THE VARIETIES OF INDIAN CHESS THROUGH THE AGES*

A. Bock-Raming, Freiburg i. Br.

Everyone who deals with Indian chess rightly complains of the scarcity of references to that game in Indian literary sources up 1000 A.D. It is true that we have nearly 20 passages from various texts of the first millennium which might be interpreted as an allusion to chess. They have been listed by Manomohan Ghosh in the introduction of his edition and translation of Śilapāṭhī’s Caturanga-Dīpikā1, a rather late work on four-handed chess to which I will return later. Many of these passages, however, are very short and often contain nothing more than the expression aṣṭāpada (the gameboard) which could equally refer to a game comparable to our backgammon. So the important questions as to when and where in India the game of chess came into being and whether in the beginning it took the form of four-handed chess which later developed into two-handed chess or vice versa are still far from being solved. After the first millennium, the textual evidence for chess in India is better, although compared to the Arabic chess literature it is still poor. Up to now, there are altogether five printed texts on chess whose editions are accessible to scholarly research. Furthermore, a number of texts in manuscript form is preserved mostly in Indian libraries. They have been listed by S. Y. Wakankar in his article “A Survey of Sanskrit Works on the Game of Chess”2 and are still awaiting publication.

In this article I want to give a short survey of those five above-mentioned texts on chess which have already been edited3. The oldest of them is a passage of about 60 verses in a Sanskrit text called Mānasollāsa (MS)4 which is attributed to an Indian king named Somesvara Bhūlokamalla who reigned over large parts of Central and South India during the first half of the 12th century A.D. Its value as the first detailed description of Indian chess rules cannot be overestimated. The entire MS itself is a huge encyclopaedia dealing with matters concerning the king and his family. It consists of five books of twenty chapters each and contains, for example, rules for the proper conduct and the education of the prince; marriage customs; details on architecture, iconography, and painting; furthermore, a detailed description of various enjoyments and comforts of life like bathing, garments, ornaments, food, beverages and women; also, an enumeration of amusements and diversions like dancing, poetry and music. Finally, the MS also contains a long chapter on various games like guessing games, outdoor games and, among them, also a description of the games of chess5 and dice6. Although chess historians have known of the existence of this important text since the end of the last century, it has been neglected until very recently. Last year I hit upon the MS and realized its importance for the history of chess. I have prepared an annotated German translation of the whole passage on chess which has been accepted for publication by the Indo-Iranian Journal and will presumably appear by the end of 1995. These are the essentials of this text:

The first section of the chapter on chess in the MS is concerned with the initial positions of the chess-pieces. We learn that the two corners of the first row of the chess-board are occupied by the chariots. The respective squares next to them are assigned to the horses which are followed by the elephants. In the middle of the first row, there are the king and the minister. Unfortunately however, the text does not give any clue as to whether the king is placed on the left side of the minister or on its right. Finally, the second row is occupied by the eight pawns which in the MS are called footsoldiers (padārī).

2 In: Journal of the Oriental Institute, University of Baroda 35 (1986), No. 3-4, pp. 293-303.
3 In addition, there are a few more texts on chess which have been printed but up to now have not been available for my investigations: e.g. the Caturangavillisamani-mārtṣāri of Trivengadācyārya (cf. Wakankar’s article, p. 294) and the Śatārūpajukti-nālām (cf. Wakankar, p. 300).
6 Contained in the passage 5, 634-795. A translation and study of this text is in preparation.
I. Introduction

The present chapter focuses on the development of the Oregon Department of Education’s (ODE) Oregon Plan for Educational Improvement (OPEI) and its role in implementing AYP. The OPEI was developed in response to the No Child Left Behind Act (NCLB) and is designed to improve student achievement in reading and math. The chapter will explore the OPEI’s structure, goals, and implementation strategies, as well as its impact on educational outcomes.

II. The Oregon Plan for Educational Improvement

The OPEI is a comprehensive plan that outlines the state’s goals for improving education outcomes. It includes specific targets for improving student achievement in reading and math, as well as strategies for achieving those goals. The plan is divided into three main sections: accountability, support, and improvement.

III. Accountability

The accountability section of the OPEI focuses on measuring student performance and identifying schools that need additional support. Schools that do not meet their target for student achievement are identified as non-compliant and are subject to interventions and sanctions.

IV. Support

The support section of the OPEI provides resources and assistance to schools that are struggling to meet their performance targets. This includes funding for professional development, technical assistance, and other supports.

V. Improvement

The improvement section of the OPEI outlines specific strategies for improving student achievement in reading and math. These strategies include interventions for struggling students, improvement of instructional methods, and other strategies.

VI. Impact of the Oregon Plan for Educational Improvement

The OPEI has had a significant impact on educational outcomes in Oregon. Since its implementation, there has been a increase in student achievement for students of all levels. The plan has also helped to identify and address the needs of schools that were struggling to meet performance targets.

VII. Conclusion

The Oregon Plan for Educational Improvement has been successful in improving educational outcomes in Oregon. The plan’s focus on accountability, support, and improvement has helped to identify and address the needs of schools and students. The OPEI is a model for other states that are looking to improve their educational outcomes.

The next section of the chapter will explore the impact of the OPEI on specific groups of students, including English learners and students with disabilities.

Andreas Book-Ranning

312
The conversion of the A's turns.

In the above diagram, the piece is in its initial position. The move to the right results in the piece's new position.

According to the rules, the piece can move one square to the right. Therefore, the correct move is 'Right'.

The piece's new position is shown in the diagram above.
Diagram 34

R
K
K
F
K
M
E
F
E