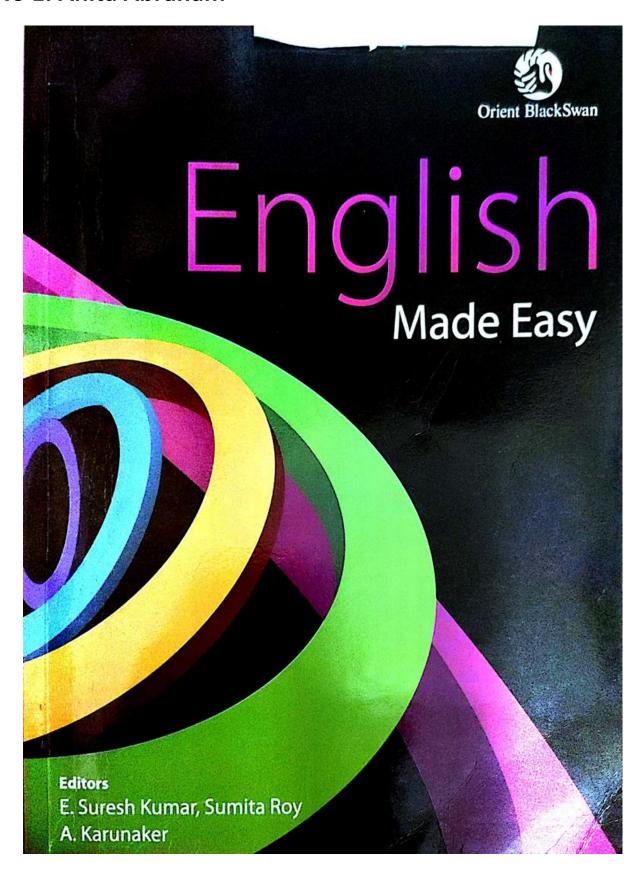
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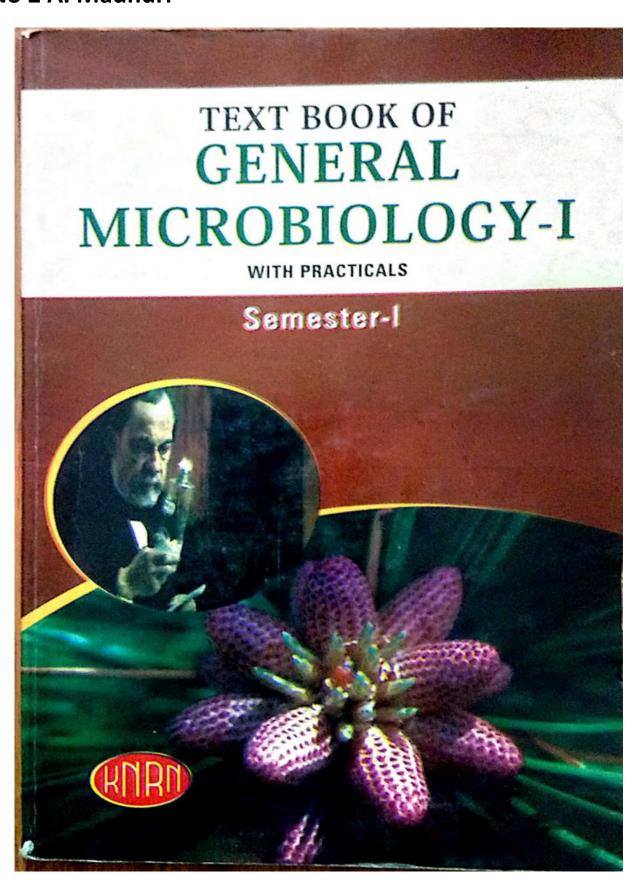
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GENERAL MICROBIOLOGY-I

(WITH PRACTICALS)

[For B.Sc. I Year, Semester-I (Paper-I)]

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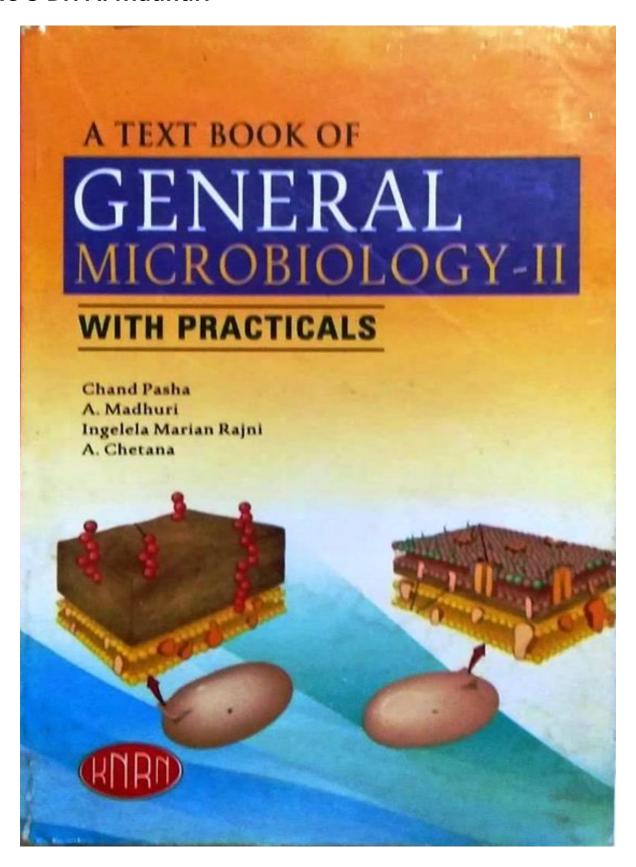


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A Text Book of

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B.Sc. I Year-Semester-II (Paper-II)

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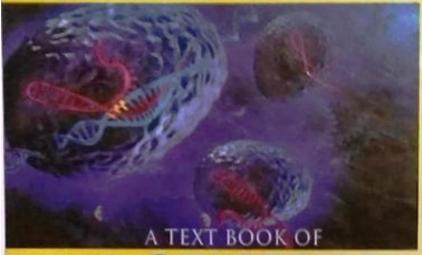
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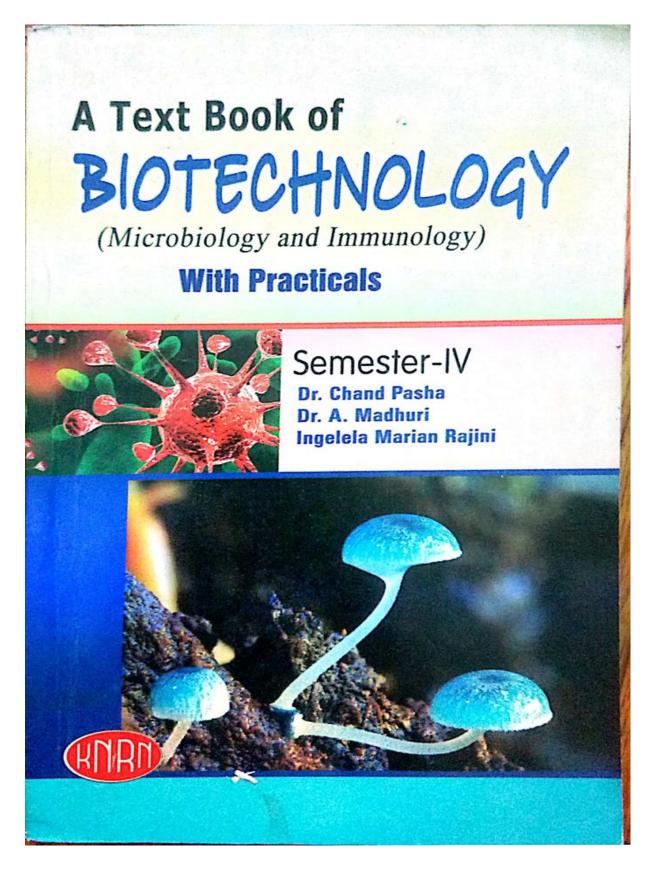
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A Text Book of

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(Microbiology and Immunology)

(WITH PRACTICALS)

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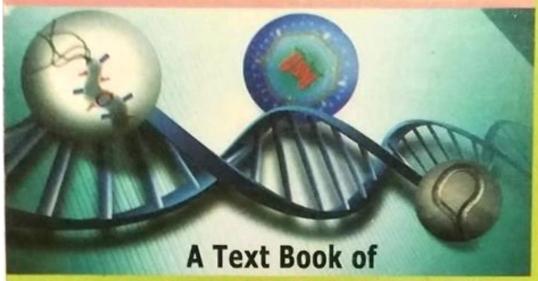
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Gender Sensitization Through Education

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Abstract

The absence of a democratic context has contributed to slow progress in empowering women. Women's empowerment movements have not survived in authoritarian regimes based on gender subordination and Meologies of male dominance. Approaches have necessarily focused on opportunities and services rather man on political power. Conceptualizations of gender discrimination and male domination have been ersimplified and focused on elimination of obvious oppressive practices such as wife beating or dowry demands. Empowerment of women that will have lasting impacts must involve consciousness raising before the social construction of gender, which subordinates women in the family, class, caste, religion, or society, can be changed. Some experimental approaches to empowerment like Integrated development, economic empowerment, and consciousness raising have been thought to empower women. Consciousness rising has been implemented in awareness groups and education that have led to a new consciousness, self worth, societal and gender analysis, and access to skills and information. The economic empowerment approach s relied on improving women's control over economic resources and strengthening women's economic security. Grameen Bank has provided one example of organizing women around savings and credit, income generation, and skill training activities. Integrated development approaches have encouraged women's collectives that have engaged in development and social problem resolution and formed specialized activity groups as means of mobilization of women. No one design has assured success. Identification of the poorest and most oppressed in a geopolitical area has provided an entry point for action. Women were encouraged to Sad a separate time and space for themselves. The three aforementioned approaches have different essumptions about the reason for women's powerlessness: greater poverty and lower access to resources, economic vulnerability, and subordination within patriarchal societies and socioeconomic inequalities.

INTRODUCTION

Gender encompasses socially constructed and culturally based roles of men and women with a view to understand how unequal power relations between them are shaped and operated. Gender and its accompanying power relations are built in all institutions of society be it family, educational institutions, work places, beliefs, norms, etc. Gender relations do not operate in a social vacuum but are the products of the ways in which institutions are organized and reconstituted. Gender sensitization is all about changing behavior and instilling empathy into the views that we hold about our own and other sex. It helps people in examining their personal attitudes and beliefs and questioning the 'realities' they thought they know. Gender sensitization acquaints men and women with each other's existence and to gain fruitful results in an organization as well as at home. Gender is determined socially; it is the societal meaning assigned to male and female. All institutions of society exhibit gender disparity as gender is rarely thought to be important and hardly understood and addressed. Gender roles are socially constructed according to their needs; when needs change these roles are also need to change. Gender sensitivity helps to generate respect for the individual regardless of

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CONCLUSION

Empowering women socially, economically, educationally politically and legally is going to be a Herculcan task. It is not going to be easy to change the culture of disregard for women which is so deep-rooted in Indian society. But it does not mean that it is implausible. Only revolutions bring changes in a day, but reforms take their time. This one in particular will take its time as well. The idea of women empowerment might sound hard by the yard, but by the inch, it is just a cinch. All we need is a concentrated effort focused in the right direction that would rest only with the liberation of women from all forms of evil. Even in the modern era gender issues like female feticides, incomplete schooling, discrimination in work etc. Women are discriminated in sending to schools and colleges especially after completion of middle school-level. This article gives that women does more work than men but, many of these hours are unpaid

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Annexure -4b

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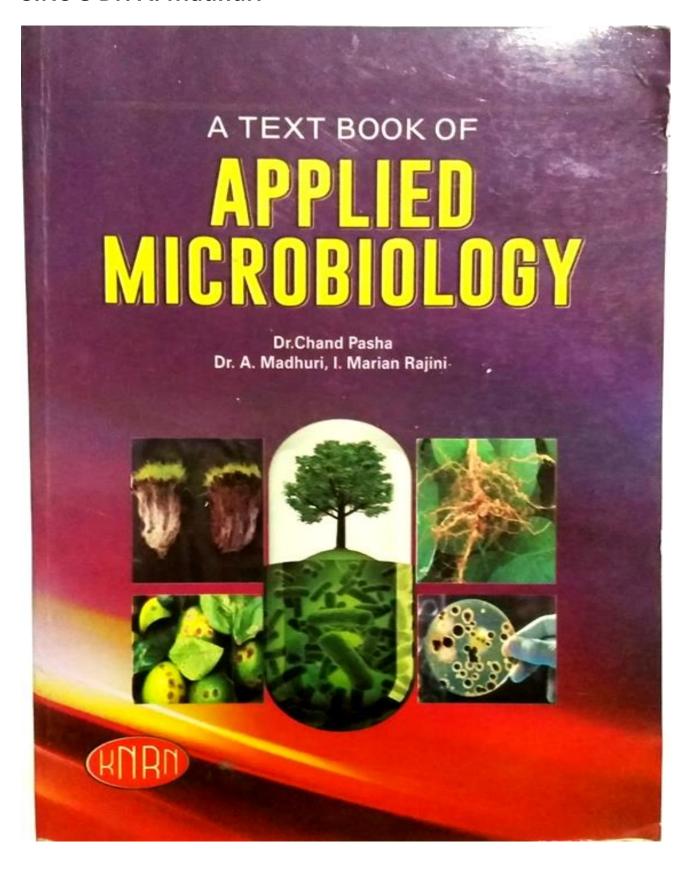
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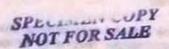
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A Text Book of APPLIED MICROBIOLOGY

(For B.Sc. IIIrd Year, Paper-V)



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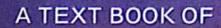
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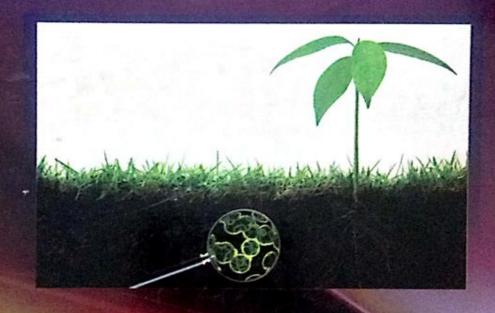
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S.No 9. Dr K Kamala



Kandi Kamala

Demand for Smaller States in India: A study of Telangana



Kandi Kamala

Demand for Smaller States in India: A study of Telangana

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Smaller States may lead to greater accountability and greater opportunities in delivering public services. Demand for statehood to different regions in different states was raised by disparate groups. Population growth and the multiplicity of development functions have rendered governance in large-size States inefficient. In the context of development planning under democracy, regional disparities with respect to the historically inherited levels of infrastructure and institutions within certain large States have given rise to serve tensions concerning the distribution of benefits had made certain regions underdeveloped. Demand for a separate state was being made was more backward than the rest of the state and the rulers of the state failed to provide proper attention to the development of the region. As a result, the region needed a separate state Finally, India's 29th State, Telangana was come into force.

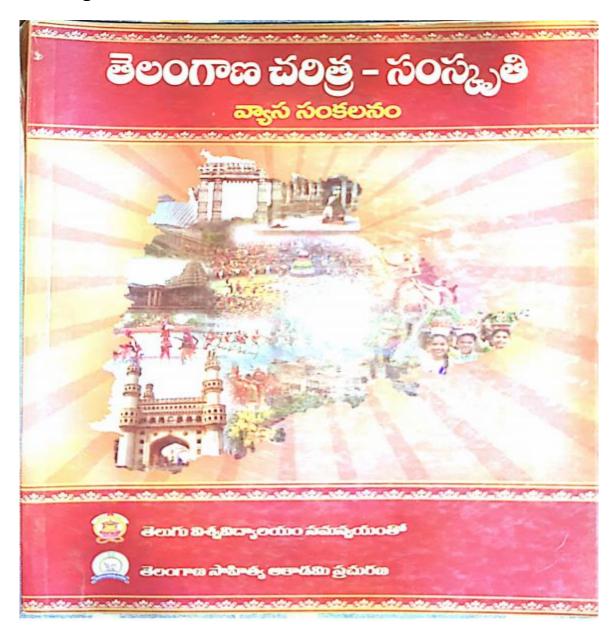


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978-613-5-84682-9

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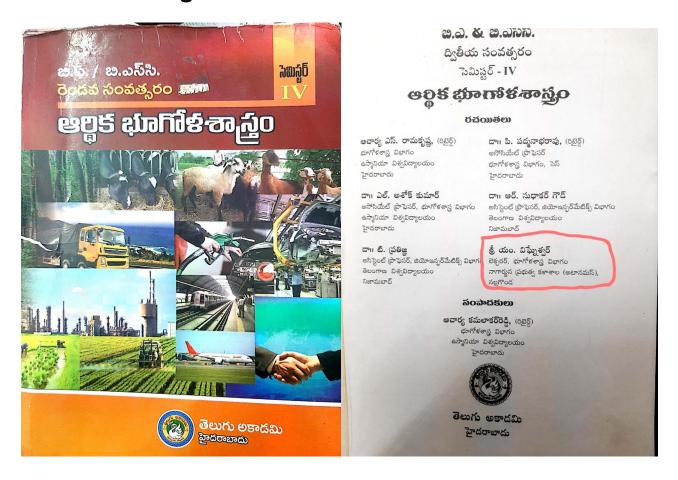
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> > First Edition: 2018 Copies: 3000

Published by TELUGU AKADEMI, Hyderabad- 500 029 under the Centrally Sponsored Scheme of Production of Books and Literature in Regional Languages at the University level of the Government of India in the Ministry of Human Resource Development, New Delhi.

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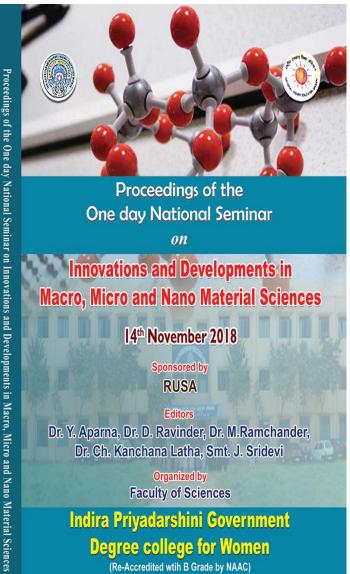
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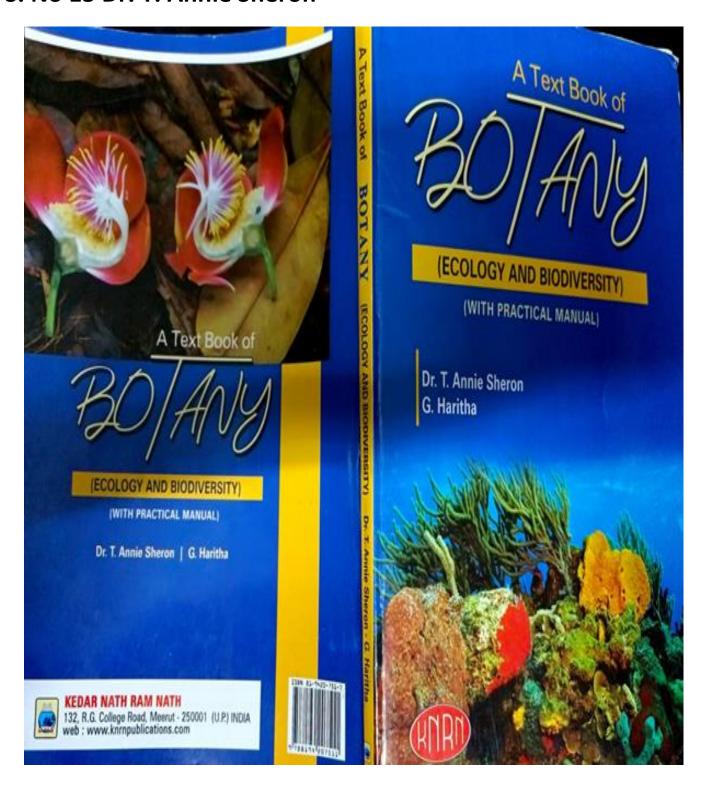
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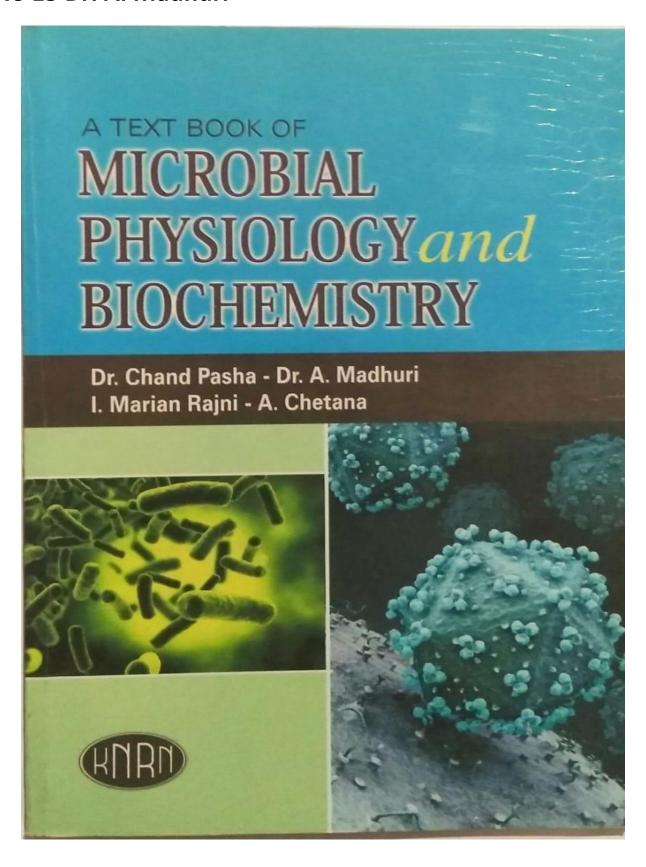
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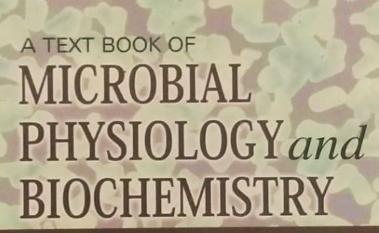
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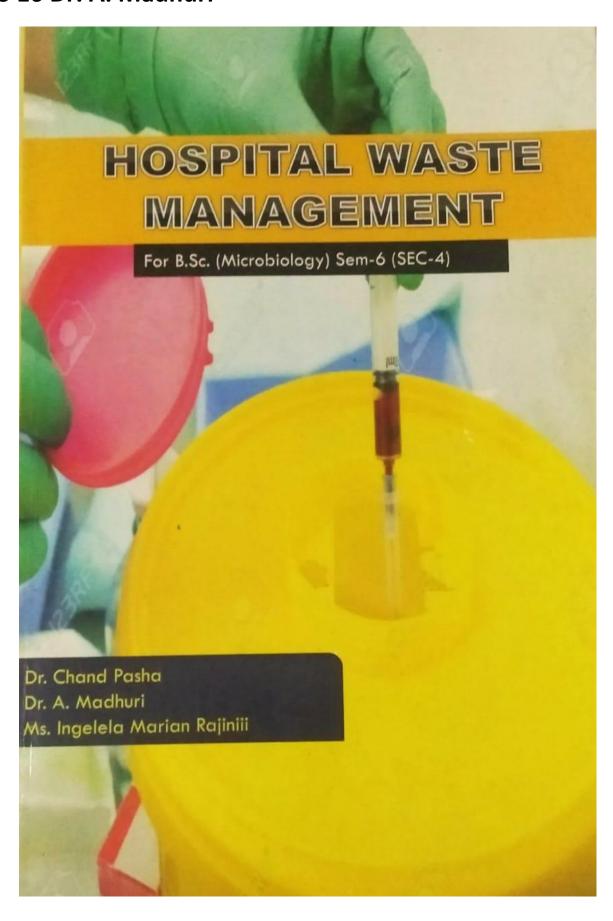


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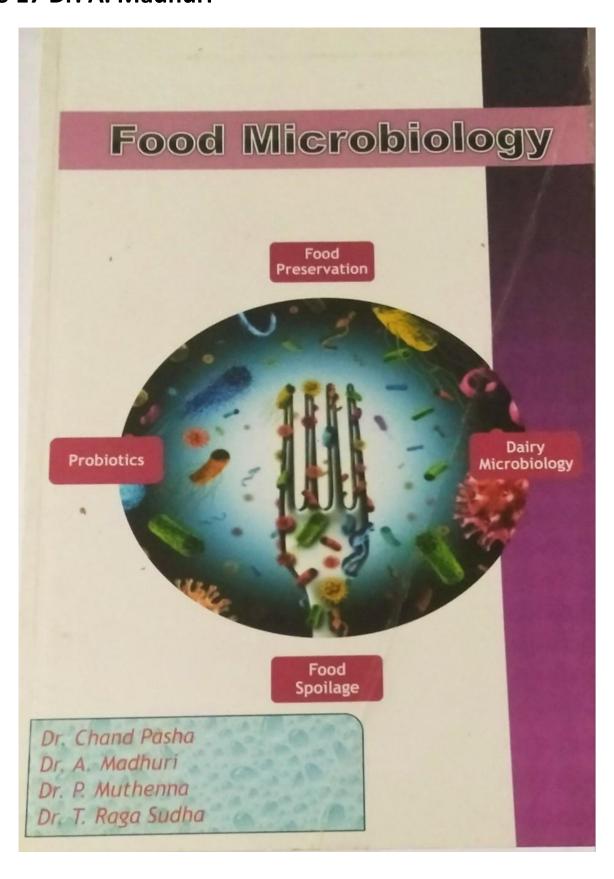


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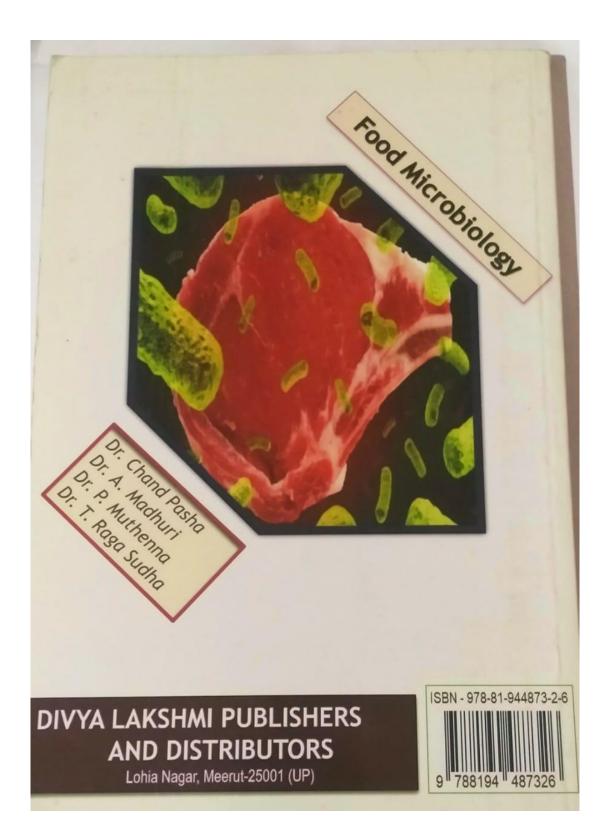
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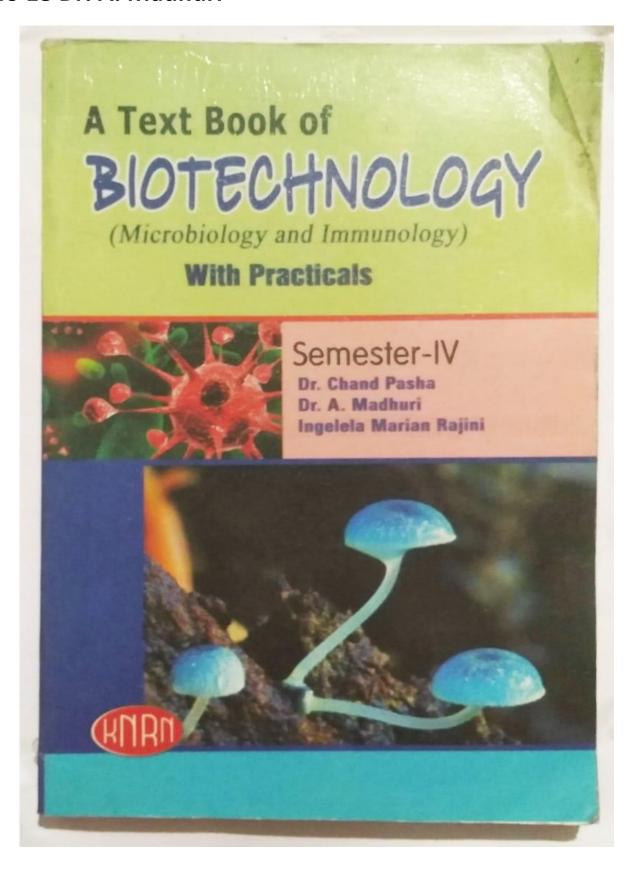
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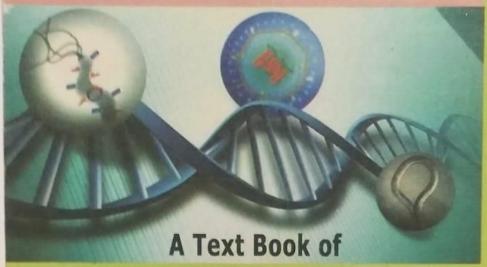
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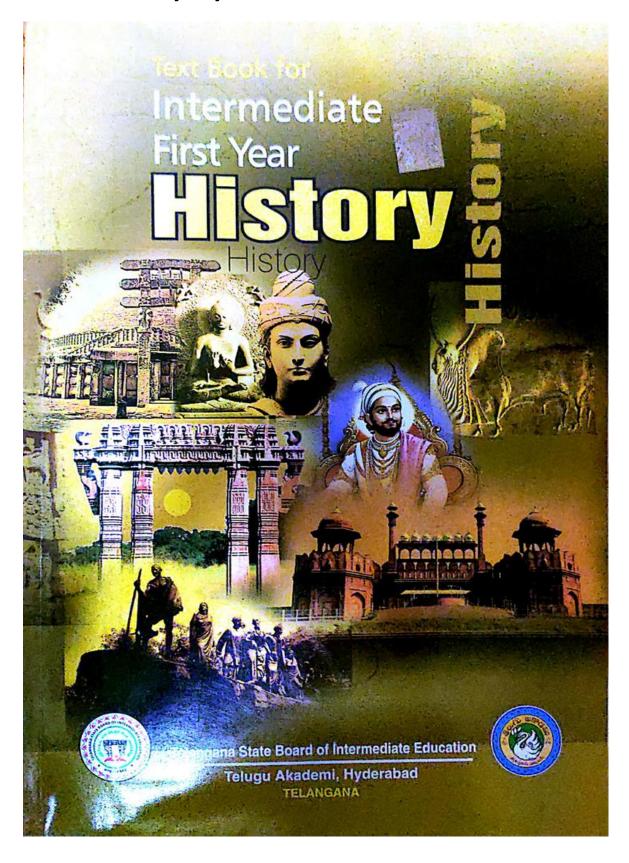


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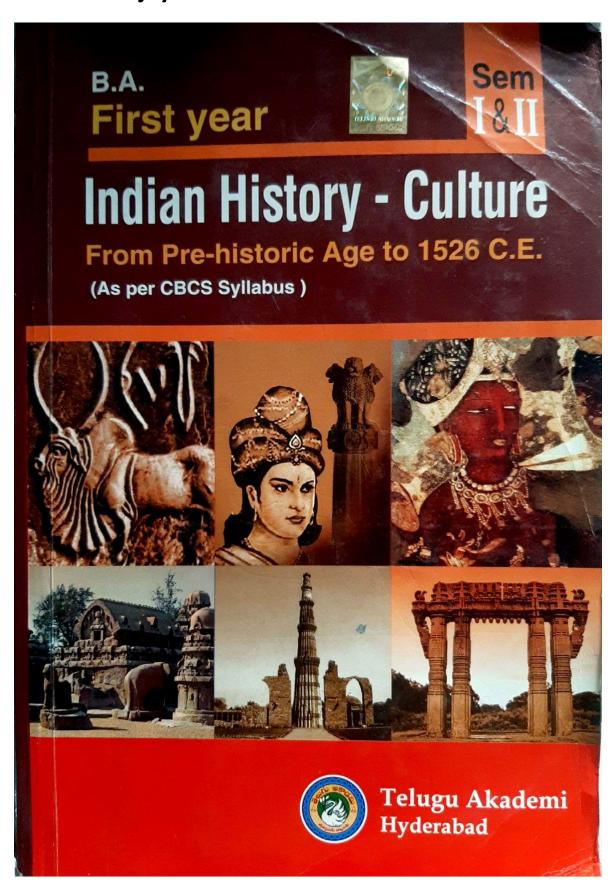
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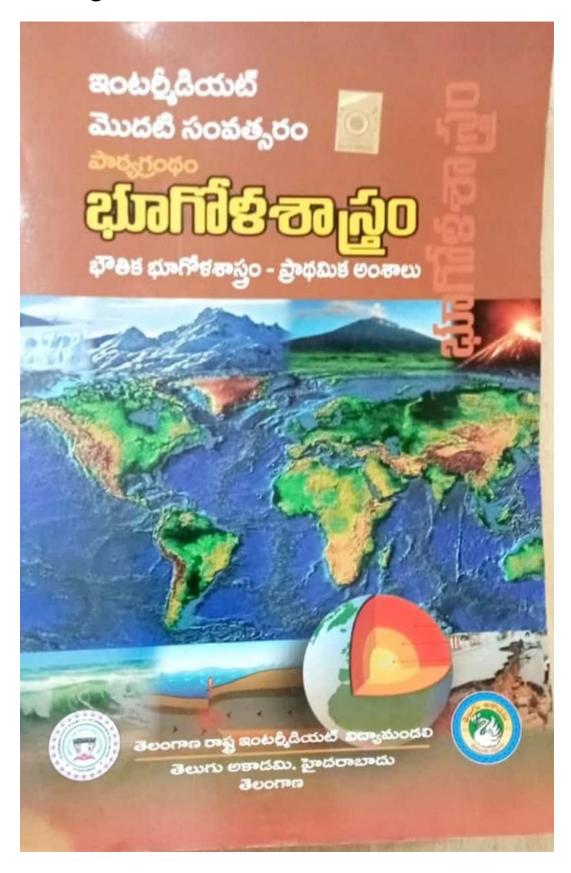
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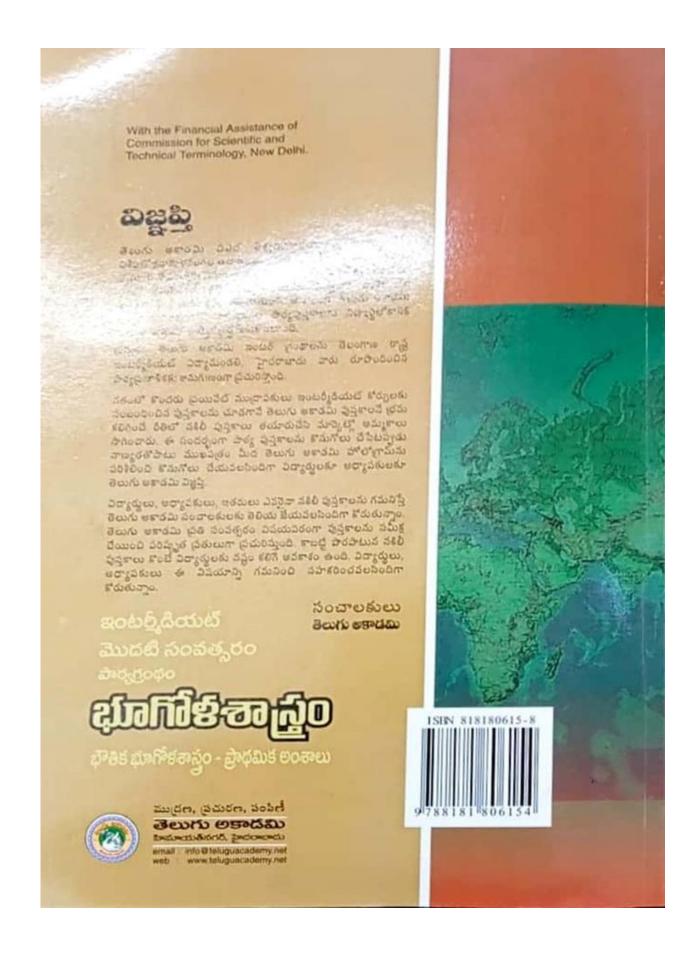
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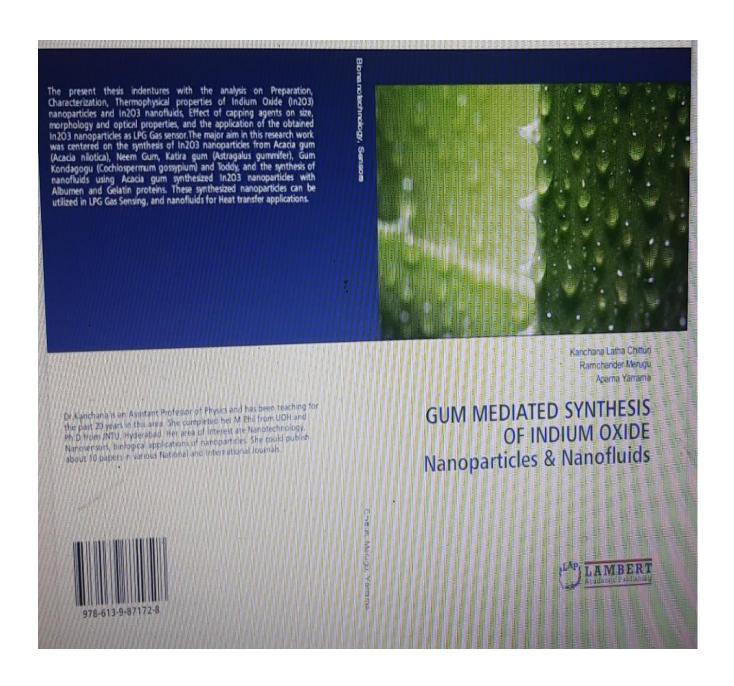
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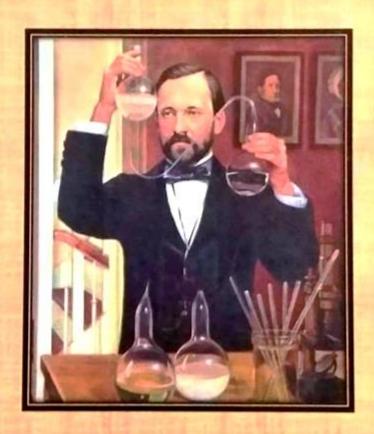


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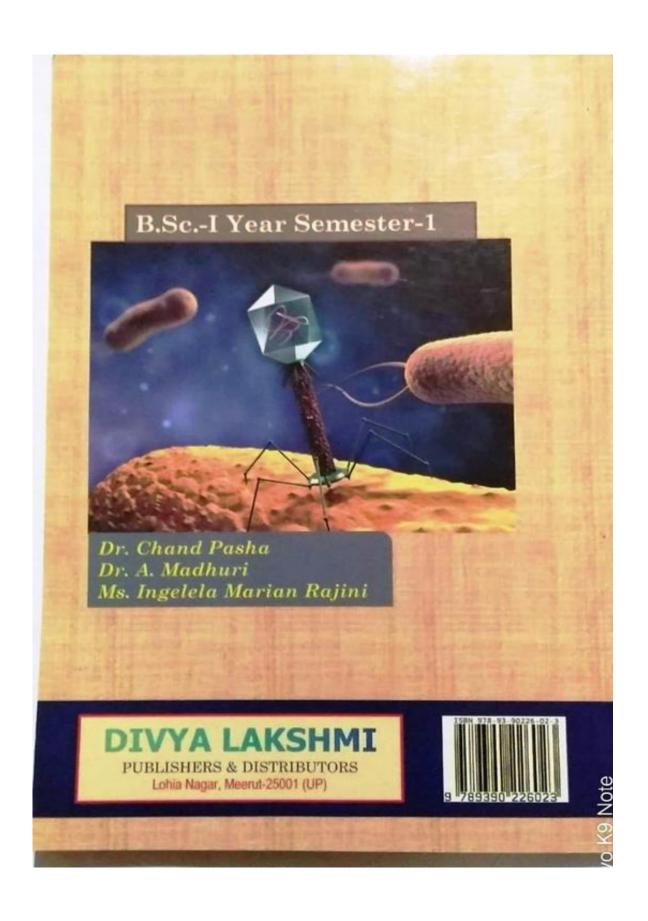
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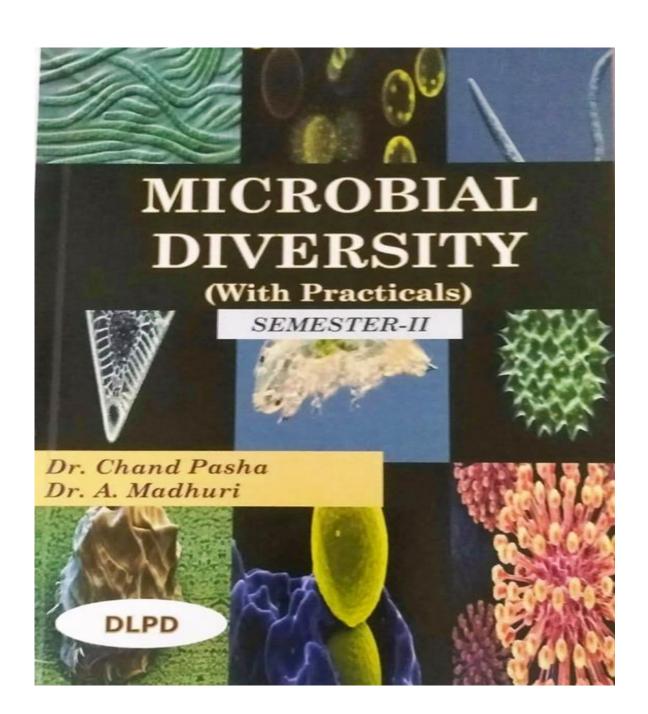
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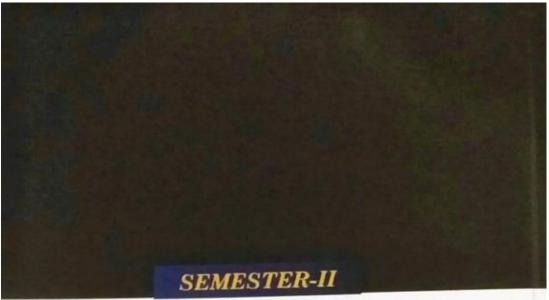
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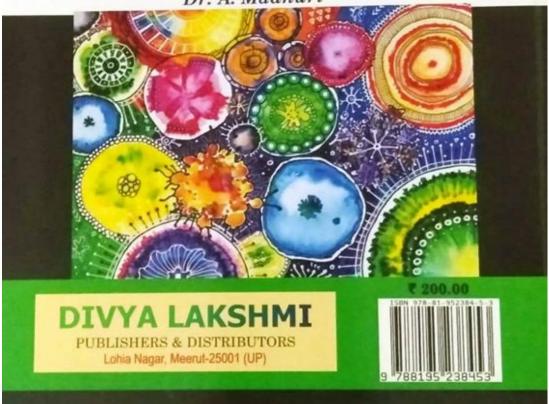
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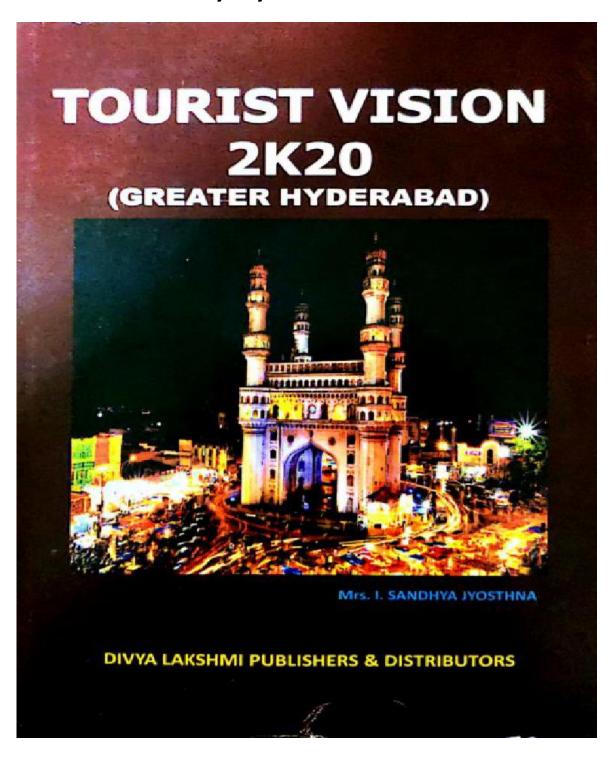
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Published by: DIVYA LAKSHMI PUBLISHERS AND DISTRIBUTORS

Lohia Nagar Meerut-250001 (UP)

Ph:-9391032119, 9634960476

E-mail: dlpublishersmrt@gmail.com

OAuthors

Tourist Vision 2K20

Edition:

First Published-2020

Price: Rs. 150.00 only

ISBN: 978-81-944873-0-2

Printed at: Sai Tirumala Printers Hyderabad

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S.No 27 Dr. K. Kamala



Kandi Kamala

Role of Non Governmental Organisations in Telangana State



Non-governmental organization (NGO) is a term that has become widely accepted as referring to a legally constituted, non-governmental organization created by natural or legal persons with no participation or representation of any government. In the cases in which NGOs are funded totally or partially by governments, the NGO maintains its non-governmental status and excludes government representatives from membership in the organization. Unlike the term intergovernmental organizations, "non-governmental organization" is a term in general use but is not a legal definition. In many jurisdictions these types of organization are defined as "civil society organizations" or referred to by other names. Every now and then, they need to self-assess their grass-root interventions to know whether they are relevant in relation to the changing world order. They have to network people's organizations and strategically ally them. So that they can protect themselves from being marginalized by external forces. Otherwise, the social infrastructure created in the village level by NGOs out of their hard work for decades may be blown away by the wings of Macro/Power centers.

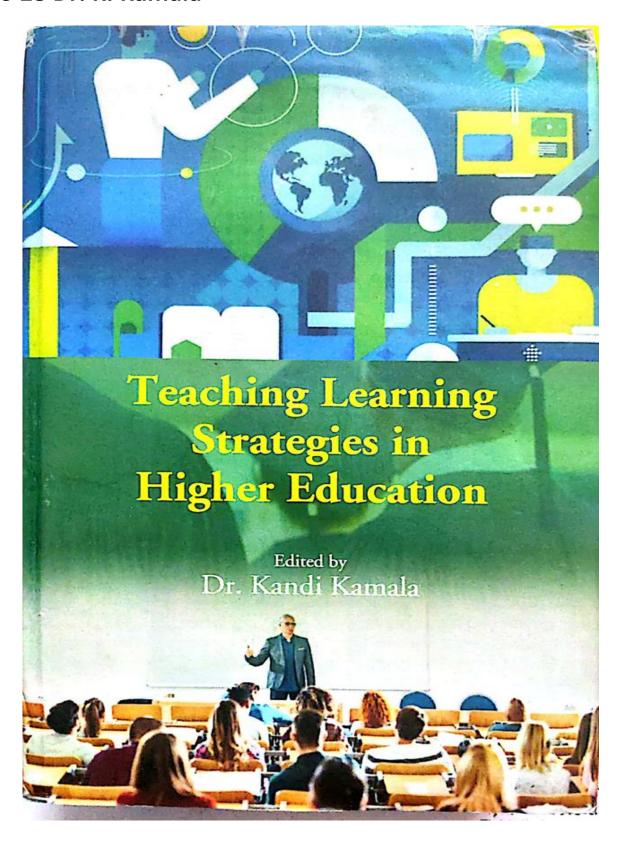


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978-3-659-69420-2

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Published, 2020

Published by



GenNext Publication 5, Ansari Road Daryaganj, New Delhi-110002 Phone: 9811692060

E-mail: gennextpublication@hotmail.com

Printed at: G. Print Process, Delhi.

Cataloging in Publication Data—DK

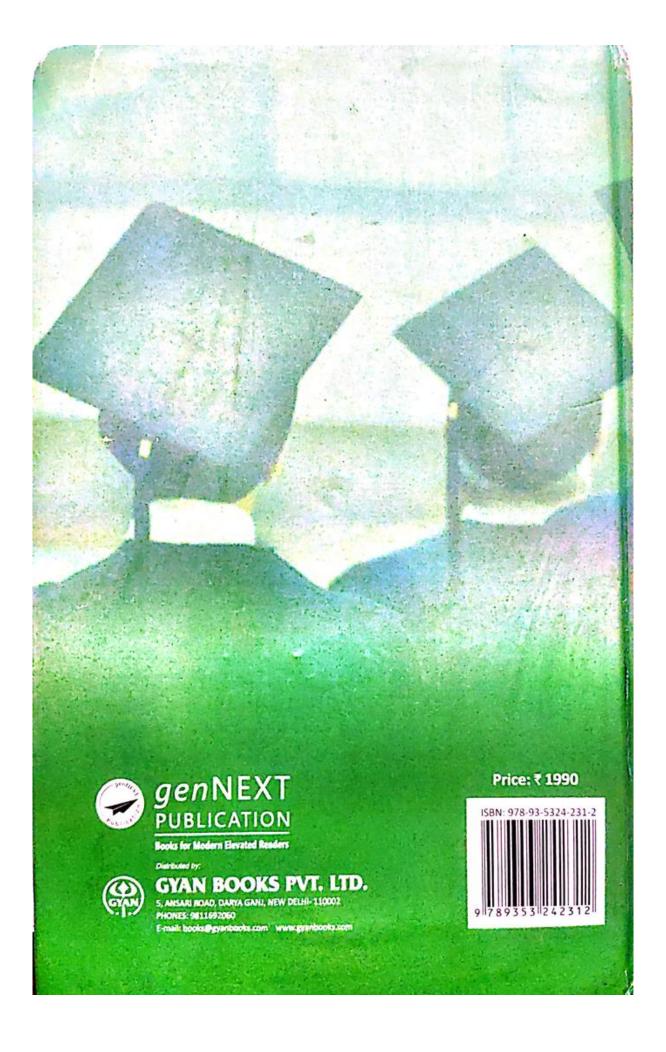
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Teaching learning strategies in higher education / ed., Kandi

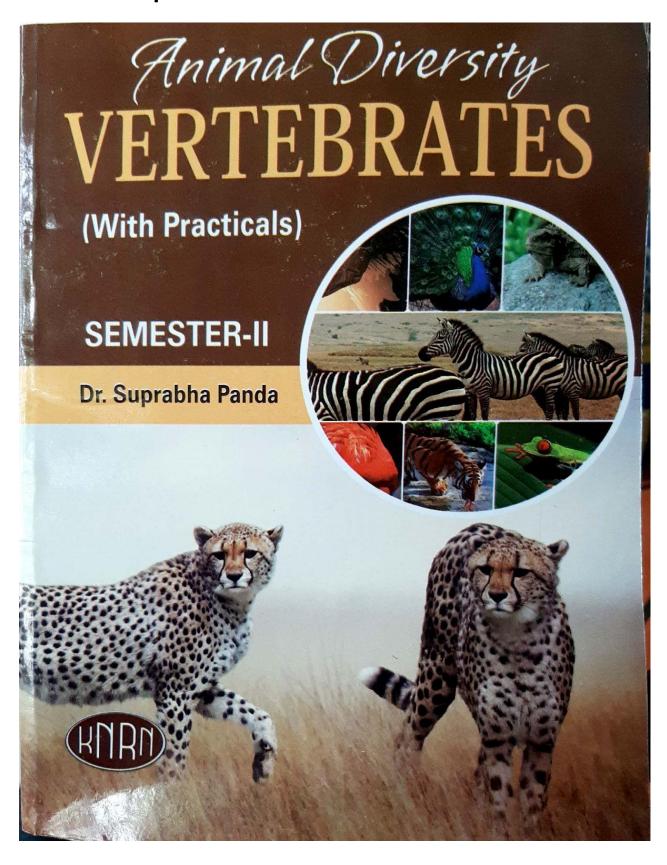
pages cm Includes bibliographical references and index. ISBN 9789353242312

Education, Higher—India. 2. College teaching—India. I. Kamala, Kandi, editor.

LCC LA1153.T43 2020 | DDC 378.54 23



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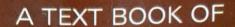
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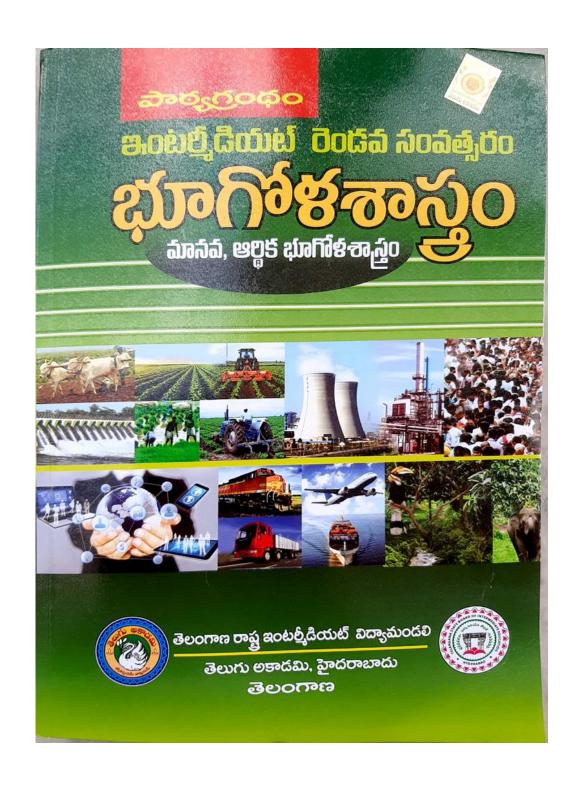
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మానవ, ఆర్థిక భూగోళశాస్త్రం ^{మలయు} ప్రయోగదీపిక

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ఆచార్య పి. పద్మనాభరావు అసోసియేట్ ట్రాఫెసర్ (రిటైర్డ్) సెంటర్ ఫర్ ఎకనామిక్స్ & సోషల్ స్టడీస్ (సెస్) హైదరాబాద్, తెలంగాణరాడ్యం

దాగ లీ. ప్రతిజ్ఞ అసిస్టెంట్ ప్రొఫెసర్, జియ్హోఇన్ఫర్మాటిక్స్ విభాగం తెలంగాణ విశ్వవిద్యాలయం డిచ్పల్లి, నిజామాబాద్, తెలంగాణరాష్టం

దాు పారుపల్లి ఆంజనేయులు సీనియర్ రీసర్బ్ అసోసియేట్ సెంటర్ ఫర్ ఎకనామిక్స్ & సోషల్ స్టడీస్ (సెస్) హైదరాబాద్, తెలంగాణరాష్ట్రం దాబ ఆర్. సుధాకర్గౌడ్ అసిస్టెంట్ ట్రొఫెసర్, జియోఇన్ఫర్మాటిక్స్ విభాగం తెలంగాణ విశ్వవిద్యాలయం డిచ్పల్లి, నిజామాబాద్, తెలంగాణరాష్టం

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Intermediate (Second Year) Bhugoola Saastram: Maanava, Aarthika bhugoola Saastram Prayoogadeepica: Authors: Prof. P. Padmanabha Rao, Dr. R. Sudhakar Goud, Dr. T. Pratigna, Dr. Anand Gopagani, Dr. P. Anjaneyulu; Dr. Vigneshwar Meka; Editors: Prof. C. Venugopal Rao, Prof. P. Padmanabha Rao; Practical Geography (Representation of Data): Prof. P. Padmanabha Rao, Dr. R. Sudhakar Goud, Dr. T. Pratigna, Editors: Prof. C. Venugopal Rao, Prof. P. Padmanabha Rao; First Edition: 2020; Pp. x + 514 + iv + iv

© TELUGU AKADEMI Hyderabad

First Edition: 2021 Copies: 2000

Published by TELUGU AKADEMI, Hyderabad- 500 029 under the Centrally Sponsored Scheme of Production of Books and Literature in Regional Languages at the University level of the Government of India in the Ministry of Human Resource Development, New Delhi.

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Price: Rs.138= 00

Printed in India

Laser Typeset at Telugu Akademi, Hyderabad

Printed at M/s Divya Jyothi Print & Packaging, Hyderabad

With the Financial Assistance of Commission for Scientific and Technical Terminology, New Delhi.



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ద్రమ్మతం తెలుగు అకాడమి ఇంటర్ గ్రంథాలను తెలంగాణ రాష్ట్ర ఇంటర్మీడియట్ విద్యామండలి, హైదరాబాదు వారు రూపొందించిన పాఠ్యప్రణాళికకు అనుగుణంగా ప్రచురిస్తోంది.

గతంలో కొందరు ప్రయివేట్ ముద్రాపకులు ఇంటర్మీడియట్ కోర్పులకు సంబంధించిన పుస్తకాలను చూడగానే తెలుగు అకాడమీ పుస్తకాలనే భ్రమ కరిగించే రీతిలో నకిలీ పుస్తకాలు తయారుచేసి మార్కెట్లో అమ్మకాలు సాగించారు. ఈ సందర్భంగా పాఠ్య పుస్తకాలను కొనుగోలు చేసేటప్పడు నాణ్యతలోపాటు ముఖపుత్రం మీద తెలుగు అకాడమి హోలోగ్రామ్న పరిశీలించి కొనుగోలు చేయవలసిందిగా విద్యార్థులకూ అధ్యాపకులకూ తెలుగు అకాడమి విజ్ఞప్తి.

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EMERGING ISSUES IN COMMERCE, ECONOMICS, INFORMATION TECHNOLOGY AND MANAGEMENT (VOL – II)

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Headquarters (India): 88, Patel Street, Navamuvada,

Lunawada, India-389 230 Contact: +91 76988 26988

Registration no. GJ31D0000034

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RED'MAC INTERNATIONAL PRESS & MEDIA. INC

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ISBN: 978-93-90937-31-8 (Hardcase)

ISBN-A: 10.9390937/318 DIP: 18.10.90937/318

DOI: 10.25215/9789390937318

Price: ₹ 350/-

May, 2021 (First Edition)

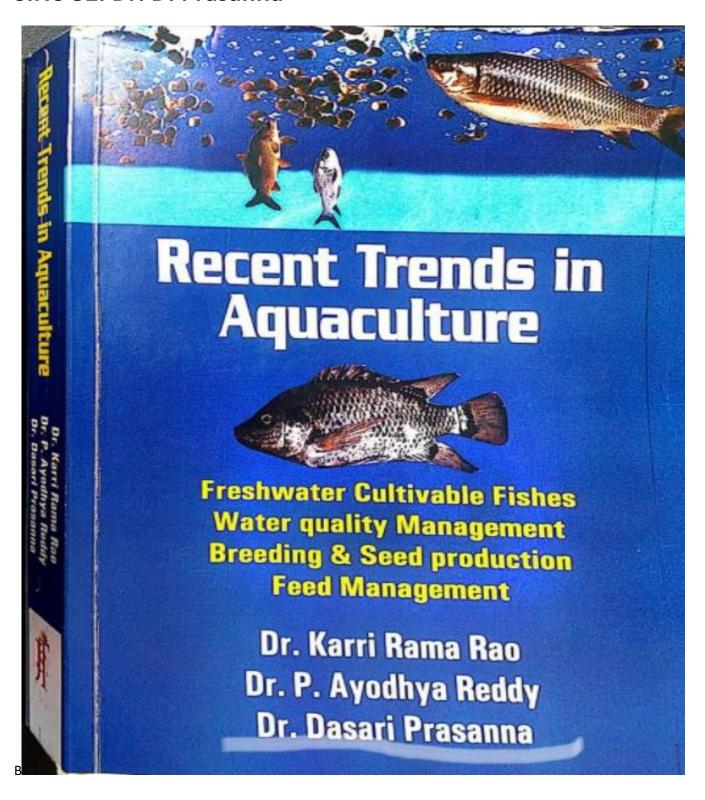
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Printed in India | Title ID: 90937318

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S.No 32. Dr. D. Prasanna



The concept of recent wends in aquaculture is consisting of four chapters, is designed and explains the advanced technologies in aquaculture in the present and future generations. The scope, sequence and level of knowledge are designed to cater to the needs of the students, teachers and research scholars as to the best reference guide. A concept of aquaculture management includes interesting applications and themes of agraculture biology.

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Study material in Zoology for B.Sc. B.Z.C. First year published by Charan Publications Nalgonda. Editorial committee member for JIGNASA Magazine 2017-2018 published by Commissionerate of Collegiste Education, Hyderabad, Telangana state.

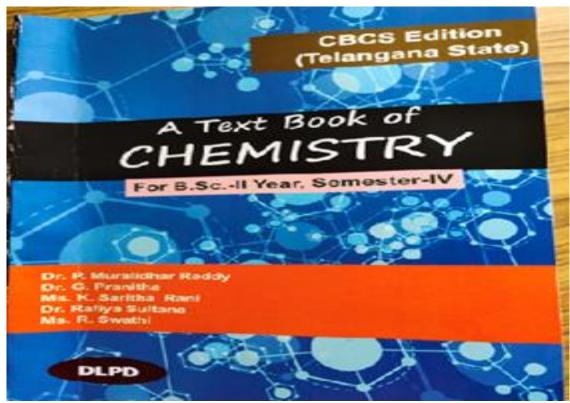


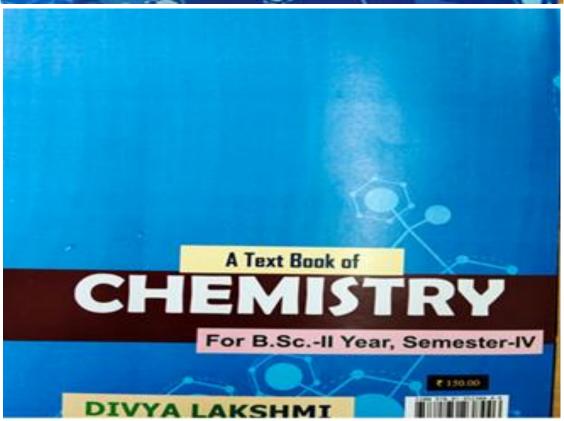
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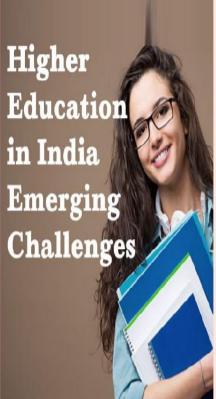
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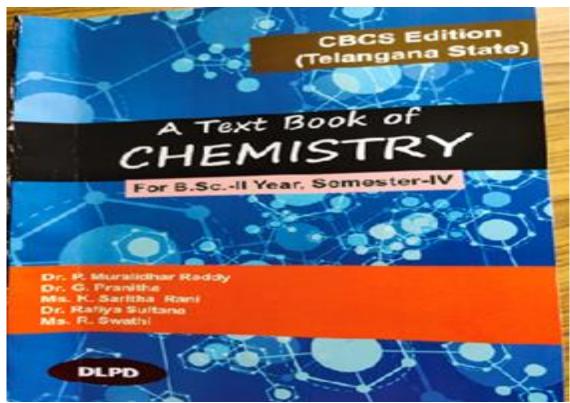


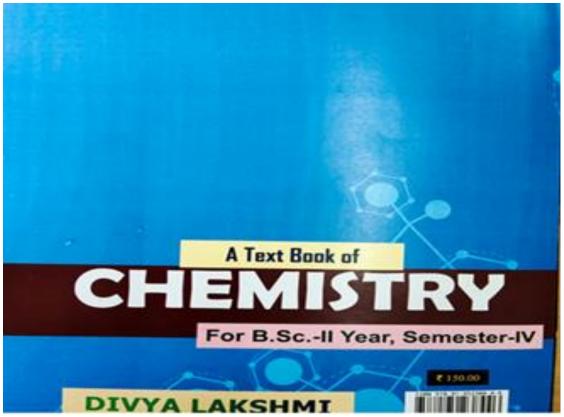
Dr. Kandi Kamala

Higher education in India recently ritchforked into policy significance, finds a contemporary manual in the book provides an overview of various aspects of India's higher education policy, while delving into the wider contexts of change. Ideology is a bad word, while pragmatism that grants primacy to the immediate over the long-term vision is the supreme virtue. This is the undertone of the entire book. What is the driving force behind the so-called pragmatic policy making? I wonder if he would dismiss as 'ideology' a basic premise of the Yashpal Committee report that says "sevitalizing the idea of university in an entirely new egalitarian context is the need of the hour" Overall, the book is a highly usefu compilation of valuable information, but somewhat flawed by a limiting vision The chapters deal with structural issues, access and equity concerns, private high er education, financing and management, workforce development, research, regulatory tangles and the need for quality management. To be fair to the author, he acknowledges that the book's emphasis on the economic role of higher education reflects contemporary reality, though civic moral and intellectual purposes of higher education are important and will continue to be so.

It is surprising that India has no major higher education research centre and no group of researchers focusing on this key subject. Higher education as an academic subject is not taught in Indian universities, and the large cadre of administrators in India's sprawling higher education system have no training about how unversities function, their role in society, or the finances or academe. This is in sharp contrast to India, which has an extensive network of higher education straining programmes attached to universities, several excellent higher education research centres, and a general understanding that policy and management of higher educa-tion is a matter of considerable national importance.

S.No 35. Dr. Rafiya Sultana





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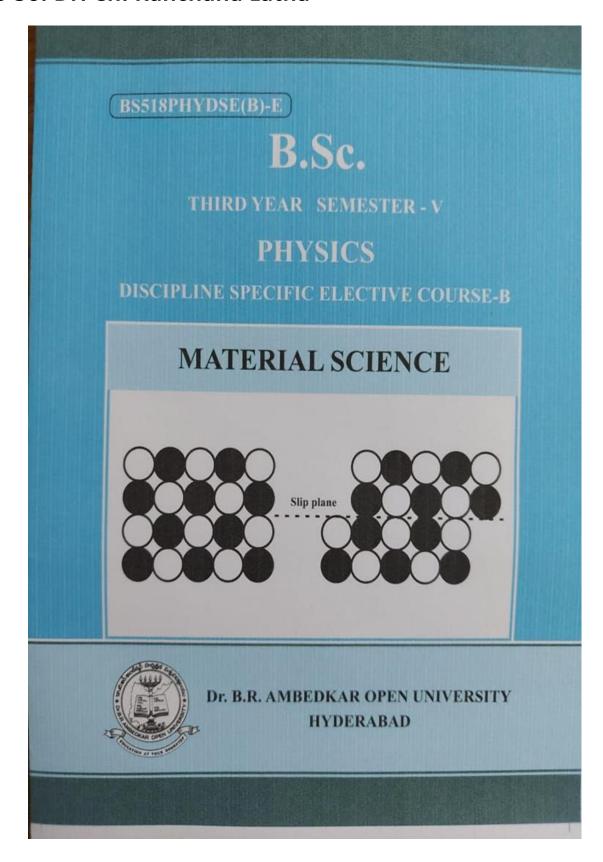
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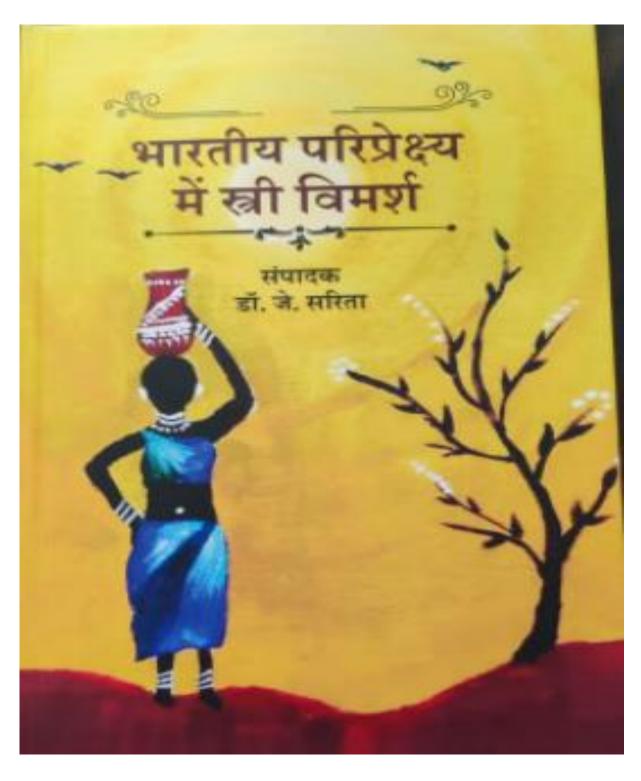
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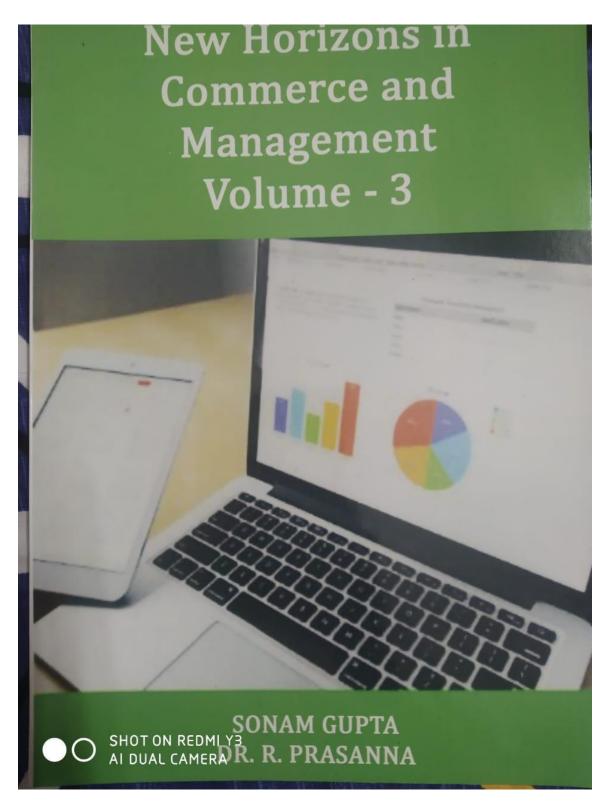
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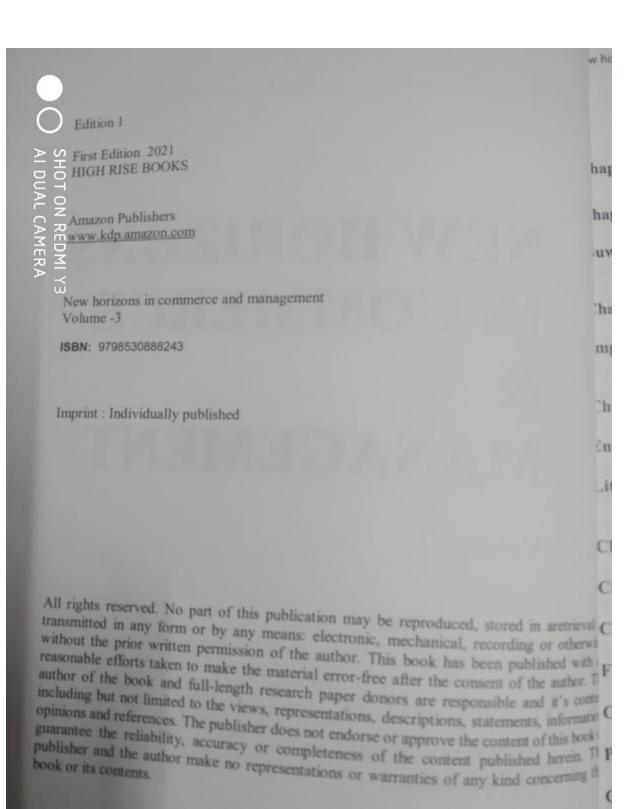
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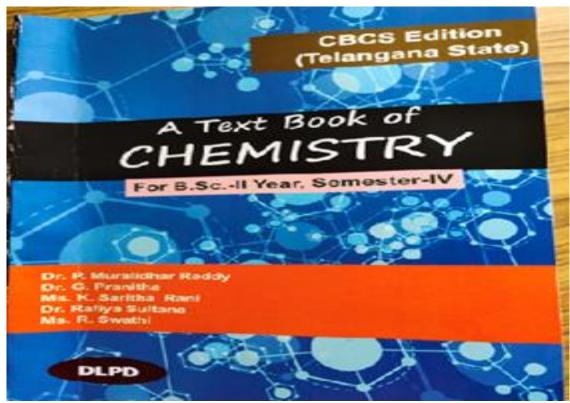
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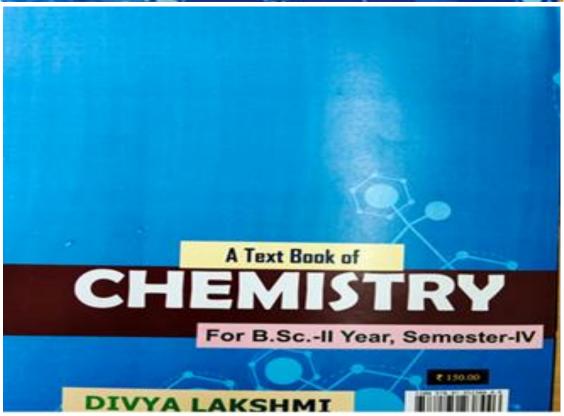
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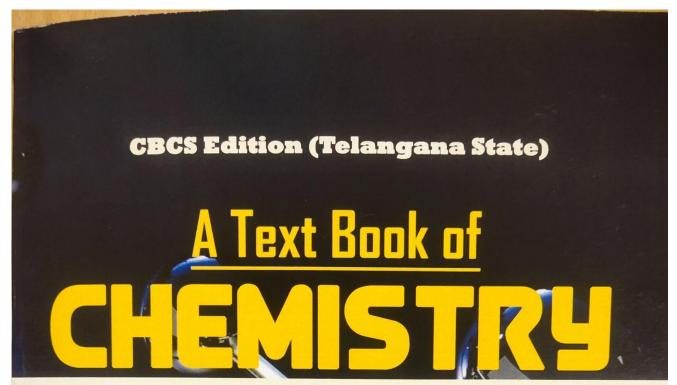
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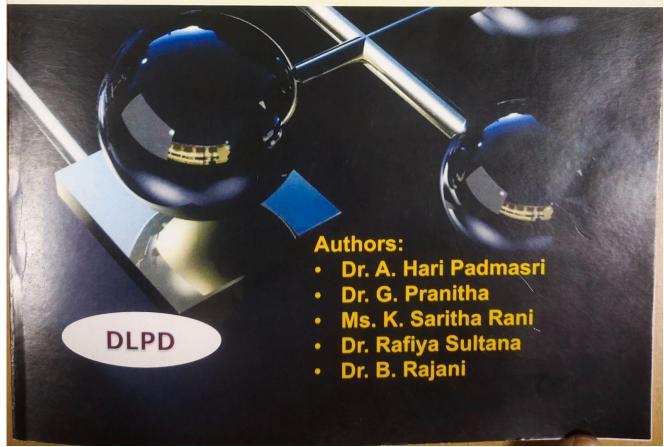
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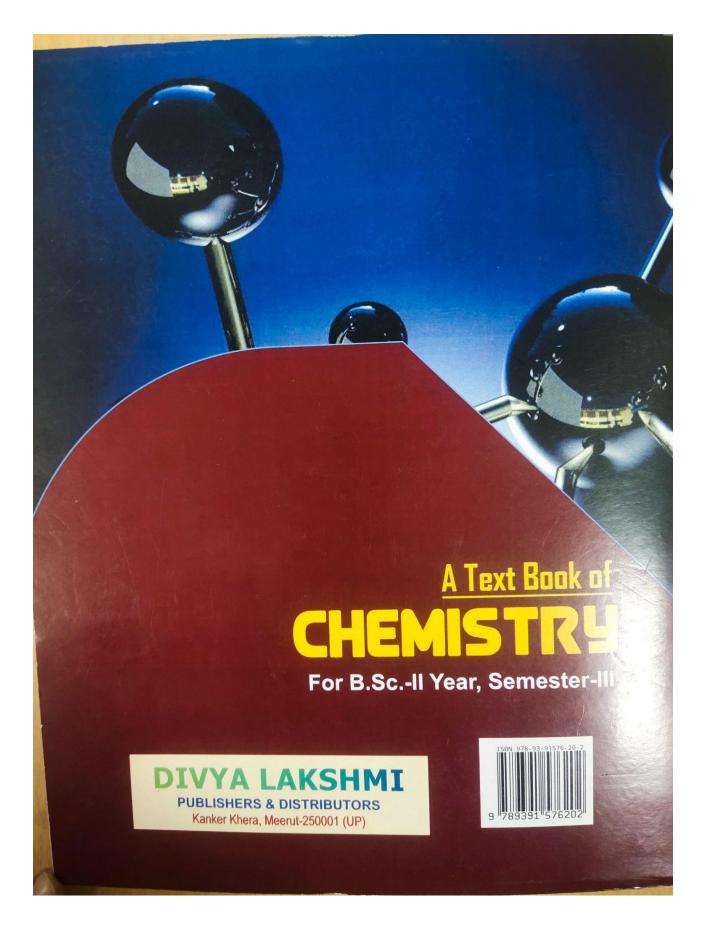
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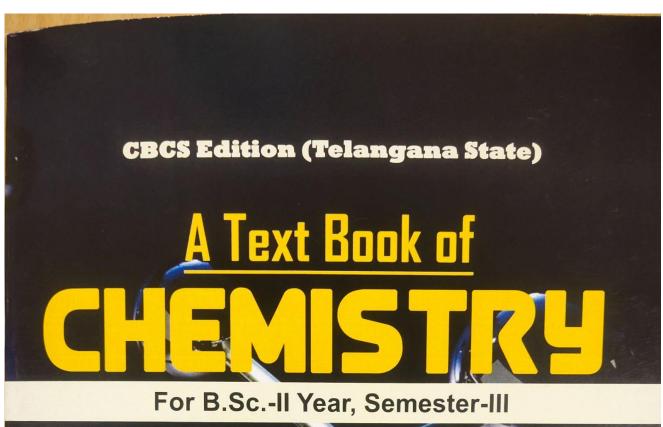
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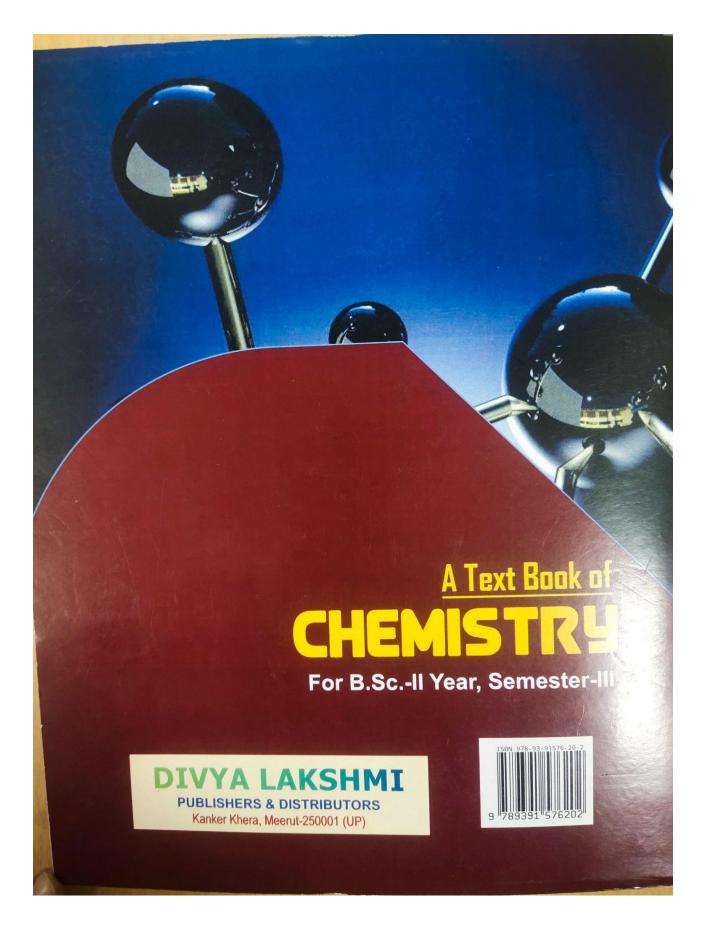
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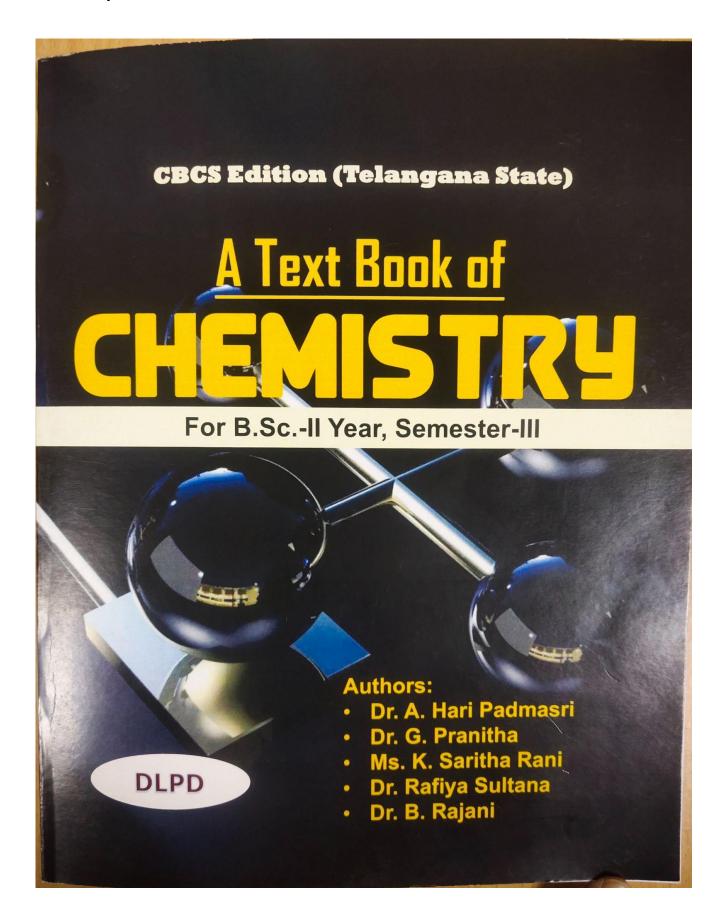
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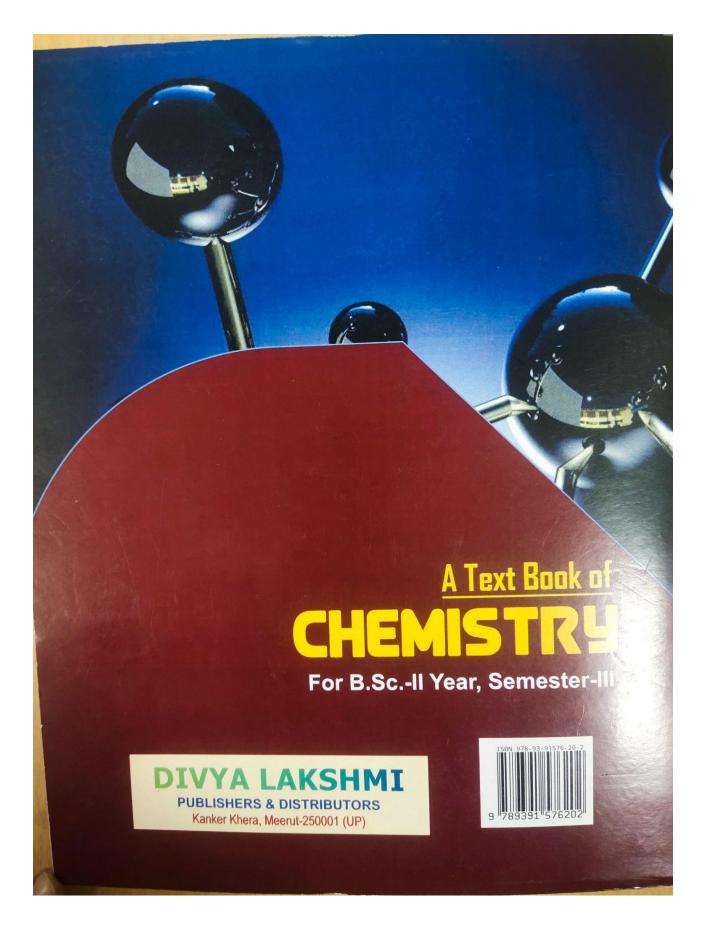
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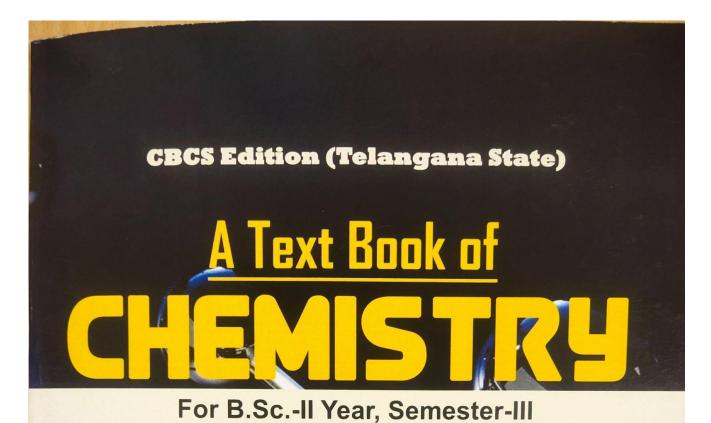
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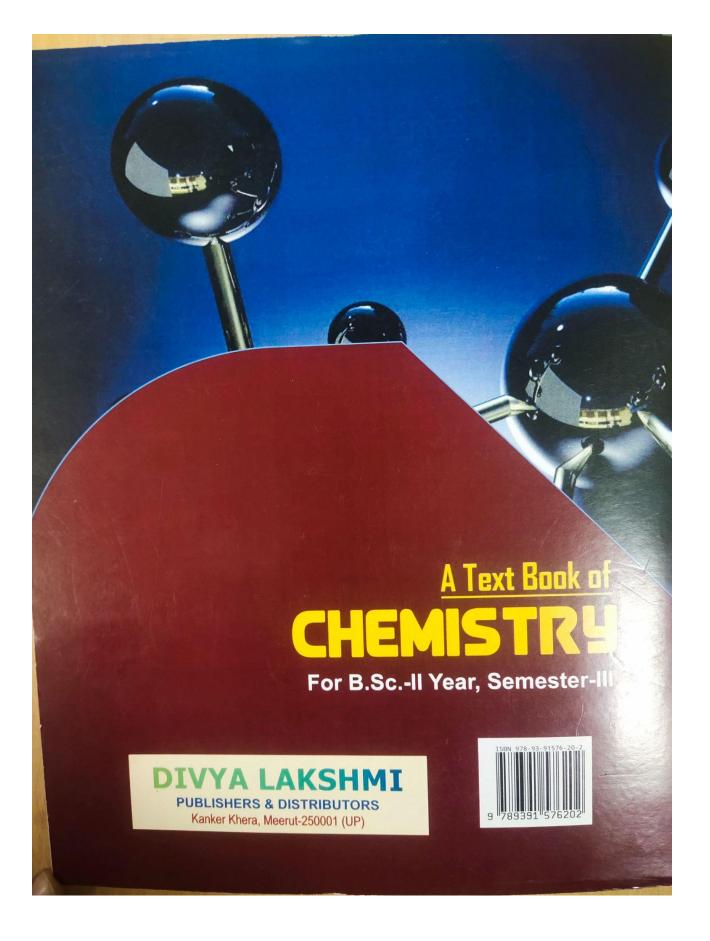
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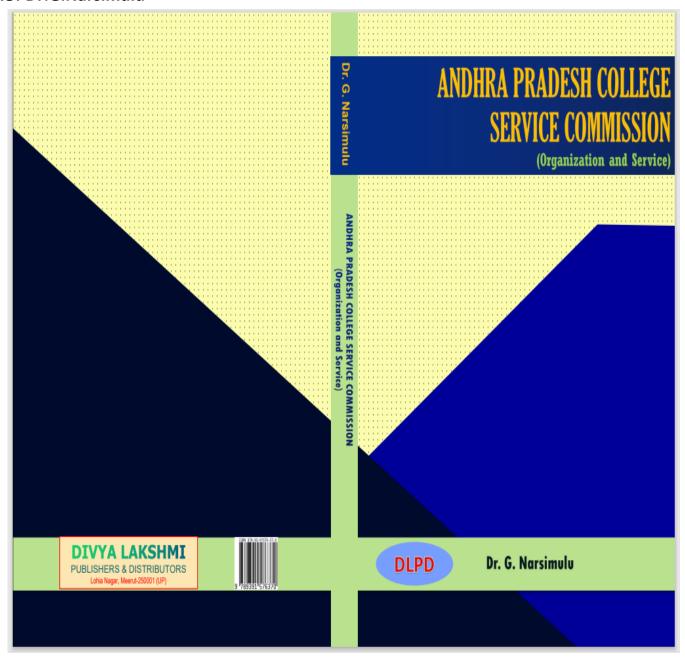
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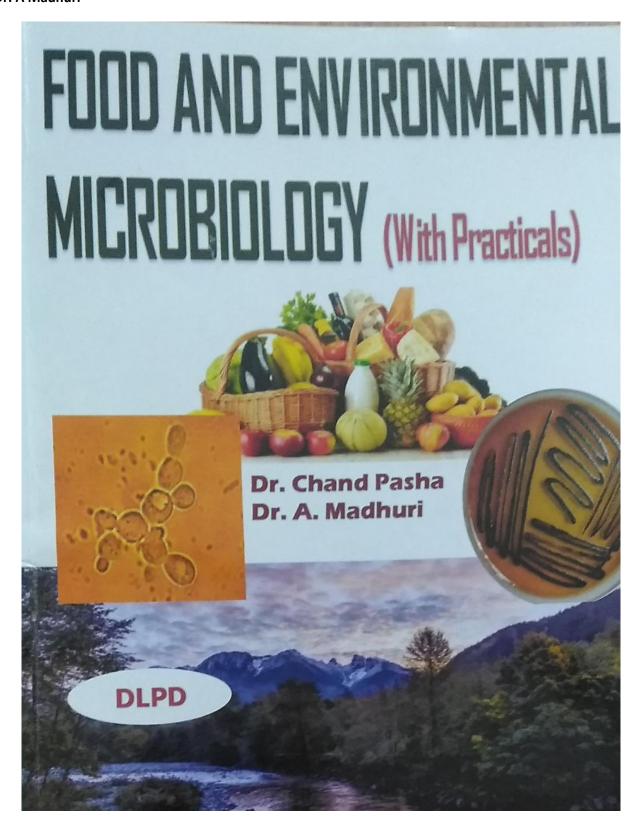
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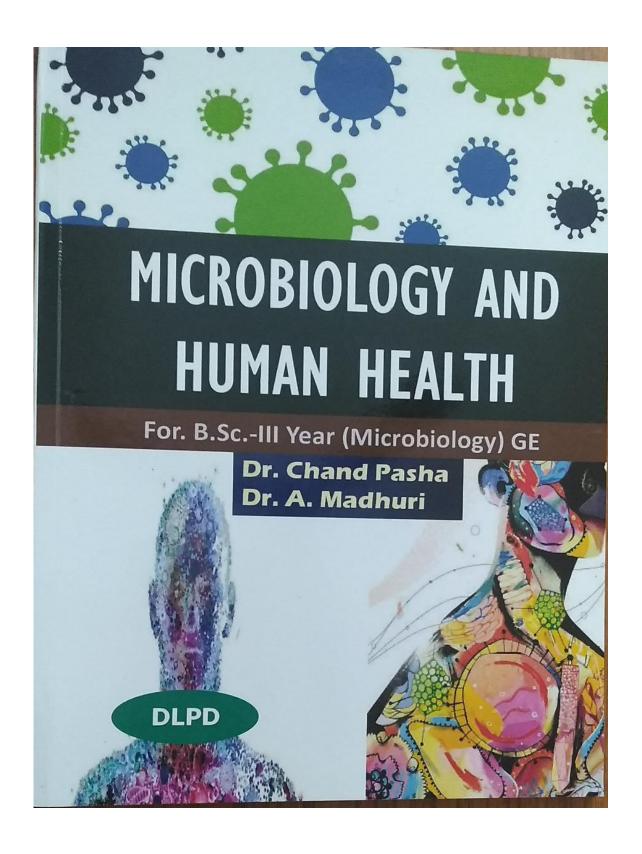






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