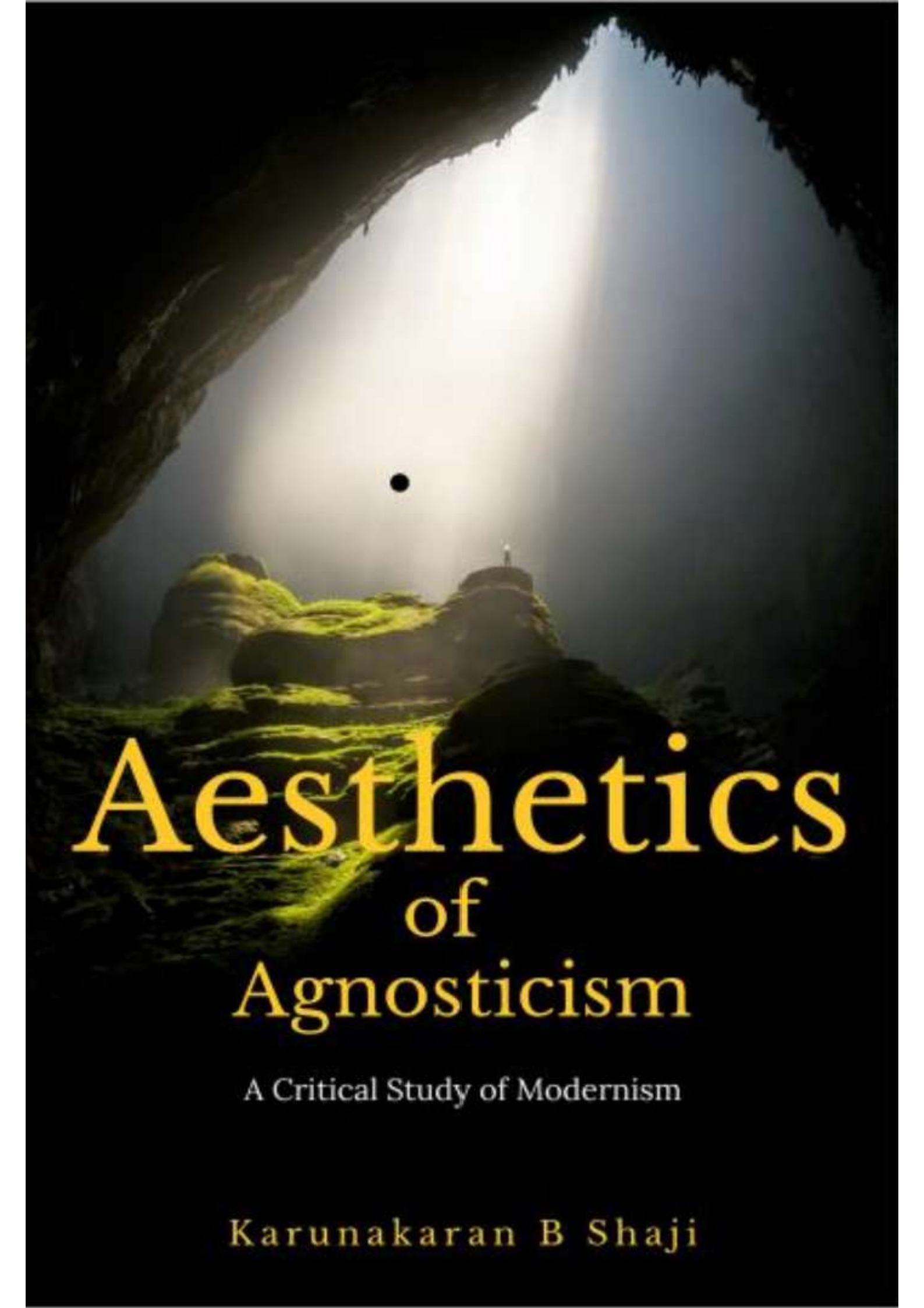


# INVISIBLE UTOPIAS

- a study of lost spaces in literature

Karunakaran B Shaji

The book cover features a woman with long dark hair, wearing a red, backless, floor-length dress. She is standing in a dark, misty environment, looking to her right. In her left hand, she holds a small black book that emits a bright, golden light from its pages, illuminating the ground around her. In the background, large, dark, winged shapes are visible against a dark, textured wall, suggesting a mysterious or fantastical setting.



# Aesthetics of Agnosticism

A Critical Study of Modernism

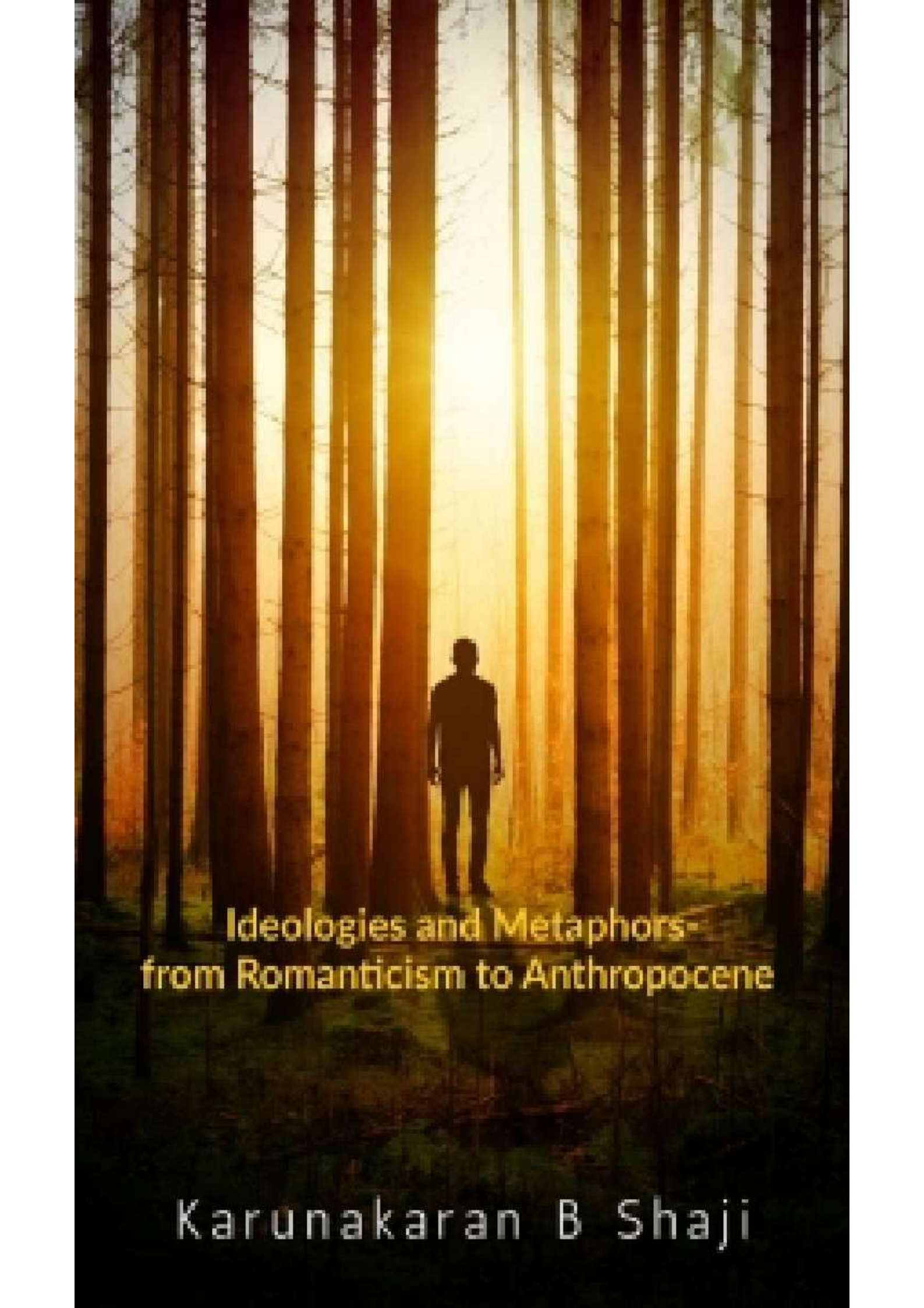
Karunakaran B Shaji

A pocket watch with Roman numerals on a sandy surface. The watch is partially buried in the sand, with its chain and winding mechanism visible. The background is a soft, out-of-focus sand dune.

# Crossing Disciplines

- A Study of the Rise of Academic  
Cultures

Karunakaran B Shaji

A vertical photograph of a person standing in a forest. The person is silhouetted against a bright, golden light that filters through the tall, thin trees, creating a dramatic, atmospheric scene. The light is most intense in the center, where the person stands, and fades towards the edges. The trees are dark and vertical, framing the central figure and the light.

**Ideologies and Metaphors-  
from Romanticism to Anthropocene**

**Karunakaran B Shaji**

# SCIENCE EDUCATION

**S.V. Sharma**  
Chief Editor

**Regional Institute of Education**  
(National Council of Education Research and Training, New Delhi)  
Aimer

## ARTISTIC ACTIVITIES AND MODELS FOR CREATIVE LEARNING OF BIOLOGY

G. NAGARAJ and A. SUKUMAR

Zoology Section, Department of Education in Sciences and Mathematics,  
Regional Institute of Education, NCERT, Mysuru  
gnriem@gmail.com

### ABSTRACT

*Present study aims to improvise and validate few art based activities and models for creative learning of high school Biological Science. Inexpensive and waste materials were used for improvisation of 10 artistic activities and models viz. 1) leaf collage, 2) vegetable imprint, 3) mosaic painting, 4) thread painting, 5) butterfly preservation, 6) beetles/honeybee preservation, 7) mounting appendages of prawn, 8) improvised mouth parts of mosquito, 9) simulation of gastrulation and 10) simulation of property of cancer cells. The effectiveness of the seartistic activities and models, were tested with III and IV year B. Sc. B.Ed. (CBZ) teacher trainees (N=52) of Regional Institute of Education (NCERT), Mysuru. It is concluded from their opinions that these art-based activities and models are effective in stimulating creativity, curiosity and interest in learning; hence, they are hereby shared with pre- and in-service teachers with the intention to ignite their minds to improvise and use such items for creative, joyful and active learning of high school students.*

**Keywords:** Creativity, active learning, improvisation, collage and preservation.

### INTRODUCTION

There are various types of artistic activities like a) painting, b) paper folding and cutting, c) embroidering, d) rangoli, e) skeleton leaf frame, f) shell collections, g) clay fossils and models etc. were applied in the past to integrate Art and Science. From all these activities we not only learn the art, but also the hidden Science concepts; in other words, we have to look the art with the lens of Science. Emerging educational approach of STEAM emphasizes the integration of Science, Technology, Engineering, Arts and Mathematics for holistic and interdisciplinary learning. In support, Grant et al. [1] demonstrated that use of art deepens students' understanding of biology. Several studies also recommended drama as a strategy of teaching general Science [2], Chemistry [3] and basic ecological concepts [4]. Likewise, Science can also be taught by the method of Science story telling [5] and writing [6]. In this context, present investigation aims to improvise and validate the art-based activities and models for creative learning of Biological Science.



## **Anthropological Work in Hyderabad and Farhabad Hills: A Study**

Malli Gandhi\*

**Abstract:** *Anthropological investigations in Hyderabad were started in 1931. It was carried in Hyderabad on the basis of archaeological remains and aboriginal races found in the hilly regions within the state. Hyderabad State occupied an important position with regard to racial anthropology of India. Many key answers to the tangled questions of racial history of South India were sought here from the living population and the skeletal remains spread over the entire state. Anthropological work in the state began with the study of living aboriginal population of Chenchus who originally inhabited the Farhabad Hills. The then Nizam, Usman Nawab Ali Khan provided all for conducting research in the state. Ghulam Ahmad Khan was appointed as the census commissioner who extended active co-operation to anthropologists. The chief objective of the paper is to study how Anthropological work had critical observations with regard to the tribal community (Chenchus), their indigenous knowledge practices, domestic life, housing patterns, social organisation etc.*

**Keywords:** *aboriginal races, Nallamalai Hills, Farhabad Hills, reformation, rehabilitation, Chenchus, Pentas, agriculture, livestock, exogamy, social customs, education, ethnic groups.*

### **INTRODUCTION**

#### **Chenchus of Hyderabad and Farhabad Hills**

Chenchus of Hyderabad state are one of the aboriginal races in India. They lived in the Farhabad Hills of the state. They were undoubtedly the branch of the Chenchus of the neighbouring Nallamalai Hills. The Hyderabad state and Nallamalai Hills were linked by the Krishna river. Chenchus drifted away from the main stock at an early period due to the floods of Krishna River. There are no authentic records to state when the separation of Chenchus of Hyderabad State took place. However, there was sufficient evidence to prove that separation and isolation took place due to the Farhabad Hills. The Hills undoubtedly helped in providing safe shelter for many of the primitive tribes. Chenchus lived in small *pentas* where *pentas* are called cluster of huts. The 1931 census report stated that there were a total number of 33 Pentas with a

---

\* Corresponding Address: Dr. Malli Gandhi, Department of Social Sciences and Humanities, Regional Institute of Education, NCERT, Manasagangotri, Mysore-6, Karnataka, E-mail: malli\_gandhi@rediffmail.com



PR. J. J. J. J. J.

# ಕನ್ನಡ-ತೆಲುಗು ಸಾಂಸ್ಕೃತಿಕ ಬಾಂಧವ್ಯ

ಸಂಪಾದಕರು  
ಡಾ. ಎ.ಎನ್. ಸಿದ್ದೇಶ್ವರಿ





ಕನ್ನಡ-ತೆಲುಗು ಸಾಂಸ್ಕೃತಿಕ ಬಾಂಧವ್ಯ

ಸಂಪಾದಕರು

ಡಾ. ಎ.ಎನ್. ಸಿದ್ದೇಶ್ವರಿ

ಅಧ್ಯಾಪಕರು

'ಕರಿಬಸವ ಕೃಪ', ನಂ. ೧೩/೩,

ಳನೇ ತಿರುವು(ಪಶ್ಚಿಮ), ವಿದ್ಯಾನಗರ

ಬಳ್ಳಾರಿ ೫೮೩ ೧೦೪

ಮೊ. ೯೪೮೦೨ ೦೮೬೬೨

ಇ-ಮೇಲ್: siddeswari70@gmail.com

ಪ್ರಕಾಶಕರು

ಪ್ರಭುದೇವರ ಜನಕಲ್ಯಾಣ ಸಂಸ್ಥೆ

ಪ್ರಭುದೇವರ ಸಂಸ್ಥಾನ ವಿರಕ್ತಮಠ, ಸೊಂಡೂರು

ಪುಟಗಳು: 18+ ೩೩೪ Price: 250/-

ಪ್ರಥಮ ಮುದ್ರಣ ೨೦೨೧

ಬೆಲೆ: ರೂ. ೨೫೦/-

ISBN: 978-93-5526-494-7

© ಪ್ರಭುದೇವರ ಜನಕಲ್ಯಾಣ ಸಂಸ್ಥೆ, ಸೊಂಡೂರು

ಸಲಹಾ ಸಮಿತಿ

ಅಧ್ಯಕ್ಷರು

ಪೂಜ್ಯ ಶ್ರೀ ಮ.ನಿ.ಪ್ರ. ಪ್ರಭುಮಹಾಸ್ವಾಮಿಗಳು, ಸೊಂಡೂರು

ನಿರ್ದೇಶಕರು

ಡಾ. ಕೆ. ರವೀಂದ್ರನಾಥ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ

ಪುಸ್ತಕದ ಆಕಾರ ಡೆಮಿ ೧/೮

ಬಳಸಿದ ಕಾಗದ ೮೦ ಜಿ.ಎಸ್.ಎಮ್., ಎನ್.ಎಸ್, ಮ್ಯಾಪಲಿಥೋ

ಮುಖಪುಟ: ಶ್ರೀ ಅರುಣ್ ಕುಮಾರ್

ಪುಟವಿನ್ಯಾಸ

ಸವಿತ ಗ್ರಾಫಿಕ್ಸ್, ಕಮಲಾಪುರ

ಮೊ: ೯೪೮೦೨ ೫೭೩೯೨

ಮುದ್ರಣ

ತ್ವರಿತ ಮುದ್ರಣ ಆಫ್ ಸೆಟ್ ಪ್ರಿಂಟರ್ಸ್, ಗದಗ

## ಪರಿವಿಡಿ

ಲಿಂಗವಂತರು ತಾವು ಅಂಜಲೇಕೆ! / 5

ಸಂಪಾದಕರ ಮಾತು / 8

ಪ್ರಸ್ತಾವನೆ / 11

೧. ಕನ್ನಡ-ತೆಲುಗು : ಅವಿನಾಬಾಂಧವ್ಯ / ೧  
ಡಾ. ಗುರುಮೂರ್ತಿ ಪೆಂಡಕೂರು
೨. ಕನ್ನಡ-ತೆಲುಗು : ಭಾಷಾ-ಸಾಹಿತ್ಯ ಬಾಂಧವ್ಯ / ೬  
ಡಾ. ಆರ್. ಶೇಷಶಾಸ್ತ್ರಿ
೩. ಕನ್ನಡ-ತೆಲುಗು : ಸಾಹಿತ್ಯ ಬಾಂಧವ್ಯ / ೨೨  
ತೆಲುಗು ಮೂಲ: ಗುತ್ತಿ (ಜೋಳದರಾಶಿ) ಚಂದ್ರಶೇಖರಡಿ  
ಅನು: ಟಿ.ಕೆ. ಗಂಗಾಧರ ಪತ್ತಾರ
೪. ಕರ್ನಾಟಕಾಂಧ್ರ ಸಾಂಸ್ಕೃತಿಕ ಬಾಂಧವ್ಯ:  
ಶೂಲದ ಹಬ್ಬ / ೩೪  
ಡಾ. ಕೆ. ರವೀಂದ್ರನಾಥ
೫. ಕನ್ನಡ-ತೆಲುಗು : ಮಹಾಭಾರತಗಳು / ೪೪  
ಡಾ. ಗೀತಾ ನಾವಲ್
೬. ಕನ್ನಡ-ತೆಲುಗು : ರಾಮಾಯಣಗಳು / ೨೨  
ಡಾ. ಅಕ್ಕಮಹಾದೇವಿ
೭. ಕನ್ನಡ-ತೆಲುಗು : ಬಸವ ಪುರಾಣಗಳು / ೧೧೬  
ಡಾ. ಆರ್ಡಿಯಸ್ ಸುಂದರಂ
೮. ಕನ್ನಡ-ತೆಲುಗು : ಭಕ್ತಿ ಸಾಹಿತ್ಯ / ೧೨೬  
ಡಾ. ಜಿ.ವಿ. ಸತ್ಯವಾಣಿ
೯. ಕನ್ನಡ-ತೆಲುಗು : ಶಿವಶರಣರ ಸಾಹಿತ್ಯ / ೧೪೬  
ಪ್ರೊ. ಪಿ.ಆರ್. ಹರಿನಾಥ್

34	30	శ్రీమతి బోయలకుంట్ల జయలక్ష్మి కడప (ఆం.ప్ర.)	1.34 కలియుగంలో	125
35	31	శ్రీమతి దినవహి సత్యవతి చెన్నై (తమిళనాడు)	1.35 జైనమతం	127
36	32	శ్రీ కుదమ తిరుమల రావు రాజాం (ఆం.ప్ర.)	1.36 బౌద్ధ మతం	130
37	33	డా. పవని రామచంద్ర హరినాథ్ మైసూరు (కర్ణాటక)	1.37 మౌర్యవంశం	133
38	34	శ్రీ కోరాడ నరసింహారావు విశాఖపట్టణం (ఆం.ప్ర.)	1.38 గ్రీకు దండయాత్రలు - అలెగ్జాండర్	136
39	35	శ్రీమతి కుసుమచి శ్రీదేవి విజయనగరం (ఆం.ప్ర.)	1.39 అశోకుని పాలన -	139
40	36	శ్రీమతి రావాడ కృష్ణకుమారి సాలూరు (ఆం.ప్ర.)	1.40 శాతవాహనుల పాలన	142
41	37	శ్రీమతి రామావజ్జల శ్రీవాణి కడప (ఆం.ప్ర.)	1.41 సనాతన వాఙ్మయకోశాలు	145
42	38	డా. వజ్జల సత్య కమలాకర్ శ్రీకాకుళం (ఆం.ప్ర.)	1.42 సనాతన సంస్కృతీహర్షం	148

**ద్వితీయాధ్యాయం - (శ్రీ. శ. 1 నుండి శ్రీ. శ. 1000 వరకు)**

43	39	శ్రీ అవ్వారు శ్రీధరబాబు నెల్లూరు (ఆం.ప్ర.)	2.1 విదేశీ వ్యాపారం - సంస్కృతీ మార్పిడి	150
44	40	శ్రీమతి కొల్లూరు పద్మజ విజయనగరం (ఆం.ప్ర.)	2.2 కుషాసులు - కనిష్ఠుడు -	152
45	★	శ్రీమతి రావాడ కృష్ణకుమారి సాలూరు (ఆం.ప్ర.)	2.3 గుప్తుల కాలం స్వర్ణ యుగం	155
46	41	శ్రీమతి సాలిపల్లి మంగామణి (శ్రీమణి) విశాఖపట్టణం (ఆం.ప్ర.)	2.4 హర్షుడు - పరిపాలన -	158
47	42	డా. పెన్నేటి స్వప్న హైందవి విజయనగరం (ఆం.ప్ర.)	2.5 సంస్కృత భాషా ప్రాకారం	162
48	43	శ్రీమతి వారణాసి శ్రీదేవి ర్యాలీ (అమెరికా)	2.6. అద్వైత శంకరం	164
49	44	శ్రీమతి బండి ఉష ఖమ్మం (తెలంగాణ)	2.7 అద్వైతం	167
50	★	శ్రీమతి బండి ఉష ఖమ్మం (తెలంగాణ)	2.8 చాళుక్యులు - రాష్ట్రకూటులు - పల్లవులు	170

ఆది నుంచి... అనంతం దాకా...

(వచన కావ్య రచనా వేదిక)

Adinunchi... Anantamdaka...

నిర్వహణ

శ్రీమతి శ్రీలక్ష్మి చివుకుల

Smt. Srilakshmi Chivukula

అడ్రస్ :

శ్రీలక్ష్మి చివుకుల

ఇంటి నెంబరు : 20-24-18, వెంకటేశ్వర కాలనీ,

వనంశవిహార్ దగ్గర, విజయనగరం

ఆంధ్రప్రదేశ్, Pin : 535002

ఫోన్: 9441957325

Email: srilak1710@gmail.com

మూద్రణ: మార్చి 2010

వెలు : పుస్తకం

సంకల్పించిన రచయిత్రివి, ఇందులోని కవితలూ,  
అనువదించినా అనువదించినా శిక్షార్హులు.

ప్రింట్

సంహిత శ్రీకాంత్

అమీర్ పేట్, హైదరాబాద్.

040-23751620

**ఆది నుంచి...**



**అనంతం దాకా...**

నిర్వహణ: శ్రీమతి శ్రీలక్ష్మణివతుల

**దేవేనీ కావ్యే రచేనా వేదిక**



బమ్మెరపాతనామాత్య ప్రణీత

# శ్రీమహాభాగవతము

సరళవ్యాఖ్యానసహితం



సంపుటం 6  
10వ స్కంధము  
పూర్వభాగము



తిరుమల తిరుపతి దేవస్థానములు, తిరుపతి



**Bammera Potanamaty Praneeta**  
**SRI MAHABHAGAVATAMU, with Commentary**  
**Volume - VI (Skandha - 10-1)**

*Author :* **Potana Mahakavi**

*Commentary by*

**Dr. Appajodu Venkatasubbaiah**

**Dr. A.S. Gopal Rao**

**Sri Prabhala Subrahmanya Sarma**

**Dr. P. Narasimha Reddy**

**Vidwan Mudivarthi Kondamacharyulu**

**Dr. P.R. Harinath**

*Edited by*

**Dr. Samudrala Lakshmanaiah**

© All Rights Reserved

T.T.D. Religious Publications Series No. 1242

*First Edition :* 2017

*Copies :* 3000

*Published by*

**Dr. D. Sambasiva Rao, I.A.S.,**

Executive Officer

Tirumala Tirupati Devasthanams

Tirupati.

*D.T.P.*

Publications Division

T.T.D., Tirupati.

*Printed at*

Tirumala Tirupati Devasthanams

21. కని యుట్టోదితంబుగా భాసించుచుఁ దననేత నందాడఱులు పుత్తెంచినభావతలు బలశృంగ్రహకు నుగ్రసేవయిడి నేఱు నేఱ యుచ్చినని యెచ్చి కుతుండు పరిశ్చిన్నరేంబ్రున శిష్యునియె.

1485

వ్రతః : కని = దర్శించు, యథా+ఉచితంబు+కాన్=అప్పుడీతి తగువల్లగా; భాసించుచున్=మాట్లాడుతూ, తననేతన్=తనతో, నంద+అరులు = నందుడు మొదలైన గోవ్యవస్థలు; పుత్తెంచిన = ఇచ్చిపంపిన, భావతలు = బహువతులు; బలశృంగ్రహకున్= బలదామయిడి, తీక్ష్ణస్వభో, ఉగ్రసేవయిడిన్= తీక్ష్ణస్వభో మాతామామూలైన (తల్లియొక్క తండ్రి = తాత) ఉగ్రసేవ మాతామాతూ, నేఱునేఱున్= విడివిడిగా; ఇచ్చిన్+అని యెచ్చు = ఉచ్చుచు నుచ్చుచుండఱి పరిశి; కుతుండు = భాగవతపురాణమునొక్కట కడమొక్క పరిశ్చిత్+నన+ఇంబ్రునకున్= పరిశ్చిన్నవసామాతూ; ఇచ్చు+అనియిన్= పురుం ఈ విధంగా అర్పాడు.

కా : ఉచ్చుచు తీక్ష్ణస్వభుత్తి నందర్శించి అతనితో తగురీతిగా మాట్లాడుతూ తననేత నందుడు మొదలయినవార ఇచ్చిపంపిన బహుమానాలు కృష్ణాచారములకు, ఉగ్రసేవనుపదాంబాకు లేదులేదుగా నుచ్చుచారు - అని పరిశి కుతుమానోబ్రుద పుగ్ర పరిశ్చిన్నరేంబ్రునితో ఈ విధంగా అర్పాడు.

#### 4 తీక్ష్ణస్వరూఱు ఉర్ధ్వపుంసోఁ జెం కుబ్జాగ్రహంబునకు నరుగుట 4

22. తను మున్నంగఱతేఱిఁ గోరిన లతాశున్వన్ రతిశ్రీదలం

దమమం గోరి అన్వార్జుమం దరిగి రత్ననర్దహాల్యాను లే

పన భూషాంబరధూషదీపకరదీప్తంబై మనోఞ్జనదీ

పనపై యున్న తదీయగోపామునకుం బంజేషునంజేషుంబై.

1486

వ్రతః : అన్వార్జుమందు = తీక్ష్ణస్వభు; తను = తనను; మున్ను = అంతకు మునుపు; అంగఱతేఱిన్= కృంగారత్రీదను; కోరిన = కోరుతున్న; లతాశున్వన్= తీనవంటి తరుం గలు నడచి; రతిశ్రీదలన్= మదన కీడులతో; కునున్+శరీరి = కృత్తిపాఠించుచుంది; రత్న = రత్నాలతో; నర్ద = బంగారంతో; హాల్యా = నూలపదాలతో; అనులేపన = మైఘాతలతో; భూషా = నగలతో; అంబర = వస్త్రాలతో; ధూష = సుగంధదూషాలతో; దీప = దీపాలతో; పరిదీప్తంబు+బం = వెలిగిపోతున్నట్లు; మనోఞ్జనము+బం = కామాగ్ని రేణుత్తింపేదాగా; ఉన్ను = ఉన్నట్టి; తదీయ గోపామునకున్= అమె (కబ్బ) ఇంటికి; పంచ+ఇమం = బదునాకాలు కలిగిన మన్నులుడనే; పంచ+ఇమంబు+బం = మన్నులుడై (అంటే మన్నుభవనంబి అంటాడైన తీక్ష్ణస్వదు); అనిన్= వెళ్ళడు.

కా : తనతో కృంగారత్రీద అరపాఠిని కుబ్జ మునువే తీక్ష్ణస్వభుతో కోరింది. అమె తీనవలి నన్నుగా ఉన్న అందర్నై అలాంటి కుబ్జను మున్నగు కేఱిలో తేల్చువలెనని తీక్ష్ణస్వభు భావించాడు. అమెఇబ్బ రత్నాలతో, బంగారంతో, నూలరంధలతో కన్నుని మైఘాతలతో, నగలతో, వస్త్రాలతో, అగంధదూషాలతో, దీపాలతో విలసిల్లుతూ మన్నులొడ్రాళ్ళాన్ని రేణుత్తింపన్నది అలాంటి ఇంటికి మన్నుభువనే మన్నుభుడైన తీక్ష్ణస్వదు వెళ్ళడు.

23. ఇ ప్లరగి తద్దేహామర్దంబున.

1487

వ్రతః : ఇబ్బు+అఱిగి = ఈ విధంగా యెచ్చి తద్దేహా = అమె ఇంటి యొక్క మర్దంబునన్= మర్దభాగంలో ...

కా : ఇలా ఆ కుబ్జఇంటికి యెచ్చి ఆ ఇంట్లో



౪. భామశకుముదోలు గమలారి కళవోలు, మెలగి యాదనర్చు మెలువుల భోల  
నిలెఱువకుమిలొనీదనరముల భోలు, నెలవు మెలసియన్ను వెలువల గుమ్మె.

1495

భూ : భామ = మన్మథునియొక్క శకునం+భోలు = భావంబాగా; కులం+అం = పద్యాలకు శకునం - అంటే పద్యం  
యొక్క కే+భోలు = కళంబాగా; మెలగి = కలంబాగా; అదనర్చు = పర్యవసానం చేర్చుట; మెలువుల+భోలు = మెలువుల  
నిలెఱువకు = మన్మథునియొక్క మెలనట కులంబాగా; మెలసియన్ను = మెలనట కలంబాగా; వెలువల = వెలువల  
మెలనట+అన్ను = మెలనటకన్ను; కుమిలొ = అందకన్నులు; కుమ్మిలొ = చూడాలి.

౮ : అ కన్న మన్మథుడు భావంబాగా ఉంది. కలంబు కళంబాగా కాకుండుటకాంది. కలంబుకు పర్యవసానం చేయకలం  
ఉంది. మన్మథుల కన్నకల మెలనటకలంబాగా ఉంది. అందకల మెలనటకలం ఉంది. అలాంటి కులంబులకు కన్నకల  
చూడాలి.

మ. హరి యేలందిన లేలి సంధ్రముములో నాగీనమాచూచుటయనె

నిని యున్నన్ విదాళోపనారములు లాఁ కేయంది సొవర్ణ సుం

దుల కల్పనీకుఁ జేసి, యున్నవని నువర్ణులీలఁ బాణింది ఖా

సుం వీరులయ నుండు ముండు వని నొత్పర్చులయ శోభిల్లంగన్

1496

భూ : హరి = శ్రీకృష్ణుడు; ఏలందినన్ = రాగా (బ్రాహ్మ) లేలి = నిలువడి; సంధ్రముములోన్ = ఉత్తర పాములో; అగీనమాచూచు  
నొకకైల నమాచూచునీక; నిని = కైలంబు; ఉన్నన్ = మౌనాగీనమాచూ; విదాళ+ఉపనారములు = అగీన సేవలు; లాఁ = అ  
చూచుంది = (వారిలో) చేయండి; సొవర్ణ = బంగారంతో చేయబడిన; సుందుల కల్ప = అందమైన పదకొన్ని క్రూరీకా  
కాల్పకల్పి; ఉన్నవనిన్ = ఉన్నవనిన; అర్చన+లేటన్ = ఎంతో అర్చనతో; హరింది = హరిచేసి; లాగుం = క్రూరకల్ప  
వీరులయన్ = వీరులందఱు ఉండన్+యని = కాల్పకల్పి మఱిన్ = మనసులో; లోకకల్పంబు = అర్చనాం; అలంబు కల్పి;  
కన్ = క్రూరశకుంబా...

౮ : శ్రీకృష్ణుడు తన బాణిని రాగానే కన్న కల్పనపాములో లేలినియందొంది తన చెవికైలం బులొచ్చి టింబు అ  
కైలంబునీ, సుమదళా అగీనాగీతలో అయినకు ఉపనారాలుచు చేయండింది. అందంగా ఉన్న బంగారములందొక కల్పక  
కాల్పకల్పిని అయిన మెల పచ్చిన ఉన్నకల్పి ఎంతో అందంలో హరించి, మఱివోకల్పి ఒక బంగారం కులంబు అయి  
కాల్పకల్పింది. అయినమఱి అర్చనాం, మనకల్ప లోకకల్పింది.

౪. అగీనమాచూచివీరి, మాతా మృగనాల్పంబులమాచీమయాభాషా

చూలంకృత యగువను, హేలావతి గౌరి వనదుహృణ్ణులఁ గనుయన్.

1497

భూ : అగీ = చెవికైలం బులొచ్చుట; నమాచూచున్ = నమాచూచున్; వీరింక = వివరుంబాగా సమర్థులయడిన; మాతా = భార్యయగు న్యూణమా  
తామొరి తేమనంతో; మాచీమయ = మామలతో నిండిన; భాషా = వగలంతో; చూ = బట్టలతో; అలంకృత = అందరూపము  
అగువను = అవుతూ; హేలావతి = విలాసవతి; వనదుహ+ఉర్ణ్ణులన్ = పర్ణులందొక కల్ప కం శ్రీకృష్ణకల్పి కులంబు+అంద  
కాల్పన్ = కాలకంబు.

౮ : చెవికైలంబులందొక కల్పకం భార్యయందను, కన్మఱి తేమనాన్ని, మామలతో మఱివోకల్పి అగువను, అయి  
పచ్చినమ సమర్థులందారు. వాణిన్ని కలంబు, అ విలాసవతి శ్రీకృష్ణుడతో సంగమాన్ని కోంది.

# ASSESSMENT AND EVALUATION

A Textbook for Two-year B.Ed. Course



ISBN- 978-93-5292-303-8

**First Edition**

*March 2020 Phalguna 1941*

**PD 3T SU**

© **National Council of  
Educational Research and  
Training, 2020**

₹ 170.00

*Printed on 80 GSM paper*

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016, and printed at Raj Printers, A-9, Sector B-2, Tronica City Industrial Area, Loni, District Ghaziabad-201 102 (U.P.)

**ALL RIGHTS RESERVED**

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION  
DIVISION, NCERT**

NCERT Campus,  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankar III Stage  
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Mallgaon  
Guwahati 781 021

Phone : 0361-2674869

**Publication Team**

Head, Publication Division : *Anup Kumar Rajput*

Chief Editor : *Shveta Uppal*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager (Incharge) : *Vipin Dewan*

Production Assistant : *Prakash Veer Singh*

**Cover and Layout**

DTP Cell, PD

## TEXTBOOK DEVELOPMENT COMMITTEE

A. Anantha Joshi, *Retired Professor and Director*, Open and Distance Learning, Nasik.

A.G. Bhalwankar, *Vice Chancellor*, Calrox University, Ahmedabad, and *Former Director* of Board of College and University Development, SNDT University, Mumbai.

Chellamani, *Associate Professor*, School of Education, Puducherry University, Puducherry.

K. Anil Kumar, *Professor*, Department of Education, Regional Institute of Education, Mysuru.

Madhavi Dharankar, *Associate Professor*, School Education, YCMOU, Nasik.

Purushotham Rao, *Former Faculty*, School of Humanities, University of South Pacific, Suva, Fiji.

Pushapanadham, *Professor*, Department of Educational Administration, M.S. University of Baroda, Vadodara.

Sudarshan Chakra Panigrahe, *Professor and Head*, Centre of Advance Study in Education, Faculty of Education and Psychology, M.S. University of Baroda, Vadodara.

V. Sumangala, *Retired Professor* of Education, University of Calicut, Kerala.

### REVIEW COMMITTEE

Suman Karandikar, *Professor and Former Director* of TES in Indian Institute of Education, Pune.

T.V. Somashekar, *Assistant Professor*, Department of Education, Regional Institute of Education, Mysuru.

Vasant Seetaram Deshpande, *Professor and Former Director* of C.E.S. Indian Institute of Education, Pune.

### MEMBER COORDINATOR

Manjula P. Rao, *Professor*, Department of Education, Regional Institute of Education, Mysuru.

# CONTENTS

<i>Foreword</i>	iii
<b>CHAPTER ONE: PERSPECTIVES ON ASSESSMENT AND EVALUATION</b>	<b>1</b>
1.1 Introduction	1
1.2 Concept of Testing, Measurement, Assessment and Evaluation and Other Related Terms	3
1.3 Purpose of Assessment and Evaluation	9
1.4 Significance of Assessment and Evaluation in Teaching-Learning Process	10
1.5 Principles of Assessment and Evaluation	13
1.6 Assessment in the Changing Context of the Pedagogical Processes	15
1.7 Forms of Assessment	19
1.8 Recent Trends and Practices in Assessment	32
1.9 Issues and Concerns Related to Assessment and Evaluation	43
1.10 Evaluation Reforms: Recommendations at the National Level	46
1.11 Summary	49
<b>CHAPTER TWO: THE ROLE OF OBJECTIVES IN ASSESSMENT AND EVALUATION</b>	<b>52</b>
2.1 Introduction	52
2.2 Domains of Learning: Cognitive, Affective and Psychomotor	53
2.3 Meaning and Importance of Objectives	57
2.4 Role of a Teacher in Planning Objectives, Teaching-learning Process and Assessment	63
2.5 Revised Taxonomy of Objectives for Teaching, Learning and Assessment	65
2.6 Applying the Taxonomy	74
2.7 The Role of Assessment in the Revised Taxonomy	76

2.8	Affective Domain and its Developmental Attributes	77
2.9	Psychomotor Domain and its Developmental Attributes	82
2.10	Internal Hierarchy of Educational Objectives	86
2.11	Writing Objectives	87
2.12	Summary	90
<b>CHAPTER THREE: ASSESSMENT TO PROMOTE LEARNING</b>		<b>92</b>
3.1	Introduction	92
3.2	Domain-specific Knowledge Base	93
3.3	Assessment of Simple Factual Knowledge, Understanding and Higher-order Thinking Abilities	94
3.4	Assessment of Problem-solving Abilities	142
3.5	Assessment of the Projects	144
3.6	Tools for Assessing Performance Abilities in Curricular and Co-curricular Areas	145
3.7	Assessment of Group Processes	174
3.8	Self-Assessment and Peer-Assessment	183
3.9	Summary	191
<b>CHAPTER FOUR: ASSESSMENT OF AFFECTIVE OUTCOMES</b>		<b>195</b>
4.1	Introduction	195
4.2	Meaning of Some of the Affective Terms and Concepts	196
4.3	Assessment of Interests, Attitudes, Values, Social and Personality Qualities	198
4.4	Summary	227
<b>CHAPTER FIVE: PLANNING AND CONSTRUCTION OF A CLASSROOM TEST</b>		<b>229</b>
5.1	Introduction	229
5.2	Planning for a Classroom Test	230
5.3	Item Analysis	244
5.4	Characteristics of a Good Assessment Tool	248
5.5	Summary	253

---

<b>CHAPTER SIX: PORTFOLIO ASSESSMENT</b>	<b>255</b>
6.1 Introduction	255
6.2 Meaning of Portfolio	256
6.3 Difference between a Portfolio and a Student Folder	258
6.4 Purpose of Portfolios	259
6.5 Content of a Portfolio	260
6.6 Characteristics of a Portfolio	261
6.7 Planning and Organising Portfolios	263
6.8 Steps of Creating a Portfolio System	264
6.9 Scoring Student Portfolios	265
6.10 Reflection in Portfolio Assessment	267
6.11 Presentation	268
6.12 Use of Electronic Media in Portfolios	270
6.13 Summary	271
<b>CHAPTER SEVEN: GRADING</b>	<b>273</b>
7.1 Introduction	273
7.2 What is Grading?	274
7.3 Why is Grading Preferred?	275
7.4 Types of Grading	277
7.5 Grade Point Average (GPA)	282
7.6 Application of Grading in Schools	283
7.7 Summary	285
<b>CHAPTER EIGHT: REPORTING STUDENT PERFORMANCE</b>	<b>287</b>
8.1 Introduction	287
8.2 Need for Analysing and Reporting Student Performance	288
8.3 Statistical Process of Analysing Test Scores	289
8.4 Tabulation of Scores as Frequency Distribution	291
8.5 Graphic Representation of Frequency Distributions	297
8.6 Measures of Central Tendency	307

---



8.7	Measures of Variability	315
8.8	Percentile Ranks and Standard Scores as Derived Scores	321
8.9	Reporting Students' Performance	323
8.10	Summary	327
	<i>References</i>	331





## శ్రీ రంగనాథ రామాయణము - సౌందర్యము

ఏ కథ చెప్పిన వెల్ల నల్ల నల్లనులు  
 వేశాని శీర్షనలే చేయుచు నుండు  
 రేకథ చెప్పిన నిహపరోస్తుతులు  
 ప్రాకటంబుగ బేర్చి ఫలియించు శ్రీతి  
 నేకథ చెప్పిన సీస్వితార్థములు  
 గైకొని పుణ్యములే కడగి కాన్పించు ।

అని రంగనాథ రామాయణ కర్త లోలోన తపించి, శ్రీరాముని కథాగానం చేశాడు. 'తల్లి బ్రహ్మ సాక్షాత్కారం జరిగింది. నీవు కావ్యం రచించు' మని నారదుడు వాల్మీకితో అనినప్పుడు వాల్మీకి పొందిన విచారం ఇలాంటిదే. ఏ కవికైనా తన స్వస్థి గురించిన అశబ్దా అలోచనలూ ఇలాగే ఉంటాయి కాబోలు. "నా గీతం నా జాతి జనులు పాడుకునే మంత్రంలా మారు మ్రోగాలని" (శ్రీశ్రీ 'కవితా ఓ కవితా' ; మహాప్రస్థానం) ప్రతి మహాకవి మనస్సులోనూ ఉండకపోదు. ఈ కావ్య కర్త మనసులోనూ అదే ఆకాంక్ష వెలుగు రీనింది.

తెలుగు కావ్య ప్రపంచంలో పద్య సాహిత్యం పరిపాలన సాగిస్తున్న రోజులలో ఈ ద్విపద కావ్యం వచ్చింది. అప్పటికి ద్విపద రచనలు, శైవభక్తికి ఉప బలకంగా నిలిచాయి. వైష్ణవ భక్తి సాహిత్యానికి, పద్యాలు తానటగా నిలిచాయి. ఈ దృష్టితో చూసినప్పుడు ఈ కావ్యకర్త చేసిన రచన ఒక ప్రయోగంగా కనిపిస్తుంది. ఆ ప్రయోగం మెరుక ఉన్న అలోచన ఏమిటో పై మాటల్లో వినిపిస్తుంది. తానొక కథ చెప్పాలి. దానిపల్ల అపొచర పుణ్యం కలగాలి. అంతేకాదు అనం దానిని చదివి 'శీర్షనలే' చేస్తుందాలి. విరంతరం వారి గుండెలో గుడిగంటగా అది మ్రోగాలి. దానికి తాను వీలైనంతగా వారిలో మదిలో మందిరం కట్టి అక్కడ తన వాయుకుని నిలబెట్టాలి. అందరికీ చేరువగా ఉండే భాషనూ, గతిని ఎంచుకోవాలి. అందుకే ద్విపద ఛందస్సుకు పట్టం కట్టాడు.

బాల, అయోధ్య, అరణ్య, కిష్కింధ, సుందర కాండలలో కథా భాగం ఎక్కువ. యుద్ధకాండలో వర్ణనా భాగమెక్కువ. ఈ కాండను రచించి మెప్పించడం కవి వైదుష్యానికి

సమాలు. అదికవి వాల్మీకి మహర్షి తన కావ్యకల్పనా చైతన్యంతో అజరామరమైన రచన చేశాడు. గోనబుద్ధార్థి రచనలో వాల్మీకి రచనలోని సాగమలే కాకుండా, కవి ప్రవేశాత్మక కల్పనలూ తళతళలాడతాయి. రంగనాథ రామాయణంలోని యుద్ధకాండలో, రచనా సౌందర్యాన్ని పరిశీలించడం ఈ వ్యాసోద్దేశ్యం.

యుద్ధకాండలోని అంశాలను స్కాలర్షిప్పై తో ఈ శ్రీంధి విభాగాలతో పరిశీలించడానికి వీలుంది.

1. వర్ణన, అలంకారం
2. నానార్థ పద ప్రయోగాలు
3. శబ్ద సౌందర్యం
4. ఛందస్సు
5. పాత్రోన్మీలనం
6. హితోక్తులు

ఇదొక స్కాలర్షిప్పై, సూక్ష్మ వివేచనకు మరెన్నో అంశాలు పట్టుపడతాయి. **పర్వ, అలంకారం**

'కల్ప వర్ణన' - అని కావ్యమంటేనే వర్ణనా ప్రధానమైనది. లంక వైష్ణవా శ్రీరామ సేన పయన మారంభించినప్పుడు దారిలో నదీజలాలూ, వనశోభలూ వారికి సేద దీర్చినప్పుడు కవి అన్నాడు.

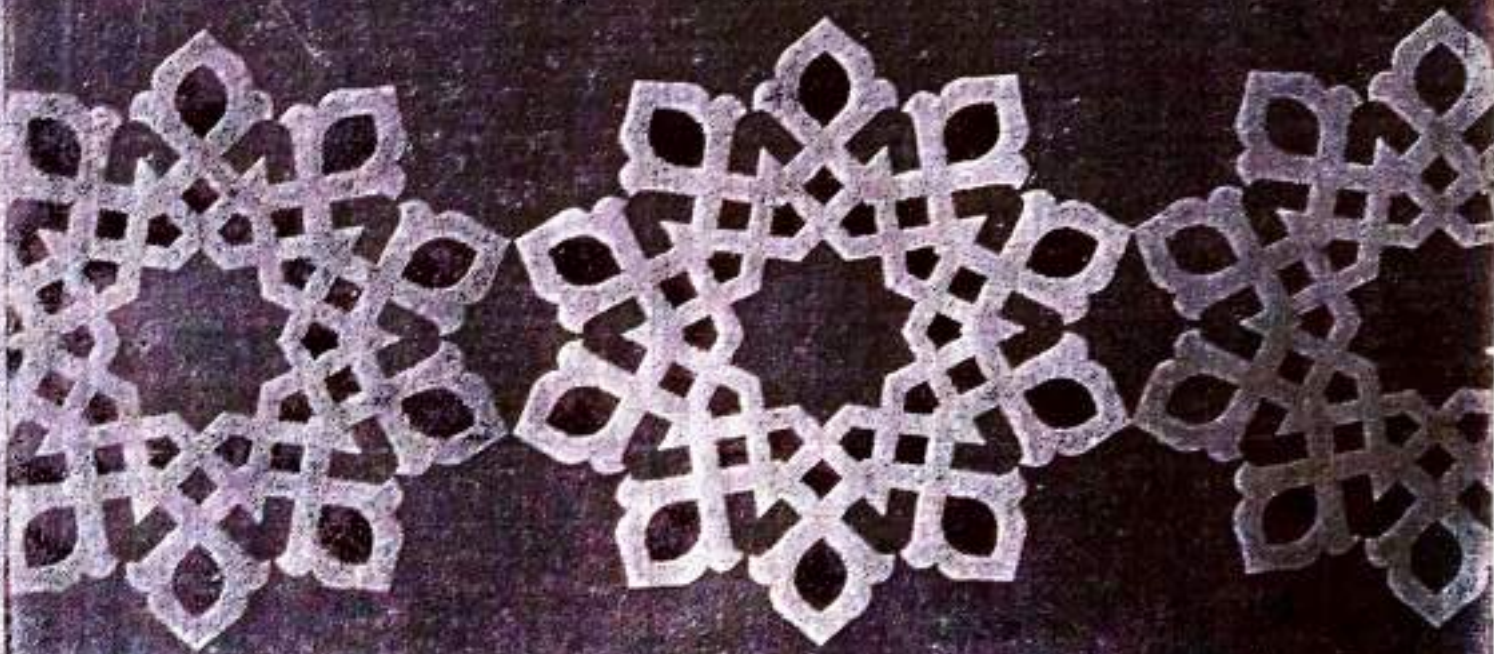
'అప్పుడు కవివీరులయ్యాయి యెడల  
 నొప్పెడు కొలకల సురవదీ తొద్ది  
 యా నిర్భలపునీరు లారంగ గ్రోలి  
 యానందమును బొంది యందంద గదిసి  
 కమనీయ మ్మూడు కర కమల యుగ్మముల  
 కమలముల్లంతురు కమలంగ బట్టి  
 కమలాకరంబుల కమలాస్త కులుచు  
 కమలారి యును బోలి కమలములే నొంచు  
 శ్రమమొప్పుగా దళకంధరు వదన  
 కమలంబులని తెల్పు కరదీ తెలంగి - (247)



# ದಕ್ಷಿಣ ಭಾರತದ ಭಕ್ತಿ ಪರಂಪರೆ ಮತ್ತು ದಾಸಸಾಹಿತ್ಯ

ಸಂಪಾದಕರು

ಡಾ. ಎ. ಸುಬ್ಬಣ್ಣ ರೈ, ಡಾ. ಮಾಧವ ಪೆರಾಜೆ,  
ಶ್ರೀ ಸಿ. ವೆಂಕಟೇಶ, ಡಾ. ಸುಜೀತಾ ನವರತ್ನ



### ತೆಲುಗಿನ ಅಲಕ್ಷಿತ ಭಕ್ತಿ ಸಾಹಿತ್ಯ

ಇಂಗ್ಲಿಷ್ ಮೂಲ: ಡಾ. ಪಿ.ಆರ್. ಹರಿನಾಥ  
ಕನ್ನಡಕ್ಕೆ: ಸಿ. ವೆಂಕಟೇಶ ಮತ್ತು ಡಾ. ಸುಜೀತಾ ನವರತ್ನ

ತೆಲುಗಿನ ಪ್ರಖ್ಯಾತ ಕವಿಯಾದ ಶ್ರೀ ಗುಂಟೂರು ತೇಜೋದ್ರಕಮಾ ಅವರು ಒಂದು ಸಲ ಹೀಗೆ ಹೇಳಿದ್ದರು. "ನಾವು ಸಮುದ್ರದಲ್ಲಿ ಮುಳುಗಿದ ಒಬ್ಬ ವ್ಯಕ್ತಿಯನ್ನು ದೂರ ಹುಡುಕಬಹುದು. ಆದರೆ ಕಾಲನ ಪ್ರಭಾವದಲ್ಲಿ ಕಳೆದುಹೋದ ವ್ಯಕ್ತಿಯನ್ನು ಮಾತ್ರ ಹುಡುಕಲು ಸಾಧ್ಯವಿಲ್ಲ". ಈ ಹೇಳಿಕೆ ಸಾಹಿತ್ಯ ಕ್ಷೇತ್ರಕ್ಕೆ ಸರಿಯಾಗಿ ಅನ್ವಯ ವಾಗುತ್ತದೆ. ಅಸಂಖ್ಯಾತ ಸಾಹಿತಿಗಳು ಅಲಕ್ಷ್ಯಕ್ಕೆ ಒಳಗಾಗಿ ಸಮಯದ ಪರಿಧಿಯಿಂದ ಕಣ್ಮರೆಯಾಗಿದ್ದಾರೆ. ಕೆಲವು ಸಲ ಸಾಹಿತಿಗಳ ಹೆಸರು ಪ್ರಸ್ತಾಪಗೊಂಡರೆ, ಕೆಲವು ಸಲ ಅವರ ಕೃತಿಗಳು ಪ್ರಸ್ತಾಪಗೊಳ್ಳುತ್ತವೆ. ಕೆಲವು ಸಲ ಅಶ್ವರ್ಯಕರವಾಗಿ ಕೃತಿ ಮತ್ತು ಕರ್ತೃ ಅಲಕ್ಷ್ಯಕ್ಕೆ ಒಳಗಾಗುತ್ತಾರೆ. ಬಹಳಷ್ಟು ಕೃತಿಗಳು ಮರೆತುಹೋಗಿವೆ. ಕಾರಣವೇನೆಂದರೆ ಸಾಹಿತ್ಯ ವೋಷಕರ ಆಧಾರ ಅಥವಾ ಸಮಾಜದಲ್ಲಿನ ಮೌಲ್ಯಗಳ ಬದಲಾವಣೆ.

ಹನ್ನೆರಡನೆಯ ಶತಮಾನದಲ್ಲಿ ರಾಜಮಂಡ್ರಿ ಸಮೀಪ ಪಟ್ಟಣಮ್ ಎಂಬಲ್ಲಿ ಯಥಾ ವಾಕ್ಯಲಕ್ಷೆ ಅನ್ನಮ್ಮಯ್ಯ ಎಂಬ ಕವಿ ಇದ್ದನು. ಆ ಹಳ್ಳಿಯ ದೇವರು ಶ್ರೀ ವೀರಭದ್ರೇಶ್ವರ ಸ್ವಾಮಿ. ಆ ಕವಿ ಶೈವವಂಥರ ಅನುಯಾಯಿ. ಅವನು ಶಿವನನ್ನೇ ತನ್ನ ಗುರು, ಮಾರ್ಗ ದರ್ಶಕ ಮತ್ತು ತತ್ವಜ್ಞಾನಿ ಎಂದು ತಿಳಿದಿದ್ದನು. ಅವನ ಜೀವನ ಸಂಪೂರ್ಣವಾಗಿ ಶಿವಧ್ಯತೆಯಾಗಿತ್ತು. ಅವನ ಎಲ್ಲ ಬರವಣಿಗೆಯು ಶಿವನೊಬ್ಬನನ್ನೇ ಕುರಿತದ್ದಾಗಿತ್ತು. ಅವನು ತನ್ನದೇ ಆದ ಛಂದಸ್ಸಿನ ಶೈಲಿಯನ್ನು ಬೆಳೆಸಿದನು.

ಒಂದು ಸಲ ಆ ಕವಿ ಶ್ರೀಶೈಲ ಕ್ಷೇತ್ರಕ್ಕೆ ಯಾತ್ರೆೆಯಾಗಿ ಹೋದನು. ತಿರುಗಿ ಬರುವಾಗ ಮಾರ್ಗ ಮಧ್ಯದಲ್ಲಿ ಪಲನಾಡು ತಾಲೂಕಿನ ಜೆಟ್ಟಿಪಲೇಮ್ ಎಂಬಲ್ಲಿ ತಂಗಿ; ಅಲ್ಲೇ

೯೦ ದ್ರಾವಿಡ ಅಧ್ಯಯನ

ಇರುವ ಕೃಷ್ಣಾ ನದಿ ತೀರದ ವಿಶ್ವಾಮಿತ್ರ ಅಶ್ವಮುಕ್ತಿ ದೇವ ನಿಂದಿದನು. ಅಲ್ಲಿ ಅವನು ಮಲ್ಲೇಶ್ವರ ಸ್ವಾಮಿಯನ್ನು ಪೂಜಿಸಿದನು. "ಸರ್ವೋತ್ತರ ಪಾಕಮ್" ಎಂಬ ಕೃತಿಯನ್ನು ಅಲ್ಲಿಯೇ ರಚಿಸಿದನು. ಈ ಪಾಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಅನುಕ್ರಮವಾದ ಐದು ಸಂಚಿಕೆ. ಅಲ್ಲದ ಎಲೆಯ ಮೇಲೆ ಅವನು ಕಾವ್ಯವನ್ನು ಬರೆಯಲು ಪ್ರಾರಂಭಿಸಿದ. ಅವನು ಶಿವನಿಗೆ ನಿಬಂಧನೆ(ಶರತ್ತು) ಹಾಕಿದನು. ಏನೆಂದರೆ ಕವಿತೆ ಬರೆಯುವುದು ನಿರೀಗಿ ಹಾಕಿದ ಅಲ್ಲದ ಎಲೆಗಳು ಪ್ರವಾಹದ ವಿರುದ್ಧ ತೇಲಾತ್ತ ಪುನಃ ಅವನು ಬರೆಯಬೇಕು. ಒಂದೇ ಒಂದು ಕವಿತೆ ತಿರುಗಿ ಬಾರದೇ ಹೋದರೂ ಅವನು ತಲೆ ಕಡಿದುಕೊಳ್ಳುವುದಾಗಿ ನಿರ್ಧರಿಸಿದ್ದನು. ಇದೇ ರೀತಿ ದಿನಗಳು ಕಳೆದವು. ಎಲ್ಲ ಎಲೆಗಳು ಓಂಕಿರುಗಿ ಬರುತ್ತಿದ್ದವು. ಅವನ ಮನಸ್ಸಿನಲ್ಲಿ ಕವಿತೆಗಳು ಒಂದಾದ ನಂತರ ಚಿಗುರಿನಂತೆ ಹೋದ ಹೊಮ್ಮುತ್ತಿದ್ದವು. ಇನ್ನೊಂದು ಕವಿತೆ ಸುರಿಸಿತು.

ತರುಲಂ ಬುವ್ವಲು ಮಿಂದೆಲ್ಯೆ ಯೊಡವಿ | ತತ್ವಜ್ಞಾನಿತ್ | ಬಂಡ್ಲೂನ್ ಹರ, ಮೀ ಪಾದಪಯೋಜು ಪೂಜಿತಮುಲ್ಯೆ ಯಶ್ವಮುಕ್ತ ವಿದ್ವಿರುಲ್ ಕುರುಲೆ ನಶ್ವಮುಲೆ ನನರ್ಮುಣುಲೆ ಗದ್ಯಾದಮ್ ಹರಮ್ ದರುಣೇ ರತ್ನಮುಜಾ ಬಟೀರ ತರುಲೆ ರಥ್ಯುಲು ಸರೈಶ್ವರಾ |

ಕವಿ ಹೇಳುತ್ತಾನೆ. "ಶಿವನೇ, ವ್ಯಕ್ತದಲ್ಲಿ ಹೂಗಲು ಎಳೆಯುಗಳಾಗುತ್ತವೆ. ತದನಂತರ ಪಾಪುಗಳಾಗುತ್ತವೆ. ಅದೇ ಹೂವು ನಿನ್ನ ಪೂಜೆಗಾಗಿ ಬಳಸಿದಾಗ ಅದು ಅನಿಗಳ, ಕುದುರೆಗಳು, ಬೆಲೆ ಬಾಳುವ ರತ್ನಗಳು, ಹೂಮಾಲೆಗಳು, ಸುಂದರ ಯುವತಿಯರು ಇತ್ಯಾದಿಗಳಾಗಿ ಬದಲಾಗುತ್ತವೆ. ಈ ಕಾವ್ಯದಲ್ಲಿ ಕವಿ ಶಿವನನ್ನು ಪೂಜಿಸಿದರೆ ಸುಗತ ಭಲಗಳ ಬಗ್ಗೆ ತಿಳಿಸಿದ್ದಾನೆ."

ಈ ಪದ್ಯವನ್ನು ಪ್ರವಾಹದಲ್ಲಿ ಬದಲಾಯಿತು. ಆದರೆ ಈ ಪದ್ಯವಿರುವ ಎಲೆ ಮಂಕೆ ಬರೆಯಿಲ್ಲ. ಪ್ರವಾಹದ ಜೊತೆ ಅದು ತೇಲಿ ಹೋಯಿತು. ಆಗ ಕವಿ ತನ್ನ ತಲೆ ಕಡಿದು ಕೊಳ್ಳಲು ಸಿದ್ಧನಾಗುತ್ತಾನೆ. ದೊಡ್ಡ ಕತ್ತಿಗಳನ್ನು ಸಿದ್ಧಮಾಡಿಕೊಂಡು ಕೊರಳು ಒಡ್ಡಲು ನಿರ್ಧರಿಸುತ್ತಾನೆ. ಇಷ್ಟರಲ್ಲಿಯೇ ಒಬ್ಬ ಕುರಿಗಾಡು ಇವನಿಗೆ ಧಾವಿಸಿ ಬಂದು, ಪ್ರವಾಹದ ಕೆಳಗಡೆ ಒಂದು ಅಲ್ಲದ ಅಲೆ ಸಿಕ್ಕಿದೆ ಎಂದು ಹೇಳುತ್ತಾನೆ. ಅವನು ಆ ಎಲೆಯನ್ನು ಕವಿಗೆ ಕೊಟ್ಟು ಅದೃಶ್ಯನಾಗುತ್ತಾನೆ. ಆ ಎಲೆಯಲ್ಲಿ ಒಂದು ಪದ್ಯವಿತ್ತು. ಕವಿ ಅದನ್ನು ಓದುತ್ತಾನೆ. ಆದರೆ ಅದು ಹೋದುದಾದ ಕವಿತೆಯಾಗಿತ್ತು ಅದು ಕವಿ ಬರೆದ ಕವಿತೆಯಲ್ಲ. ಆದರೆ ಅದು ಕವಿ ಹಿಂದೆ ಬರೆದ ಕವಿತೆಗಳ ರೀತಿಯಲ್ಲೇ ಇತ್ತು. ಆ ಕವಿತೆ ಹೀಗಿದೆ.

ಒಕೆ ಪುಷ್ಪುಲು ಭವಶ್ವರ ವ್ಯಯಮುಜೈ ನೊಪ್ಪಂಗ ಸದ್ಭಕ್ತಿ ರಂ ಪೆಳುರೈ ವೆಟ್ಟಿನ ಪುಣ್ಯಮೂರಿಕಿ ಬುನರ್ದನಂಬು ಲೇದನ್ನೆ ದಾ ಯಕೆ ಕಾಲತ್ತಿತಯೊಪತಾರಮುಲ ನಿನ್ನರಚಂಚುಹೋ ಬೆದನ್ನೈ ತ್ವಿಳುದೈ ಯುಂಡೆದು ವಾಡು ನೀವಾರುಟ ದಾ ಚಿತ್ತಂವೆ ಸರೈಶ್ವರಾ!

మరిచిపోయి  
విన్న రాజు  
కలుగుతాయి  
పడేశారు.  
కలాడుతున్న  
చూశారా  
ను కుక్కలు  
దికాదు.



# మరణంలేని మహావిరుడు



**ఆచార్య పి.ఆర్.హరినాథ్**

ఎం.ఏ., పిహెచ్.డి (తెలుగు), ఎం.ఏ.,(సంస్కృతం)  
తెలుగు శాఖ అధ్యక్షులు,  
డిఇఎస్ఎస్హెచ్, రీజినల్ ఇనిస్టిట్యూట్ ఆఫ్ ఎడ్యుకేషన్,  
మానస గంగోత్రి, మైసూరు - 570006.  
చరవాణి : 9480443108

**'Do not repeat the tactics which have gained you one victory, but let your methods be regulated by the infinite variety of circumstances' - Art of war; Sun Tzu.**

‘ఒకసారి విజయం లభించింది గదా అని అదే తంత్రాన్ని పదేపదే ప్రయోగించకు. అసంఖ్యాకమైన పరిస్థితుల వైవిధ్యాన్ని బట్టి నీ వ్యూహాలను రూపొందించు’.

ఈ మాటలు చైనా యుద్ధతంత్ర నిపుణుడైన సుజు (Sun Tzu) ఏనాడో చెప్పినవి యుద్ధవ్యూహ ప్రసక్తితో గుర్తుకు వచ్చేది కురుక్షేత్ర సంగ్రామం భారతీయ కావ్యేతిహాసాలలో యుద్ధ సంఘటనలెన్నో ఉన్నాయి. ఆ మాటకొస్తే శ్రీమద్రామాయణంలోని యుద్ధం అసమానమైనది.

**గగనం గగనాకారం  
సాగరం సాగరోపమం  
రామరావణ యోర్యుద్ధం  
రామరావణ యోరివ**

అని చెప్పుకొనేదాకా వచ్చిందంటే ఆ యుద్ధం ఎంత భీషణమైనదో గుర్తించవచ్చు. అయితే, అలాంటి యుద్ధంలో కూడా తంత్రాల, వ్యూహాల ప్రసక్తి కనబడదు. వ్యూహమేదీ కనరాదు. శ్రీ మహాభారత యుద్ధ కాలం నాటికి యుద్ధ తంత్రాలలో ఎన్నో మార్పులు వచ్చాయి. శత్రువును భేదించడానికి, ఛేదించడానికి

శత్రువుల ఓర్పు రోజు

## 10. తిలక్ కవిత్వం - అలంకార వైవిధ్యం

- ఆచార్య పి.ఆర్. హరినాథ్

హేమచంద్రుడనే ఆలంకారికుడన్నాడు

దృష్టపూర్వ అపిహ్యర్థాః

కావ్యే రస పరిగ్రహాత్

సర్వే నవా ఇవాఽభారతి

మధుమాస ఇవద్రుమాః

'ఇంతకు మునుపు చూసిన అర్థాలే (వస్తువులే) అయినా కూడా కావ్యంలో రస పరిగ్రహం చేత కొత్తగా అనిపిస్తాయి. వసంత ఋతువులో చెట్లలాగా అంతగా కొత్తవేమో అన్నట్లు వెలిగిపోతాయి'.

కవిత్వానుభవం ఇలానే ఉంటుంది. నిన్నటి దాకా మామూలుగా ఒక ఎండిన కొమ్మలాగా అనిపించిన చెట్టుకొమ్మ - ఈ రోజు చిగుళ్లు తొడగడంతో కొత్తగా అనిపించడం - అదొక పలవరించదగిన, పరవశించదగిన అందం కావడం - కవిలోకానికి అనుభవమే.

ఎలాగైతే చిగుళ్లు చెట్టును నవీకరించాయో, కవిత్వంలో అలంకారాలు కూడా నవ్యానుభవాన్నీ, దివ్యానుభవాన్నీ కలిగిస్తాయి.

తెలుగు సాహిత్య లోకంలో ప్రత్యేక పరిచయం లేని కవులలో తిలక్ ముందు వరుసలో ఉంటాడు. 'అమృతం కురిసిన రాత్రి', 'గోరువంకలు', 'సుప్తశిల', 'సుచిత్ర ప్రణయం', 'సుందరీ సుబ్బారావు', 'తిలక్ కథలు' - మొదలైన రచనలతో పాఠకలోకం పరవశించింది.

'అమృతం కురిసిన రాత్రి' సంపుటిలో ఆ ప్రాతః కాలం ఖండికలో వరుసగా ఉత్పేక్షలు కనిపిస్తాయి. ఉదయం ఎలా ఉంటుందనే అంశాన్ని కవి భిన్న రీతుల్లో ఊహించాడు.

అప్పటిదాకా చీకటిగా ఉన్న ఆకాశం మెల్లమెల్లగా తెలిరేకులు విచ్చుకుంటూ వెలుగు లీనడం, ప్రతి ఉదయమూ జరిగే సంఘటనే. ఆ ఉదయపు వెలుగు ఎలా

## 10. తిలక్ కవిత్వం - అలంకార వైవిధ్యం

- ఆచార్య పి.ఆర్. హరినాథ్

హేమచంద్రుడనే ఆలంకారికుడన్నాడు

దృష్టపూర్వా అపిహ్యర్థాః

కావ్యే రస పరిగ్రహాత్

సర్వే నవా ఇవాఽభారతి

మధుమాస ఇవద్రుమాః

'ఇంతకు మునుపు చూసిన అర్థాలే (వస్తువులే) అయినా కూడా కావ్యంలో రస పరిగ్రహం చేత కొత్తగా అనిపిస్తాయి. వసంత ఋతువులో చెట్లలాగా అంతగా కొత్తవేమో అన్నట్లు వెలిగిపోతాయి'.

కవిత్వానుభవం ఇలానే ఉంటుంది. నిన్నటి దాకా మామూలుగా ఒక ఎండిన కొమ్మలాగా అనిపించిన చెట్టుకొమ్మ - ఈ రోజు చిగుళ్లు తొడగడంతో కొత్తగా అనిపించడం - అదొక పలవరించదగిన, పరవశించదగిన అందం కావడం - కవిలోకానికి అనుభవమే.

ఎలాగైతే చిగుళ్లు చెట్టును నవీకరించాయో, కవిత్వంలో అలంకారాలు కూడా నవ్యానుభవాన్నీ, దివ్యానుభవాన్నీ కలిగిస్తాయి.

తెలుగు సాహిత్య లోకంలో ప్రత్యేక పరిచయం లేని కవులలో తిలక్ ముందు వరుసలో ఉంటాడు. 'అమృతం కురిసిన రాత్రి', 'గోరువంకలు', 'సుప్తశిల', 'సుచిత్ర ప్రణయం', 'సుందరీ సుబ్బారావు', 'తిలక్ కథలు' - మొదలైన రచనలతో పాఠకలోకం పరవశించింది.

'అమృతం కురిసిన రాత్రి' సంపుటిలో ఆ ప్రాతః కాలం ఖండికలో వరుసగా ఉత్పేక్షలు కనిపిస్తాయి. ఉదయం ఎలా ఉంటుందనే అంశాన్ని కవి భిన్న రీతుల్లో ఊహించాడు.

అప్పటిదాకా చీకటిగా ఉన్న ఆకాశం మెల్లమెల్లగా తెలిరేకులు విచ్చుకుంటూ వెలుగు లీనడం, ప్రతి ఉదయమూ జరిగే సంఘటనే. ఆ ఉదయపు వెలుగు ఎలా



GOVERNMENT OF ANDHRA PRADESH

# కన్నడ వివేచనాత్మక వ్యాసాలు

సంపాదకులు

ప్రొ॥ జి.ఎస్. మోహన్

ప్రొ॥ శివరామయ్య



కువెంపు భాషా భారతి ప్రాధికార  
బెంగళూరు - 560 056

# ೩೫. ತೆಲುಗು ಸಾಹಿತ್ಯದಲ್ಲಿ ಶಿವಶರಣರ ಸಾಹಿತ್ಯ - ಒಂದು ನೋಟ

- ಡಾ. ಪಿ.ಆರ್. ಹರಿನಾಥ್

ತೆಲುಗು ಸಾಹಿತ್ಯದಲ್ಲಿ ಪಾಲ್ಕುರಿಕ ಸೋಮನಾಥನಿಂದ ಶೈವಸಾಹಿತ್ಯ ಜನರಿಗೆ ಹತ್ತಿರವಾಗಿದೆ. ಅವನ ಪ್ರತಿಭೆ ಸಾಹಿತ್ಯಾಕ್ಷರದಲ್ಲಿ ಸೂರ್ಯನಂತೆ ಪ್ರಕಾಶಮಾನವಾಗಿ ಬೆಳಗಿದೆ. ತೆಲುಗು, ಕನ್ನಡ, ಸಂಸ್ಕೃತ ಭಾಷೆಗಳಲ್ಲಿ ಆತನ ಸಾಹಿತ್ಯ ಕೃಷಿ ಅಗಾಧವಾಗಿದೆ. ಶೈವ ಭಕ್ತಿ ಕುರಿತು ಪ್ರಚೋದನೆ ಮಾಡಿದ ಮಹಾಕವಿ ಸೋಮನ. ಅವನಿಂದಲೇ ಶೈವಭಕ್ತಿ ಭಾವನಾ ತರಂಗಗಳು ವಿಸ್ತೃತಗೊಂಡು ಶಿವಭಕ್ತಿ ಸಮುದ್ರವೇ ಆಗಿದೆ. ಅದಕ್ಕಾಗಿ ಶಿವಯೋಗೀಂದ್ರ ಎಂಬ ಒಬ್ಬ ಕವಿ ಈ ರೀತಿ ಪ್ರಶಂಸೆ ಮಾಡುತ್ತಾನೆ.

ಭವದೀಯ ಸಂಬಂಧ ಬಂಧುರಂಬಯ್ಯನೇ  
ಭಾಗ್ಯಂಬು ಚೇಸೆನೋ ಪಾಲಕುರಿಕ  
ಭವದಂತ್ರಿ ಪೂಜನಾ ಪರುಲ ಕಿಮ್ಮಯ್ಯನೇ,  
ಭಾಗ್ಯಂಬು ಚೇಸೆನೋ ಪಾಲಕುರಿಕ  
ಯುಷ್ಕದ್ವಿಹಾರ ಸಂಯುಕ್ತಮೈ ವೆಲಸೆನೇ  
ಭಾಗ್ಯಂಬು ಚೇಸೆನೋ ಪಾಲಕುರಿಕ  
ಯುಷ್ಕದೀ ಯಾಶ್ರಯಾತ್ಮುನ್ನತ ಜೊಂದೆನೇ  
ಭಾಗ್ಯಂಬು ಚೇಸೆನೋ ಪಾಲಕುರಿಕ  
ಪಾಲಕುರಿಕ ಯೆಟ್ಟ ಭಾಗ್ಯಂಬು ಚೇಸೆನೋ  
ನೀ ಸ್ವನಾಪು ಪೂರ್ವ ನಿಹಿತಮಯ್ಯೆ  
ಈಹಿತಾನುಪಂಗ ಮೇಕಾಮ್ರ ಗುರುಚಿತ್ರ  
ನಲಿಸ ಭಂಗ, ಸೋಮನಾಥಲಿಂಗ.

ಆದರೆ, ಈ ಪಾಲ್ಕುರಿಕ ಎಲ್ಲಿ ಇದೆ ಎನ್ನುವ ಬಗೆಗೆ ಏಕಾಭಿಪ್ರಾಯವಿಲ್ಲ. ಶೈವಸಾಹಿತ್ಯವನ್ನು, ಸೋಮನ ತನಿ ರಚನೆಗಳಿಂದ ಪುಷ್ಟಿ ಗೊಳಿಸಿದ್ದಾನೆ.

ಛಂದೋ ವಿಷಯ :

ನನ್ನಯ್ಯ ಮುಂತಾದ ಕವಿಗಳು ಉತ್ತಲಮಾಲೆ, ಚಂಪಕಮಾಲೆ ಇತ್ಯಾದಿ ಛಂದೋರೂಪಗಳನ್ನು ಆದರಿಸಿದ್ದಾರೆ. ಆದರೆ, ಪಾಲ್ಕುರಿಕ ಸೋಮನ ಮಾತ್ರ,



A publication of the All India Institute of Speech and Hearing, Mysuru – 570006:

**MANUAL ON EARLY CHILDHOOD EDUCATION**

**Module 2: Knowledge Arts for Children with Hearing Impairment**

Published by

Prof. Pushpavathi M

Director

All India Institute of

Speech & Hearing

Manasagangothri

Mysore 570 006.

© 2022 All India Institute

of Speech & Hearing

Manasagangothri

Mysore 570 006.

ISBN: 978-93-94809-01-7

Product Code: PE-73-En-

P-P-1

**Editor- in-Chief**

Prof. Pushpavathi M

**Editor**

Dr. Alok Kumar Upadhyay

**Co-Editors**

Dr. Prithi Venkatesh

Dr. Palnaty Vijetha

**Cover page Design**

Mr. Manikanta swamy

**Authors**

Dr. Prithi Venkatesh

Dr. Palnaty Vijetha

Mr. Suresh C.B

Ms. Shobha B.N

Ms. Sumana H.P

Ms. P.V Manjula

Ms. Asha S.A

Ms. Vijayalakshmi S.

Mr. Subramanya .K.R

**MANUAL ON**

# **EARLY CHILDHOOD EDUCATION**

**(KNOWLEDGE ARTS FOR CHILDREN WITH  
HEARING IMPAIRMENT)**

**MODULE 2**



**ALL INDIA INSTITUTE OF SPEECH AND HEARING  
NEIMISHAM CAMPUS, MANASAGANGOTRI MYSORE-06.**

## AIISH GENESIS AND GROWTH

The All India Institute of Speech and Hearing is a premier Institute in the country imparting training in the field of Speech and Hearing. Established on 9th August, 1965 as an autonomous organization, AIISH caters to manpower generation in the field, promoting research and providing rehabilitation services in the area. The Institute is located on a sprawling area of 32 acres (two campuses) in Mysore.

The Institute is registered as a Society under the Societies Registration Act XXI of 1860 (Punjab Amendment) Act, 1957 and is functioning as an autonomous body under the aegis of the Union Ministry of Health and Family Welfare.

Established primarily as a training institute, it started training programs at postgraduate level in 1967 followed by B.Sc. (Speech and Hearing) in 1968. The institute now offers 17 programmes. These include one certificate programme, three diploma programmes [Diploma in Hearing Aid & Ear mould Technology, Diploma in Early Childhood Special Education (Hearing Impairment) and Diploma in Hearing Language and Speech-through video conferencing mode]; two undergraduate programmes [Bachelor of Audiology and Speech Language Pathology (B.ASLP) and Bachelor of Education Special Education (Hearing Impairment)]; four PG Diploma programmes [Clinical Linguistics, Neuroaudiology, Augmentative and Alternative Communication, and Forensic Speech Sciences and Technology]; three post graduate programmes [M.Sc. (Audiology), M.Sc. (Speech-Language Pathology) and M.Ed. Spl.Ed. (Hearing Impairment)]. In addition, it offers three Ph.D. programmes [Audiology, Speech-Language Pathology, and Speech and Hearing] and Post-Doctoral Fellowship. The Institute also conducts short term training and orientation programs for professionals in allied specialties.

AIISH is recognized as a reputed organization for capacity building in the field of speech and hearing and related areas throughout the country. The Institute has been recognized as a Centre of Excellence in the Area of Deafness (WHO), as a Centre for Advanced Research (UGC) and as a Science and Technology Institute (DST). The Institute is affiliated to the University of Mysore for the award of degrees. The academic programs of the institute have the recognition of the Rehabilitation Council of India, a statutory body in the area of rehabilitation sciences.

The Institute is wholly financed by the Government of India. The functioning of the Institute is under the direction of the Executive Council with the Hon'ble Union Minister for Health and Family Welfare as the Chairman and the Hon'ble Minister of Health and Family Welfare, Government of Karnataka, as the Vice-Chairman. The other statutory bodies of the Institute are the Finance Committee and the Academic Committee.

ISBN: 978-93-94809-01-7

Product code: PE-73-En-P-P-1

Price: ₹250/-



**All India Institute of Speech and Hearing**

Neimisham Campus, Manasagangotri Mysore-06.

Phone no.: 0821-2502000, Toll-free No.:18004255218

Email: [director@aiishmysore.in](mailto:director@aiishmysore.in)

Website: [www.aiishmysore.in](http://www.aiishmysore.in)



GOVERNMENT OF KARNATAKA

# MATHEMATICS

## TEXT BOOK

Free Supply

# 3

THIRD STANDARD  
ENGLISH MEDIUM

2014

**KARNATAKA TEXT BOOK SOCIETY (R.)**

100 Feet Ring Road, Banashankari 3rd Stage,  
Bangalore - 560 085.

*Samaran TV*

## DEVELOPMENT COMMITTEE

### Chair Person:

**Shamanna K.** Head Master GIS Sarakki, JP nagar Bangalore-78

### Members :

**Sathish Shettigar.** Assistant Teacher GHPS yedadi Mathyadi post Kundapur Taluk. Udapi District.

**Veena R.** Assistant Teacher H.P.S Channasandra, Bangalore south-2

**Veeraiah. S. Heeremath,** G.H.S Karee Katti Savadati Taluk, Belagaum

**Dharanesh.** Assistant Teacher, G.H.S Sanyasi Kodamagge, Bhadravathi Shivamogga.

**Gurunath. K.** Talvar Lecturer. Bhasaveshwar, Teacher training college institute Bagalakote.

**Sumitha Pujari.** Art teacher GHS Magadi Palya, Koppa Post Kunigal Taluk. Tumkur District.

### Scrutinizer :

**Dr.T.V Somashekar,** Assistent Professor department of Eduction, RIE Manas Gangothi Mysore.

### Translators:

**Veena R.** Assistant Teacher H.P.S Channasandra, Bangalore south-2

**Jayalakshmi C.S** H.M. Town Mahila samaj english medium High school Chickmagalore

### Editorial Board :

**Dr.K.S. Sameerasimha,** Joint Secretary, BHS Higher Education Society, 4th block, Jayanagar, Bangalore -11.

**Dr.S. Shivakumar,** Professor, R.V. Engineering College, Bangalore.

### Chief Co-ordinator:

**Prof. G.S. Mudambadithaya,** Text book Preparation and Curriculum revision, KTBS, Bangalore.

### Chief Advisors:

**Sri Y.T. Gurumurthy,** Managing Director, KTBS, Bangalore.

**Sri Bellasetty,** Joint Director, KTBS, Bangalore.

### Programme Co-ordinator:

**Smt. S.C. Umadevi,** Asst. Director KTBS, Bangalore.

**Smt. Vijaya M Kulkarni,** Asst. Director KTBS, Bangalore.

*Somashekar*



NEELKAMAL

# Methods of Teaching MATHEMATICS

NET  
80

Dr. G. Viswanathappa  
Dr. T.V. Somashekar  
Dr. Anice James

*Somashekar TV*

*Somashekar TV*

# **ADIVASI RIGHTS AND EXCLUSION IN INDIA**

Edited by  
V. Srinivasa Rao



First published 2019  
by Routledge  
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge  
711 Third Avenue, New York, NY 10017

*Routledge is an imprint of the Taylor & Francis Group, an informa  
business*

© 2019 selection and editorial matter, V. Srinivasa Rao; individual  
chapters, the contributors

The right of V. Srinivasa Rao to be identified as the author of the  
editorial material, and of the authors for their individual chapters,  
has been asserted in accordance with sections 77 and 78 of the  
Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or  
reproduced or utilised in any form or by any electronic, mechanical,  
or other means, now known or hereafter invented, including  
photocopying and recording, or in any information storage or  
retrieval system, without permission in writing from the publishers.

*Trademark notice:* Product or corporate names may be trademarks  
or registered trademarks, and are used only for identification and  
explanation without intent to infringe.

*British Library Cataloguing-in-Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloging-in-Publication Data*

A catalog record for this book has been requested

ISBN: 978-1-138-27991-9 (hbk)

ISBN: 978-0-429-43707-6 (cbk)

Typeset in Sabon  
by Apex CoVantage, LLC



## CONTENTS

<b>12 Exclusion and persistence of poverty among Adivasis in India: a disaggregated analysis</b>	<b>242</b>
AMARESH DUBEY	
<b>PART III</b>	
<b>Inclusive policies: myth or reality</b>	<b>267</b>
<b>13 An unbroken history of broken promises: exploration from a tribal perspective</b>	<b>269</b>
PRADIP PRABHU	
<b>14 Language and schooling of Adivasi children in India: issues relating to their right to education</b>	<b>297</b>
V. SRINIVASA RAO	
<b>15 Developmental challenges of nomadic and denotified tribes of India: with special reference to Andhra Pradesh</b>	<b>311</b>
MALLI GANDHI	
<b>16 Decentralised governance and implementation of PESA in tribal areas: evidences from the western tribal belt of India</b>	<b>332</b>
YATINDRA SINGH SISODIA AND TAPAS K. DALAPATI	
<i>Index</i>	<b>348</b>

# DEVELOPMENTAL CHALLENGES OF NOMADIC AND DENOTIFIED TRIBES OF INDIA

With special reference to Andhra Pradesh

*Malli Gandhi*

## I

The idea of labelling members of an entire tribe as criminal tribe or habitual offenders was indeed brutal. There are questions about how these communities live their lives, being stigmatised and branded as criminal, habitual and juvenile offenders. What makes a society label the entire section of people as a criminal tribe? What does such labelling mean even if there are grains of truth in it? We read, listen and meet people from many of these communities in our life. Our interaction with these communities makes us realise that a unique phenomenon of prejudices has been established against them. Societal prejudices to a great extent are responsible for the pathetic way of their living. The very label, *born criminals*, is the burden they carry throughout their life. It is evident from their life that such a burden moulds their future in certain ways of living. However, these communities make an interesting and revealing subject for study. Their present living standards and conditions hold lessons for contemporary society. It shows us the context in which the society has placed them.

They are depressed not because of their poverty, but the general outlook of what the public, society and institutions have about these communities. There is a sort of resignation, a sign of scorn, vengeance and uncertainty in their world. They are very enterprising and productive people. There are a few sections of these people who are settled as agriculturists, teachers, police constables, railway and postal department employees, and a few members of their youth completed their

# **DENOTIFIED TRIBES OF INDIA**

**DISCRIMINATION, DEVELOPMENT AND  
CHANGE**

*Malli Gandhi and Kompalli H.S.S. Sundar*



# DENOTIFIED TRIBES OF INDIA

Discrimination, Development and Change

MALLI GANDHI

KOMPALLI H. S. S. SUNDAR

 **Routledge**  
Taylor & Francis Group  
LONDON AND NEW YORK



MANOHAR  
2019

First published 2020

by Routledge

2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge

52 Vanderbilt Avenue, New York, NY 10017

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

© 2020 Malli Gandhi and Kompalli H.S.S. Sundar, and Manohar Publishers & Distributors

The right of Malli Gandhi and Kompalli H.S.S. Sundar to be identified as authors of this work has been asserted by them in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

*Trademark notice:* Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

Print edition not for sale in South Asia (India, Sri Lanka, Nepal, Bangladesh, Pakistan or Bhutan)

*British Library Cataloguing-in-Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloguing-in-Publication Data*

A catalog record for this book has been requested

ISBN: 978-0-367-86182-7 (hbk)

ISBN: 978-1-003-01762-2 (ebk)

Typeset in TTC Galliard Std 10/12

by Manohar, New Delhi 110 002



MANOHAR

# Contents

<i>List of Illustrations</i>	11
<i>List of Tables</i>	13
<i>Preface</i>	15
<i>Abbreviations</i>	19
<i>Glossary</i>	21

## PART I: UNDERSTANDING NOMADIC AND DENOTIFIED COMMUNITIES

1. Nomadic and Denotified Tribes: A Bird's Eye View	25
2. Stigmatized Communities in India: A Human Rights Perspective	32
3. Tribes with Stigma: Historical and Legal Status	50

## PART II: STATUS OF NOMADIC AND DENOTIFIED TRIBES UNDER COLONIAL RULE

4. Colonial Rule and Criminal Tribes: A Study of Criminal Tribes Acts in Andhra Pradesh, 1871-1965	75
5. Establishment of Criminal Tribe Settlements in Andhra: A Historical Survey	85
6. Tribes in Transition: A Study of Selected Denotified Tribes in Andhra Pradesh	105
7. Colonialism and Ex-Criminal Tribes: A Profile of Lingala Settlement in Telangana	115
8. Criminal Tribes Acts and Ex-Criminal Tribes of the United Provinces	121
9. Historical Profile of Koravas and Koramars/ Korachas in Karnataka	134

10. Policy Recommendations and the Status of Nomadic, Semi-Nomadic and Denotified Communities: A Brief on Karnataka's Experience 147

PART III: ADMINISTRATIVE ARRANGEMENTS AND DEVELOPMENT ISSUES

11. General Conditions and Administration in Settlements: A Case Study of Siddhapuram and Stuartpuram 157
12. Fiscal Management of Denotified Tribe Settlements in Andhra Pradesh 171
13. Economic Profile of Denotified Tribe Settlements in Andhra Pradesh: A Study of Siddhapuram Settlement 188
14. Perceptions and Approaches to 'Criminals' and Non-Criminals in Madras Presidency: Colonial Bureaucracy, Missionaries and Settlement Managers 197
15. 'Criminal' Tribes in the Princely State of Mysore: Measures of Surveillance 222
16. Land Allotment and Cultivation: Andhra Pradesh 229
17. Industrial Settlements for Ex-Criminal Tribes 240
18. Developmental Challenges, with Special Reference to Andhra Pradesh 257
19. Development of Nomadic/Denotified Tribes: Official Reports and Recommendations 277

PART IV: HEALTH AND EDUCATION

20. Health Interventions by Missionaries: A Study of Ex-Settlements in Andhra Pradesh 291
21. Education of Children: Madras Presidency Experience 303
22. Erosion of Tribal Dialects and Cultural Forms: A Study of Yerukulas 317
23. Life Skills Education and Human Capital: The Case of Tribal Children 337

## PART V: REFORM AND CHANGE IN SOUTH INDIA

24. Tradition and Change: A Case of Waddars of South India	349
25. Denotified Tribes in Andhra Pradesh: Social Reform and Rehabilitation	365
26. Case Studies: Life Sketeches of Reformed Ex-Criminals of Stuartpuram Settlement	386
27. Conclusion	426
<i>Appendix</i>	431
<i>Bibliography</i>	435
<i>Index</i>	447
<i>Biographical Notes of Vakulabharanam Lalitha and Vakulabharanam Ramakrishna</i>	455



# **SCIENCE EDUCATION**

**S.V. Sharma**  
Chief Editor

## ARTISTIC ACTIVITIES AND MODELS FOR CREATIVE LEARNING OF BIOLOGY

G. NAGARAJ and A. SUKUMAR

Zoology Section, Department of Education in Sciences and Mathematics,  
Regional Institute of Education, NCERT, Mysuru  
gnriem@gmail.com

### ABSTRACT

*Present study aims to improvise and validate few art based activities and models for creative learning of high school Biological Science. Inexpensive and waste materials were used for improvisation of 10 artistic activities and models viz. 1) leaf collage, 2) vegetable imprint, 3) mosaic painting, 4) thread painting, 5) butterfly preservation, 6) beetles/honeybee preservation, 7) mounting appendages of prawn, 8) improvised mouth parts of mosquito, 9) simulation of gastrulation and 10) simulation of property of cancer cells. The effectiveness of the seartistic activities and models, were tested with III and IV year B. Sc. B.Ed. (CBZ) teacher trainees (N=52) of Regional Institute of Education (NCERT), Mysuru. It is concluded from their opinions that these art-based activities and models are effective in stimulating creativity, curiosity and interest in learning; hence, they are hereby shared with pre- and in-service teachers with the intention to ignite their minds to improvise and use such items for creative, joyful and active learning of high school students.*

**Keywords:** *Creativity, active learning, improvisation, collage and preservation.*

### INTRODUCTION

There are various types of artistic activities like a) painting, b) paper folding and cutting, c) embroidering, d) rangoli, e) skeleton leaf frame, f) shell collections, g) clay fossils and models etc. were applied in the past to integrate Art and Science. From all these activities we not only learn the art, but also the hidden Science concepts; in other words, we have to look the art with the lens of Science. Emerging educational approach of STEAM emphasizes the integration of Science, Technology, Engineering, Arts and Mathematics for holistic and interdisciplinary learning. In support, Grant et al. [1] demonstrated that use of art deepens students' understanding of biology. Several studies also recommended drama as a strategy of teaching general Science [2], Chemistry [3] and basic ecological concepts [4]. Likewise, Science can also be taught by the method of Science story telling [5] and writing [6]. In this context, present investigation aims to improvise and validate the art-based activities and models for creative learning of Biological Science.

# **SCIENCE EDUCATION**

**S.V. Sharma**  
Chief Editor

International Journal of  
Research in Education

# EFFECTIVENESS OF STUDENT-TEACHERS' INTERNSHIP IN DEVELOPING SCIENTIFIC VALUES AND SKILLS AMONG SECONDARY SCHOOL CHILDREN

PADMAJA C and A.SUKUMAR

DESM, Regional Institute of Education, NCERT, Mysore.  
padmajareddyhchintala@gmail.com, sukumarindia@rediffmail.com

## ABSTRACT

*There seems to be consensus on school based internship teaching-practices that constitute effective professional development of teacher trainees, although the gap between rhetoric and practice remains wide. In the present study, participants (80 N) were student-teachers of B.Sc.B.Ed. (CBZ and PCM) and M.Sc.B.Ed. Courses of RIE, NCERT and their teaching - practices were investigated for achievement level of science values and skills developed among children of 17 secondary and higher secondary schools of South India. A purpose-built questionnaire concerning scientific values and skills was framed in 5 point scale with provision for giving case reports, problems/hurdles and suggestions. The data were analyzed with statistical measures namely, percentage, range, mean, etc. The results of the research highlight challenges in adopting school teaching-practices to promote five (each) scientific values and skills. The achievement level of good found among B.Sc.B.Ed trainees for inculcating, were 36% - 79% (ranges) and 36% - 64% respectively for inculcating the values and the skills indicating that science skill development requires more time for practice. There exists a wide gap between teaching and learning processes and actual living style in practicing values. The trainees suggested that ICT integrated learning process develops scientific values and skills by instantaneously linking scientific knowledge with life situation, practices, experiences, and experiments; thus science teaching-practices have the priority of promoting the values and skills among children with effective ICT-integrated science pedagogy and science curriculum connecting their school experiences with practicing values and skills in daily life.*

**Keywords:** Science Values and Skills, Pre-service Courses, Internship, Teacher Education, School Science.

## INTRODUCTION

It is concern in philosophy of school based internship to ascertain that teaching-practices successfully resulting in desired professional development (Davies Richard 2013) have to fulfill the expectation of society where values and skills are requirement of daily life situation. How student teachers experience their transformation into serving teachers in the social spaces of the school-based teaching practice (internship) is of key importance to them, their future students and their educators (Hugh et al., 2015). The challenging experience for student teachers, even with help from

# தமிழ்மீதும் மனிதவளமேம்பாடும்

பன்னாட்டுக் கருதிகரங்கடும்

நாள் : 14-15 மார்ச் 2020



தொகுப்பாளியர்கள்

முனைவர் இரா. கருணாநிதி

முனைவர் கி. சிவசுமார்

Research Awardee முனைவர் சி. புவனேஸ்வரி

முனைவர் வெ. இராணி



தமிழ் உயராய்வுத்துறை

திரு காளஞ்சியப்பர் அரக கலைக் கல்லூரி (நிலை-1)

விருத்தாசலம் - 606 001, கடலூர் மாவட்டம்

57. ஐங்குறுநூற்று மருதத்திணையில் வாழ்வியல் வளங்கள் 354  
சி. சுந்தரவள்ளி
58. திருஞானசம்பந்தரின் இறைநெறி 358  
முனைவர் ஜா. பூரணி
59. மனித வளம் கூட்ட எழுந்த கதைகளும் கருத்துகளும் 365  
இன்றைய பயன்பாட்டு நோக்கில்  
முனைவர் கே. இரா. கமலாமுருகன்
60. இறைமையியல் நோக்கில் சிலப்பதிகாரம் 371  
முனைவர் க. இரவி
61. புறநானூற்றில் மனிதவளம் 380  
முனைவர் இரா. ரம்யாமகேஸ்வரி
62. பள்ளு இலக்கியங்களில் மனிதவள மேம்பாடு 385  
மா. மணிமாறன்
63. பழந்தமிழர் பண்பாட்டில் வேளாண்மை 390  
முனைவர் ஆ.பூபாலன்
64. சங்க இலக்கியத்தில் மனிதவள மேம்பாடு 395  
முனைவர் வே. பிரேமலதா
65. கற்பித்தல் நோக்கில் நல்வழி காட்டும் அறமும் அறிவும் 404  
K. சுரேஷ் குமார்
66. ஔவைத் தனிப்பாடல்களும் திருக்குறளும் உணர்த்தும் 409  
மனிதவளச் சிந்தனைகள்  
ந. அறிவழகன்
67. வள்ளுவர் வகுத்த உடைமை 415  
க. பஞ்சமுத்து

கற்பித்தல் நோக்கில் நல்வழி காட்டும் அறமும் அறிவும்

K. கரேஷ் குமார்,

உதவிப் பேராசிரியர்,

மண்டலக் கல்வியியல் நிறுவனம்,

மைசூரு-06

மனித வளம் முறையாகப் பயன்படுத்தப்பட்டமையால் தான் இன்று உலகம் அறிவியலில் உயர்ந்து நிற்கின்றது. இந்த மனிதவளம் என்பது மனிதனின் நுட்பமான அறிவு சார்ந்தும் கடின உழைப்பு சார்ந்தும் அமைந்துள்ளது எனலாம். நுட்பமான அறிவு மட்டும் மனித சமுதாயத்தை உயர்த்திவிடவில்லை. நுட்பமான அறிவும் அவ்வறிவை உரிய முறையில் பயன்படுத்தி உழைத்ததுமே மனித சமுதாயத்தை உயர்த்தியது. இந்த இடத்தில் ஒரு கேள்வியை இப்படி எழுப்பலாம். மனித வளம் மிக்க சமுதாயம் இன்று அமைதியாக, மன நலத்தோடு வாழ்கிறதா? மனித சமூகம் இன்று அமைதியாக வாழ்ந்தமை போலத் தெரிந்தாலும், தெரியாவிட்டாலும் ஒரு பதிலை இப்படிச் சொல்லலாம். 'ஒரு நலமரண அமைதியுடன் சமூகம் இல்லை' எனப் பதில் சொல்ல முடியும். நம் சமூகம் அறிவியல் மேம்பட்டு நின்றாலும், அந்த அறிவு முழுமையான அறிவாக, மனித வளமாக இல்லை எனலாம். ஆகவே சமூகம் மனிதவள மேம்பாட்டில் உண்மையாக ஒளிர் அறம் சார்ந்த அறிவு மேம்பாடு தேவை என்பது புலனாகின்றது. அந்த அடிப்படையில் நல்வழியை முன்வைத்து 'கற்பித்தல் நோக்கில் நல்வழி காட்டும் அறமும் அறிவும்' என இக்கட்டுரை அமைகிறது. அதாவது அறிவு மேம்படுவதற்கான கருத்தை எவ்வாறு அறத்தோடு பின்னிக் காட்டியிருக்கிறார் ஆசிரியர் என்பதையே விளக்குகிறது.

ஒளவையார் என்ற ஆளுமைப் பெயரோடு சங்ககாலம் முதல் 18 - ஆம் நூற்றாண்டுவரை பலர் வாழ்ந்ததாகத் தெரிகிறது. நல்வழி இயற்றிய ஒளவையார் பற்றித் தமிழண்ணல் "சங்ககால ஒளவை பெற்ற புகழினும் மிகுபுகழ் பெற்றவர் இடைக்காலத்தில் வாழ்ந்து, நீதி நூல்கள் பாடித் தமிழர் உள்ளந்தோறும் இடம் பெற்ற ஒளவை ஆவார். இவரைச் சோழர்கால ஒளவை எனவும் கூறுவர். நல்வழியில் இவர் 'மூவர் தமிழையும்' குறிப்பிடுதலால், கந்தரர் காலமாகிய கி.பி. 9 ஆம் நூற்றாண்டிற்குப் பிற்பட்டவர் என்பது தெளிவு" என்கிறார்.

சமயக் கருத்து வழி மனிதவள (அறிவு) மேம்பாடு:

சமயம் மனித மனத்தைச் சமைத்து (பக்குவப்படுத்தி) மேம்படுத்த வேண்டும். மனம் பக்குவப்பட உண்மை அறிவு தேவை. மூதுரையில்

ISBN NO 978-93-81658-22-2

**MANONMANIAM SUNDARANAR UNIVERSITY,  
CONSTITUENT MODEL COLLEGE,  
NAGALAPURAM-628 904**

*K. Suresh Kumar*



*Proceedings of*  
**First Multidisciplinary  
National Level Seminar**

**21st April 2018**



S. No.	Title	Page No.
32	தென்காசி வட்டார நூட்டுப்பறு மருத்துவம் ச. வைரவன்	183
33	ஆந்தைப் பாட்டில் சமூக அவலம் முனைவர் எச். ஷோபனா	186
34	இடுக்கி மாவட்டப் பழங்குடியினரின் விடுகதைகளில் உளவியல் எஸ். கல்பனா	195
35	ஒற்றுமை வேற்றுமை நோக்கில் திருப்பாவையும், திருவெம்பாவையும் முனைவர்.கொ. பாலஸ்.	199
36	தோற்றப்பாடல்கள் முனைவர் ஜி.எஸ். பிரபின்,	204
37	பத்திரகாளிப்பாட்டும் சிலம்பும் ச. உமா மகேஸ்வரி	210
38	முல்லைக்கலியில் ஆயர்களின் "பொருள்" சார்ந்த வாழ்க்கை முறை K. சுரேஷ் குமார்	217
39	ஆகாய ஊஞ்சல் நாடகத்தில் போதையும் பொருளாதாரமும் A. ஜான் பிலிப்போஸ்	222
40	'நகுலன்' கவிதைகளில் ஊழையும் வாழ்வியல் எதிர்த்தங்கள் முனைவர் பெ. ஹென்றி ஜூரியஸ்	227
41	அகநானூறு கூறும் தலைவி தோழி உறவுநிலை முனைவர்.எச்.ஷோபனா, செ.காயத்திரிதேவி,	232
42	Performance Of Water And Water Trade In India Dr. D. Magesh	236

## முல்லைக்கலியில் ஆயர்களின் "பொருள்" சார்ந்த வாழ்க்கை முறை

K. கரேஷ் குமார்

உதவிப் பேராசிரியர் (தமிழ்)

மண்டலக் கல்வியியல் நிறுவனம்

மைசூர்

அகப்பொருள் செய்திகளை ஆழமாகக் கூறுவதற்கு ஏற்றது கலிப்பா என்பது முன்னோர்களின் கருத்தாகும். கலித்தொகையில் உள்ள முல்லைக்கலிப் பாடல்களில் சங்ககால மக்களின் அகவாழ்க்கை முறைகள் மட்டுமின்றி, அகவாழ்வு சார்ந்த புறவாழ்க்கையில் காணப்படும் வீரம், தொழில் சார்ந்த பொருள் தேடல் போன்ற செய்திகளையும் அறிய முடிகிறது. ஆகவே, இங்கு 'பொருள்' என்பது அகவாழ்க்கை, புறவாழ்க்கை, பொருளாதாரம் சார்ந்த வாழ்க்கை என்ற வகையில் பார்க்கப்படுகிறது. சார்பியல் கோட்பாடு என்பது முற்றிலும் அறிவியல் கோட்பாடு ஆகும். அதனை இலக்கியத்தில் ஏற்றிப் பார்ப்பது நல்ல பலனைத் தரும் என்பார் தமிழண்ணல். அந்த வகையில் முல்லைக்கலி அகப்பொருள் சார்ந்த பாடலாக இருப்பினும் அது புறப்பொருளைச் சார்ந்தும், பொருளாதார வாழ்க்கை சார்ந்தும் பல்வேறு செய்திகளைக் கூறுவதாக அமைகின்றது. இந்த முறையில் இலக்கியங்களை நோக்குவது நல்ல பலன் தரும் என்ற நோக்கத்தோடு, இங்கு முல்லைக்கலி பார்க்கப்படுகிறது.

அகவாழ்க்கை நகர்வுகள்

ஆயர்கள் இருவகையாக மணம் முடித்தனர் என்பதை முல்லைக்கலிப் பாடல்கள் வாயிலாக அறிய முடிகிறது. குலமுறைப்படி தலைவியை மணந்து கொள்ள முன்வராத தலைவன் ஊரில் நடைபெற்ற ஏறுதழுவுதல் மூலம் வலிய காணையை அடக்கித் தலைவியை மணம் முடித்ததை, தலைவி தோழியின் உரையாடல்கள் மூலமாக அறிந்துகொள்ள முடிகிறது.

"நேரிழாய்! கோள் அரிதாக நிறுத்த கொலையேற்றுக்  
காரி கதன் அஞ்சான் பாய்ந்த பொதுவற்கே  
ஆர்வுற்று எமர்கொடை நேர்ந்தார் அலர் எடுத்த  
ஊராரை உச்சி மிதித்து"

(முல்லைக்கலி-4)