing English alone, it can be difficult to figure out what you are doing right or wrong. This is where a tutor can help you.

Unlike random English-speaking strangers, tutors can give you **honest, expert feedback**. They can also adjust lessons according to your specific needs.



### 8. Shadow English speech.

Now that you have a strong foundation with the previous steps, you can take things to the next level.

Basically, shadowing speech means **listening to how a native speaker says something, then copying it as closely as you can.**

Here are some tips:

- **Pick your favorite video with subtitles.** Try to choose a video with only one or two people talking. Most importantly, it should be something you enjoy watching.

### 9. Sing along to English songs.

Did you know that singing is an effective way to boost your English skills? By singing, you can master the **rhythm, intonation and speech patterns** of the language.

You can:

try **karaoke**. The Sing King YouTube channel is full of English songs from top artists around the world.

### 10. Retell a story in English.

To retell a story in English:

- **Choose a familiar story from your own culture.** The ultimate goal is to try to *convey* (make understandable) the meaning of words and cultural details.
- **Focus on speaking fluently.** Say every sentence out loud.

### Talk to yourself in English.

Having a conversation with someone else in English can be *intimidating* (scary). In that case, you can practice with yourself instead.

Some ways you can do this are:

- **Narrate your day.** This means you will talk about what you are doing or seeing. Try to describe what you see out loud.

### 12. Practice thinking in English.

One of the best ways to learn English is to think in it as much as possible.





When you think in English, it becomes easier to speak in English, too. You do not have to take as much time to figure out your response, because you are not translating into your native language at the same time.

13. Talk to your smart device in English.

- **Switch the device's language to English.** Of course, your device will not understand English commands if the settings are for Spanish, for example.
- **Start talking.** You can say something like, "Hey Siri, what is the weather like today?"

14. Take online English-speaking courses.

There are thousands of online courses that can help you improve your English communication skills.

For example:

- **Speaking and Writing English Effectively** can boost your writing and speaking skills.
- **Speak English Professionally** can improve your conversational skills for work and business.

15. Chat with native English speakers online.

There are plenty of places to chat with native English speakers online.

You can try:

- **Facebook.** Pages like Itchy Feet and Memrise have a lot of English-speaking followers—including language learners and native speakers. Check out the posts you like and start a conversation in the comments.

16. Participate in a language exchange.

An *exchange* is where you give something in return for something else.

So, in a language exchange, you meet someone who can teach you their native language (English, in this case). In return, you also teach them your native language.



17. Find local opportunities for speaking English.  
You do not have to book an expensive flight to an English-speaking country.

There are so many places where you can practice your English communication skills, like:

- **Events:** Universities, theaters and cultural groups often have debates, comedy shows, spoken word readings and storytelling events.

18. Go to an English-speaking country.

If you have the time and funds, you can also travel to an English-speaking country.

You do not have to move there permanently. You can simply:

- **Take a trip.** If you cannot decide where to go, you can sign up for a guided tour.
- **Study.** Find programs that suit your interest through [Study in the USA](#), [Study Australia](#) or [StudyinCanada](#).
- **Work.** Look for opportunities in English-speaking nations on sites like [Workaway](#) and [AuPairWorld](#).
- **Volunteer.** Check out [Volunteer World](#) or [Idealist](#) to learn about volunteering or interning around the world.





## CONCLUSION

Speech is one of primary skill. Modern educationists are of the view that because of speaking skills we can learn reading and writing skills easily.



# READING SKILL

## Defination of reading skill

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages

### The different types of reading skills are:

- Decoding. Decoding is the ability to sound out words children have heard before but haven't seen written out. ...
- Phonics. ...
- Vocabulary. ...
- Fluency. ...
- Sentence Construction & Cohesion. ...
- Reading Comprehension. ...
- Reasoning & Background Knowledge. ...
- Working Memory & Attention.



21-Feb-2021

## 8 Essential Skills For Reading Success

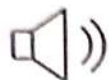
The different types of reading skills are:



### **Decoding**

Decoding is the ability to sound out words children have heard before but haven't seen written out.





### **Phonics**

Phonics is the ability to recognize the connection between sounds and letters they make.



### **Vocabulary**

A good vocabulary is a fundamental part of academic success. This reading skill is necessary to understand the meaning of words, their definitions, and their context



### **Fluency**

Fluency is the ability to read aloud with understanding, accuracy, and speed. It is a skill needed for good reading comprehension



### **Sentence Construction & Cohesion**

Sentence construction and cohesion may seem like a writing skill, but it's an essential reading skill.

### **Reading Comprehension**

Understand the meaning of the text – both in storybooks and information books. In fiction books, children imagine the characters and share an emotional and adventurous journey with them.



### ***Reasoning & Background Knowledge***

This skill helps the child use the background knowledge to make inferences and draw conclusions. Most readers can relate what they have read to what they know



### ***Working Memory & Attention***

These skills are closely related but different and are part of a group of abilities known as executive function

**INTENSIV** reading is a technique that allows you to read a text slowly and carefully in order to understand all the details and nuances. This is a useful skill when you need to understand a text in depth.

**Extensive** reading/Speed reading is a technique that allows you to read a text quickly. This is a useful skill when you need to read a lot of information in a short amount of time





## HOW TO IMPROVE YOUR READING SKILLS

There are a variety of ways you might improve your reading skills. You might practice speed reading to improve your fluency or make notes each time you encounter unfamiliar vocabulary.

### 1. Set aside time to read each day.

One of the most effective ways to build your skills is to practice. Developing your reading skills will ultimately take practice, and you can set aside 10 to 15 minutes each day to read.

### 2. Set reading goals.

You can set reading goals for yourself to help you develop a wider vocabulary, gain a deeper understanding of different texts and improve your ability to make connections between things you read and your own perspectives and ideas.

### 3. Preview the texts you read.

Previewing and scanning over texts can be another step toward improving your reading skills. You can apply this strategy by previewing titles, captions, headlines and other text features to get an idea of what you are reading about.

### 4. Determine the purpose.

As you read through different texts, practice determining the purpose. Think about why various texts were written and what meanings or themes can be understood from a text.

### 5. Apply key reading strategies.

As you read different texts, you can apply several key strategies to help you increase your comprehension.



6. Take notes while you read.

Another highly effective method for improving your reading skills is to take notes while you read

7. Apply what you read by summarizing.

Summarizing what you read can also improve your reading skills. Summarizing forces you to remember specific details and central topics about what you read in your own words and through your own unique perspective.





## **CONCLUSION**

- A. Remind readers of what they do in fact know and think,
- B. Encourage them to be active and reflective,
- C. Realize that reading can be enjoyable and fun



## WRITING SKILL

skills like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process. In the workplace, writing skills examples include: Documenting a process for someone else to learn it

### Top tips to improve English writing skills

1. Start with a mind-map. ...
2. Use an outline. ...
3. Learn how to type. ...
4. Revise, revise and revise some more. ...
5. Have a native-speaker proofread your work. ...
6. Use spelling and grammar checks. ...
7. Build your productive vocabulary. ...
8. Spend more time reading in English.

### 9. What are the features of writing skills?

10. The following is a brief description of five qualities of good writing: focus, development, unity, coherence, and correctness. The qualities described here are especially important for academic and expository writing.

## Writing Skills Definition

Skills like research, planning and outlining, editing, revising, spelling and grammar, and organization are critical components of the writing process

## 10 Tips To Improve Your Writing Skills





## Writing skills

help you disseminate information throughout the workplace in an informative and clear manner. Developing your writing style to become a confident communicator can help you advance in your career

### What are writing skills?

Writing skills knowledge and abilities related to expressing yourself through the written word. It is a sound understanding of language through grammar, spelling and punctuation. People with excellent writing skills can tailor their tone and word choice to different situations and people include all the

### Why are writing skills important?

Writing skills are essential in the corporate world to execute decisive action and provide clear instruction. In order to function smoothly, businesses need to send and receive information at an internal, regional and international level

### Makes you a better leader

As you progress up the corporate hierarchy, writing skills become even more important. Small details such as paying attention to your word choice and tone of voice can impact the way your subordinates and your customers feel about you

### Helps you get hired

Writing skills are also essential to the hiring process. A well-written cover letter and CV can help you make a good impression.



## Shows your professionalism

Business writing skills are important because they are used in various communication channels.

## How to improve your writing skills

It takes a lot of practice to improve your business writing skills. Learning a variety of writing techniques can help you become a more effective communicator.





## TYPES OF WRITING SKILL

Types of writing skills



Essay



Technical writing



Creative writing



Fiction writing



Copywriting



Business writing

## How to improve your writing skills

Writing, like any other skill, is something we can get better at with time and practice. Here are some strategies for developing your own written communication:

### 1. Review grammar and spelling basics.

Grammar and spelling form the foundation of good writing. Writing with proper grammar and spelling communicates your professionalism and attention to detail to your reader.

### 2. Read what you want to write.

Knowing what a finished piece of writing can look like can guide your own. If you're trying to write a humorous short story, read humorous short stories.

### 3. Proofread.

While it's tempting to submit work as soon as you're done with it, build in some time to revisit what you've written to catch errors big and small.

Here are a few proofreading tips to keep in mind:

- **Set your work aside before you edit.** Try to step away from your writing for a day or more so you can come back to it with fresh, more objective eyes.
- **Start with easy fixes, then progress to bigger changes.**

- **If you could say something in fewer words, do so.** Being unnecessarily wordy can cloud your message and confuse the reader.
- **Read out loud.** Reading out loud can help you find awkward phrases and areas where your writing doesn't flow well.

#### 4. Get feedback.

Whether you're writing emails or essays, asking for feedback is a great way to see *how somebody besides yourself will interpret your text.*

- Approach a trusted friend, family member, coworker, or instructor. If you're a student, your school might also have a writing resource center you can reach out to.

#### 5. Think about structure.

Grammar and spelling keep your writing consistent and legible, but *structure ensures the big ideas get across to the reader.*

#### . Write.

Like many skills, one of the best ways to improve your writing is to practice. Here are a few ways you can get started:

- Start a journal or a blog.
- Join a class or writing workshop.
- Practice free writing.
- Write letters to friends or family.
- Put together an opinion piece for your local newspaper or publication you like.

#### 7. Know some common fixes.

Even if a text is grammatically correct, you may be able to make it more dynamic and interesting with some polish. Here are some common ways you can sharpen your writing:

- Choose strong verbs (for example, "sprinted," "dashed," or "bolted" instead of "ran").
- Avoid passive voice.
- Vary sentence length.
- Cut unnecessary words.
- Replace clichés with original phrasing.





## ***CONCLUSION***

It's important to know how to communicate a point quickly and professionally.

Many people spend lot of time writing and reading, so the better you one is at this form of communication , the more successful one is likely to be.

Identify the audience before even starting to create the document.



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S.D.V.S. SANGH'S

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

SANKESHWAR



DEPARTMENT OF ENGLISH



PROJECT ON

Career counseling after 10+2

BY : ARATI M TALAWAR

Reg.No - A2034410

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

## ACKNOWLEDGEMENT

I am extremely grateful to the Principal, Praveen burji, for giving encouragement to take- up the project. We also express our wholehearted thanks to Board of Management, S.D.V.S. who are the source of inspiration.

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

Sankeshwar

Date : 10/06/2023

ARATI M TALAWAR

B.A 6<sup>th</sup> Sem Students



  
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SANKESHWAR



## CERTIFICATE

This is certify that the project report on "Career counseling after 10+2 " is work done by ARATI M TALAWAR under Our guidance and submitted to the principal S.S . Arts collage & 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 : 10/06/2023

Prof. K. B. Marathe

Prof. M. G. Khaded



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

## DECLARATION

We hereby declare that this project report entitled "Career counseling after 10+2 " is written and submitted to the principal, S.S. Arts College & T. P. Science Institute, Sankeshwar. To the best of my knowledge this work has not submitted for award of any degree of any institution anywhere. Submitted anywhere for award of any degree .

Sankeshwar

Date : 10/06/2023

ARATI M TALAWAR

B.A 6<sup>th</sup> sem Student



  
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# Career counseling after 10+2

## Introduction:

Career counselling helps overcome these obstacles and chalk out the path to career success by providing relevant knowledge. Also, it allows you to adopt the best practices that will pave the way to career success. The right knowledge will build your confidence, boost your morale and overcome barriers easily. So it is very essential to get career counseling after 10+2 i. e. PUC. If a student got the career counselling after PUC, automatically he/she are able to build their future with specific plans. They will easily reach their goal in time. So let's see what is career counselling, its importance. And benefits as under;

## What is career?



The word "career" ultimately derives from Latin carrus, referring to a chariot. The Online Etymology Dictionary claims the semantic extension whereby "career" came to mean "course of one's public or professional life" appears from 1803.





**Choose a job  
you love, and  
you will never  
have to work  
a day in your  
life.**

**-Confucius**

It is the combination of your life experience, learning, and all work experience. These days, you are responsible for your career and you have to continuously reflect on where you are, where you want to be and how you will prepare for further career opportunities.

## What is career counseling?

Career Counseling is a process that will help you to know and understand yourself and the world of work in order to make career, educational, and life decisions. Career development is more than just deciding on a major and what job you want to get when you graduate.



## Importance Of Career Counselling For Class 12 Students

Class 12 is marked as the end of schooling or junior college and hence it is the beginning of the lifelong hustle. The hustle to choose the right degree, right college and city, academics or financial challenges and so on. Therefore, guidance from a certified career counsellor can have a positive impact on your career. The article will highlight the 8 key points that reflect Importance of career counselling for class 12 students.

## Importance Of Career Counselling For Class 12 Students

- Decision-Making Year
- 
- Selection of a Career
- 
- Helps to Eliminate Confusions
- 
- Helps in Avoiding Peer Pressure or Societal Pressure
- 
- Knowing a Better Version of Yourself
- 
- Opens Up the Gateway of New Opportunities
- 
- Choosing a College or a University
- 





- Five Years Down the Lane
- 
- FAQs About Study Career Counselling
- 
- Ideal CAREER Test

## **1. Decision-Making Year**

The most crucial year of a student's life after one has selected their stream in **class 10** is class 12th. **Career guidance** can potentially help in making a career decision after you leave your school. As life takes a complete turn and things don't remain the same after school, consulting before any move you take is always a safer option.

## **2. Selection of a Career**

The importance of a **career** is pretty well known to us and therefore making a decision that can spoil the future is not what an individual want. Most students remain confused on what degree to take up and due to lack of complete knowledge, students usually remain unaware of many trending options around them. A **career counsellor** can help them to match their interest with an educational degree.

### **How do I choose the right career for me?**

Choosing the right career for you involves several factors such as your interests, skills, values, personality, and personal circumstances. You can start by researching different careers, assessing your strengths and weaknesses, seeking advice from professionals or counselors, and considering the potential job opportunities, salary prospects, and work-life balance for each career.



## What should I consider when choosing a career?

When choosing a career, you should consider factors such as your personal interests, career goals, job opportunities, salary prospects, work environment, required skills and qualifications, job security, and available resources such as education and training programs.

### 3.Helps to Eliminate Confusions

If anyone is confused about what career path should they opt for, a career counsellor can be the best solution to look for in that case. A career counsellor will examine you by a Psychometric Tests, i.e., they will suggest which career option suits the best for you matching your set of skills and interests. They will let you know all the possible career paths that match your personality and the chosen stream in class 12. Many of us may not be demented but remain in dilemma between two different career options. Career counselling can also alleviate such confusions and suggest you the best for you.

### 4.Helps in Avoiding Peer Pressure or Societal Pressure

A very common phenomenon that is faced by most of the students is peer pressure or the societal pressure which remains under the ground. Peer pressure can lead you to certain career-based decisions which might not be the optimal choice for you. Students may also face some sort of Societal Pressure, either from their family or relatives and might end up choosing the wrong career path for them. In these situations, a career counsellor can help you to cope up with all these sorts of pressures and help in putting you on the right track. You can also check internship guaranteed service.





## 5. Knowing a Better Version of Yourself

As every student is set to step into a completely different setup after class 12, knowing oneself becomes a prerequisite. By knowing yourself, it means knowing your area of interests, knowing your **strengths and weaknesses**. Different psychometric tests are available and are conducted by career counsellors to give a clear picture of one's psychometrics. By knowing yourself, you will be a step ahead of others at every level in your life.

## 6. Opens Up the Gateway of New Opportunities

Many of us remain unaware about the coming up career choices in all major streams which are well known to all the professional career counsellors and hence opting for a session of career counselling will never go futile, even for those who believe that they are confident over their stream. Knowing the current opportunities in their stream will not only act as an option but will also give a brief idea about the market movements and worth of their degree.

## 7. Choosing a College or a University

Choosing a college or a university could be challenging. With every day passing by, a new college is established, and with different governing bodies, rankings of various colleges vary remarkably. Therefore, a career counsellor can help you out by suggesting the best and most feasible college depending on one's degree and preference of a city. They could also help you by providing a few tips and tricks for the entrance exams or interview rounds to get into your dream college. Therefore, to avoid any sort of mishappenings, career counselling before confirming your college is suggested.



## **8.Five Years Down the Lane**

Five years down the lane is a crucial fact that should be taken into consideration by everyone. One needs to choose a degree that will have the same worth when seen in the near future. A career counsellor could be very useful to answer all your similar doubts. They can also brief you about the market requirements in future and what all jobs can your degree fetch, once completed. All these factors will therefore determine your career journey and your financial stability. Hence, career counselling could be the safest choice before a career-based decision is made.

## **9.FAQs About Study Career Counselling**

### **What is career counseling?**

Career counseling is a process of helping individuals explore and identify their interests, skills, and values, and align them with potential career paths. It involves assessing and analyzing one's strengths and weaknesses, exploring different career options, and developing an action plan for achieving career goals.

### **Who can benefit from career counseling?**

Career counseling can benefit anyone who is uncertain about their career path, seeking to make a career transition, or looking for ways to advance their current career. It can also benefit individuals who are experiencing job-related stress or dissatisfaction and seeking guidance on improving their work-life balance.

### **What are the benefits of career counseling?**

The benefits of career counseling include gaining clarity about one's interests and strengths, identifying potential career paths, developing a plan for achieving career goals, improving job satisfaction and performance, enhancing employability and job prospects, and gaining a better understanding of work-life balance.

### **How does career counseling work?**

Career counseling typically involves a series of assessments, interviews, and exercises to help individuals identify their interests, skills, and values, and explore different career options. The counselor may also provide guidance on job search strategies, resume writing, and interview skills.





## 10. Ideal Career Test

**Ideal Career Test™** is suitable for person of any age group who is interested to discovering the right career options. The test report will help you to identify and explore career in order to get started in career search or change of career, it helps to identify strengths and potential weaknesses for the career search. To plan career goals and action steps.

### Best tips for choosing a well career counseling:

#### 1. Understand Your Career Goal

You need to have a vision for yourself, what you want to achieve, and make proper adjustments to attain it. Many individuals who are successful would tell you how important it is to have a clear understanding of your career prospects. And also where you want to stand in the future. It's essential to understand your sole motive and what you want to do in life and work, which will give you the most benefit and happiness. You can't just pointlessly work for a job you don't enjoy, just to get the money. You need to make sure you're aware of your choices and what your goal is.



## 2. Make A Plan:

Once you know what you want to do, it's important to set a plan to achieve it.

This plan needs to clearly set out your current position, your future endeavors,



and the steps you need to take to get there. You need to keep in mind your skills, education, knowledge, and personal attributes while setting out this plan. You can also set out a plan for each day to make sure you get the work done, which you've set to achieve for the day. Having a plan makes you chase after your dream. As it helps in keeping a track of what you've achieved and what you want to achieve in the long run. It's also useful to treat yourself for every milestone you achieve in your career, this will motivate you further to succeed.





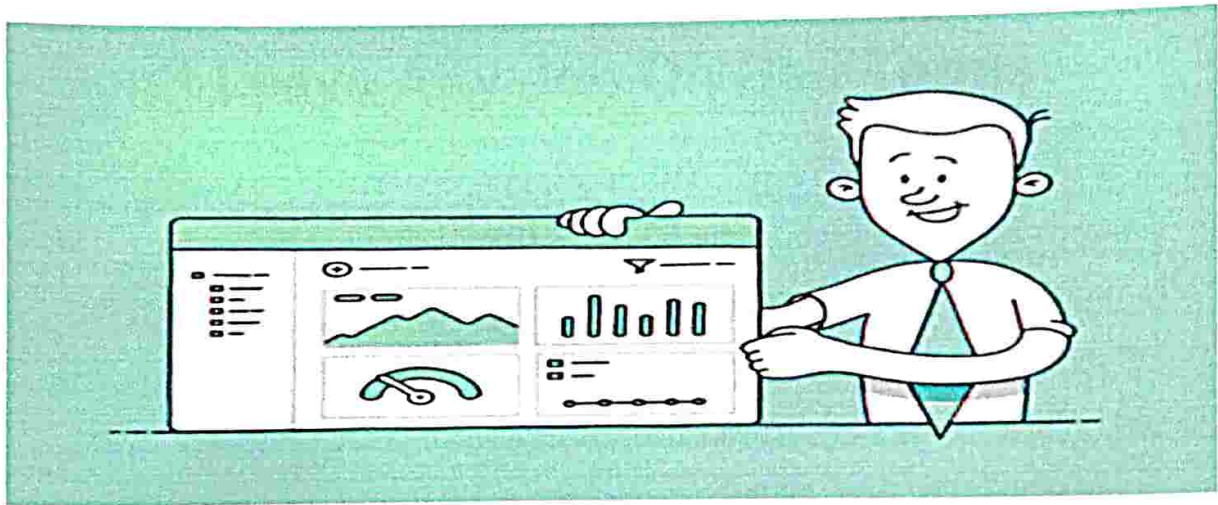
### 3. Find A Guide Or Mentor:

A very important element for a successful career is to find support from someone who's been in your shoes before. It's important to set an ideal or guide who can help you in achieving your vision and make you accountable to make it happen. This person can help you set out a clear target for yourself and also help in making arrangements for you, which help in your success. He/she can guide you to meet relevant people who'll help you achieve greater heights.

### 4. Work On Your Performance:

To have a successful career, it's important to deliver outstanding performance. This way you're going to make an identity for yourself and have a good reputation. One of the techniques you can use is to be clear about your strengths and what contributes highly to the success. It's also important to be punctual and effective in any work. You can try out different techniques and tricks that work to increase your performance. Like practicing your presentations or interviews or making hand movements, taking proper feedback from your colleagues, etc.





## 5. Discuss Your Career With Family And Friends:

If you want constant appreciation and support, your family and friends are your guiding source. They'll encourage you to move forward with the best mindset and planning. It's important to have regular discussions with your family and friends. Similarly, it is to make sure they know and understand your perspectives and give suggestions as well. You need to make them aware of your ideas and viewpoints and also take help from them if you feel stuck-up in any situation. They' can play an important part in making your career successful and greatly affect how you manage it.





## 6. Don't Leave Any Job On Bad Terms:



If you want people to identify you, it's important to not have a bad plaintiff with anyone. In case you're not happy with what you're doing, it's important that you talk to your colleagues and

boss prior to resigning or leaving. If you feel your work is not appreciated or you have any issue which is leading you to take this step, you need to mention it clearly to your employer. Because if you leave out of the blue, it leaves a bad impression. And they might also ask other companies to not consider you for any work. So it's important to have a healthy and close relationship with your employers and make them understand your perspective on your work.

We hope these tips help you in achieving the career you want to and helps you in managing it well.

## Conclusion

I hope you have understood the importance of getting the career counseling after PUC. PUC is the best time for choosing good career counselling as per the tips we have discussed. So let's choose a best career counseling to make your career bright. Your choice can write your fate not the god !!!!!!!!!!!!!!!





S.D.V.S. Sangh's

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

## Field Visit Report- 2023-2024

Date	23-01-2024
Place	Dharwad
Organizing Department	Economics
Guidance	Dr.D.S.Kamble
Outcomes	To know about Agriculture University and Various Departments.
No.of students participated	B.A. Students.





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Depot Manager  
S.S. Arts College & T.P. Science Institute  
Sankeshwar

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Depot Manager  
S.S. Arts College & T.P. Science Institute  
Sankeshwar

ಕುಟುಂಬ ಮುದ್ರಣ, ಪಂ-27.



From

Principal

S.D.V.S Collage Sankeshwar

591313

To

Depot Manager

The depot manager of Chikkodi

591201

Respected sir[Depot Manager],

Sir, 48 students of BA of our collage are going for educational trip to Madikeri and Mysore during the period of 19th January 2024 to 22nd January 2024. please provide us for the said trip please do the needful .

Details of the Bus Usage: —

- \*Dates:\* 19th January 2024 to 22nd January 2024

- \*Destination:\* Edagunji, Murudeshwar, Kolluru, Udupi, Malpe, Dharamastala, Kukke subramanya, Talakaveri, Kodagu, Mysore

Thank you for considering our request. We look forward to your prompt response.

Sincerely,

PRINCIPAL

S.S.Arts College & TP Science Institute

[Your Full Name] SANKESHWAR

P. B. SANKESHWAR

Enclosure: \*tour map

\*Principal permission letter

\*Students list





Ba 5<sup>th</sup> sem NAME AND AGE

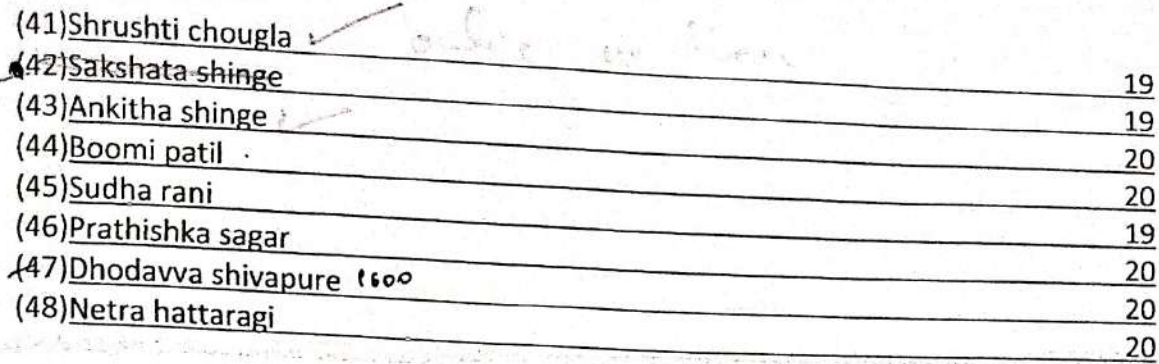
(1) Shridhar Gangayigol	23
(2) Akash Nayak	22
(3) Akash Shiraganvi	23
(4) Balagouda Patil	22
(5) Neethin Aaradhya	22
(6) Shankar Badiger	22
(7) Goutham Boodi	23
(8) Ranjiith Panbude	23
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(17) Deepak patil	22
(18) Praveen kumbar ✓	23
(19) Umesh dharmatti	22
(20) Akash vadennavar ✓	22
(21) Divanohar mathadh	21
(22) Gouri yamagarni ✓ online	23
(23) Priyanka managutti	22
(24) Akashata chikkodi	23
(25) Ruchitha shiraguppi ✓	22
(26) Rashmitha kivudh	22
(27) Shilpa kerimani ✓	22
(28) Radhika	21
(29) Sandhya shettnavar	21
(30) Sukanya	21
(31) Akshata Jathhi ✓ online	21
(32) Rohini	21
(33) Madhushri	21
(34) Krithi	21
(35) Swapnil	22
(36) Bhoomika	21
(37) Srushti	22

Ba 3<sup>rd</sup> sem

(38) Swetha kamble	20
(39) Sownya kerimani ✓	20
(40) Sneha dhurgappgol ✓	19

PRINCIPAL

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



(49)D.S KAMBLE  
(50)N.R BADIGEAR  
(51)ROOPA RUDRAGOWDAR

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

24 - girls  
29 - boys  

---

53

24  
29  

---

53 - St. Paul  
03 - Kachin

(24)





FROM

Dep of Economics & History

S.S ARTS AND T.P INSTITUTE SANKESHWAR

591313

TO

The principal of

S.S ARTS AND T.P INSTITUTE SANKESHWAR

591313

Subject: Formal Request for College Study Trip Approval

Respected Principal sir

I trust this letter finds you in good health and high spirits. I am writing to formally request your approval for an educational study trip for the students of Your College .

The purpose of this study trip is to provide students with practical exposure and a hands-on learning experience that complements our academic curriculum. The trip is scheduled for [19/01/2024 night to 22/01/2024 morning], and the destination is carefully chosen to align with the subjects and courses offered at our college.

Our itinerary includes visits to [Dharmasthala, Kodagu, Mysore], where students will have the opportunity to gain insights directly related to their coursework. The trip aims to enhance their understanding of the subjects, foster a spirit of inquiry, and promote collaborative learning outside the traditional classroom setting.

To ensure the success and safety of the trip, we have made meticulous arrangements, including securing qualified chaperones, obtaining all necessary permissions, and collaborating with reputable travel agencies.

We believe that this study trip will contribute significantly to the academic and personal development of our students, fostering a sense of curiosity and a passion for learning. We kindly request your favorable consideration and support for this educational endeavor.

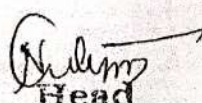
Should you require any additional details or wish to discuss this proposal further, I am available at your convenience. We appreciate your time and consideration of this request.

Thank you for your attention to this matter, and we look forward to your positive response.

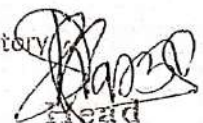
Sincerely,

Respectfully  
Forwarded to  
The Secretary  
S.D.V.S. Sangh Sak  
Kodagu

Dep of Economic , History

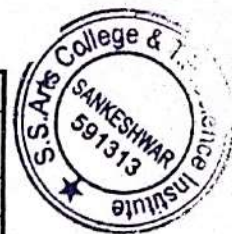
  
Head

Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

  
Head

Department of Economics  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR





Sl.No	Tour Plan			
	Place	Departure	Arrival	Stay
01	UKd	8:30	—	
02	SNK	9:10 pm	—	
03	Rao R. Daba	10:35	10:00 pm	
4	"	10:35 pm	—	
05	Rao R. Daba	—	9:35	
06	"	9:45 am	—	
07	Dharmas fort	10:20 pm	—	
08	"	—	1:47	
09	Kurki Subramany	3:20 pm	—	
10	"	—	8:00 pm	
11	Thasmi Hotel	8:20 pm	—	
12	"	—	8:47 pm	
13	Courtesy Resorts	6:30 am	—	
14	"	—	7:10 am	
15	Talalourcy	8:10 am	—	
16	"	9:15	—	
17	Shangder hwas	—	10:30 am	
18	"	11:00	—	
19	Poyasheet gress	—	11:05 am	
20	Coffee plantation	11:45 pm	—	
21	"	—	12:35	
22	Golden Temple	1:48 pm	—	
23	"	—	2:45 pm	
24	myssore palace	5:35 pm	—	
25	"	—	6:33 pm	
26	KRS myssore	9:15 pm	—	(11:15 pm)
27	"	—	11:00 am	
28	Dhasewad	—	3:15 pm	
29	"	—	4:00 pm	
30	Sankeshwar	—	—	
31	Chikode	—	—	

22/01

*[Signature]*



ಇಂದೆ

ಪ್ರಾಚಾರ್ಯರು,

ಎಸ್. ಎಸ್. ಕೆ.ಎ. ಪಾತ್ರೆ, ಪಂಚ  
ಪಾಠಶಾಲೆಯು ನಿಂತಿರುತ್ತದೆ



ಗೆ

ಪ್ರಾಚಾರ್ಯರು,

ನಿರ್ದೇಶನ, ಪ್ರಾಚಾರ್ಯ ಕೆ.ಎ.ಎ.  
ನಿಂತಿರುತ್ತದೆ.

ಪ್ರಾಚಾರ್ಯರು :- ಪ್ರಾಚಾರ್ಯರು ನಿಂತಿರುತ್ತದೆ  
ನಿಂತಿರುತ್ತದೆ.

ಪ್ರಾಚಾರ್ಯರು :-

ಈ ಪ್ರಾಚಾರ್ಯರು ನಿಂತಿರುತ್ತದೆ  
ಪ್ರಾಚಾರ್ಯರು B.A. ಪ್ರಾಚಾರ್ಯರು ನಿಂತಿರುತ್ತದೆ,  
ನಿಂತಿರುತ್ತದೆ. ಪ್ರಾಚಾರ್ಯರು, ನಿಂತಿರುತ್ತದೆ. ಪ್ರಾಚಾರ್ಯರು,  
ನಿಂತಿರುತ್ತದೆ. ಪ್ರಾಚಾರ್ಯರು (ಪ್ರಾಚಾರ್ಯರು) ನಿಂತಿರುತ್ತದೆ,  
ನಿಂತಿರುತ್ತದೆ. ಪ್ರಾಚಾರ್ಯರು, ನಿಂತಿರುತ್ತದೆ. ಪ್ರಾಚಾರ್ಯರು,  
ನಿಂತಿರುತ್ತದೆ. ಪ್ರಾಚಾರ್ಯರು, ನಿಂತಿರುತ್ತದೆ. ಪ್ರಾಚಾರ್ಯರು,

ನಿಂತಿರುತ್ತದೆ.

ನಿಂತಿರುತ್ತದೆ :- ನಿಂತಿರುತ್ತದೆ

ನಿಂತಿರುತ್ತದೆ :- 20/01/2024

ನಿಂತಿರುತ್ತದೆ

PRINCIPAL

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

ನಿಂತಿರುತ್ತದೆ  
D. J. B. B.



S.D.V.S. Sangh's

**S. S. ARTS COLLEGE & T. P. SCIENCE INSTITUTE,  
SANKESHWAR - 591313.**

Tal. Hukkeri      Dist. Belgaum (Karnataka)

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

**DEPARTMENT OF CHEMISTRY**

A report on visit to

**HERMI COMPOST PLANT**

(AT S.J.P.N TRUST CAMPUS)

**NIDASOSHI**

20-08-2023



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

A report on visit to

Hermi Compost Plant, at S.J.P.N trust campus, Nidasoshi – 591236.

Date of the activity	20-08-2023
Organizing Department	Chemistry
Name of the Scientific experts	Shri Nijalingeswar Swamiji, SJPN Trust, Nidasoshi. Shri. Sachin Hukkeri, Lecturer, Civil Engineering dept., Nidasoshi. Shri. Anil Savadi Lecturer, Civil Engineering dept., Nidasoshi.
No. of teachers participated	04
No. of students participated	38
Place of visit	SJPN trust campus, Nidasoshi
Impact of the activity	<ul style="list-style-type: none"><li>- Awareness about the domestic solid waste and dry solid waste and its effective management.</li><li>- Significance of the management of the domestic solid waste particularly kitchen biodegradable waste with harmless procedure.</li><li>- Creating awareness about the collection, disposal and segregation steps in the scientific manner.</li><li>- Major difference between the Chemistry of hermicompost and vermicomposts in terms of NPK and other nutrients.</li><li>- Preservation of the soil fertility for clean and sustainable environment by avoiding chemical fertilizers as much as possible.</li><li>- Systematic design and the methodology involved in the production of hermicompost plant.</li><li>- Black Soldier Fly Larvae (BSFL) or <i>Hermetia illucens</i> a typical saprophytic insect responsible for the hermicompost generation.</li><li>- Responsibility of the each individual before using and discarding the materials after its expiry date.</li><li>- Creating awareness about the preservation of the environmental ecosystems for the future generations.</li></ul>



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

S.D.V.S. Sangh's  
S. S. ARTS COLLEGE AND T. P. SCIENCE INSTITUTE, SANKESHWAR  
Organized by  
DEPARTMENT OF CHEMISTRY AND PLACEMENT CELL

NAME OF THE ACTIVITY: FIELD VISIT TO HERMITECHNOLOGY COMPOST UNIT,  
NIDASOSHI.

Date: 20.08.2023

Time: 11.00 am

STUDENTS ATTENDANCE LIST

Sl. No.	Register No.	Name of Student	Signature
1	U15CH21S0002	DEEPA MALAGOUDE DESAI	D. M. Desai
2	U15CH21S0005	GANGA RUDRAGOUDA PATIL	G. Patil
3	U15CH21S0006	SHILPA SANTOSH SHEKHANAVAR	
4	U15CH21S0010	ASHWINI PUNDALEEK MADIG	A. Madig
5	U15CH21S0011	BASAVARAJ VINOD GHABE	B. Ghabhe
6	U15CH21S0012	VEENA MALLAPPA NARASANNAVAR	
7	U15CH21S0018	ABHISHEK MALLAPPA BETAGERI	
8	U15CH21S0021	GANGADHAR SUBHAS NAIK	G. Naik
9	U15CH21S0025	JAYALAXMI SURESH KAKOLI	J. Kakoli
10	U15CH21S0026	SOUMYA AVINASH PATIL	
11	U15CH21S0029	SHWETA SIDDAPPA MUGALI	S. Mugali
12	U15CH21S0033	BASAVARAJ SHANKAR CHOUGALA	B. Chougala
13	U15CH21S0035	SUTEERTHA SADASHIV HOLEPPAGOL	S. Holeppagol
14	U15CH21S0037	KAVERI NINGAPPA CHOUGALA	K. Chougala
15	U15CH21S0039	SUSHMEETA MADANNAVAR	S. Madannavar
16	U15CH21S0041	SUDHA KADAPPA TODAL	S. K. Todal
17	U15CH21S0043	SHRUTI SAGAR MUNNOLI	S. Munnoli
18	U15CH21S0046	PRASHANT SIDARAYI BEDAKIHAL	P. Bedakihal
19	U15CH21S0047	YASH SUNIL MAHAJAN	Y. Mahajan
20	U15CH21S0048	SUPRIT SHANKAR MYAGADEYAWAR	S. Myagadeywar





21	U15CH21S0054	NINGAPPA DURADUNDI MARADI	<i>N. Durandi</i>
22	U15CH21S0055	SARSWATI RAVINDRA KAMBLE	<i>S.R. Kamble</i>
23	U15CH21S0057	OMKAR PRAKASH BHOVI	<i>O. Bhovi</i>
24	U15CH21S0058	SUSHMITA SHIVASHANKAR CHOUGALA	<i>S. Chougale</i>
25	U15CH21S0059	LAXMI RAJAKUMAR MUNNOLI	<i>L. Munnoli</i>
26	U15CH21S0062	MAHALAXMI BASAVARAJ DADDI	<i>M. Daddi</i>
27	U15CH21S0063	SHWETA SHAMRAO INAMDAR	<i>S. Inamdhar</i>
28	U15CH21S0065	PRUTHVIRAJ ASHOK KAMBLE	
29	U15CH21S0069	VIDYASHREE DUNDAPPA CHOPADE	<i>V.D. Chopade</i>
30	U15CH21S0071	RAHUL MAGADUM	<i>R. A. Magadum</i>
31	U15CH21S0072	ABHISHEK JYOTIBA KAMMAR	<i>A.J. Kammar</i>
32	U15CH21S0075	SARATAJABI JAHANGEERBEG INAMADAR	<i>S. Inamadhar</i>
33	U15CH21S0077	SAHANA DIWAKAR	<i>S.D.</i>
34	U15CH21S0078	SRUSTI B PATIL	
35	U15CH21S0079	ROHIT KHANASE	<i>R. Khanase</i>
36	U15CH21S0081	PANKAJA SURESH JAIN	<i>P. Jain</i>
37	U15CH21S0084	SACHIN SANJU JINARALI	<i>S. Jinarali</i>
38	U15CH21S0085	SHEKHAR RAJU MAGADUM	<i>S.R. Magadum</i>
39	U15CH21S0088	PRATIKSHA RAVINDRA MAGADUM	<i>P. Magadum</i>
40	U15CH21S0098	ARUN SATIGOUDA WALAKI	<i>A. Walaki</i>
41	U15CH21S0101	AKSHATA R HIREMATH	<i>A. Hiremath</i>
42	U15CH21S0102	ANKITA ARJUN MAGADUM	<i>A. Magadum</i>
43	U15CH21S0103	SHIVARANJINI BASALIGUNDI	<i>S. Basaligundi</i>
44	U15CH21S0104	VIDYARANI PATIL	

45. U15CH21S0070 Nasir-uddeen, Alifhami

*N. Nasir-uddeen*

Staff

1. Dr. Komur Krishna

*K. Krishna*

2. Miss. M.N. Waghi

*M.N. Waghi*

3. Miss A.C. Mahalingapur

*A.C. Mahalingapur*

Head  
Department of Chemistry  
S.B. Arts College & T.P. Science Institute  
SANKESHWAR



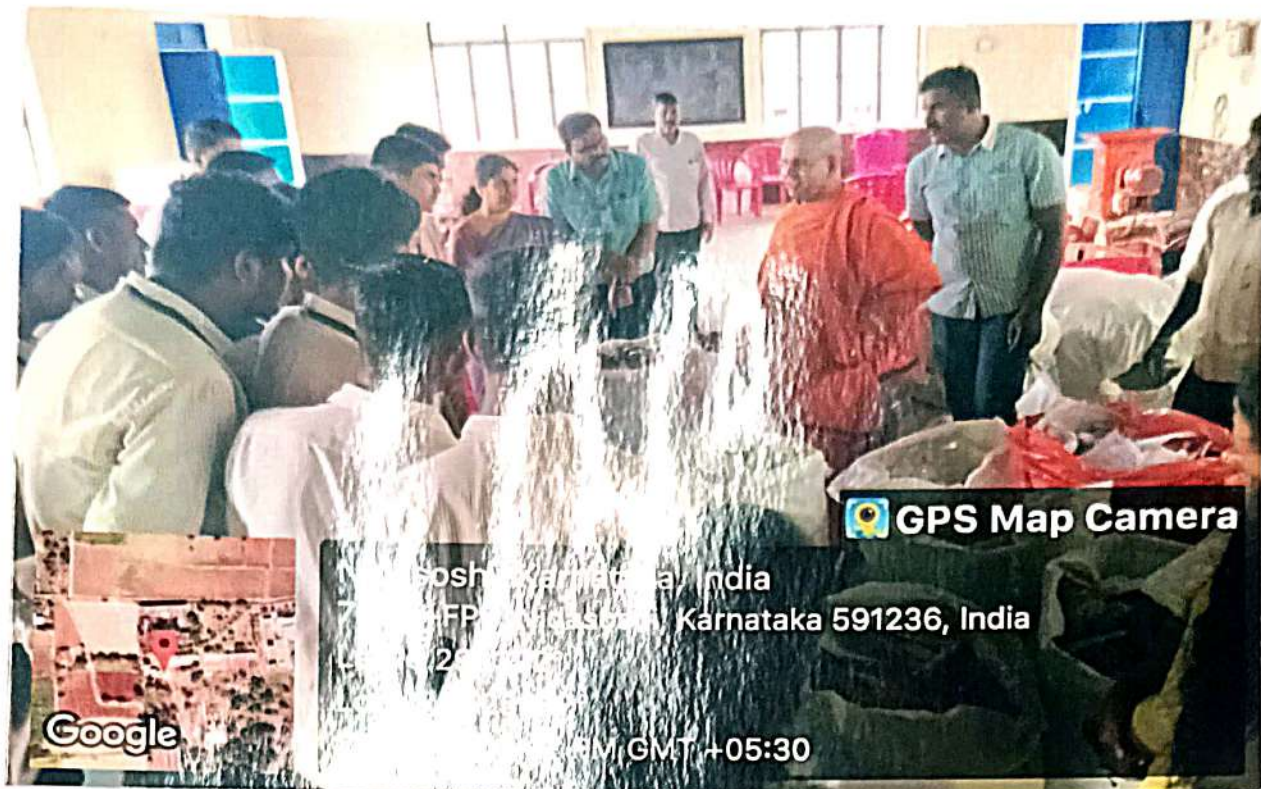




SHRI NIJALINGESHWAR SWAMIJI AND SACHIN HUKKERI EXPLAINING HERMICOMPOST PROCESS.







STUDENTS AT DRY WASTE SEGREGATION UNIT







HYDRAULIC COMPRESSOR AND CRUSHER







### STUDENT INTERACTION WITH SWAMIJI





## REPORT:

Fourth semester B.Sc students (38 numbers) and four of the department faculty have visited the Domestic Biodegradable Waste (DBW) at hermicompost plant and also solid dry waste segregation unit at S.J.P.N. trust campus, Nidasoshi on 20.08.2023, Sunday at 10.30 am. The students were educated about maintaining and keeping the clean environment. The importance of the Solid Waste Management (SWM), that our country is struggling to manage and handle, which is growing at a faster rate than able to convert it into a less harmful or recycling materials for a sustainable development. The field visit can be divided into two parts. In the first part, the DBW Hermicompost Plant (HCP) and the second part is the dry solid waste segregating unit within the campus.

His highness Shri Nijalingeshwara Swamiji, of Nidasoshi math, was very much keen and enthusiastic with meticulous attention to interact with students and faculty members personally. He explained the importance of the solid waste management in particular DBW conversion into **hermicompost**, a new terminology which was coined by himself, that has got high nutritional value related to all other types of manure including vermicompost. He explained some of the drawbacks of the vermicompost against the hermicompost, some of them include non-veg food items cannot be introduced to the vermi pit, similarly oil items, sweet items, citrus fruits etc cannot be placed before the earthworms, and cow dung has to be introduced periodically along with sprinkling water to maintain the proper moisture during the vermicompost production process. Further a suitable pH, temperature and moisture should be maintained throughout the vermicomposting period which is quite laborious in nature for a longer period. The Swamiji is accompanied by his team of experts like Shri Sachin Hukkeri and Shri Anil Savadi, Lecturer in Civil Engineering department, SJPN polytechnic college, Nidasoshi and others.

### **What is Hermicompost?**

With the rapid economic development and population growth, a 10% upsurge in DBW annual discharge is expected according to some scientific survey. Therefore, seeking a cost-effective and novel technology to deal with DBW is necessary for environmental health. The **Black Soldier Fly Larvae (BSFL)**, *Hermetia illucens*, is a typical saprophytic insect, widely distributed in various climatic zones. Working as a larvae-microbiome-enzyme 'integrated-





bioreactor', BSFL digest and convert the biowaste into biomass and effectively inhibit pathogen development.

In the recent years, BSFL bioconversion is a promising technology for DBW management and resource recovery. However, little is known about the DBW biodegradation during the BSFL bioconversion from the perspective of dissolved organic matter. The use of insects, including BSFL, is well known for playing a vital role in solving issues linked with high volumes of organic wastes distributed all over the world. It has progressively been employed in treating biological waste as it is seen as being an environment friendly and less expensive process.

In this context, Swamiji explained the background of developing the HCP at Nidasoshi. Swamiji, a remarkable thinker, philosopher and a visionary his approach has developed the concept with a social cause for the management of domestic food waste. He is the first person to establish the Hermicompost plant by using BSFL. We all got inspired and excited to know that the Hermicompost technology has been patented under his guidance and leadership. He said that BSFL are generated *in-situ* automatically and carry the process within 45 days. The merits of this technology are that we can collect not only the solid compost but also the Hermiwash which has got high nutritional value for effective growth of plants acting as fertilizers and bio-pesticides.

He explained that there are two major types of solid waste that are generated in their campus and are trying to manage the same. First type of waste is the DBW generated at SJPN hostels, staff quarters and Nidasoshi math and the second type of waste is the solid dry waste generated within the campus. The first part of the solid waste wherein 200 Kg of domestic waste is generated per day and they are converted it into hermicompost in a very scientific manner without causing any harm to the environment.

In the second part of the SWM, they are segregating the other types of dry solid waste with nearly 24 different categories such as tetra packs, chocolate cover, multi layered plastics, plastic bottles, papers, cardboard sheets, thermocol etc. The Swamiji expressed his vision and goal to set up the **zero waste and sustainable green campus** and his team is executing to achieve it.



He was very calculative with precise and accurate, not only in his plan but also in his action to execute the result oriented outcome and the same be attributed in the following discussion. He said that daily on an average a solid waste of roughly 2 to 3 lakh crore tonnes is generated across India. He also mentioned about the total GDP of the Indian budget which is around 20 to 30 lakh crore rupees and State budget is around 3.5 lakh crore rupees out of which a very small amount is being spent for the SWM. He also discussed about the condition of the waste management system of the municipal cities across India and the total amount of rupees spent for the segregation of the solid wastes. He also explained the status of the workers, their payment and their health conditions.

He explained the successful story of the SWM at Mangalore city which started through Swachh Barath Abhiyan as part of the Government of India, initiative since 2014 under the guidance of our honorable PM Shri Narendra Modi and his supervision. He said that, in the initial days when he was associated with Ramakrishna Mission at Mangalore, the idea of SWM was started with a small scale and later on it became community level and became people movement in maintaining the city clean through proper SWM and the workers at the SWM getting good salary and well equipped accessories for the same.

At the end of the field visit, Swamiji, interacted with the students and the faculty members and asked about the overall output or central idea of SWM and the role of each individual in maintaining the cleanliness of the surrounding place and the environment and to spread the awareness among their neighbors and relatives. Finally students were so inspired by his valuable thoughts, suggestions, and ideas, his perspective on creating awareness about the preservation of the environmental ecosystems for the future generations.

We need such saintly personalities, not only for religious purposes, but for the socio-economic and environmental development.

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







3



S.D.V.S. Sangh's


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

### Field Visit Report- 2023-2024

Date	22-01-2024
Place	Coffee Estate, Madikeri.
Organizing Department	Economics
Guidance	Dr.D.S.Kamble
Outcomes	To know about Coffee Tree and Coffee seeds.
No.of students participated	B.A. Students.



  
Head  
Department of Economics  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

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



ಎಸಿ-40 (ಎ.ಎಂ./1)

ಕರ್ನಾಟಕ ರಾಜ್ಯ ರಸ್ತೆ ಸಾರಿಗೆ ನಿಗಮ

ವಿವರ 'ಎ'

ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟನ್ನು ಪಾವತಿಯ ನಿಬಂಧನೆಗೆ ಒಳಪಟ್ಟು ಕೊಡಲಾಗಿದೆ.

.....ಕಾರ್ಯಾಲಯ  
ಸ್ಥಳ.....  
ದಿನಾಂಕ 19-1-24

Y-23

350817



ರೂ 1800/- (ಅಕ್ಷರಗಳಲ್ಲಿ) One Eight Hundred and No. 1800/-  
.....ರೂಪಾಯಿಗಳನ್ನು ನಗದು/ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟ್/ಮುಖಾಂತರ  
ಶ್ರೀ D.S. Kamble ರವರಿಂದ .....  
.....ಬಾಬಿಗೋಸ್ಕರ ಅವರ ಪತ್ರದ ಸಂಖ್ಯೆ ..... ಪ್ರಕಾರ  
ಸಂದಾಯವಾಗಿರುತ್ತದೆ ಮತ್ತು ಅದನ್ನು ..... ನಗದು ಪುಸ್ತಕದ ಪುಟ  
ಸಂಖ್ಯೆ ..... ರೆಕ್ಕೆ ಕೀರ್ತಿಗೆ ಖಾತೆ ..... ಕ್ಕೆ ಜಮಾ ಮಾಡಲಾಗಿದೆ.

ಶಿಕ್ಷಣ ಮತ್ತು ಸಂಸ್ಕರಣೆ, ಪಂ-17.

Deputy Manager  
S.S. Arts College, Sankeshwar

ಎಸಿ-40 (ಎ.ಎಂ./1)

ಕರ್ನಾಟಕ ರಾಜ್ಯ ರಸ್ತೆ ಸಾರಿಗೆ ನಿಗಮ

ವಿವರ 'ಎ'

ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟನ್ನು ಪಾವತಿಯ ನಿಬಂಧನೆಗೆ ಒಳಪಟ್ಟು ಕೊಡಲಾಗಿದೆ.

.....ಕಾರ್ಯಾಲಯ  
ಸ್ಥಳ.....  
ದಿನಾಂಕ 19-1-24

Y-23

350818

ರೂ 1680/- (ಅಕ್ಷರಗಳಲ್ಲಿ) One Thousand Six Hundred and Eighty No. 1680/-  
.....ರೂಪಾಯಿಗಳನ್ನು ನಗದು/ಚೆಕ್/ಡಿಮಾಂಡ್ ಡ್ರಾಫ್ಟ್/ಮುಖಾಂತರ  
ಶ್ರೀ D.S. Kamble ರವರಿಂದ .....  
.....ಬಾಬಿಗೋಸ್ಕರ ಅವರ ಪತ್ರದ ಸಂಖ್ಯೆ ..... ಪ್ರಕಾರ  
ಸಂದಾಯವಾಗಿರುತ್ತದೆ ಮತ್ತು ಅದನ್ನು ..... ನಗದು ಪುಸ್ತಕದ ಪುಟ  
ಸಂಖ್ಯೆ ..... ರೆಕ್ಕೆ ಕೀರ್ತಿಗೆ ಖಾತೆ ..... ಕ್ಕೆ ಜಮಾ ಮಾಡಲಾಗಿದೆ.

ಶಿಕ್ಷಣ ಮತ್ತು ಸಂಸ್ಕರಣೆ, ಪಂ-17.

Deputy Manager  
S.S. Arts College, Sankeshwar



From

Principal

S.D.V.S Collage Sankeshwar

591313

To

### Depot Manager

The depot manager of Chikkodi

591201

Respected sir[Depot Manager],

Sir, 48 students of BA of our collage are going for educational trip to Madikeri and Mysore during the period of 19th January 2024 to 22nd January 2024. please provide us for the said trip please do the needful .

### Details of the Bus Usage:

- \*Dates:\* 19th January 2024 to 22nd January 2024

- \*Destination:\* Edagunji,Murudeshwar,Kolluru,Udupi,Malpe,Dharamastala,Kukke  
subramanya,Talakaveri,Kodagu,Mysore

Thank you for considering our request. We look forward to your prompt response.

Sincerely,

PRINCIPAL  
J.S.Arts College & TP Science Institute  
[Your Full Name] SHWAR  
P.B. (3005)

Enclosure: \*tour map

\*Principal permission letter

\*Students list





FROM

Dep of Economics & History

S.S ARTS AND T.P INSTITUTE SANKESHWAR

591313

TO

The principal of

S.S ARTS AND T.P INSTITUTE SANKESHWAR

591313

Subject: Formal Request for College Study Trip Approval

Respected Principal sir

I trust this letter finds you in good health and high spirits. I am writing to formally request your approval for an educational study trip for the students of Your College .

The purpose of this study trip is to provide students with practical exposure and a hands-on learning experience that complements our academic curriculum. The trip is scheduled for [19/01/2024 night to 22/01/2024 morning], and the destination is carefully chosen to align with the subjects and courses offered at our college.

Our itinerary includes visits to [Dharmasthala, Kodagu, Mysore], where students will have the opportunity to gain insights directly related to their coursework. The trip aims to enhance their understanding of the subjects, foster a spirit of inquiry, and promote collaborative learning outside the traditional classroom setting.

To ensure the success and safety of the trip, we have made meticulous arrangements, including securing qualified chaperones, obtaining all necessary permissions, and collaborating with reputable travel agencies.

We believe that this study trip will contribute significantly to the academic and personal development of our students, fostering a sense of curiosity and a passion for learning. We kindly request your favorable consideration and support for this educational endeavor.

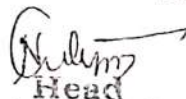
Should you require any additional details or wish to discuss this proposal further, I am available at your convenience. We appreciate your time and consideration of this request.

Thank you for your attention to this matter, and we look forward to your positive response.


Sincerely,

Respectfully  
forwarded to  
The Secretary  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

Dep of Economic , History

  
Head

Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

  
Head  
Department of Economics  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR



Ba 5<sup>th</sup> sem NAME AND AGE

(1) Shridhar Gangayigol	23
(2) Akash Nayak	22
(3) Akash Shiraganvi	23
(4) Balagouda Patil	22
(5) Neethin Aaradhya	22
(6) Shankar Badiger	22
(7) Goutham Boodi	23
(8) Ranjith Panbude	23
(9) Ayaz Mulla	22
(10) Supreet moshi	23
(11) Sushant Kamat	22
(12) Ritesh Kerimani	22
(13) Shiva Prasad Maradi	22
(14) Ganesh kurni	22
(15) Sujal kannai	23
(16) Amit maradi	22
(17) Deepak patil	22
(18) Praveen kumbar	23
(19) Umesh dharmatti	22
(20) Akash vadennavar	22
(21) Manohar mathadh	21
(22) Gouri yamagarni	23
(23) Priyanka managutti	22
(24) Akashata chikkodi	23
(25) Ruchitha shiraguppi	22
(26) Reshmitha kivudh	22
(27) Shilpa kerimani	22
(28) Radhika	21
(29) Sandhya shettennavar	21
(30) Sukanya	21
(31) Akshata Joshi	21
(32) Rohini	21
(33) Madhushri	21
(34) Krithi	21
(35) Swapnil	22
(36) Bhoomika	21
(37) Srushti	22

Ba 3<sup>rd</sup> sem

(38) Swetha kamble	20
(39) Sowmya kerimani	20
(40) Sneha dhurgappgol	19







28-1

22/01

Sl.No	Tour Plan			
	Place	Departure	Arrival	Stay
01	UKd			
02	SNK	8:30	—	
03	Rao. Daba	<del>9:10 pm</del>	9:10 pm	
4	"	<del>10:35</del>	10:10 pm	
05	Rao. Daba	<del>10:35</del>	—	
06	"	—	9:35	
07	Dhaswad	9:45 am	—	
08	"	<del>10:10</del>	10:10 am	
09	Kurki Subramanyam	10:20 am	—	
10	"	—	1:47	
11	Thasun Hotel	2:20 pm	—	
12	"	—	8:00 pm	
13	Courtesy	8:40 pm	—	
14	"	—	8:47 pm	
15	Talacourty	6:30 am	—	
16	"	—	7:10 am	
17	Shangder hwas	8:10 am	—	
18	"	<del>9:15</del>	9:00 am	
19	Poykshet green	9:15	—	
20	"	—	10:30 am	
21	Coffee plantation	11:00	—	
22	"	—	11:05 am	
23	"	11:45 am	—	
24	Golden Temple	—	12:35	
25	"	1:48 pm	—	
26	myssore palace	—	2:45 pm	
27	"	5:35 pm	—	
28	KRS myssore	—	6:33 pm	
29	"	9:15 pm	—	(11:15 pm)
30	Dhaswad	—	11:00 am	
31	"	—	—	
32	Sankeshwar	—	3:15 pm	
33	Chikodi	—	4:17 pm	

*[Signature]*

*[Signature]*



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பெயர்: சுரேஷ்  
 பிள்ளை: சுரேஷ்  
 தந்தை: சுரேஷ்

உயர்ப்பாட்டு : = பூதபூதம் பாலத்தோடு உயர்ப்பாட்டு  
புறநாட்டில் தோல்கள்.

ಪರೀಕ್ಷೆಗೆ  
 ಈ ಪುಸ್ತಕವು ಉಪಯುಕ್ತವಾದ್ದು ಎಂದು  
 ಅಭಿಪ್ರಾಯಪಟ್ಟು B. A. ಪರೀಕ್ಷೆಗಳಿಗೆ ಉಪಯುಕ್ತವು,  
 ಪ್ರಾಥಮಿಕ, ಮಾಧ್ಯಮಿಕ, ಹೈಸ್ಕೂಲಿಕ್, ಉನ್ನತ  
 ಶಿಕ್ಷಣಕ್ಕೆ (ಪ್ರಾಥಮಿಕ) ಮುಖ್ಯವಾಗಿರುತ್ತದೆ.  
 ಅದರಲ್ಲಿ ಅನೇಕ ಅನೇಕ ಅನೇಕ ಅನೇಕ ಅನೇಕ  
 ಅನೇಕ ಅನೇಕ ಅನೇಕ ಅನೇಕ ಅನೇಕ ಅನೇಕ

എട്ടുപന്ത്രണ്ട്

aprod :- 20/01/2024

Principal

S.S. Arts College & T. P. Science Instit<sup>n</sup>  
SANKESHIPO

~~Q2~~ Q1

S.D.V.S. Sangh's

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

### Education Study Tour to Mysore Palace -2023-24

Date of the activity	22-01-2024
Organizing Department	History
Name of the Place	Mysore Palace & KRS Dam
No. of teachers participated	03
No. of students participated	47
Collaborating Agency	
Impact of the activity	To About Art & Architecture, Sculpture, Paintings



*[Signature]*  
Head  
Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR



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



# Field Visit/ Study Tour 2023-24

Sl. No	Reg. No	Name	Sign
01	U1SCH21A0077	Shilpa Kenimani	Shilpa
02	U1SCH21A0084	Veena Hegade	V. Hegade
03	U1SCH21A0069	Supreet Moshni	Supreet
04	U1SCH21A0042	Praveen Kumbal	Praveen
05	U1SCH21A0013	Ayyan Mullai	Mullai
06	U1SCH21A0010	Amit Maradi	Amit
07	U1SCH21A0027	Nithin Aradhya K.N	Nithin
08	U1SCH21A0122	Sushant Kamal	Sushant
09	U1SCH21A0039	Rohini Madal	Rohini
10	U1SCH21A0071	AKash Shiraganvi	AKash
11	U1SCH21A0059	Chiridhal Gangajal	Chiridhal
12	U1SCH21A0010	Balajoula patil	Balajoula
13	U1SCH21A0031	Ritesh Kenimani	Ritesh
14	U1SCH21A0099	Ranjit panabude	Ranjit
15	U1SCH21A0092	Goun Yamagami	Goun
16	U1SCH21A0037	Ruchita Shisaguppi	Ruchita
17	U1SCH22A0069	Bhumnika patil	Bhumnika
18	U1SCH21A0091	Ganesh Kuzani	Ganesh
19	U1SCH21A0023	Goutam Boodi	Goutam
20	U1SCH21A0097	Swapnil Malaji	Swapnil
21	U1SCH21A0004	AKash Wadernaval	AKash
22	U1SCH22A0065	Srujan Gulimani	Srujan
23	U1SCH22A0036	Ankita Shinge	Ankita
24	U1SCH22A0071	Jyoti Rokale	Jyoti
25	U1SCH21A0052	Sujal Khanai	Sujal
26	U1SCH21A0020	Kajal Koli	Kajal
27	U1SCH21A0085	Shankal Badipal	Shankal
28	U1SCH21A0075	Mehta Gidajab	Mehta
29	U1SCH21A0060	Bhoomika Maradur	Bhoomika
30	U1SCH21A0005	Akshata Chikodi	Akshata
31	U1SCH21A0051	Sandhyashri Shettemwar	Sandhyashri
32	U1SCH21A0022	Madhushri patil	Madhushri
33	U1SCH21A0043	Radhika Amote	Radhika
34	U1SCH21A0063	Shivprasad Maradi	Shivprasad
35	U1SCH21A0069	Umesh Dharamatti	Umesh
36	U1SCH21A0004	AKash Nayak	AKash

Department of History  
S.S.Arts College & T.P. Science Institute

PRINCIPAL  
S.S. Arts College & T.P. Science Institute  
S. S. Arts College & T.P. Science Institute  
591313

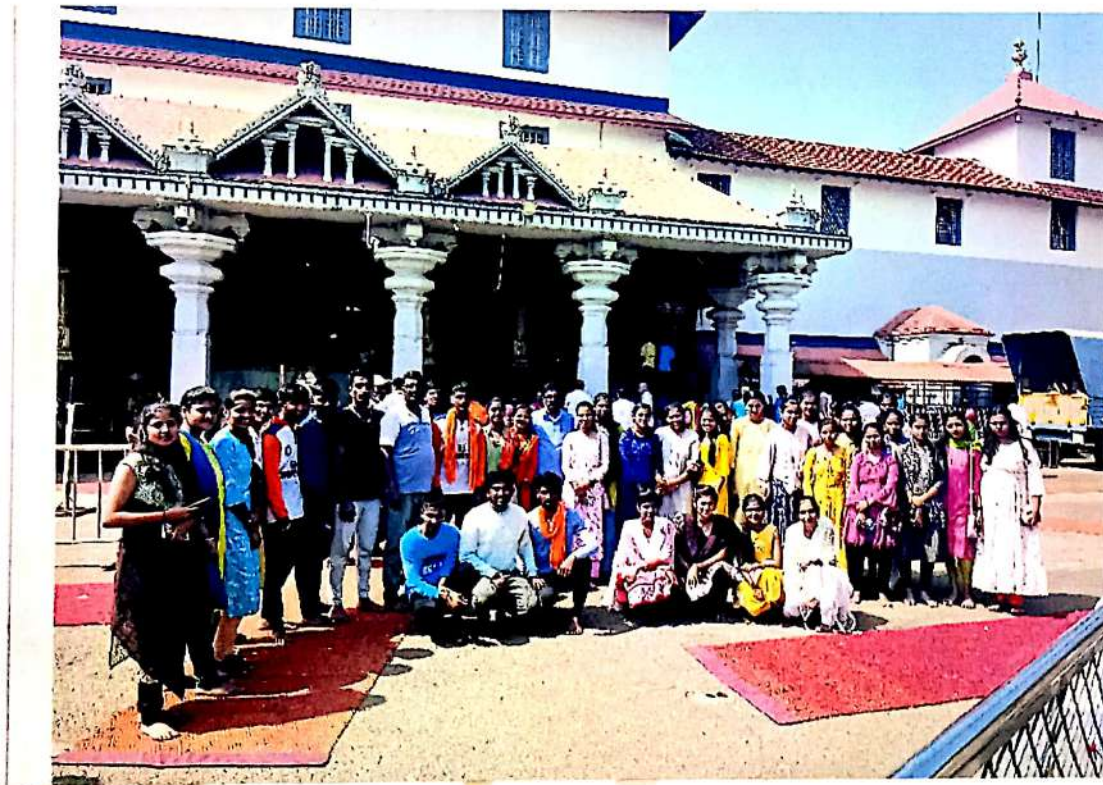


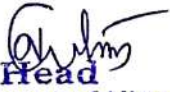
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S.D.V.S. Sangh's  
**S.S.Arts College & T.P. Science Institute, Sankeshwar**  
**Study Tour to Dharmasthal & Kukke Subramanne -2023-24**

Date of the activity	21-01-2024
Organizing Department	History
Name of the Place	Dharmasthal & Kukke Subramanne
No. of teachers participated	03
No. of students participated	47
Collaborating Agency	
Impact of the activity	To About Bhakti Culture



  
**Head**  
Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR



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



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



## FIELD VISIT IN SUVARNA SAUDA BELAGAVI

Date of the activity	12-12-2023
Organizing Department	Political Science
Name of the Chief Guest	
Name of the President	Shri.P.B.Burji
No. of Teachers Participated	05
No. of Students Participated	64
Collaborating Agency	IQAC
Impact of the Activity	Visiting Suvarna Soudha offers a glimpse into the grandeur of Karnataka's legislative assembly. It's a chance to appreciate the architecture and learn about the democratic process.



Field visit to suvarna sauda belagavi on 12-12-2023



S.D.V.S Sangh's

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

Field Visit Sunanda Sauda

Date :

Sl. No	Reg. No	Name Of the students	Class	Sign
1	U15CH23A0031	Pritika. M. Madihalli	III sem	Pritika
2	U15CH23A0012	Jayashree. Hegade	III sem	Jayashree
3	U15CH23A0109	Bhagyashree. Kelagade	III sem	Bhagyashree
4	U15CH23A0018	Seema, S. Patil	III sem	Seema
5	U15CH23A0019	Soukshi V. Magadum	III sem	Soukshi
6	U15CH23A0004	Shilpa. R. Patil	III sem	Shilpa
7	U15CH23A0009	chandana. B. Khanapur	III sem	chandana
8	U15CH23A0005	Laxmi L. Paschapure	III sem	Laxmi
9	U15CH23A0022	Laxmi K. Channabhanwar	III sem	Laxmi
10	U15CH23A0074	Sukanya A. Gorevagal	III sem	Sukanya
11	U15CH23A0113	Ashwini. A. Waghmare	III sem	Ashwini
12	U15CH23A0002	Divya. A. Malagi	III sem	Divya
13	U15CH23A0001	Vedyaashri. D. Dasanatti	III sem	Vedyaashri
14	U15CH23A0034	Poojima. Ishwar. Jatali	III sem	Poojima
15	U15CH23A0011	Reshma. V. Rabakavi	III sem	Reshma
16	U15CH23A0008	Kaveri, A. madihalli	III sem	Kaveri
17	U15CH23A0120	Kadambanis M. Muradangi	"	Kadambanis
18	U15CH23A0003	Hasina. M. Multani	"	Hasina
19	U15CH23A0076	Pavitra. M. Betaguri	"	Pavitra
20	U15CH23A0136	Sumati. Pujari	III <sup>rd</sup> Sem	Sumati
21	U15CH23A0078	Anita Talawar	"	Anita
22	U15CH23A0055	Sneha M. Ghorabude	III <sup>rd</sup> Sem	Sneha
23	U15CH23A0048	Deepa. H. Hugar	III <sup>rd</sup> Sem	Deepa
24	U15CH23A0143	Anjana. S. Managanvi	III <sup>rd</sup> Sem	Anjana
25	U15CH23A0054	Usha. B. Ramagunatti	III sem	Usha
26	U15CH23A0052	Pallavi. R. Madhannavar	III sem	Pallavi
27	U15CH23A0151	Ankita. T. Kamble	III <sup>rd</sup> Sem	Ankita
28	U15CH23A0000	Poojanka. M. Patil	III <sup>rd</sup> Sem	Poojanka
29	U15CH23A0057	Akshay M. Pamecha	III <sup>rd</sup> Sem	Akshay
30	U15CH23A0080	Laxmi. Hegade	"	Laxmi



Sl. No	Reg. No	Name Of the students	Class	Sign
31	UISCH23A0077	Bhazoti R. Jyotkar	B.A III <sup>rd</sup>	
32	UISCH23A0083	Keerti R. Patil	B.A III <sup>rd</sup>	K.R.P
33	UISCH23A0108	Mishha Tahasildar	B.A III <sup>rd</sup>	
34		Suresh. R. Kundrulkar		
35		Rheemappa B. Akhaisagar	BA III <sup>rd</sup>	
36	UISCH23A0035	Sagar Basappa Masaguppi	BA III <sup>rd</sup>	
37	UISCH23A0074	Yuvraj. A. Gundi	B.A III <sup>rd</sup>	
38	UISCH23A0015	Keerti. B. Naik	B.A III <sup>rd</sup>	
39	UISCH23A0016	Aishwarya. D. Ugare	B.A III <sup>rd</sup>	A.D. Ugare
40	UISCH24A0016	Mallikarjun. V. Savarsette	BA I <sup>st</sup>	
41	UISCH24A0009	Vikas. M. Kamate	BA I <sup>st</sup>	
42	UISCH24A0040	Fatoki. B. Sayyad	BA I <sup>st</sup>	
43	UISCH24A0089	Nagaraj. A. Hadaginal	BA I <sup>st</sup>	
44	UISCH24A0035	Vidya S. Patil	BA I <sup>st</sup>	
45	UISCH24A0026	Shweta. M. Basaragi	BA I <sup>st</sup>	
46	UISCH24A0000	Vaishnavashree. V. Chougale	BA I <sup>st</sup>	
47	UISCH24A0035	Akshata S. Patil	BA I <sup>st</sup>	
48	UISCH24A0028	Laxmi D. Medekar	BA I <sup>st</sup>	
49	UISCH22A0099	Doddanna. Shivapuri	BA I	
50	UISCH22A0039	Vidya. Marjari	"	V.S.M
51	UISCH22A0043	Anusha. S. Magadum	BA I	
52	UISCH22A0097	Vijayalaxmi. Chougale	BA I	
53	UISCH22A0103	Gangubai. Chougale	BA I	G.B.C
54	UISCH22A0138	Aishwarya R. Wadnawar	BA I	
55	UISCH22A0011	Sunita D. Byali	BA I	
56	UISCH22A0013	Rekha A. Patoli	BA I	
57	UISCH22A0046	Vaishali. B. Kanchagaratti	BA I	
58	UISCH22A0024	Rekha. A. Koli	BA I	R.A.K
59	UISCH22A0086	Jayashree. S. Trannavar	BA I	J.S.I
60	UISCH22A0088	Vidya B. Hiremath	BA I	V.B. Hiremath
61		Nagaraj. K. Hadaginal	BA I	
62		Ranjita. M. Kamble	BA I	
63		Swati. M. Magadum	"	Swati
64		Poojnima. D. Gannavar	"	

Department of Political Science  
S.S. Arts College & T.P. Science

Principal  
S.S. Arts College & T.P. Science



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S.D.V.S. Sangh's

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

### Field Visit to Vittal Temple -Hunnur 2022 -23

Date of the activity	10-07-2023
Organizing Department	History
Name of the Chief Guest	-
Name of the President	-
No. of teachers participated	02
No. of students participated	26
Collaborating Agency	-----
Impact of the activity	It Create awareness about art & architecture of Temple



*Dulim*  
**Head**  
Department of History  
S.S.Arts College & T.P.Science Institute  
SANKESHWAR

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



# Field visit

Class : BA IV Sem

Year : 2022-23

Department : History

Visiting Place : Hunnur

Sl No	Reg No	Name of the Student	Signature
01		Gowri Yamagashin	
02		Rohini Mavale	
03		Megha Giragao	
04		Visha Hegade	
05		Shankar Badighe	
06		Supreet Moshin	
07		Chidhas Gangaugi	
08		Witen Anthony KM	
09		Arash Chisagane	
10		Pranav Patter Kide	
11		Shubham Kamal	
12		Dnyaz Mutha	
13		Bhagya Patti	
14		Chauhan Kamal	
15		Goutam Bhatnagar	
16		Keshav Shisagane	
17		Mahesh Mutha	
18		Kavya Khazi	
19		Laxmi Pande	
20		Gajanan Gayabale	
21		Shubham Paji	
22		Arash Nair	
23		Ashish Chikodi	
24		Shonika Nagarm	
25		Ritesh Kulkarni	
26		Samuel das	



Date : 10/7/23

Head  
Department of History  
S.S. Arts College & T.P. Science Institute  
SANKESHWAR

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





ಶ್ರೀ ವಿಠಲ ದೇವಸ್ಥಾನ, ಹುನ್ನೂರು



ಶ್ರೀ ವಿಠಲ ದೇವಸ್ಥಾನ, ಹುನ್ನೂರು



*Dr. N. S. N. N.*  
 Head  
 Department of History  
 S.S. Arts College & T.P. Science Institute  
 SANKESHWAR

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