

GOVERNMENT DEGREE COLLEGE, MANCHERIAL, DIST: MANCHERIAL

Assessment of Learning levels of Various Students

- Diagnostic Test
- Remedial Classes for Slow learners
- Peer teaching for Advanced Students
- Study Material

and the second s 3 SYLLABUS (BASICS IN CHEMISTRY) CONTENT 1. Basics in Atomic Structure; Atomic models, orbitals De Broglie's theory, Hisenberg Uncertainity principle Quantum mechanics, Quantum numbers, Rules-used in writing the electronic configuration (02) 2. Periodic Table : Periodicity, Periodic properties - change in groups and periods (Atomic Size, E.N., E.A., etc); classification of periodic table into blocks such as S-block, p-block, d-block, & f-block (02)3. <u>Chemical Bonding</u>: Types of chemical bonds with Suitable examples, Bond length, Bond angles, Bond order and Bond energy. (01) 4. Balancing chemical equation - male concept, make of archion laws, mass action, onidation and reduction reactions, redon reactions, calculate the oxidation states of various elements in various compounds write the formula (02) 5. Introduction to organic chemistry: Bergiliau Theory classification of organic compounds Nomenclature-Common & JUPAC. Types of organic reactions, Types of reagents, Isomerism. hybridization, Bond length Bond angle, Bond energy- (01)

2016-2017

| Advanced learners. | | | |
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| N Maaky - MP(-T (052-17-4013) - 9/10 | | | |
| $B_{2}(-5) = B_{2}(-5) (052-17-3001) = -1710$ | | | |
| 3 N. Deleen - BZC-I (052-17-3013) | | | |
| 4. T. Srivani - B2C-I (052-17-3017) - $8/10$ | | | |
| | | | |
| slow learners | | | |
| 1. D. Rajalingu - MPCI (052-17-4003) - 7/10 | | | |
| 2. G. Mallesh - MPC-I (052-17-4004) - 6/10 | | | |
| 3. G. Rajesh - 4 (052-17-4005) - 4/10 | | | |
| 4. J. Thircupathi - " (052-17-4008) - 5/10 | | | |
| 5. B. Sudhakar - BZC-I (052-17-3004) - 4/10 | | | |
| 6. D. Vilas - 4 (052-17-3006) - 4/10 | | | |
| 7. G. Rajkumar - 4 (052-17-3007) - 6/10 | | | |
| 8. K. Ramchandar - " (052-17-3009) - 5/10 | | | |
| 9. M. Anusha - " (052-17-3011) - 5/10 | | | |
| 10. M. Mallishwari - " (052-17-3012) - 6/10 | | | |
| 11. S. Navyacharttha - " (052-17-3016) - 7/10. | | | |
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6. PEER TEACHING Peer teacher -2 Peer teacher - 1 A. Sony (BZC) N. Manky (M.P.) B. T. E. Members Members. T. Thirrepaths 1. D. Rajalingu G. Rajkumax 2. G. Mallesh M. Mallisbuari 3. G. Rajesh 4. J. Thirupathi. 2 Peer teacher -4 Peer teacher - 3 N. Dileep (BZ() T. Srivani (BZ() Members Members B. Sudbakar D. Vilas K. Ramchandar M. Anusha s. Navya charilha.

Remedial classes Zor slow learners

7

| | C N | Name of the studio | Topic | |
|-------------|-------|--------------------|--------------------------------|--|
| Dt | SNO | altended the class | | Sign. |
| 22.06,21 | nº6 1 | D. Rajalingu | Basice in atomic structures | DROBON |
| | . 2 | G. Mallesh | Atomic models, orbitals. | |
| | 3 | G. Rug Kumar | , | |
| | 4 | M. Malleshward | | Falles |
| | 15 | S. Navyacharitha | | 1 Wanyy |
| | 6 | M. Anusha | | Anusha |
| | 7 | B. sudhakar | The second second | sulhabe |
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| 23.062016 | 1. | D. Rejalingu | Quantum numbers, Ruly- | - |
| | 5 | G. Rajesh | used in writing the electronic | Rajesh |
| | 3. | M. Mallishwari | configuration. | - |
| 1 | ч. | K. Ramchandar | a dealler of a | Keathe |
| - | 5. | D. Vilas | LOP Condections is a | vishal |
| | 6. | M. Anusha | selection of 8 | -Anyha |
| | | | a the harding day | |
| 29.06.2011 | | G. Rajesh | Periodic Laws, Periodicity, | pajcoh |
| | 2 | J. Thirupathi. | periodic trencle in groups | |
| | | G. Rajkymar | and periods for (5.1 | - |
| | Ч. | M. Mallishward | | sudraka |
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| 1. 1. 1. 17 | | P. Vilas | Yampy Yong & S | Vielas |
| 4 | 8. | M. Anusha. | No. 50 SUDERIA | Anusle |
| | | | a rei Janochardar | |
| 30.06206 | 1. | P. Rajalingu. | Periodic trends in groups | Rajaliza |
| | 2. | G. Mallesh | & periode classification of | |
| | 3. | G. Rajkumar | elements into blocks. | Rajelana |
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| | 5 | K. Ramchandar | k. | Panchad. |
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| ot | SNO | Name of the student | Topic | Sign of |
| 26.07.201 | 1 | D Rujalingu | | D. Ragalinge |
| _ | | G. Mallesh | boad angle, bond length, | Mallesh |
| | | G. Rajesh | bond energy. | G. Ragesh |
| | | J. Thirupathi | | J. Thesulal |
| | | G. Rajkumar | | Rajkuma |
| | 6 | M. Mallishwari | | Black |
| _ | 7 | B. sudhakar | 1 | B. Sudler) |
| | 8 | R. Ramchander | | R. Ramchall |
| | 9 | S. Navyacharitha | | S. Nowy 6 |
| | 10 | M. Anusha, | | Anusha |
| - | - | | | |
| -07-2016 | 1. | G. Mallesh | oxidation, reduction, | mallest |
| | a. | M. Malleshwari | redon reactions, mole concept | malleshy |
| - | 3. | B. sudhakar | 1. A. | sudhalow |
| _ | 4. | K. Ramchandar | | Ranchand |
| | 5 | s. Nanjacharitha | to fait and the | |
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| -12-01-2016 | | G. Rajesh | | Ragalin |
| | 2 | D. Rajalingu | humbera. | Rajkuman |
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| | 5. | R. Ramchandar | 1. 1. Pertation 1. | Anusha |
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| | | 0 11 1 | There al al and a second | malles |
| 1-union | | G. Mallesh | Momen clature of organic compounds, classification | Rajalinga |
| | 2 | D. Rajalingy | tompound, classification | blalle |
| | 3. | G. Rajkumar | Types of rexns. reagents. | sudhak |
| | ч. | B. sudhakar | Tromenism. | S. Navy |
| 18/14 | | S. Maryachantha | | Anusha |
| Lady I | | M. Anucha | and the second second | velen |
| | T. | D. WILoy | | vier |

Syllabus

Ancient History

Definitions - Nature and Scope of History - History and Its Relationship with other Social Sciences - Geographical Features of India – Sources of Indian History: PreHistory – Paleolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic Cultures.

Indus Valley Civilization - Its Features & Decline: Early Vedic and Later Vedic Civilizations – Vedic Literature - Society - Economy - Polity – Religion,

Rise of New Religious Movements – Charvakas, Lokayathas, Jainism and Buddhism; Mahajanapadas - Rise of Magadha; Alexander's Invasion and Its Impact.

Foundation of the Mauryan Dynasty; Ashoka and His Dharma - Polity -Administration - Society – Economy – Religion – Literature - Art and Architecture; Disintegration of the Mauryan Empire; Post-Mauryan Kingdoms - Indo-Greeks -Kushanas and Kanishka - Society – Economy – Literature – Art and Architecture; The Satavahanas; Sangam Age – Literary Development.

Gupta Empire: A Brief Political Survey - Polity and Administration, Social and Economic Conditions, Agriculture and Land Grants - Feudalism, Caste System, Position of Women, Education, Literature, Science and Technology, Art and Architecture - Harshavardana and His Achievements.

Medieval History

The Age of Rajputs Society, Economy and Culture - Rise of Regional States: Pallavas, Chalukyas of Badami, Rashtrakutas, Cholas; Local Self Government under Cholas; Society, Economy, Literature, Art and Architecture; Bhakti Movement in South India: Shaiva Nayanars and Vaishnava Alwars.

Arab Conquest of Sind, Ghaznavids and Ghoris; Foundation of Delhi Sultanate: Slave, Khaljis, Tughlaqs, Sayyids and Lodis – Polity, Administration, Society - Religion - Economy - Art and Architecture - Growth of Education and Literature – and the decline of Delhi Sultanate.

Bhakti and Sufi Movements, Prominent Bhakti and Sufi Saints, their Preachings -Impact on Society and Culture - Emergence of Composite Culture.

Kakatiyas – Polity – Administration - Society and Economy - Literature and Religion - Art and Architecture – Yadavas – Hoysalas and Pandyas – Their contribution to South Indian Culture.

Vijayanagara – A Brief survey of Political History - Polity - Administration - Society and Economy - Religion – Art and Architecture – Language and Literature - The Brief History of Bahamanis and their Contribution to the Deccan Culture.

Establishment of Mughal Dynasty - Sources – Shershah Sur and His Reforms - Brief Survey of Political History of Mughals – Akbar, Shah Jahan and Aurangzeb -Polity -Administration – Society – Economy – Technological Developments - Religion - Hindu-Muslim Relations - Emergence of Composite Culture - Education – Language and Literature – Art and Architecture - Disintegration of Mughal Empire.

Rise of Regional Powers - Marathas – Shivaji his Military Achievements, and his Administration - The Rise of Peshwas – and their role in Maratha History - The Third Battle of Panipat – The Rise of Sikhs. – Ranjit Singh - Rise of Princeley States – Hyderabad – Avad - Junagarh – Mysore – Kashmir.

Modern Indian History

Advent of European Powers - Portuguese, Dutch, English and French, Anglo-French Rivalry - Expansion and Consolidation of British Power – Wellesley's Subsidiary Alliance - Dalhousie's Doctrine of Lapse.

Three Stages of Colonialism - Mercantilism - Free Trade Policies – Finance Capital -Land Revenue Settlements – Cornwallis and Permanent Revenue Settlement; Thomas Munroe and Ryotwari; Mahalwari System - Changes in the Agrarian Economy and Condition of Peasantry - Famines.

Decline of Rural Cottage Industries and Urban Handicrafts - Growth of Railways, Roads, Communication – Modern Industries – Coal Mines, Textiles, Iron and Steel, etc. - Anti-Colonial Upsurge - 1857 Revolt - Nature, Causes and Results.

Queen's Proclamation – Beginning of Colonial Rule – Introduction of Western Education - Role of Christian Missionaries - Press, Communication and Emergence of Middle Classes - Lytton and Rippon: Impact of their Policies.

Socio-Religions Reform Movements – Brahma Samaj - Arya Samaj - Theosophical Society - Ramakrishna Mission - Aligarh Movement; Anti-Caste Movements - Jyotibha Phule - Narayana Guru - Periyar Ramaswamy Naicker and Dr. B.R. Ambedkar.

Factors for the Rise of Nationalism – Formation of Indian National Congress – Three Phases of Freedom Struggle: Moderate Phase, Extremist Phase and Gandhian Era - Non-Cooperation, Civil Disobedience and Quit India Movement; Indian National Army and Subhash Chandra Bose.

Revolutionary Movement: Gadhar Party – Bhagath Singh - Chandra Sekhar Azad and Others; Left-Wing Movement - Rise of Socialist and Communist Parties - Peasant and Workers Movements.

Emergence of Communal Politics and Mohd. Ali Jinnah - Prelude to Partition of India - Sardar Vallabhai Patel and Integration of Princely States into Indian Union – Republic of India - Jawaharlal Nehru and His Policies.

DIAGNOSTIC TEST

Date: 03.08.2016 Marks: 20

- 1. WhichofthefollowingVedasdealswithmagicspellsandwitchcraft?
- (a) Rigveda
- (b) Samaveda
- (c) Yajurveda
- (d) Atharvaveda

2. ThelaterVedicAgemeanstheageofthecompilationof

- (a) Samhitas
- (b) Brahmanas
- (c) Aranyakas
- (d) Alltheabove

3. TheVedicreligionalongwithitsLater(Vedic)developmentsisactuallyknownas

- (a) Hinduism
- (b) Brahmanism
- (c) Bhagavatism
- (d) VedicDharma

4. TheVedicAryansfirstsettledintheregionof

- (a) CentralIndia
- (b) GangeticDoab
- (c) Saptasindhu
- (d) KashmirandPunjab

5. WhichofthefollowingcontainsthefamousGayatrimantra?

- (a) Rigveda
- (b) Samaveda
- (c) Kathopanishad
- (d) AitareyaBrahmana

6. ThefamousGayatrimantraisaddressedto

- (a) Indra
- (b) Varuna
- (c) Pashupati
- (d) Savita
- 7. Twohighest,godsintheVedicreligionwere
- (a) AgniandSavitri
- (b) VishnuandMitra
- (c) IndraandVaruna
- (d) SuryaandPushan

8. Todarmalisassociated with the revenue system known as

- (a) Kankut
- (b) GhallaBakshi
- (c) ZabtiorZabt
- (d) Nasaq

9. The original name of Tansen, the greatest musician of the court of Akbar, was

- (a) MakarandaPandey
- (b) RamatanuPande
- (c) Haridas
- (d) LalKalawant
- 10. Of the so-called 'NineGemsof the Court of Akbar' the one who was a reputed poet of Hindi, was
- (a) AbulFazl
- (b) Faizi
- (c) AbdurRahimKhan-i-Khana
- (d) Birbal
- 11. The greatest historian of the reign of Akbar, who wrote Akbarnamaand Ain-i-Akbari,was
- (a) NizamuddinAhmad
- (b) AbdurQadirBadauni
- (c) AbulFazl
- (d) AbdasKhanArwani

12. AkbargrantedthepresentsiteofAmritsartotheSikhGuru

- (a) AmarDas
- (b) Angad
- (c) RamDas
- (d) Arjan
- 13. ThemostdecisivebattlebetweentheforcesofDaraandAurangzeb(inthewarofSuccessio n)wasfoughtat
- (a) Dharmat
- (b) Samugarh
- (c) Deorai
- (d) Khajwa

14. Assuming the title of A lamgir, A urang zeb crowned himself as Emperor on July 21, 1658 at

- (a) Agra
- (b) Aurangabad
- (c) FatehpurSikri
- (d) Delhi

- 15. WhowastheBritishPrimeMinisterwhoconvenedtheFirst RoundTableConferenceinLondon?
- (a) Churchill
- (b) RamsayMcDonald
- (c) Chamberlain
- (d) Disraeli
- 16. WhoamongthefollowingdidnotattendtheFirstRound TableConference?
- (a) MKGandhi
- (b) SirTejBahadurSapru
- (c) DrAmbedkar
- (d) CVChintamani

17. WhoopenedtheFirstRoundTableConference?

- (a) KingGeorgeV
- (b) MKGandhi
- (c) LordIrwin
- (d) RamsayMcDonald

18. ThehistoricfaitbyGandhicametoanendasaresultofthe

- (a) PoonaPact
- (b) IssueofWhitePaper
- (c) Gandhi-IrwinPact
- (d) ArrivalofSimonCommission
- 19. 'Mystrongestbulwarkisgone'lamentedGandhijionthe deathof
- (a) GopalakrishnaGokhale
- (b) MotilalNehru
- (c) PherozeShahMehta
- (d) BalGangadharTilak

20. WhenwastheFirstRoundTableConferenceheld?

- (a)1933
- (b)1931
- (c)1930
- (d)1903

2016-17

Date: 04.08.2016

| Sl. No | H.T.No. | Name of Student | Marks |
|-----------|------------|-------------------|-------|
| | | Advanced Learners | · |
| 1. | 0052171001 | T.Manohar | 19 |
| 2. | 052171011 | J.Suman | 18 |
| 3. | 052171021 | D.Venkatesh | 19 |
| 4. | 052171029 | M.Nagamani | 18 |
| | | Slow Learners | |
| 1. | 052171002 | G.Rajender | 14 |
| 2. | 052171003 | N.Subash | 12 |
| 3. | 052171004 | L.Srinivas | 10 |
| 4. | 052171005 | N.Devadanam | 11 |
| 5. | 052171006 | G.Rajashekar | 13 |
| 6. | 052171007 | A.Shankar | 11 |
| 7. | 052171008 | L.Ravikumar | 14 |
| 8. | 052171009 | L.Paramesh | 12 |
| 9. | 052171010 | M.Dinesh Kumar | 11 |
| 10. | 052171012 | A.Krishnasagar | 10 |
| 11. | 052171013 | S.Krishnaprasad | 13 |
| 12. | 052171014 | R.Swathi | 12 |
| 13. | 052171015 | B.Narendranath | 11 |
| 14. | 052171016 | S.Darsharath | 10 |
| 15. | 052171017 | N.Karthik | 11 |
| 16. | 052171018 | B.Raviteja | 12 |
| 17. | 052171019 | A.Shiva | 14 |
| 18. | 052171020 | B.Tharunkumar | 13 |
| 19. | 052171022 | D.Thirupathi | 10 |
| 20. | 052171023 | K.Ramakrishana | 11 |
| 21. | 052171024 | B.Sanjeev | 10 |
| 22. | 052171025 | N.Rakesh | 12 |
| 23. | 052171027 | J.Sonilala | 10 |
| 24. | 052171028 | E.Sridhar | 12 |
| 25. | 052171030 | V.Srikanth | 10 |
| 26. | 052171031 | O.Srinivas | 11 |
| 27. | 052171032 | T.Srikanth | 10 |
| 28. | 052171033 | T.Madhukar | 12 |

PEER TEACHING (2016-17)

| Sl. No | H.T.No. | Name of Student | | |
|------------------|------------|-----------------|--|--|
| 110 | | Peer Teacher-I | | |
| 1. | 0052171001 | T.Manohar | | |
| | Members | | | |
| 2. | 052171002 | G.Rajender | | |
| 3. | 052171003 | N.Subash | | |
| 4. | 052171004 | L.Srinivas | | |
| 5. | 052171005 | N.Devadanam | | |
| 6. | 052171006 | G.Rajashekar | | |
| 7. | 052171007 | A.Shankar | | |
| 8. | 052171008 | L.Ravikumar | | |
| | | Peer Teacher-II | | |
| 1. | 052171011 | J.Suman | | |
| | | Members | | |
| 2. | 052171009 | L.Paramesh | | |
| 3. | 052171010 | M.Dinesh Kumar | | |
| 4. | 052171012 | A.Krishnasagar | | |
| 5. | 052171013 | S.Krishnaprasad | | |
| 6. | 052171014 | R.Swathi | | |
| 7. | 052171015 | B.Narendranath | | |
| 8. | 052171016 | S.Darsharath | | |
| Peer Teacher-III | | | | |
| 1. | 052171021 | D.Venkatesh | | |
| | | Members | | |
| 2. | 052171017 | N.Karthik | | |
| 3. | 052171018 | B.Raviteja | | |
| 4. | 052171019 | A.Shiva | | |
| 5. | 052171020 | B.Tharunkumar | | |
| 6. | 052171022 | D.Thirupathi | | |
| 7. | 052171023 | K.Ramakrishana | | |
| 8. | 052171024 | B.Sanjeev | | |
| | | Peer Teacher-IV | | |
| 1. | 052171029 | M.Nagamani | | |
| | | Members | | |
| 2. | 052171025 | N.Rakesh | | |
| 3. | 052171027 | J.Sonilala | | |
| 4. | 052171028 | E.Sridhar | | |
| 5. | 052171030 | V.Srikanth | | |
| 6. | 052171031 | O.Srinivas | | |
| 7. | 052171032 | T.Srikanth | | |
| 8. | 052171033 | T.Madhukar | | |

REMEDIAL CLASSES FOR SLOW LEARNERS (2016-17)

Date:05.08.2016

| Sl. No | H.T.No. | Name of Student | Торіс |
|-----------|-----------|-----------------|--|
| 1. | 052171002 | G.Rajender | |
| 2. | 052171003 | N.Subash | |
| 3. | 052171004 | L.Srinivas | History and Its |
| 4. | 052171005 | N.Devadanam | Relationship with other |
| 5. | 052171006 | G.Rajashekar | Social Sciences |
| 6. | 052171007 | A.Shankar | |
| 7. | 052171008 | L.Ravikumar | |
| | | | |
| 1. | 052171009 | L.Paramesh | |
| 2. | 052171010 | M.Dinesh Kumar | Rise of New Religious |
| 3. | 052171012 | A.Krishnasagar | Movements – Charvakas, |
| 4. | 052171013 | S.Krishnaprasad | Lokayathas, Jainism and |
| 5. | 052171014 | R.Swathi | Buddhism; |
| 6. | 052171015 | B.Narendranath | |
| 7. | 052171016 | S.Darsharath | |
| | | | |
| 1. | 052171017 | N.Karthik | |
| 2. | 052171018 | B.Raviteja | |
| 3. | 052171019 | A.Shiva | The Satavahanas; Sangam |
| 4. | 052171020 | B.Tharunkumar | Age – Literary |
| 5. | 052171022 | D.Thirupathi | Development. |
| 6. | 052171023 | K.Ramakrishana | |
| 7. | 052171024 | B.Sanjeev | |
| | | | |
| 1. | 052171025 | N.Rakesh | |
| 2. | 052171027 | J.Sonilala | |
| 3. | 052171028 | E.Sridhar | Gupta Empire: A Brief Political Survey - Polity |
| 4. | 052171030 | V.Srikanth | and Administration, Social |
| 5. | 052171031 | O.Srinivas | and Economic Conditions |
| 6. | 052171032 | T.Srikanth | |
| 7. | 052171033 | T.Madhukar | |

Syllabus

Ancient History

Definitions - Nature and Scope of History - History and Its Relationship with other Social Sciences - Geographical Features of India – Sources of Indian History: PreHistory – Paleolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic Cultures.

Indus Valley Civilization - Its Features & Decline: Early Vedic and Later Vedic Civilizations – Vedic Literature - Society - Economy - Polity – Religion,

Rise of New Religious Movements – Charvakas, Lokayathas, Jainism and Buddhism; Mahajanapadas - Rise of Magadha; Alexander's Invasion and Its Impact.

Foundation of the Mauryan Dynasty; Ashoka and His Dharma - Polity -Administration - Society – Economy – Religion – Literature - Art and Architecture; Disintegration of the Mauryan Empire; Post-Mauryan Kingdoms - Indo-Greeks -Kushanas and Kanishka - Society – Economy – Literature – Art and Architecture; The Satavahanas; Sangam Age – Literary Development.

Gupta Empire: A Brief Political Survey - Polity and Administration, Social and Economic Conditions, Agriculture and Land Grants - Feudalism, Caste System, Position of Women, Education, Literature, Science and Technology, Art and Architecture - Harshavardana and His Achievements.

Medieval History

The Age of Rajputs Society, Economy and Culture - Rise of Regional States: Pallavas, Chalukyas of Badami, Rashtrakutas, Cholas; Local Self Government under Cholas; Society, Economy, Literature, Art and Architecture; Bhakti Movement in South India: Shaiva Nayanars and Vaishnava Alwars.

Arab Conquest of Sind, Ghaznavids and Ghoris; Foundation of Delhi Sultanate: Slave, Khaljis, Tughlaqs, Sayyids and Lodis – Polity, Administration, Society - Religion - Economy - Art and Architecture - Growth of Education and Literature – and the decline of Delhi Sultanate.

Bhakti and Sufi Movements, Prominent Bhakti and Sufi Saints, their Preachings -Impact on Society and Culture - Emergence of Composite Culture.

Kakatiyas – Polity – Administration - Society and Economy - Literature and Religion - Art and Architecture – Yadavas – Hoysalas and Pandyas – Their contribution to South Indian Culture.

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Modern Indian History

Advent of European Powers - Portuguese, Dutch, English and French, Anglo-French Rivalry - Expansion and Consolidation of British Power – Wellesley's Subsidiary Alliance - Dalhousie's Doctrine of Lapse.

Three Stages of Colonialism - Mercantilism - Free Trade Policies – Finance Capital -Land Revenue Settlements – Cornwallis and Permanent Revenue Settlement; Thomas Munroe and Ryotwari; Mahalwari System - Changes in the Agrarian Economy and Condition of Peasantry - Famines.

Decline of Rural Cottage Industries and Urban Handicrafts - Growth of Railways, Roads, Communication – Modern Industries – Coal Mines, Textiles, Iron and Steel, etc. - Anti-Colonial Upsurge - 1857 Revolt - Nature, Causes and Results.

Queen's Proclamation – Beginning of Colonial Rule – Introduction of Western Education - Role of Christian Missionaries - Press, Communication and Emergence of Middle Classes - Lytton and Rippon: Impact of their Policies.

Socio-Religions Reform Movements – Brahma Samaj - Arya Samaj - Theosophical Society - Ramakrishna Mission - Aligarh Movement; Anti-Caste Movements - Jyotibha Phule - Narayana Guru - Periyar Ramaswamy Naicker and Dr. B.R. Ambedkar.

Factors for the Rise of Nationalism – Formation of Indian National Congress – Three Phases of Freedom Struggle: Moderate Phase, Extremist Phase and Gandhian Era - Non-Cooperation, Civil Disobedience and Quit India Movement; Indian National Army and Subhash Chandra Bose.

Revolutionary Movement: Gadhar Party – Bhagath Singh - Chandra Sekhar Azad and Others; Left-Wing Movement - Rise of Socialist and Communist Parties - Peasant and Workers Movements.

Emergence of Communal Politics and Mohd. Ali Jinnah - Prelude to Partition of India - Sardar Vallabhai Patel and Integration of Princely States into Indian Union – Republic of India - Jawaharlal Nehru and His Policies.

DIAGNOSTIC TEST

Date: 02.08.2017 Marks: 20

- 1. Divisionof the Vedics ociety into four classes is clearly mentioned in the
- (a) Yajurveda
- (b) Purusa-suktaofRigveda
- (c) Upanishads
- (d) ShatapathaBrahmana

2. Whichofthefollowingcivilisationsisnetassociated with the Harappan Civilisation?

- (a) Mesopotamian
- (b) Egyptian
- (c) Sumerian
- (d) Chinese
- **3.** Of the following scholars who was the first to discover the traces of the Harappan Civilisati on?
- (a) SirJohnMarshall
- (b) RDBanerji
- (c) ACunningham
- (d) DayaRamSahani
- 4. TheHarappanCivilisationachievedfargreateradvancementthanSumer,Elametc.onacc ountofits
- (a) townplanning
- (b) metalworking
- (c) weightsandmeasures
- (d) sealsandfigures

5. ThetownplanningintheHarappanCivilisationwasinspiredbyaregardfor

- (a) beautyandutility
- (b) uniformity
- (c) sanitationandpublichealth
- (d) demographic factor
- 6. TheIndusorHarappanCivilisationisdistinguishedfromtheothercontemporarycivilis ationsbyits
- (a) townplanning
- (b) undergrounddrainagesystem
- (c) uniformityofweightsandmeasures
- (d) largeagriculturalsurplus

7. WhichofthefollowingmetalswasnotknowntotheIndusvalleypeople?

- (a) gold
- (b) silver
- (c) copper
- (d) iron

8. ThefamousMughalGeneralwhoconqueredAssam,Chittagong,etc.inthenorth-eastwas

- (a) ShaistaKhan
- (b) MirJumla
- (c) MirzaRajaJaiSingh
- (d) JaswantSingh
- 9. Aurangzeb, in his attempt to annex Marwar to the Mughal empire, was involved in a30-year war. During theselong years themost valiant strugglefrom theaideofMarwarwasfoughtby
- (a) AjitSingh
- (b) Durgadas
- (c) HadasofBundi
- (d) IndraSingh

10. TheMarathaKingdomunderthePeshwaswas

- (a) aloosefederation
- (b) amilitaryState
- (c) aconfederacy(MandalaorSangha)
- (d) aregencyofthePeshwa
- 11. ThePeshwa'sSecretariatatPune(Poona),thepivotoftheMaratha governmentwasknownas
- (a) HuzurDaftar
- (b) ElBerizDaftar
- (c) ChalteDafter
- (d) PeshwaDafter

12. Whocompleted the Qutub Minar?

- (a) Rajiya
- (b) Qutub-ud-din-Aibak
- (c) Iltutmish
- (d) Babar

13. WhichofthefollowingaretrueaboutShivaji?

- 1. HewasadiscipleofRamdasSamarth.
- 2. HeleviedChauthandSardeshmukhi.
- 3. HebecamethePeshwa.
- (a) I,IIandIII
- (b) IIandIII
- (c) IandII
- (d) IIIandI

14. The sculpture withthe three facesofBrahma,VishnuandMaheshknownas''Trimurti''appearsin

- (a) AjantaCaves
- (b) ElephantaCaves
- (c) ElloraCaves
- (d) KalvaCaves

15. AzadHindFauzortheIndianNationalArmy(IRA)was foundedby

- (a) Subhash Bose
- (b) RashBehariBose
- (c) GeneralMohanSingh
- (d) ShahNawaz

16. TheINAwaslargelycomposed of

- (a) IndianRevolutionaries
- (b) OverseasIndians
- (c) IndianPrisonersofwarundertheJapanese
- (d) DesertersfromtheBritishIndianArmy

17. SubhashBoseestablishedtheProvisionalGovernmentof

- FreeIndiaat
- (a) Berlin
- (b) Bangkok
- (c) Singapore
- (d) Tokyo

$18. \ The first Congress and national is the ader to face repeated imprisonment was$

- (a) PherozeShahMehta
- (b) GopalKrishnaGokhale
- (c) DadabhaiNaoroji
- (d) BG Tilak

19. WhichofthefollowingbroughtAurobindoGhoseintothe foldoftheIndianNationalMovement?

- (a) Thefaminesof1896-97and1899-1900
- (b) ThepartitionofBengal
- (c) TheSuratSplit
- (d) TheJallianwalaBaghepisode

20. WhichofthefollowingwasthemainpartofAurobindo's programmetoachieveindependence?

- (a) Organisationofsecretsocieties
- (b) Passiveresistance
- (c) Constitutional agitation
- (d) Terrorism

2017-18

Date: 03.08.2017

| Sl. No | H.T.No. | Name of Student | Marks | | |
|-----------|-------------------|-----------------|-------|--|--|
| | Advanced Learners | | | | |
| 1. | 052181003 | N.Rahul | 18 | | |
| 2. | 052181015 | N.Saibaba | 18 | | |
| 3. | 052181023 | B.Ravi | 17 | | |
| 4. | 052181033 | K.Nithish | 16 | | |
| | | Slow Learners | | | |
| 1. | 052181001 | S.Ashok | 13 | | |
| 2. | 052181002 | K.Keshavrao | 12 | | |
| 3. | 052181004 | S.Swamy | 11 | | |
| 4. | 052181005 | M.Mallesh | 10 | | |
| 5. | 052181006 | M.Sairam | 11 | | |
| 6. | 052181007 | J.Thirupathi | 12 | | |
| 7. | 052181008 | E.Saikumar | 11 | | |
| 8. | 052181009 | D.Raju | 10 | | |
| 9. | 052181010 | A.Vimala | 12 | | |
| 10. | 052181011 | P.Vamshi | 11 | | |
| 11. | 052181012 | S.Anjanna | 10 | | |
| 12. | 052181013 | T.Saikrishna | 11 | | |
| 13. | 052181014 | S.Sathyavan | 10 | | |
| 14. | 052181016 | K.Saikiran | 11 | | |
| 15. | 052181017 | B.Kirankumar | 10 | | |
| 16. | 052181018 | P.Srikanth | 11 | | |
| 17. | 052181019 | K.Venkatesh | 10 | | |
| 18. | 052181020 | K.Rajkumar | 11 | | |
| 19. | 052181021 | J.Madhukar | 13 | | |
| 20. | 052181022 | A.Harish | 10 | | |
| 21. | 052181024 | A.Ravikumar | 11 | | |
| 22. | 052181025 | D.Venkatesh | 10 | | |
| 23. | 052181027 | K.Anilkumar | 12 | | |
| 24. | 052181028 | Ch.Srikanth | 10 | | |
| 25. | 052181029 | D.Ganesh | 12 | | |
| 26. | 052181030 | G.Shivakrishna | 10 | | |
| 27. | 052181031 | MD.Aslamkhan | 11 | | |
| 28. | 052181032 | N.Devaji | 10 | | |
| 29. | 052181034 | Ch.Pavan | 12 | | |

PEER TEACHING (2017-18)

| Sl. | H.T.No. | Name of Student | | | |
|-----------|-----------|----------------------|--|--|--|
| No | | Peer Teacher-I | | | |
| 1. | 052181003 | N.Rahul | | | |
| | Members | | | | |
| 2. | 052181001 | S.Ashok | | | |
| 3. | 052181002 | K.Keshavrao | | | |
| 4. | 052181004 | S.Swamy | | | |
| 5. | 052181005 | M.Mallesh | | | |
| 6. | 052181006 | M.Sairam | | | |
| 7. | 052181007 | J.Thirupathi | | | |
| 8. | 052181008 | E.Saikumar | | | |
| | | Peer Teacher-II | | | |
| 1. | 052181015 | N.Saibaba | | | |
| | | Members | | | |
| 2. | 052181009 | D.Raju | | | |
| 3. | 052181010 | A.Vimala | | | |
| 4. | 052181011 | P.Vamshi | | | |
| 5. | 052181012 | S.Anjanna | | | |
| 6. | 052181013 | T.Saikrishna | | | |
| 7. | 052181014 | S.Sathyavan | | | |
| 8. | 052181016 | K.Saikiran | | | |
| | | Peer Teacher-III | | | |
| 1. | 052181023 | B.Ravi | | | |
| | | Members | | | |
| 2. | 052181017 | B.Kirankumar | | | |
| 3. | 052181018 | P.Srikanth | | | |
| 4. | 052181019 | K.Venkatesh | | | |
| 5. | 052181020 | K.Rajkumar | | | |
| 6. | 052181021 | J.Madhukar | | | |
| 7. | 052181022 | A.Harish | | | |
| 8. | 052181024 | A.Ravikumar | | | |
| | | Peer Teacher-IV | | | |
| 1. | 052181033 | K.Nithish | | | |
| | 050101005 | Members | | | |
| 2. | 052181025 | D.Venkatesh | | | |
| 3. | 052181027 | K.Anilkumar | | | |
| 4. | 052181028 | Ch.Srikanth | | | |
| 5. | 052181029 | D.Ganesh | | | |
| 6. | 052181030 | G.Shivakrishna | | | |
| 7. • | 052181031 | MD.Aslamkhan | | | |
| 8. | 052181032 | N.Devaji Ch Bayan | | | |
| 9. | 052181034 | Ch.Pavan | | | |

REMEDIAL CLASSES FOR SLOW LEARNERS (2017-18)

Date: 04.08.2017

| Sl. No | H.T.No. | Name of Student | Торіс |
|-----------|-----------|-----------------|--|
| 1. | 052181001 | S.Ashok | |
| 2. | 052181002 | K.Keshavrao | Geographical Features of |
| 3. | 052181004 | S.Swamy | India – Sources of Indian |
| 4. | 052181005 | M.Mallesh | History: PreHistory – |
| 5. | 052181006 | M.Sairam | Paleolithic, Mesolithic,Neolithic, Chalcolithic |
| 6. | 052181007 | J.Thirupathi | and Megalithic Cultures |
| 7. | 052181008 | E.Saikumar | |
| | | | |
| 1. | 052181009 | D.Raju | |
| 2. | 052181010 | A.Vimala | |
| 3. | 052181011 | P.Vamshi | Indus Valley Civilization - Its Features & Decline: |
| 4. | 052181012 | S.Anjanna | Early Vedic and Later |
| 5. | 052181013 | T.Saikrishna | Vedic Civilizations |
| 6. | 052181014 | S.Sathyavan | |
| 7. | 052181016 | K.Saikiran | |
| | | | |
| 1. | 052181017 | B.Kirankumar | Foundation of the |
| 2. | 052181018 | P.Srikanth | Mauryan Dynasty; Ashoka |
| 3. | 052181019 | K.Venkatesh | and His Dharma - Polity - |
| 4. | 052181020 | K.Rajkumar | Administration - Society – |
| 5. | 052181021 | J.Madhukar | Economy – Religion – |
| 6. | 052181022 | A.Harish | Literature |
| 7. | 052181024 | A.Ravikumar | |
| | | 1 | |
| 1. | 052181025 | D.Venkatesh | |
| 2. | 052181027 | K.Anilkumar | Science and Technology |
| 3. | 052181028 | Ch.Srikanth | Science and Technology, Art and Architecture - |
| 4. | 052181029 | D.Ganesh | Harshavardana and His |
| 5. | 052181030 | G.Shivakrishna | Achievements. |
| 6. | 052181031 | MD.Aslamkhan | |
| 7. | 052181032 | N.Devaji | |
| 8. | 052181034 | Ch.Pavan | |

Syllabus

Ancient History

Definitions - Nature and Scope of History - History and Its Relationship with other Social Sciences - Geographical Features of India – Sources of Indian History: PreHistory – Paleolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic Cultures.

Indus Valley Civilization - Its Features & Decline: Early Vedic and Later Vedic Civilizations – Vedic Literature - Society - Economy - Polity – Religion,

Rise of New Religious Movements – Charvakas, Lokayathas, Jainism and Buddhism; Mahajanapadas - Rise of Magadha; Alexander's Invasion and Its Impact.

Foundation of the Mauryan Dynasty; Ashoka and His Dharma - Polity -Administration - Society – Economy – Religion – Literature - Art and Architecture; Disintegration of the Mauryan Empire; Post-Mauryan Kingdoms - Indo-Greeks -Kushanas and Kanishka - Society – Economy – Literature – Art and Architecture; The Satavahanas; Sangam Age – Literary Development.

Gupta Empire: A Brief Political Survey - Polity and Administration, Social and Economic Conditions, Agriculture and Land Grants - Feudalism, Caste System, Position of Women, Education, Literature, Science and Technology, Art and Architecture - Harshavardana and His Achievements.

Medieval History

The Age of Rajputs Society, Economy and Culture - Rise of Regional States: Pallavas, Chalukyas of Badami, Rashtrakutas, Cholas; Local Self Government under Cholas; Society, Economy, Literature, Art and Architecture; Bhakti Movement in South India: Shaiva Nayanars and Vaishnava Alwars.

Arab Conquest of Sind, Ghaznavids and Ghoris; Foundation of Delhi Sultanate: Slave, Khaljis, Tughlaqs, Sayyids and Lodis – Polity, Administration, Society - Religion - Economy - Art and Architecture - Growth of Education and Literature – and the decline of Delhi Sultanate.

Bhakti and Sufi Movements, Prominent Bhakti and Sufi Saints, their Preachings -Impact on Society and Culture - Emergence of Composite Culture.

Kakatiyas – Polity – Administration - Society and Economy - Literature and Religion - Art and Architecture – Yadavas – Hoysalas and Pandyas – Their contribution to South Indian Culture.

Vijayanagara – A Brief survey of Political History - Polity - Administration - Society and Economy - Religion – Art and Architecture – Language and Literature - The Brief History of Bahamanis and their Contribution to the Deccan Culture.

Establishment of Mughal Dynasty - Sources – Shershah Sur and His Reforms - Brief Survey of Political History of Mughals – Akbar, Shah Jahan and Aurangzeb -Polity -Administration – Society – Economy – Technological Developments - Religion - Hindu-Muslim Relations - Emergence of Composite Culture - Education – Language and Literature – Art and Architecture - Disintegration of Mughal Empire.

Rise of Regional Powers - Marathas – Shivaji his Military Achievements, and his Administration - The Rise of Peshwas – and their role in Maratha History - The Third Battle of Panipat – The Rise of Sikhs. – Ranjit Singh - Rise of Princeley States – Hyderabad – Avad - Junagarh – Mysore – Kashmir.

Modern Indian History

Advent of European Powers - Portuguese, Dutch, English and French, Anglo-French Rivalry - Expansion and Consolidation of British Power – Wellesley's Subsidiary Alliance - Dalhousie's Doctrine of Lapse.

Three Stages of Colonialism - Mercantilism - Free Trade Policies – Finance Capital -Land Revenue Settlements – Cornwallis and Permanent Revenue Settlement; Thomas Munroe and Ryotwari; Mahalwari System - Changes in the Agrarian Economy and Condition of Peasantry - Famines.

Decline of Rural Cottage Industries and Urban Handicrafts - Growth of Railways, Roads, Communication – Modern Industries – Coal Mines, Textiles, Iron and Steel, etc. - Anti-Colonial Upsurge - 1857 Revolt - Nature, Causes and Results.

Queen's Proclamation – Beginning of Colonial Rule – Introduction of Western Education - Role of Christian Missionaries - Press, Communication and Emergence of Middle Classes - Lytton and Rippon: Impact of their Policies.

Socio-Religions Reform Movements – Brahma Samaj - Arya Samaj - Theosophical Society - Ramakrishna Mission - Aligarh Movement; Anti-Caste Movements - Jyotibha Phule - Narayana Guru - Periyar Ramaswamy Naicker and Dr. B.R. Ambedkar.

Factors for the Rise of Nationalism – Formation of Indian National Congress – Three Phases of Freedom Struggle: Moderate Phase, Extremist Phase and Gandhian Era - Non-Cooperation, Civil Disobedience and Quit India Movement; Indian National Army and Subhash Chandra Bose.

Revolutionary Movement: Gadhar Party – Bhagath Singh - Chandra Sekhar Azad and Others; Left-Wing Movement - Rise of Socialist and Communist Parties - Peasant and Workers Movements.

Emergence of Communal Politics and Mohd. Ali Jinnah - Prelude to Partition of India - Sardar Vallabhai Patel and Integration of Princely States into Indian Union – Republic of India - Jawaharlal Nehru and His Policies.

DIAGNOSTIC TEST

Date: 06.08.2018 Marks: 20

- 1. WhichofthefollowingobjectswasnotworshippedbytheIndusvalleypeople
- (a) MotherGoddess
- (b) PashupatiShiva
- (c) TreessuchasPeepalandAcacia
- (d) Trimurti

2. AtwhichofthefollowingHarappansiteshasasupposeddockyardbeenfound?

- (a) Kalibangan
- (b) Lothal
- (c) Suktagendor
- (d) SotkaKoli

3. TheeconomyoftheIndusValleypeoplewasbasedon?

- (a) Agriculture
- (b) TradeandCommerce
- (c) Crafts
- (d) Alltheabove

4. TheHarappanCivilisationdeclinedasaresultof

- (a) Aryaninvasion
- (b) Declineinforeigntrade
- (c) Ecological factors
- (d) Notdefinitelyknownfactors

5. ThemostcommonanimalfigurefoundatalltheHarappansitesis

- (a) unihornbull
- (b) cow
- (c) bull
- (d) tiger

6. InthecontextofancientIndiansociety,whichoneofthefollowingtermsdoesnotbelongto thecategoryoftheotherthree?

- (a) Kula
- (b) Vamsa
- (c) Kosa
- (d) Gotra

7. WhowroteMrichchhakatika(ClayCart)?

- (a) Akbar
- (b) Kalidas
- (c) Sudraka
- (d) Dandin

8. During the Aurangzeb's reign, which of the following we renot included in his government ?

- (a) Rajputs
- (b) Marathas
- (c) Pathans
- (d) Allofthese

9. WhatwastheimportantreasonforfallofVijayanagarEmpire?

- (a) Unityamongthe Muslimrulers
- (b) Internalinstabilityand weaknessofPrinces
- (c) Moplah'srebellion
- (d) Economicbankruptcy
- 10. WhowasthefamousDeccanHindukingwhosefleetcrossedtheBayofBengalwithanarmya ndconqueredanumberofstatesinSumatra,JavaandMalaysia?
- (a) RajendraChola
- (b) RajarajaI
- (c) Pulakesin
- (d) MahipalaII

11. TheSultanateofDelhireachedtheheightofitspowerduringthereignof

- (a) Balban
- (b) AlauddinKhalji
- (c) FiruzTughluq
- (d) Raziya

12. TheBrahmin minister ofShambhaji (Son and Successor ofShivaji)upon whom heinvestedthetitleof'PinnacleofPoets'was

- (a) KaviKalash
- (b) KavindraAcharya
- (c) KaviBhusan
- (d) KaviMartanda

13. The.voluminouscompositionsattributedtoGuruGobindSingh(thelastSikhGuru)arec ollectivelyknownas

- (a) Dasam(PadshahKa)Granth
- (b) ApniKatha
- (c) BaichitraNatak
- (d) GyanPrabodh

14. SundarVilasistheworkofafamousBhaktiSaint

- (a) Ramananda
- (b) GuruNanak
- (c) Dadu
- (d) Tukaram
- 15. WheredidMahatmaGandhifirstapplyhistechniqueof Satyagraha?
- (a) Dandi
- (b) Noakhali
- (c) England
- (d) SouthAfrica

- 16. WhichofthefollowingstatementsaboutMahatmaGandhi'sviewsonSatyagrahais notcorrect?
- (a) Itdenotesassertionofthepowerofthehumansoulagainstsocial,politicalandeconomicdomina nce
- $(b) \ \ It is the exercise of the pure stroul force again stall injustice, oppression and exploitation$
- (c) Itisthebestweaponoftheweakagainstthestrong
- (d) MahatmaGandhi's theory of Satayagrahawas based on the acceptance of the concept of self-suffering
- 17. WhichofthefollowingsongswassodeartoGandhiji'sheart, that he wrote: 'That one song is enough to sustain me, even if I were to forget the 'BhagwadGita'.
- (a) HareRam
- (b) RaghupatiRaghavRajaRam
- (c) VaishnavaJanaToTeneKahiye
- (d) IshwarAllahTeroNam
- 18. Whocomposed the song "Sare Jahan Se Achha Hindostan Hamara"?
- (a) MohammedIqbal
- (b) JoshMalihabadi
- (c) BhagatSingh
- (d) ChandraShekharAzad

19. Whocontemptuouslyreferred toMahatmaGandhiasahalf-nakedfakir?

- (a) LordWavell
- (b) LordIrwin
- (c) LordWillingdon
- (d) WinstonChurchill

20. TheCommunistPartyofIndiawasfoundedin1921by

- (a) HirenMukherjee
- (b) SMJoshi
- (c) MNRoy
- (d) RC Dutt

2018-19

Date: 07.08.2018

| Sl. No | H.T.No. | Name of Student | Marks |
|-----------|-------------|----------------------|-------|
| | | Advanced Learners | |
| 1. | 052-19-1003 | K. Gouri | 18 |
| 2. | 052-19-1012 | K. Roja | 18 |
| 3. | 052-19-1104 | S. Ramu | 17 |
| 4. | 052-19-1109 | D. Mahesh | 17 |
| | | Slow Learners | |
| 1. | 052-19-1001 | D.Gana Laxmi | 14 |
| 2. | 052-19-1002 | P.Linga Murthy | 12 |
| 3. | 052-19-1004 | M.Rakesh | 10 |
| 4. | 052-19-1005 | B.Nagesh | 11 |
| 5. | 052-19-1006 | D.RaviChander | 13 |
| 6. | 052-19-1007 | L.Raj Kumar | 11 |
| 7. | 052-19-1008 | B.Suresh | 14 |
| 8. | 052-19-1009 | V.Pawan Kalyan | 12 |
| 9. | 052-19-1010 | M.Kalyan | 11 |
| 10. | 052-19-1011 | D.Dhammapal | 10 |
| 11. | 052-19-1013 | R.Rajinikanth | 13 |
| 12. | 052-19-1014 | Ch.Premsai | 12 |
| 13. | 052-19-1015 | K.Rajkumar | 11 |
| 14. | 052-19-1016 | G.Saikumar | 10 |
| 15. | 052-19-1101 | Ch. Naveen | 11 |
| 16. | 052-19-1102 | G. Ramana Reddy | 12 |
| 17. | 052-19-1103 | P. Shiva Prasad | 14 |
| 18. | 052-19-1105 | M. Mangala | 13 |
| 19. | 052-19-1106 | G. Ganesh | 10 |
| 20. | 052-19-1107 | K. Raj Kumar | 11 |
| 21. | 052-19-1108 | D. Vinod | 10 |
| 22. | 052-19-1201 | ThagaramPavankumar | 12 |
| 23. | 052-19-1301 | Bibbera Mahesh | 10 |
| 24. | 052-19-1302 | MittapelliThirupathi | 12 |
| 25. | 052-19-1303 | Peddala Anil | 10 |
| 26. | 052-19-1401 | PastamShivakumar | 11 |
| 27. | 052-19-1501 | Appani Bhanu Sai | 10 |

PEER TEACHING (2018-19)

| Sl. No | H.T.No. | Name of Student | | |
|-----------|--------------------------------|----------------------|--|--|
| | Peer Teacher-I | | | |
| 1. | 1. 052-19-1003 K. Gouri | | | |
| | | Members | | |
| 2. | 052-19-1001 | D.Gana Laxmi | | |
| 3. | 052-19-1002 | P.Linga Murthy | | |
| 4. | 052-19-1004 | M.Rakesh | | |
| 5. | 052-19-1005 | B.Nagesh | | |
| 6. | 052-19-1006 | D.RaviChander | | |
| 7. | 052-19-1007 | L.Raj Kumar | | |
| 8. | 052-19-1008 | B.Suresh | | |
| | | Peer Teacher-II | | |
| 1. | 052-19-1012 | K. Roja | | |
| ļ | | Members | | |
| 2. | 052-19-1009 | V.Pawan Kalyan | | |
| 3. | 052-19-1010 | M.Kalyan | | |
| 4. | 052-19-1011 | D.Dhammapal | | |
| 5. | 052-19-1013 | R.Rajinikanth | | |
| 6. | 052-19-1014 | Ch.Premsai | | |
| 7. | 052-19-1015 | K.Rajkumar | | |
| 8. | 052-19-1016 | G.Saikumar | | |
| | | Peer Teacher-III | | |
| 1. | 052-19-1104 | S. Ramu | | |
| | | Members | | |
| 2. | 052-19-1101 | Ch. Naveen | | |
| 3. | 052-19-1102 | G. Ramana Reddy | | |
| 4. | 052-19-1103 | P. Shiva Prasad | | |
| 5. | 052-19-1105 | M. Mangala | | |
| 6. | 052-19-1106 | G. Ganesh | | |
| 7. | 052-19-1107 | K. Raj Kumar | | |
| 8. | 052-19-1108 | D. Vinod | | |
| | | Peer Teacher-IV | | |
| 1. | 052-19-1109 | D. Mahesh | | |
| | | Members | | |
| 2. | 052-19-1201 | ThagaramPavankumar | | |
| 3. | 052-19-1301 | Bibbera Mahesh | | |
| 4. | 052-19-1302 | MittapelliThirupathi | | |
| 5. | 052-19-1303 | Peddala Anil | | |
| 6. | 052-19-1401 | PastamShivakumar | | |
| 7. | 052-19-1501 | Appani Bhanu Sai | | |

REMEDIAL CLASSES FOR SLOW LEARNERS (2018-19)

Date: 08.08.2018

| Sl. No | H.T.No. | Name of Student | Торіс |
|-----------|-------------|----------------------|--|
| 1. | 052-19-1001 | D.Gana Laxmi | |
| 2. | 052-19-1002 | P.Linga Murthy | Geographical Features of |
| 3. | 052-19-1004 | M.Rakesh | India – Sources of Indian |
| 4. | 052-19-1005 | B.Nagesh | History: PreHistory –Paleolithic, Mesolithic, |
| 5. | 052-19-1006 | D.RaviChander | Neolithic, Chalcolithic |
| 6. | 052-19-1007 | L.Raj Kumar | and Megalithic Cultures |
| 7. | 052-19-1008 | B.Suresh | 6 |
| | | | |
| 1. | 052-19-1009 | V.Pawan Kalyan | |
| 2. | 052-19-1010 | M.Kalyan | Rise of New Religious |
| 3. | 052-19-1011 | D.Dhammapal | Movements – Charvakas, Lokayathas, Jainism and |
| 4. | 052-19-1013 | R.Rajinikanth | Buddhism; |
| 5. | 052-19-1014 | Ch.Premsai | Mahajanapadas |
| 6. | 052-19-1015 | K.Rajkumar | |
| 7. | 052-19-1016 | G.Saikumar | |
| | | | |
| 1. | 052-19-1101 | Ch. Naveen | — Indo-Greeks - Kushanas |
| 2. | 052-19-1102 | G. Ramana Reddy | and Kanishka - Society – |
| 3. | 052-19-1103 | P. Shiva Prasad | Economy – Literature – |
| 4. | 052-19-1105 | M. Mangala | Art and Architecture |
| 5. | 052-19-1106 | G. Ganesh | |
| 6. | 052-19-1107 | K. Raj Kumar | |
| 7. | 052-19-1108 | D. Vinod | |
| | | | |
| 1. | 052-19-1201 | ThagaramPavankumar | Literature Science and |
| 2. | 052-19-1301 | Bibbera Mahesh | Literature, Science and Technology, Art and |
| 3. | 052-19-1302 | MittapelliThirupathi | Architecture - |
| 4. | 052-19-1303 | Peddala Anil | Harshavardana and His |
| 5. | 052-19-1401 | PastamShivakumar | Achievements |
| 6. | 052-19-1501 | Appani Bhanu Sai | |

Syllabus

Ancient History

Definitions - Nature and Scope of History - History and Its Relationship with other Social Sciences - Geographical Features of India – Sources of Indian History: PreHistory – Paleolithic, Mesolithic, Neolithic, Chalcolithic and Megalithic Cultures.

Indus Valley Civilization - Its Features & Decline: Early Vedic and Later Vedic Civilizations – Vedic Literature - Society - Economy - Polity – Religion,

Rise of New Religious Movements – Charvakas, Lokayathas, Jainism and Buddhism; Mahajanapadas - Rise of Magadha; Alexander's Invasion and Its Impact.

Foundation of the Mauryan Dynasty; Ashoka and His Dharma - Polity -Administration - Society – Economy – Religion – Literature - Art and Architecture; Disintegration of the Mauryan Empire; Post-Mauryan Kingdoms - Indo-Greeks -Kushanas and Kanishka - Society – Economy – Literature – Art and Architecture; The Satavahanas; Sangam Age – Literary Development.

Gupta Empire: A Brief Political Survey - Polity and Administration, Social and Economic Conditions, Agriculture and Land Grants - Feudalism, Caste System, Position of Women, Education, Literature, Science and Technology, Art and Architecture - Harshavardana and His Achievements.

Medieval History

The Age of Rajputs Society, Economy and Culture - Rise of Regional States: Pallavas, Chalukyas of Badami, Rashtrakutas, Cholas; Local Self Government under Cholas; Society, Economy, Literature, Art and Architecture; Bhakti Movement in South India: Shaiva Nayanars and Vaishnava Alwars.

Arab Conquest of Sind, Ghaznavids and Ghoris; Foundation of Delhi Sultanate: Slave, Khaljis, Tughlaqs, Sayyids and Lodis – Polity, Administration, Society - Religion - Economy - Art and Architecture - Growth of Education and Literature – and the decline of Delhi Sultanate.

Bhakti and Sufi Movements, Prominent Bhakti and Sufi Saints, their Preachings -Impact on Society and Culture - Emergence of Composite Culture.

Kakatiyas – Polity – Administration - Society and Economy - Literature and Religion - Art and Architecture – Yadavas – Hoysalas and Pandyas – Their contribution to South Indian Culture.

Vijayanagara – A Brief survey of Political History - Polity - Administration - Society and Economy - Religion – Art and Architecture – Language and Literature - The Brief History of Bahamanis and their Contribution to the Deccan Culture.

Establishment of Mughal Dynasty - Sources – Shershah Sur and His Reforms - Brief Survey of Political History of Mughals – Akbar, Shah Jahan and Aurangzeb -Polity -Administration – Society – Economy – Technological Developments - Religion - Hindu-Muslim Relations - Emergence of Composite Culture - Education – Language and Literature – Art and Architecture - Disintegration of Mughal Empire.

Rise of Regional Powers - Marathas – Shivaji his Military Achievements, and his Administration - The Rise of Peshwas – and their role in Maratha History - The Third Battle of Panipat – The Rise of Sikhs. – Ranjit Singh - Rise of Princeley States – Hyderabad – Avad - Junagarh – Mysore – Kashmir.

Modern Indian History

Advent of European Powers - Portuguese, Dutch, English and French, Anglo-French Rivalry - Expansion and Consolidation of British Power – Wellesley's Subsidiary Alliance - Dalhousie's Doctrine of Lapse.

Three Stages of Colonialism - Mercantilism - Free Trade Policies – Finance Capital -Land Revenue Settlements – Cornwallis and Permanent Revenue Settlement; Thomas Munroe and Ryotwari; Mahalwari System - Changes in the Agrarian Economy and Condition of Peasantry - Famines.

Decline of Rural Cottage Industries and Urban Handicrafts - Growth of Railways, Roads, Communication – Modern Industries – Coal Mines, Textiles, Iron and Steel, etc. - Anti-Colonial Upsurge - 1857 Revolt - Nature, Causes and Results.

Queen's Proclamation – Beginning of Colonial Rule – Introduction of Western Education - Role of Christian Missionaries - Press, Communication and Emergence of Middle Classes - Lytton and Rippon: Impact of their Policies.

Socio-Religions Reform Movements – Brahma Samaj - Arya Samaj - Theosophical Society - Ramakrishna Mission - Aligarh Movement; Anti-Caste Movements - Jyotibha Phule - Narayana Guru - Periyar Ramaswamy Naicker and Dr. B.R. Ambedkar.

Factors for the Rise of Nationalism – Formation of Indian National Congress – Three Phases of Freedom Struggle: Moderate Phase, Extremist Phase and Gandhian Era - Non-Cooperation, Civil Disobedience and Quit India Movement; Indian National Army and Subhash Chandra Bose.

Revolutionary Movement: Gadhar Party – Bhagath Singh - Chandra Sekhar Azad and Others; Left-Wing Movement - Rise of Socialist and Communist Parties - Peasant and Workers Movements.

Emergence of Communal Politics and Mohd. Ali Jinnah - Prelude to Partition of India - Sardar Vallabhai Patel and Integration of Princely States into Indian Union – Republic of India - Jawaharlal Nehru and His Policies.

DIAGNOSTIC TEST

Date: 05.08.2019 Marks: 20

anddied.

- 1. AfterthepartitionofIndia,thelargestnumberofHarappantownsandsettlementshaveb eenfoundIn
- (a) Punjab
- (b) Haryana
- (c) Gujarat
- (d) UttarPradesh

2. TheIndusValleycivilisationcanbesaidtobelongtothe

- (a) Paleolithicage
- (b) Primitiveage
- (c) Neolithicage
- (d) Bronzeage

3. VardhamanaMahavirathe24thTirthankar ofJainismwasbornat_____

- (a) VaishaliandRajagriha
- (b) KusinaraandPava
- (c) KundagramaandPava
- (d) KashiandChampa

4. The'ThreeJewels'(Triratnas)ofJainismare

- (a) rightfaithorintentions, rightknowledge and rightconduct
- (b) rightaction, rightlivelihood and rightef fort
- (c) rightthoughts, non-violence and non-attachment
- (d) rightspeech, rightthinking and right behaviour
- 5. Of the five vows (Panch Anuvratas) of Jainism, four existed before Mahavira. The one which head ded was
- (a) nottokill(non-injury)
- (b) nottosteal
- (c) non-attachmenttoworldlythings
- (d) celibacy

6. InJainismtheaimoflifeistoattainNirvanaorMokshaforwhichonehasto

- (a) followthree jewelsandfive vows
- (b) practice, non-violenceand non-injurytoalllivingbeings
- (c) renounce the world and attain right knowledge
- (d) believeintheJainsand absolutenon-violence

7. Thedeclineof theNandas at thehands of Kautilya and Chandragupta Maurya hasbeenvividlyportrayedintheSanakritplaywrittenbyKalidasa

- (a) Mudrarakshas
- (b) Devichandragupta
- (c) Malavikagnimitram
- (d) Mrichhakatika

8. IntheMughalperiodtheregistersoftheagriculturallandsweremaintainedby

- (a) Kotwal
- (b) Qanungo
- (c) Amin
- (d) Krori

9. TheJizyawas

- (a) Acustomsduty
- (b) Taxonsilkproducts
- (c) Poll-tax
- (d) Taxonsalt

10. UndertheMughalsthejizyawascollectedfrom

- (a) Persians
- (b) Muhammadans
- (c) Hindus
- (d) Foreignvisitors

11. Koh-i-noordiamondwaspresentedtoAurangzebby

- (a) Mirkasim
- (b) MirJumla
- (c) Shivaji
- (d) ShahJahan

12. BazBahadurwasainthecourtofAkbar

- (a) Musician
- (b) Painter
- (c) Architect
- (d) Soldier

13. Tansenwasoriginallyintheserviceof

- (a) RajaofRewa
- (b) KrishnadevaRaya
- (c) Akbar
- (d) SherShah

14. TheApostolateoftheSikhsconsistedofleaders.

- (a) Eighteen
- (b) Ten
- (c) OnlyTwo
- (d) Seven

15. InDecember1885,whentheIndianNationalCongresswas founded,AOHumeactedasits

- (a) President
- (b) Vice-President
- (c) GeneralSecretary
- (d) MemberoftheWorkingCommittee

16. ThefirstIndiantobeelectedasamemberoftheBritish HouseofCommonswas

- (a) DadabhaiNaoroji
- (b) SurendraNathBanerjee
- (c) DrBRAmbedkar
- (d) C R Das

17. The song Jan-Gana-Mana composed by RabindranathTagorewasfirstpublished inJanuary1912underthetitleof

- (a) TatvaBodhini
- (b) MorningSongofIndia
- (c) BharatVidhata
- (d) RashtraJagrati

18. NarainMalharJoshifounded

- (a) theSocialServiceLeagueinBombayin1911
- (b) AllIndiaTradeUnionCongress1920
- (c) Both(a)and(b)above
- (d) TheDeccanEducationSociety1884

19. All India State's Peoples Conference formed in 1927 launchedpopularmovementsin

- (a) PrincelyStates
- (b) BritishProvinces
- (c) HillRegions
- (d) TribalAreas
- 20. TheactualnameofDayanandSaraawati,thefounder of the AryaSamajwas
- (a) DayaShankar
- (b) MulaShankar
- (c) Virjanand
- (d) MoolChandra

2019-20

Date: 06.08.2019

| Sl. No | H.T.No. | Name of Student | Marks |
|-------------------|------------|------------------------|-------|
| Advanced Learners | | | |
| 1. | 05220-1005 | Chenelli Sathish | 19 |
| 2. | 05220-1014 | Sidam Srivardhan | 18 |
| 3. | 05220-1203 | Kummari Saikiran | 18 |
| 4. | 05220-1214 | Ramtenki Shashmitha | 17 |
| Slow Learners | | | |
| 1. | 05220-1001 | Banna Mythri | 14 |
| 2. | 05220-1002 | Bibbera Vijay Kumar | 12 |
| 3. | 05220-1003 | Chandanagiri Ajay | 10 |
| 4. | 05220-1004 | Chappide Saraiah | 11 |
| 5. | 05220-1009 | Gaddam Vignesh | 13 |
| 6. | 05220-1010 | Kathela Jayandar Rao | 11 |
| 7. | 05220-1011 | Kottapelli Shivani | 14 |
| 8. | 05220-1012 | Santhapuri Sravankumar | 12 |
| 9. | 05220-1013 | Sidam Ramu | 11 |
| 10. | 05220-1015 | Thatra Anusha | 10 |
| 11. | 05220-1016 | Velpula Mahender | 13 |
| 12. | 05220-1017 | Gaddam Laxman | 12 |
| 13. | 05220-1018 | Madavi Prabhakar | 11 |
| 14. | 05220-1019 | Mothe Venkataswamy | 10 |
| 15. | 05220-1020 | Athkuri Pavan Kalyan | 11 |
| 16. | 05220-1021 | Chidem Ravi | 12 |
| 17. | 05220-1022 | Durgam Anusha | 14 |
| 18. | 05220-1023 | Kammari Kavitha | 13 |
| 19. | 05220-1201 | Elupula Swathi | 10 |
| 20. | 05220-1202 | Jatoth Krishna | 11 |
| 21. | 05220-1204 | Mareboina Venkatesh | 10 |
| 22. | 05220-1205 | Rebbena Srikanth | 12 |
| 23. | 05220-1206 | Segyam Thirumala | 10 |
| 24. | 05220-1207 | Shaik Aliahmed | 12 |
| 25. | 05220-1208 | Sidam Mahesh | 10 |
| 26. | 05220-1209 | Thuthurla Aruna | 11 |
| 27. | 05220-1210 | Shedenka Rajesh | 10 |
| 28. | 05220-1211 | Kuntala Anil | 12 |
| 29. | 05220-1212 | Munjamkar Bharath | 10 |
| 30. | 05220-1213 | Naitham Srishailam | 11 |
| 31. | 05220-1215 | Tekam Swamy | 10 |
| 32. | 05220-1301 | Thalandi Subbarao | 11 |

GOVERNMENT DEGREE COLLEGE, MANCHERIAL DEPARTMENT OF HISTORY

PEER TEACHING (2019-20)

| Sl. No | H.T.No. | Name of Student | | |
|-----------|------------------|------------------------|--|--|
| | Peer Teacher-I | | | |
| 1. | 05220-1005 | Chenelli Sathish | | |
| | | Members | | |
| 2. | 05220-1001 | Banna Mythri | | |
| 3. | 05220-1002 | Bibbera Vijay Kumar | | |
| 4. | 05220-1003 | Chandanagiri Ajay | | |
| 5. | 05220-1004 | Chappide Saraiah | | |
| 6. | 05220-1009 | Gaddam Vignesh | | |
| 7. | 05220-1010 | Kathela Jayandar Rao | | |
| 8. | 05220-1011 | Kottapelli Shivani | | |
| 9. | 05220-1012 | Santhapuri Sravankumar | | |
| | | Peer Teacher-II | | |
| 1. | 05220-1014 | Sidam Srivardhan | | |
| | | Members | | |
| 2. | 05220-1013 | Sidam Ramu | | |
| 3. | 05220-1015 | Thatra Anusha | | |
| 4. | 05220-1016 | Velpula Mahender | | |
| 5. | 05220-1017 | Gaddam Laxman | | |
| 6. | 05220-1018 | Madavi Prabhakar | | |
| 7. | 05220-1019 | Mothe Venkataswamy | | |
| 8. | 05220-1020 | Athkuri Pavan Kalyan | | |
| 9. | 05220-1021 | Chidem Ravi | | |
| | Peer Teacher-III | | | |
| 1. | 05220-1203 | Kummari Saikiran | | |
| | | Members | | |
| 2. | 05220-1022 | Durgam Anusha | | |
| 3. | 05220-1023 | Kammari Kavitha | | |
| 4. | 05220-1201 | Elupula Swathi | | |
| 5. | 05220-1202 | Jatoth Krishna | | |
| 6. | 05220-1204 | Mareboina Venkatesh | | |
| 7. | 05220-1205 | Rebbena Srikanth | | |
| 8. | 05220-1206 | Segyam Thirumala | | |
| 9. | 05220-1207 | Shaik Aliahmed | | |
| | | Peer Teacher-IV | | |
| 1. | 05220-1214 | Ramtenki Shashmitha | | |
| | | Members | | |
| 2. | 05220-1208 | Sidam Mahesh | | |
| 3. | 05220-1209 | Thuthurla Aruna | | |
| 4. | 05220-1210 | Shedenka Rajesh | | |
| 5. | 05220-1211 | Kuntala Anil | | |
| 6. | 05220-1212 | Munjamkar Bharath | | |
| 7. | 05220-1213 | Naitham Srishailam | | |
| 8. | 05220-1215 | Tekam Swamy | | |
| 9. | 05220-1301 | Thalandi Subbarao | | |

GOVERNMENT DEGREE COLLEGE, MANCHERIAL DEPARTMENT OF HISTORY

REMEDIAL CLASSES FOR SLOW LEARNERS (2019-20)

Date: 07.08.2019

| Sl. No | H.T.No. | Name of Student | Торіс | | | |
|-----------|------------|------------------------|---|--|--|--|
| 1. | 05220-1001 | Banna Mythri | | | | |
| 2. | 05220-1002 | Bibbera Vijay Kumar | | | | |
| 3. | 05220-1003 | Chandanagiri Ajay | | | | |
| 4. | 05220-1004 | Chappide Saraiah | History and Its | | | |
| 5. | 05220-1009 | Gaddam Vignesh | Relationship with other Social Sciences | | | |
| 6. | 05220-1010 | Kathela Jayandar Rao | Social Sciences | | | |
| 7. | 05220-1011 | Kottapelli Shivani | | | | |
| 8. | 05220-1012 | Santhapuri Sravankumar | | | | |
| | | - | | | | |
| 1. | 05220-1013 | Sidam Ramu | | | | |
| 2. | 05220-1015 | Thatra Anusha | | | | |
| 3. | 05220-1016 | Velpula Mahender | Rise of New Religious Movements – Charvakas, | | | |
| 4. | 05220-1017 | Gaddam Laxman | Lokayathas, Jainism and | | | |
| 5. | 05220-1018 | Madavi Prabhakar | Buddhism; | | | |
| 6. | 05220-1019 | Mothe Venkataswamy | | | | |
| 7. | 05220-1020 | Athkuri Pavan Kalyan | | | | |
| 8. | 05220-1021 | Chidem Ravi | | | | |
| | | | | | | |
| 1. | 05220-1022 | Durgam Anusha | | | | |
| 2. | 05220-1023 | Kammari Kavitha | | | | |
| 3. | 05220-1201 | Elupula Swathi | The Satavahanas; Sangam | | | |
| 4. | 05220-1202 | Jatoth Krishna | Age – Literary | | | |
| 5. | 05220-1204 | Mareboina Venkatesh | Development. | | | |
| 6. | 05220-1205 | Rebbena Srikanth | | | | |
| 7. | 05220-1206 | Segyam Thirumala | | | | |
| 8. | 05220-1207 | Shaik Aliahmed | | | | |
| | | | | | | |
| 1. | 05220-1208 | Sidam Mahesh | | | | |
| 2. | 05220-1209 | Thuthurla Aruna | | | | |
| 3. | 05220-1210 | Shedenka Rajesh | Gupta Empire: A Brief | | | |
| 4. | 05220-1211 | Kuntala Anil | Political Survey - Polity | | | |
| 5. | 05220-1212 | Munjamkar Bharath | and Administration, Social | | | |
| 6. | 05220-1213 | Naitham Srishailam | and Economic Conditions | | | |
| 7. | 05220-1215 | Tekam Swamy | | | | |
| 8. | 05220-1301 | Thalandi Subbarao | | | | |

052-17-2001 , P- Mausdeep ____ Advanced Learners 19/20 18/20 " 2004 B. Samod -4 2005 B- Rama -9/20 19/20 1 2011 G. Sadanandam. 11 2016. T- Ranjilha 18/20. 2016-17 List of Learness N. nenleafest 9/20 2 m. Anjanna -08/20. 3 Chr. prasad -10/20 8/20 4 N. Rajeshr. B. Royleiman 7/20 6 B. Laxman, 07/20. 08/20. E. venleatesh. 8 M- Dharma sao 09/20 10/20. P. Saikumas 07/20. 0 A. Mahesh -06/20 11____ p. Vennepopal. 12 A. Rallesh 07/20 13. P. Nikeni 06/20 14 M. Bixapathi 7/20. 15 K. Saikiran-8/20 LG_

Note: - Slow Learners and Supervised under Advanced Learners peer Teaching Team and the Advanced Learners are take Care of Slow Learners,

ent Degree College - Mancherial Q Department of commerce Diagnostics Test Academic year 2016-17 1. Critical are the amounts of cash or other assets taken by the owner from the business for personal use 2. The excess of current assets over current liabilities is called W Biking Capit Book Reepin ... is the process that provides information needed as a basis for making business decisions. Current Assets. are assets that are purchased for permanent use in the business. asona 5. accounts exist even after the close of accounting year. Fnancial Position 6. A balance sheet is a statement of assets and .. of a business. inakini poston, 7. A balance sheet shows the of a business entity. 8. Current assets are more liquid than Fixed 10. The claims of creditors against the assets of a business are said to be 11. Assets that ban be converted into cash within one year of the operating cycle are called Reverse 12. The two types of transactions are Cash , Cred tages 13. Recording two aspects of each transaction is known as the f. system 14. The difference between assets and liabilities represents 15...... is the interest of owners in a business. 16. An action undertaken to earn profit is called 17. A person who owns a business alone is called a Owner 18. The amount of cash and goods that the owner of a business invests in the business is known as .. Coupstant. 19. A dealing between two persons or things is a ... Doubte 20. Goods sold in the course of trading are called Brussing 21. Recording business transactions in a set of books is known as ... A.C.k. 22. Money owed to an outsider is referred to as ... Afcounts pa 24. Business property is called ... Income 25. Withdrawal of cash or merchandise for personal use is called Drdug?

Department of commerce

Diagnostics Test

Academite year 2016-17

1. Y.... are the amounts of cash or other assets taken by the owner from the business for/personal use.

3A CCOULDRY' is the provides information needed as a basis for making business decisions.

4 Current Ascerts are assets that are purchased for permanent use in the business.

Real. accounts exist even after the close of accounting year.

8. Current assets are more liquid than trixed assets.

Sailam

9. Current liabilities are liabilities that are payable within A.

10. The claims of creditors against the assets of a business are said to be . Liabs 14 fres

11. Assets that can be converted into cash within one year of the operating cycle are called ... for met ABEEF.

12. The two types of transactions are ... Purchas Cales

13. Recording two aspects of each transaction is known as the double system.

15. Derdeyner is the interest of owners in a business.

16. An action undertaken to earn profit is called P. My Chare

17. A person who owns a business alone is called a ... Preprieto

18. The amount of cash and goods that the owner of a business invests in the business is known as Manner for the former of the second s

20. Goods sold in the course of trading are called

- 23. Goods purchased for resale are called ... P.W.r.chant
- 24. Business property is called . Aller T

25. Withdrawal of cash or merchandise for personal use is called

| | - C - C - C |
|--|--|
| · · | Gevernment Degree Callege - Masshertal |
| | Department of commerce |
| 2.5° | E. Ventaterty . Arateria year 2416.17 |
| | A term of the amounts of each or other assets taken by the owner from the business for personal use. |
| | 2. The excess of current assets over current liabilities is called harry for the capping |
| | 2 |
| | 4. GUINDE are assets that are purchased for permanent use in the basissess. |
| | 5. NO DI mond . |
| | 6. A balance sheet is a statement of assets and |
| | 7. A balance sheet shows the P.X. There of a business entity. |
| | 8. Current assets are more liquid than 1.7.7.5.7 assets |
| | 9. Current liabilities are liabilities that are payable within . b. 1997. |
| | 10. The claims of creditors against the assets of a business are said to be 15 abri li fies. |
| | 11. Assets that can be converted into each within one year of the operating cycle are called |
| | 12. The two types of transactions are |
| | 12. The two types of transactions are |
| | 14. The difference between assets and liabilities represents |
| 1 | |
| and the second s | 15. P.o. off is the interest of owners in a business. |
| | 16. An action undertaken to earn profit is called But Smell |
| | 17. A person who owns a business alone is called a Sole topades |
| | 18. The amount of cash and poods that the owner of a business invests in the business is known as $\frac{16}{100}$ for $\frac{1}{100}$ |
| | 19. A dealing between two persons of things is a |
| | 20. Goods sold in the course of trading are called Ericy Torress |
| | 21. Recording business transactions in a set of books is known as $ACCERCRF$ req. 22. Money owed to an outsider is referred to asCXRCLF σ TS |
| | |
| | 23. Goods purchased for resale are called |
| | |
| | 25. Withdrawal of cash or merchandise for personal use is called - personal Account |
| | |

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Department of Commerce Government Degree College - Mancherial

Remedial Classes Syllabus

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No.of Periods: 10

Unit-I: Introduction to Financial Accounting:

Financial accounting meaning- definition of financial accounting-Financial accounting concepts- types of account- accounting principles.

Unit-II: Accounting statement

Financial accounting- Need- development- Book keeping accountingprofit and loss accounting -balance sheet.

Remedial Classes for Show Learnes, 1

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| List of Advanced Learners. | - Star - Charles |
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| 3) G. Vishnu Vardhan - | |
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| List of Show | earners. |
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Government Degree College - Mancherial Department of commerce Diagnostic Test

Academic year 2017-18

16 Sec. are the amounts of cash or other assets taken by the owner from the business for personal use.

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3. Book is the process that provides information needed as a basis for making business decisions.

4. A Star are assets that are purchased for permanent use in the business.

5. Dester accounts exist even after the close of accounting year.

6. A balance sheet is a statement of assets and Ffmance Dass for

7. A balance sheet shows the France Dest han of a business entity.

8. Current assets are more liquid than Fixed assets.

10. The claims of creditors against the assets of a business are said to be ... Leability free

13. Recording two aspects of each transaction is known as the Pousses system.

15. Equity Shares.

16. An action undertaken to earn profit is called ... Raussaus

17. A person who owns a business alone is called a Pro pretor

21. Recording business transactions in a set of books is known as

22. Money owed to an outsider is referred to as Money Kender

23. Goods purchased for resale are called ... Dunchase

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Department of commerce

Disgnostic Test

lemic year 2017-18

1Dyaware the amounts of cash or other assets taken by the owner from the business for personal use.

2. The excess of current assets over current liabilities is called ... FIXed lap Accounting

4. are assets that are purchased for permanent use in the business.

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6. A balance sheet is a statement of assets and Laber 1; field.

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8. Current assets are more liquid than . . .

9. Current liabilities are liabilities that are payable within . a. year

11. Assets that can be converted into cash within one year of the operating cycle are calledFixey ablets .

12. The two types of transactions are Debit and Credit .

13. Recording two aspects of each transaction is known as the Dual system.

14. The difference between assets and liabilities represents ... Capital

15 Profit is the interest of owners in a business.

16. An action undertaken to earn profit is called ... Business,

17. A person who owns a business alone is called a . (DRD) er

19. A dealing between two persons or things is a ... Dea Dhy

20. Goods sold in the course of trading are called Scales. 1

21. Recording business transactions in a set of books is known as Al. Gentry

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22. Money owed to an outsider is referred to asD.e.b.tors

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Department of commerce

Disgnostic Test

Academic year 2017-18

1.Draw are the amounts of cash or other assets taken by the owner from the business for personal use.

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9. Current liabilities are liabilities that are payable within ... a. year

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Department of Commerce Government Degree College - Mancherial

Remedial Classes Syllabus

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No.of Periods: 10

Unit-I: Introduction to Financial Accounting:

Financial accounting meaning- definition of financial accounting-Financial accounting concepts- types of account- accounting principles.

Unit-II: Accounting statement

Financial accounting- Need- development- Book keeping accountingprofit and loss accounting -balance sheet.

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| 4 | G. Rajilha | 27 | 2 | G. Dajithe |
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| 1 | M. Manohas | 6/7/13 | Types of Accounts | al Mo |
| 2 | D. Rajashelean | 4 | <u> </u> | Clutha |
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Remedial Classes for Store Learners.

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| 2018-19 Academic year | 11 |
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| 3 S. Nagamuch - | |
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| 6 D. Anushar. 7 E. Karthik | |
| | 9 |
| & J. Rajn - | 10 |
| g K. Venkatesh. | |
| 10 M. Vijay Kuman | 19 |
| 11 N. Ishnarya. | 09 |
| 12 T. Srilalha | 08 |
| 13 T. Shivani - | 08 |
| 14 V. Anand Cumar. | 07 |
| 15 V. Sai- | OB |
| 16 G. Swarupa, | 09 |
| 17 B. Srinn- | |
| 18 D. Mounika. | 09 |
| 19 D-Savama | 10 |
| 20 K- Keiman | 10 |
| 2 K. Syavan Kenner | |
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| 23 R. Saikennar | |
| 24 K-Ravali - | > 19 |
| 25 K. Supriya. | Н |
| 26 M. Spandana. | 09 |
| 27 N. Sangeetha | 08 |
| 28 S. Vinay | 07 |
| 29 M- Abhishek Kerman | 0.6 |
| 30 A. Santrosh | 05 |
| 31 Anjali Bhandari - | · · |
| 32 A. Swapna - | 0B. |
| 33. M. Jypethi - | |
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2018-19

| * List of Advanced Learners. |
|-------------------------------------|
| 1) B. Sravani - |
| 2) N. Ishwaryar. |
| 32 D. Mounika - |
| 42 K. Ravali |
| 5) Anjali Bhandani |
| 65 M- Syotha - |
| * Ust of slow Learners - |
| 1 B. Prashanth. |
| 2 B. Nagamani- |
| 3 Chr. Noween. |
| 4 Chr. Snialha |
| S D. Ameha |
| 6 E. Karthik, |
| 7 J. Rajn |
| 8 R. Vankatesh. |
| 9 M. Vijaykaman |
| 10 T-Sorlallia |
| 11 T. Shivan |
| 12 V. Anand Kuman |
| 13 V- Sai - |
| ly G. Swapna |
| 15 B. Snin. |
| (D) -> D. Mounika -> (Adv. learners |
| 17 D. Suvasna · |
| 18 K-Kuman |
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Department of commerce

Diagnostic Test

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Academic Year 2018-19

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- 8. Current assets are more liquid than

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15. Grand is the interest of owners in a business.

16. An action undertaken'to earn profit is called

17. A person who owns a business alone is called a . Preptoton

18. The amount of cash and goods that the owner of a business invests in the business is known as

20. Goods sold in the course of trading are called

21. Recording business transactions in a set of books is known as ... Bitely Keeper

22. Money owed to an outsider is referred to as ... fold good high

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24. Business property is called tranke they

25. Withdrawal of cash or merchandise for personal use is called Decomp

Government Degree College - Mancherial Department of commerce Diagnostic Test Academic Year 2018-19 1. The amounts of cash or other assets taken by the owner from the business for personal use. 2. The excess of current assets over current liabilities is called Stand Cop A 3. is the process that provides information needed as a basis for making business decisions. 4 Area Area assets that are purchased for permanent use in the business. 5. Real, accounts exist even after the close of accounting year ets and Areater a business 6. A balance sheet is a state 7. A balance sheet shows the former of perform 8. Current assets are more liquid than 10. The claims of creditors against the assets of a business are said to be ling ality 11. Assets that can be converted into each within one year of the operating cycle are called . For $V \subseteq A$ 12. The two types of transactions are . Cart Any Che did 13. Recording two aspects of each transaction is known as the doubt endors 14. The difference between assets and liabilities represents Engently other 15. Captor 1 the interest of owners in a business. 16. An action undertaken to earn profit is called ... Station weeks 17. A person who owns a business alone is called a ... Prop Petro-18. The amount of cash and goods that the owner of a business invests in the business is known as 19. A dealing between two persons or things is a I.B. Orbelson 20. Goods sold in the course of trading are called ... Protected 21. Recording business transactions in a set of books is known as 22. Money owed to an outsider is referred to as Decont 23. Goods purchased for resale are called 24. Business property is called 25. Withdrawal of cash or merchandise for personal use is called - Drowing

Department of commerce

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Department of Commerce Government Degree College - Mancherial

Remedial Classes Syllabus

No.of Periods: 10

Unit-I: Introduction to Financial Accounting:

Financial accounting meaning- definition of financial accounting-Financial accounting concepts- types of account- accounting principles.

Unit-II: Accounting statement

Financial accounting- Need- development- Book keeping accountingprofit and loss accounting -balance sheet. 14 Remedial Classes for Slow Learner 2018-19-

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Department of commerce

Diagnostic Test

Academic year 2019-20

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Degree College - Mancherial

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Academic year 2019-20

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Government Degree College - Mancherial Department of commerce **Diagnostic Test** Academic year 2019-20 dana Draugh are the amounts of cash or other assets taken by the owner from the business for personal use. The excess of current assets over current liabilities is called ecoy the process that provides information needed as a basis for making business decisions. assile 1.220 assets that are purchased for permanent use in the business. accounts exist even after the close of accounting year. 6. A balance sheet is a statement of assets and a business. ancie of a business entity. 7. A balance sheet shows 8. Current assets are more liquid than 9. Current liabilities are liabilities that are payable within ... 10. The claims of creditors against the assets of a business are said to be 11. Assets that can be converted into cash within one year of the operating cycle are called Spa ass 12. The two types of transactions are ... 13. Recording two aspects of each transaction is known as the a.o. 14. The difference between assets and liabilities represents ... the interest of owners in a business. 16. An action undertaken to earn profit is called Prop prototo 17. A person who owns a business alone is called a ... Bright or 18. The amount of cash and goods that the owner of a business invests in the business is known as 19. A dealing between two persons or things is a ... 20. Goods sold in the course of trading are called

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Department of Commerce Government Degree College - Mancherial

Remedial Classes Syllabus

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No.of Periods: 10

Unit-I: Introduction to Financial Accounting:

Financial accounting meaning- definition of financial accounting-Financial accounting concepts- types of account- accounting principles.

Unit-II: Accounting statement

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Academic year 2020-21

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Diagnostic Test ra Academic year 2020-21 pounts of cash or other assets taken by the owner from the business for personal use 2. The excess of current assets over current liabilities is called A comparison of the process that provides information needed as a basis for making business decisions. Are assels that are purchased for permanent use in the business. Second sexist even after the close of accounting year. 6. A balance sheet is a statement of assets and 485.1 Bild business entity. 7. A balance sheet shows the 7nam 8. Current assets are more liquid than 10. The claims of creditors against the assets of a business are said to be 11. Assets that can be converted into cash within one year of the operating cycle are called 12. The two types of transactions are ... Celow and Ore boy st of owners in a business. 16. An action undertaken to earn profit is called Smassme 17. A person who owns a business alone is called a ... Sale proproting Ship 18. The amount of cash and goods that the owner of a business invests in the business is known as 19. A dealing between two persons or things is a 12 and action 20. Goods sold in the course of trading are called 21. Recording business transactions in a set of books is known as 22. Money owed to an outsider is referred to ast Accords P 23. Goods purchased for resale are called 24. Business property is called

25. Withdrawal of cash or merchandise for personal use is called

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Government Degree College - Mancherial

Department of commerce

Diagnostic Test

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- 6. A balance sheet is a statement of assets and
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18. The amount of cash and goods that the owner of a business invests in the business

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22 2020-20 Academic year. peer Teaching Teamspecr Jeaching 2 Peer Teaching - 1 N. Smivas - (Adv. Learner) P. Throupattie. Mainbars: (Slow Learness, Members: (Show Learnery) 1 MD. Ismailluddin. 1 D. Soskanth 2 M. Premkuman 2 M. Naresh 3 R. Ganich. 3 A. Mahestu y G. Astriale y chr. sagar 5 B. Jayalapmi. 5 G. Shivkuman 6. T. Naveen. 6. A. Dag. Roja. peer Teaching - 4. Peer Teaching -3 B. Hari Knishna (Adv. Learnen) G. Kosshna prasad. Memberg: (Slow Learners) Members! Slow Learners_ 1 K. Mahesh. 1 M: Ablislash. 2 J. Chandra 2 B. Somattin 3 M. Rajn. 3 SK. Sameer. y B. Kiran ____ y m. Maherly G. Razhuvaran. 6. J. Rajendra prasad, 6. G. pawan Kuman. S. Saikuman (Adv. Learner) Aliza Samveen (Adv.) best (Slow Learners) Menthers: (Slow Learners) Peer Teaching - S. Members 1 (Slow Learners) 1 G. Rogar. 1 M. Thirupathi 2 G. Larmin-2 R. Nichilua 3 T. Shivakuman S B: Arjun-4 A. Ravikishore 4 L. Ramulu. 5 B. Harish-5 Syrd Kausan Ahened Sha. 6. P. Rama Krishne. 6. V. Mahesh,

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Department of Commerce Government Degree College - Mancherial

Remedial Classes Syllabus

No.of Periods: 10

Unit-I: Introduction to Financial Accounting:

Financial accounting meaning- definition of financial accounting-Financial accounting concepts- types of account- accounting principles.

Unit-II: Accounting statement

Financial accounting- Need- development- Book keeping accountingprofit and loss accounting -balance sheet.

| | Remedial (| classes | for Show Learner | 2 |
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Gout Degree college, Manchund S. Navya class: B.Sc (mpc. empc.) Sub: physics year: 2018-2017): Sem. Diagnostic Test. I's' (10) Answer, all the Question. & white in brackel 10 O V=u+at; V-u= 2al, S=ut+Lat are called Ean of motion. (a) Equation of multi- 1 = 2 al, S=ut+Lat are called - (a) @ Equations of motion (b) Equation of Rest @ Neuton's Laws @ None Rate 9 doing work is called power (C) (C) Acchration (D) Force (D) power (D) Monneulum (C) 3 The physical quantity which is having negative Mars Dimension is universal (Universal Gravitational court. DE lasticity @ Force @None For a Seconds pendulum Time period is - (b) (9) T = 12 les b)T=2 See (2) 9.8 (2) None 3 Horse power is the unit for power (e) @ work (b) Force (c) pour OHONE (a) Majonilety carries in p-lype femiconductors are Holes (a) (a) Holes (b) electrons c) Hentrons (a) None (e) (c) is the symbol of <u>piode</u> (c) (3) Transfer (b) Risstance (2) Diode (2) Zeinar Diode Vinilis of Magnetic trield intensity is <u>neber</u>(1) (4) (a) Weblamp (b) Amp (c) weblam (d) weber m Unils for Risstance is <u>Ohms</u> (c) (a) Ampure (b) Volt (a) ohms (a) Foraday Flow of charges through a conductor is <u>current</u> (b) (a) Nott (b) current (c) power (d) None (10)



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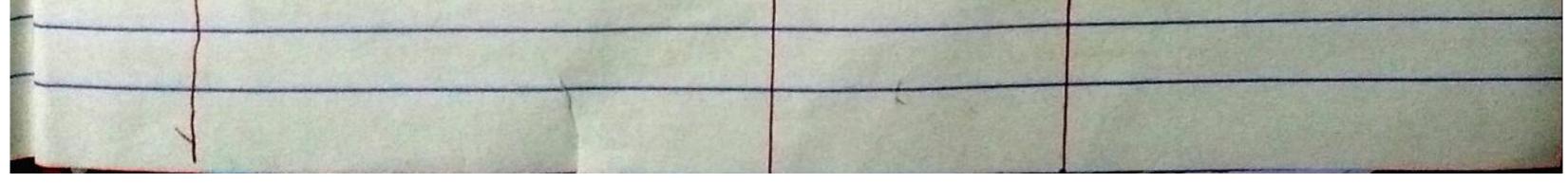
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Name! - N. Latha. Gout Degree college, Manchand ians: B.Sc (mpc. empcis) Sub: physici Diagnostic Test. Diagnostic Test. I Answer, all the Questions. I white in bracket V=u+at; V-u= 2as, S=ut+Lat are called - (b) 0 @ Equations of motion (b) Equation of Rest @ Neuton's Laws @ None (c) (a) Acclusation (b) Force (c) power (A) Monneulum (D) 3) The physical quantity which is having negative Mars Dimention is universal 9 O Universal Gravitational const. DE Lasticity @ Fosce (DNone For a Seconds pendulum Time period is I=2 (b) P (3) T = V2 ser b)T=2 Ser (2) 9.8 (2) None (5) Horse power is the unit for Mork (q)(a) work (b) Force (c) pour OHONE (5) Majonilety carriers in p-lype femi conductors one tholes (9) (a) Holes (b) electrons c) Hentrons (a) Hone (d) and is the symbol of zeene Diale (d) (9) Transitor (b) Risistance @ Diode (1) zeenar Diode (a) Web/Amp (b) Amp (c) Web/m (d) Weber/m² Unils for Restance is Ampour (a) (2) Ampure (b) Volt (2) ohns (2) Foraday () Flow of charges through a conductor is None (d) (a) Nott (b) current (c) power (d) None (d) (10)



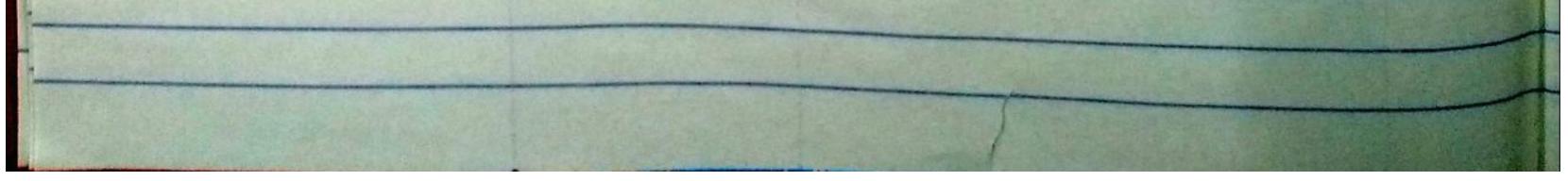


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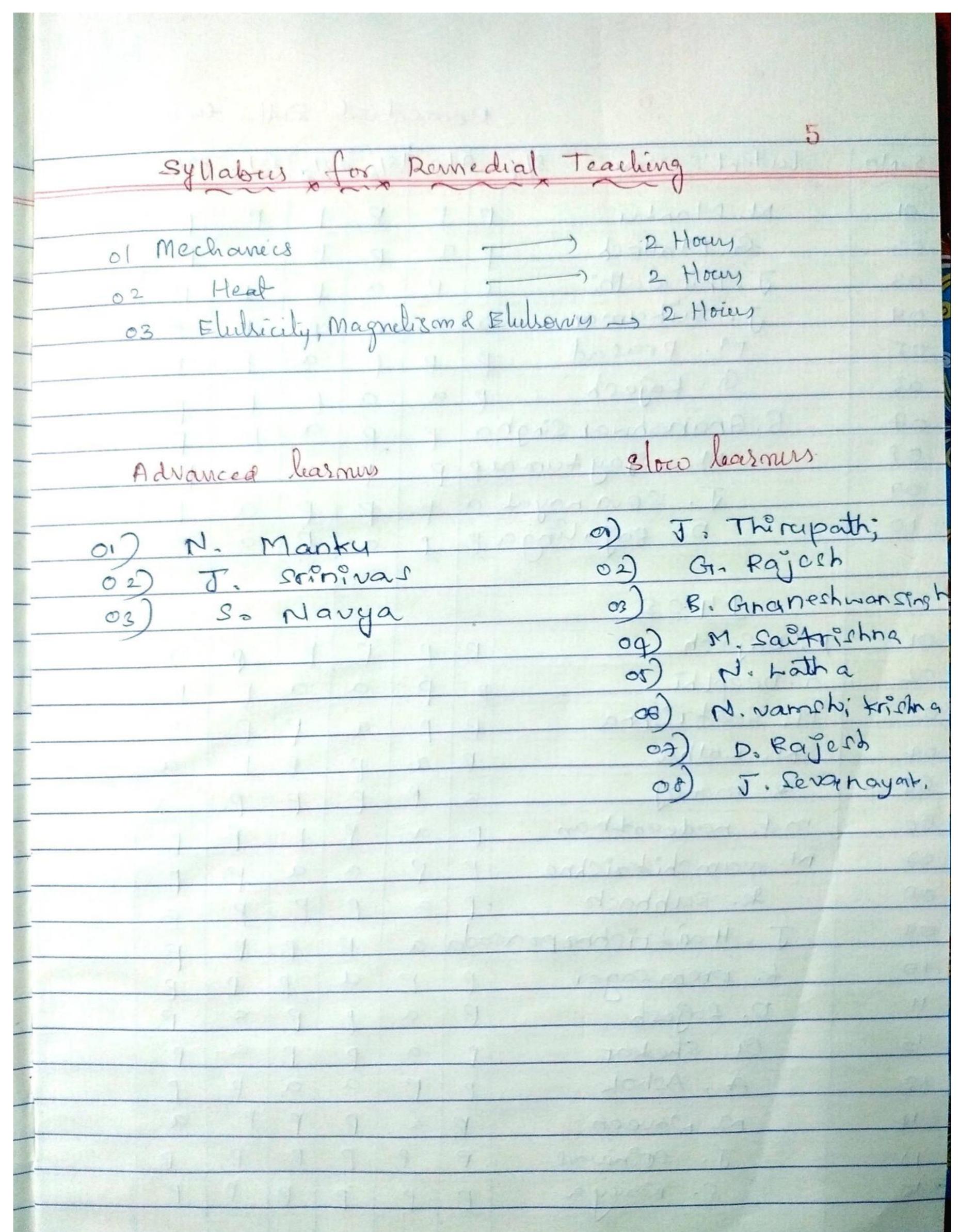


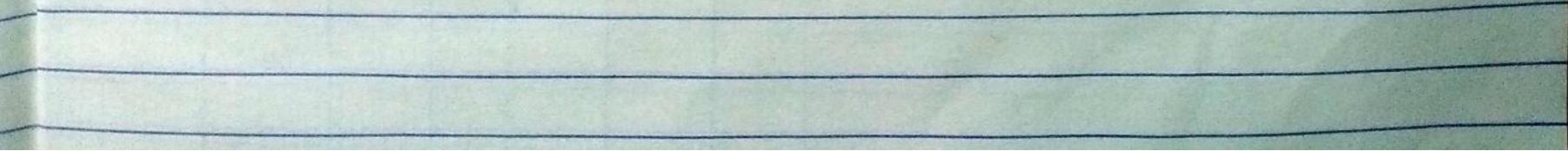
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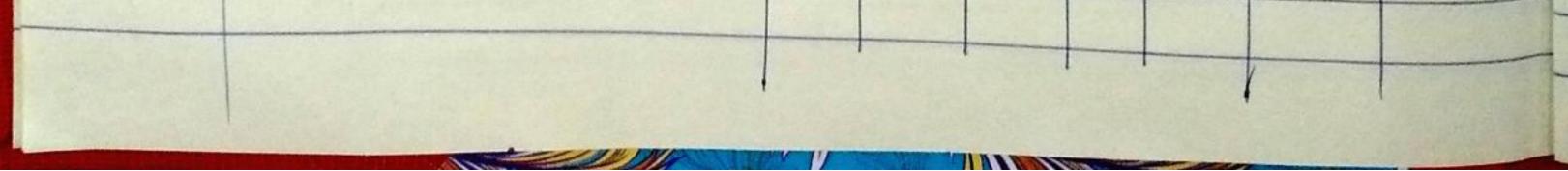
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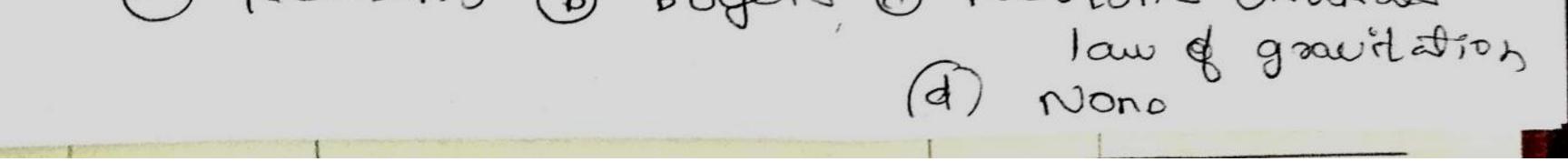
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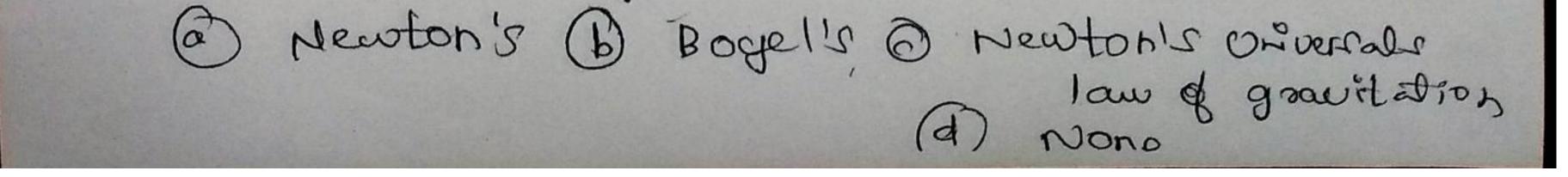
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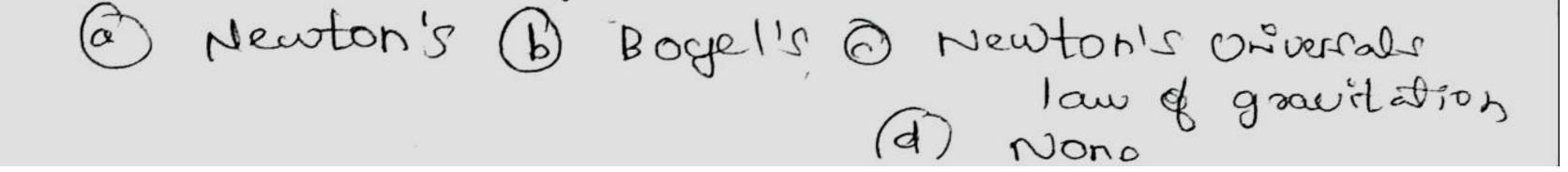
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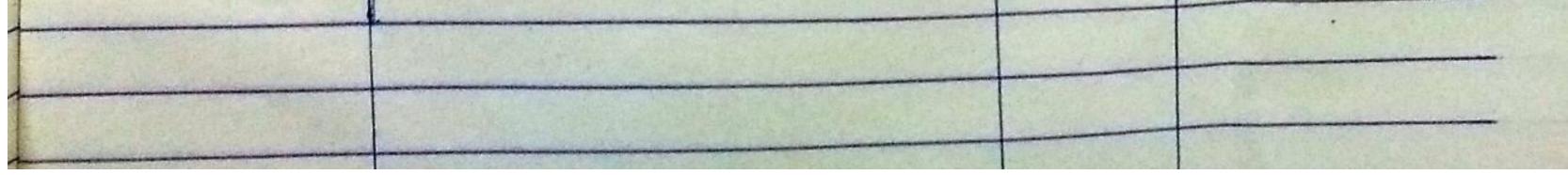
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V. nagazaju Grovt degrée college Mancherial B.SC (Mpc & Mpc); Sub; physics; (2017-201 Diagnostic Test B.SC Sem I year: I I Answer all the questions and write Answer in brackets! O Rocket works on which platform Newton's haw Concervation of Energy (D) conservation of momentum (Newton's III have (d) None Range of change of velocity 90 called <u>Acceptation (a)</u>
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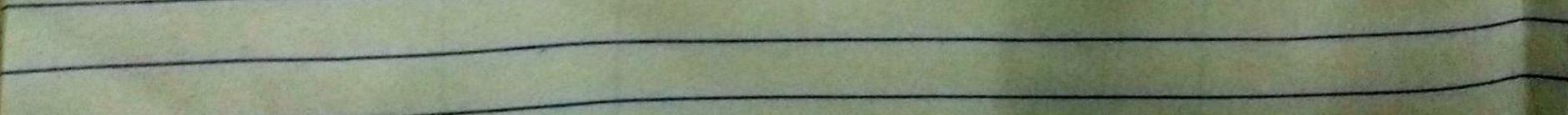
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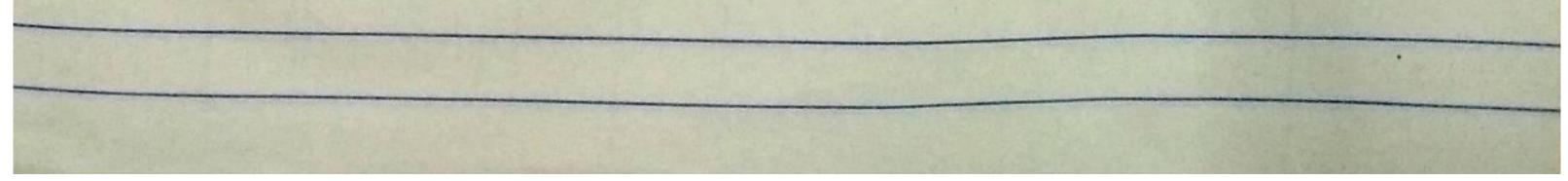
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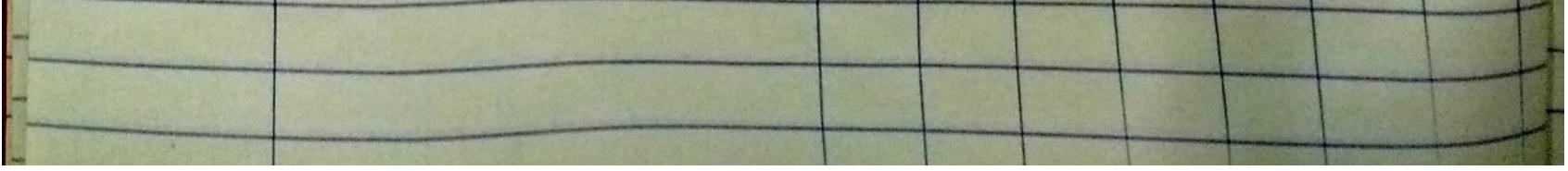
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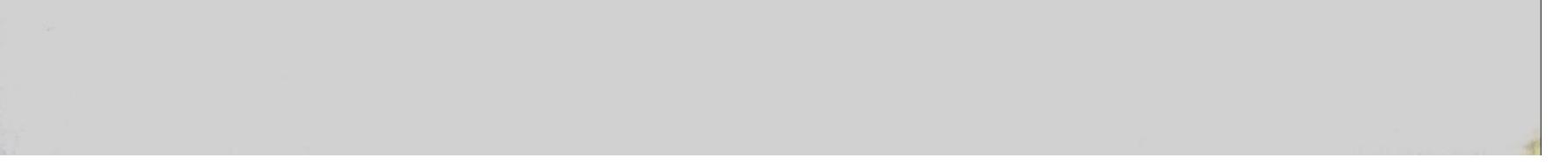
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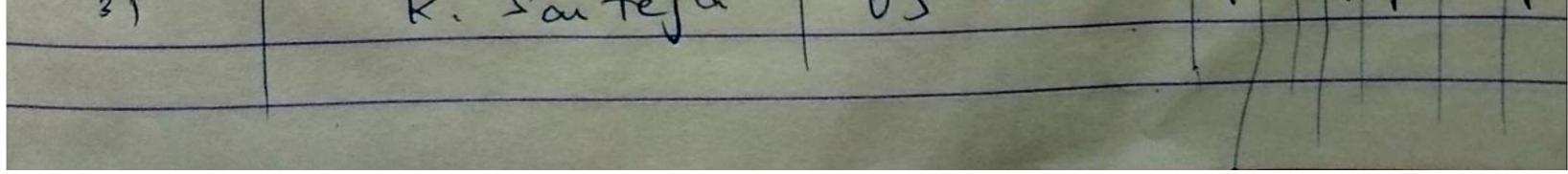
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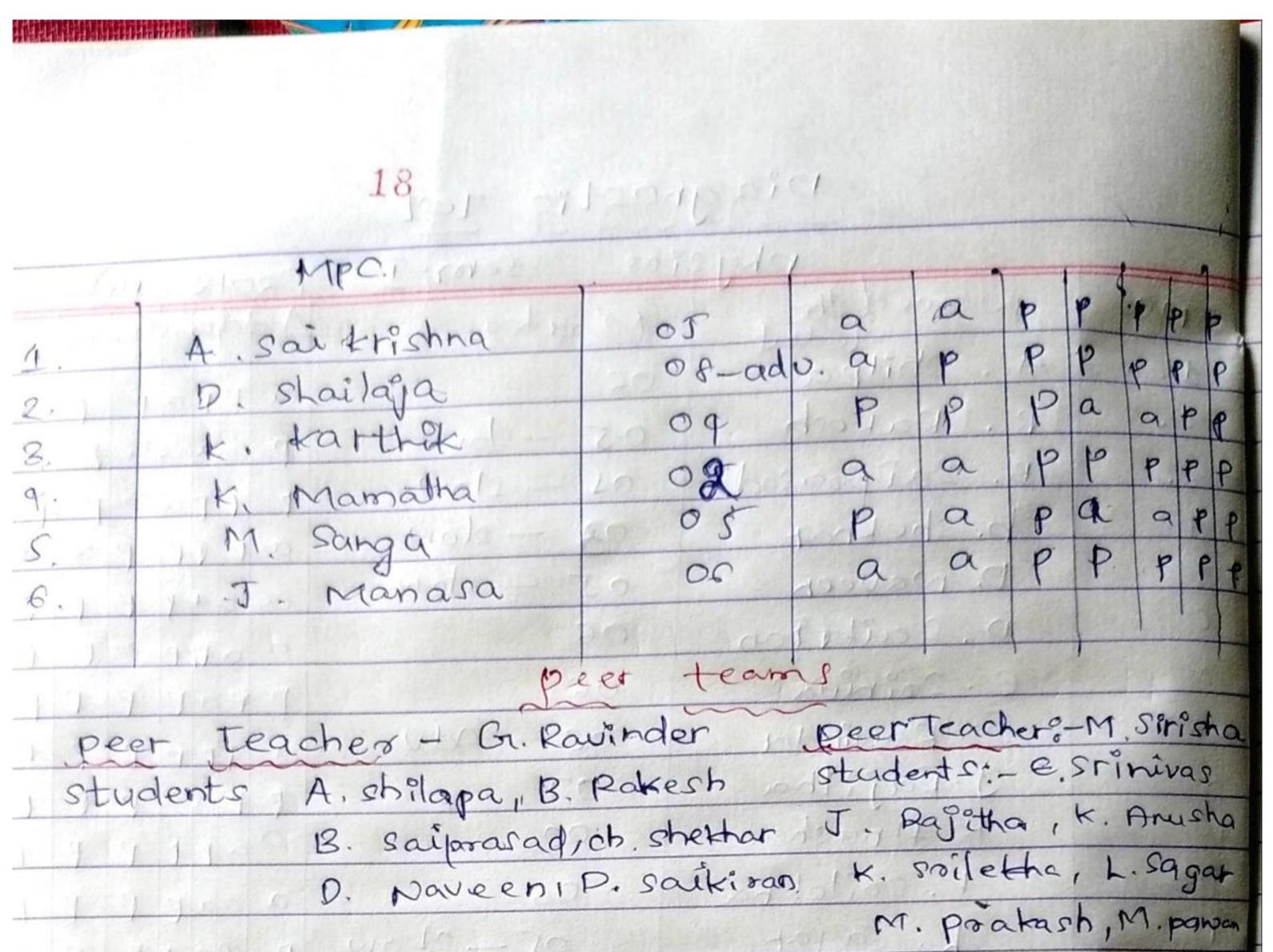


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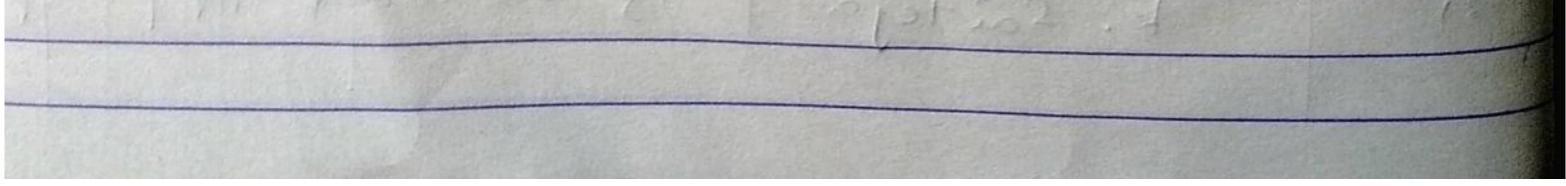
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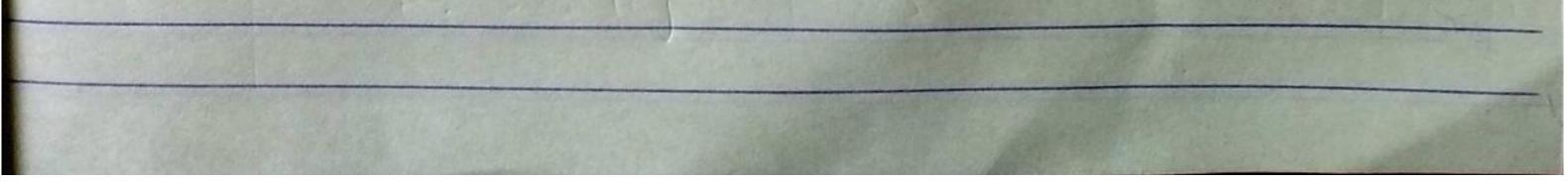


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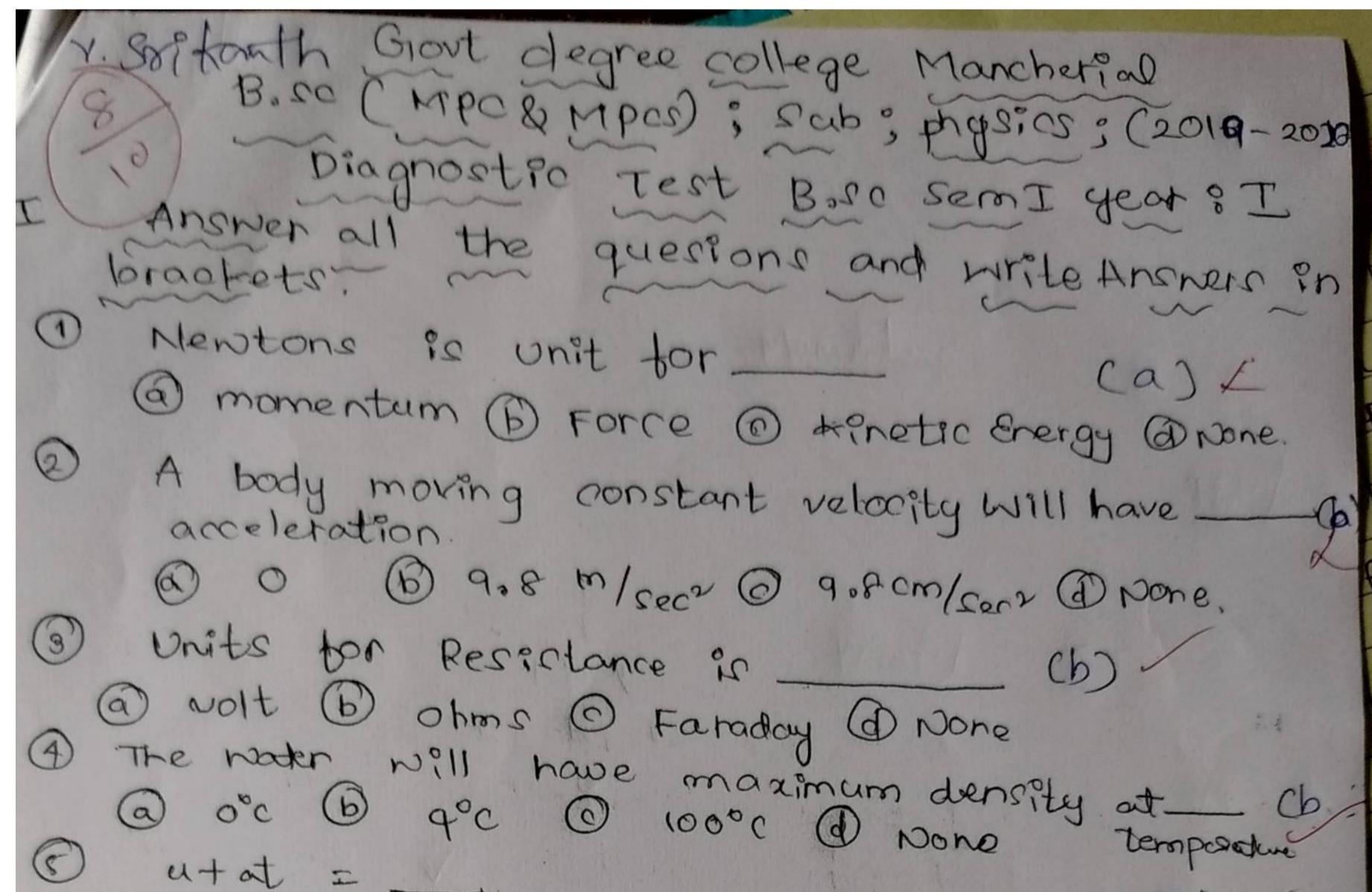


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Nithin Govt degree college Marcherial B. sc (Mpc& Mpcs); Scib; physics; (2019-2000 Diagnostic Test Base semI year ? I I Answer all the questions and write Answers in I Mentions is unit for Momentum Call (a) momentum (b) Force (c) trênetic Energy (D) vone. (2) A body moving constant velocity will have 18 m/acts acceleration. (6) 9.8 m/sec2 (9.8 cm/sec2 () None. (3) Units for Resistance is toraday COL (a) volt (b) ohms (c) Faraday (d) None (1) The water will have maximum density at 40 Q o'c 6 q°c 0 100°c 0 None Cb. temposotine 5) utat @ v2 @ s @v @ none of the above (a) a = - tre Equation 20 called [a = ancleration] (2) (a) So H.M Equation (b) Rotaling Eqn (c) None (b) Angulare (F) Menton is write of for Mone (1). @ momentum @ Force @ Kenetic Energy @ None (Germanicion & silleron are called Semi-Condiater) OIDICTIOITOT V = U + at ; v = u² = 2as ; s = cd + 1 at² one called (d)
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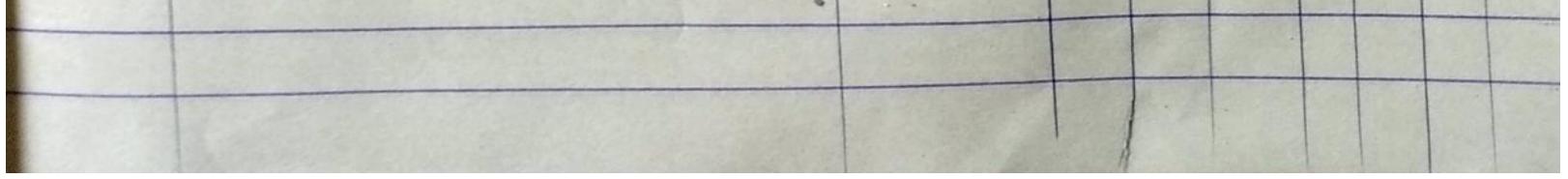


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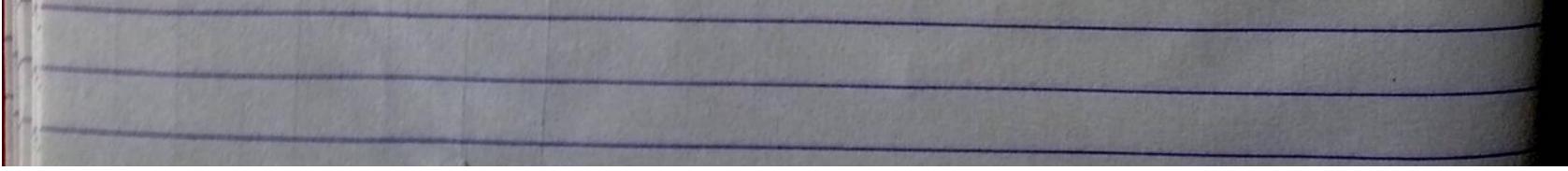
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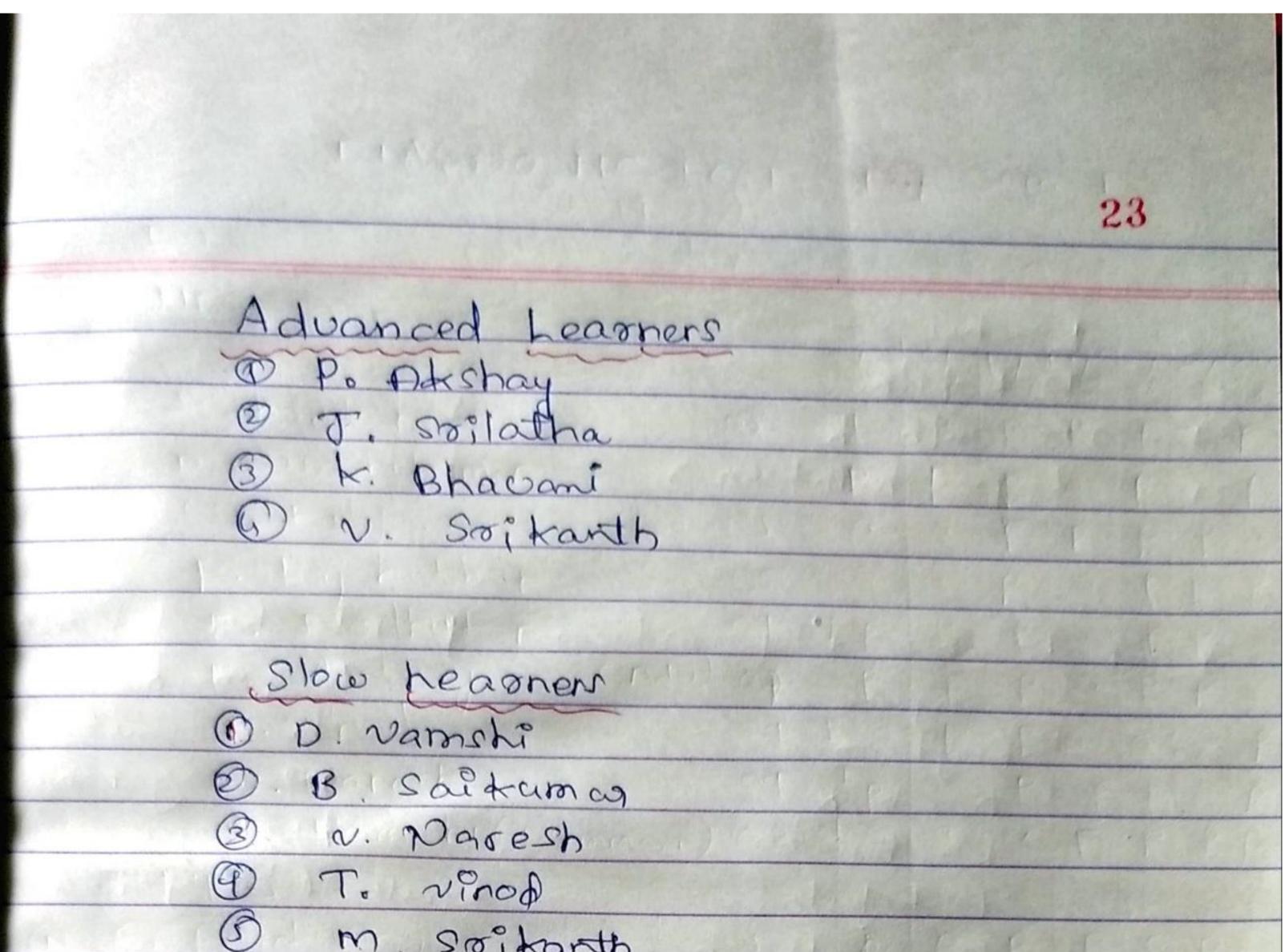


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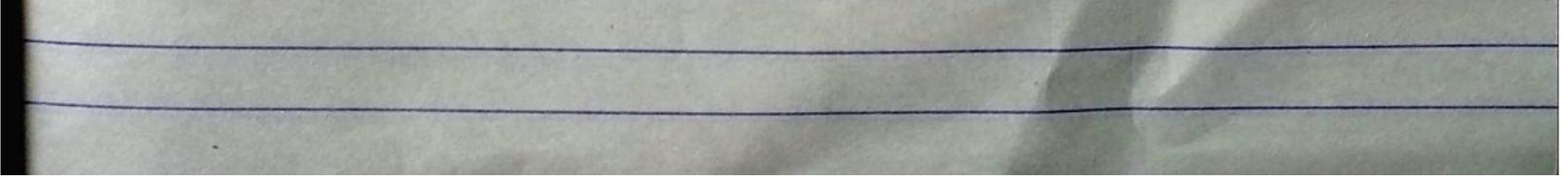
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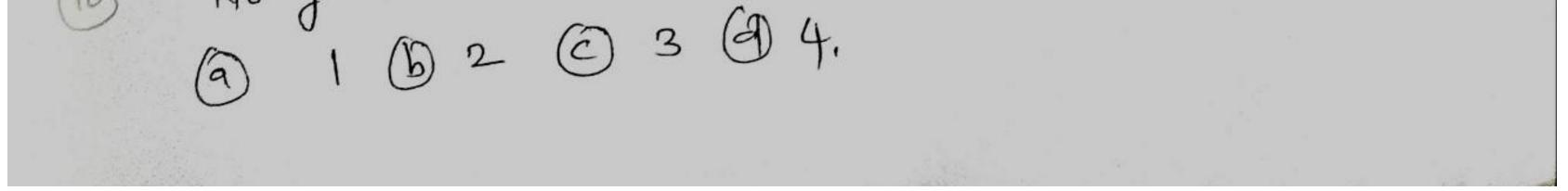
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M. Uday Saltura). Govi Degree college, Mauchinaf class: B.Sc (mpc&mpc) Sub: physics year 2020-2021); Sem-I Diagnostie Test = yr. (?) I Answer all the Question's & while in brailets 10 (1) The Flying bird in air will have kinnetic energy (C) 3 Kenetic (b) potential @ Kimetic & potential @ Home (2) Newton is unit for <u>ton</u> (5) (3) The product of Force (C) kinetic eursy (None (3) The product of Force & time is called ----- (d) (d)/ (9) Power (b) Density (c) Elasticity () Impulse (4) F= G. m.m. is called NestiunsLaw ()(3) Herotom's (3) Borgel's (3) Neroton's Universal Law of gravitation. (3) The velocity of Locurd in Vaccumin (6) 330m/see (b) O. (C) 3×10⁸m/see (D) 330m/f4² (3) The velocity of Linght is _ 3410 m/see (9) (d) 3×10° m/see. (b) 0. (c) 3×10° m/see (d) Hone (3) A body moving constant velocity will have Dacchration 9 (a) 0 (b) 9.8 m/fat (c) 9.8 cm/fat @ None (3) The water will have maximum density at \$ c-lemparatil) (a) o'c (b) 4° c (c) 10° c (c) Mone. 1) Zeenar Drode Worlds in forward Bras. q) @ Forward (5) Revuse (3) Both (1) None (D) No.g diodes in Full-wave Rectitive 2 (b) (a) 1 (b) 2 (c) 3 (d) 4.



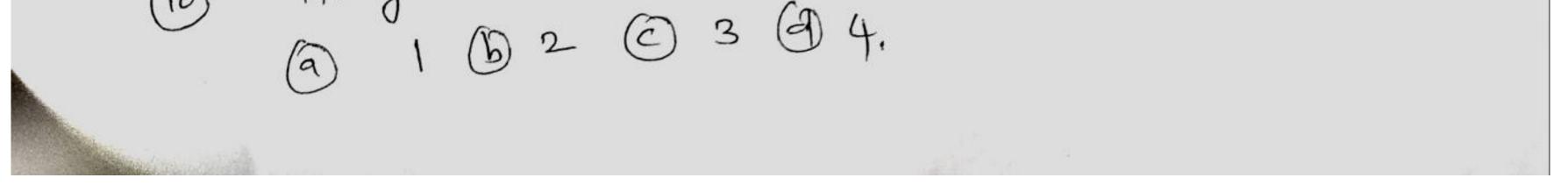
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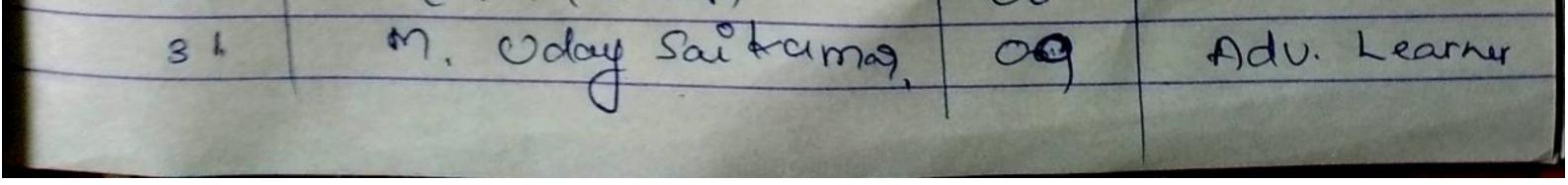
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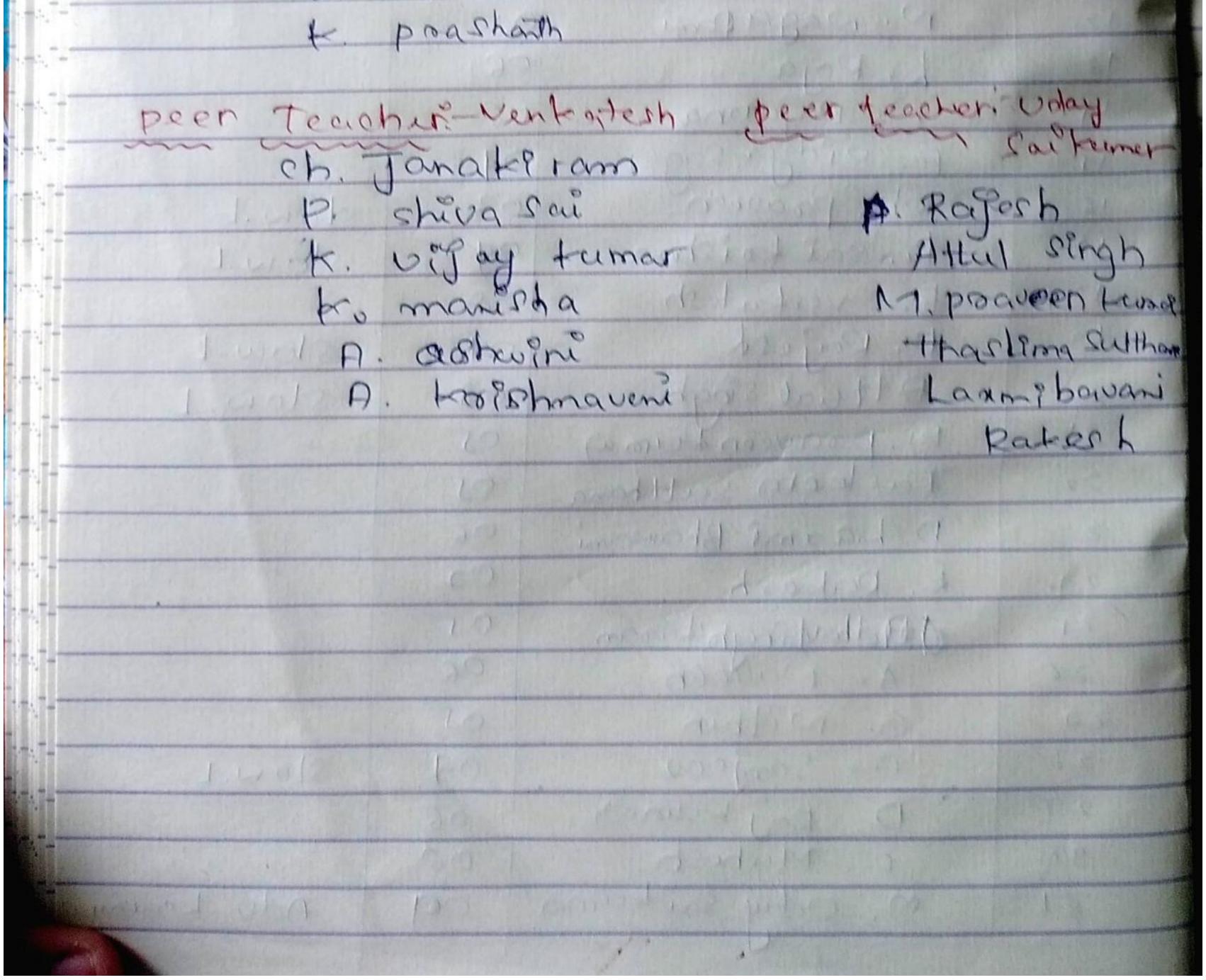


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| 19 | P. Rajest | oq | slow.L | | | |
| 20 | Attual singh | 03 | A Slow, L | | | |
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| 22 | Tasteen sulthana | 05 | | | | |
| 23 | D. Lazmi Bhansomi | 06 | | | | |
| 29 | k. Rakesh | OJ | | | | |
| 25. | | 05 | | | | |
| 26 | A. Naveen | 06 | | | | |
| 27 | G. Nithin | 05 | | | | |
| 28 | e. sanjeev | . 09 | Slow, L | | | |
| 29 | D. Row Kuman | 06 | | | | |
| 30 | E. Mahesh | 06' | | | | |



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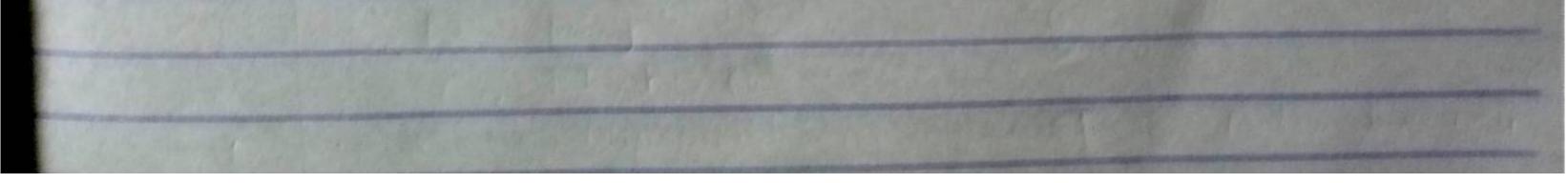
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:శకుంతలోపాఖ్యానము:

ప్రతి పదార్థ తాత్ఫర్యములు:

1) విమల యతోనిధీ! పురుష వృత్త మెరు౦గుమండు జావె వే దములువు బంచభూతములు ధర్తువు సంధ్యలు వంతరాత్తయున్ యముడువు జంద్రసూర్యులు వహంబువు రాత్రియు వస్త్రహా పదా ర్థము వివి యుండగా వరుడు దక్కొవ నేర్చునె తమ్మ ముచ్చిలన్.

కవి పరిచయం: ఈ పద్యం ఆచికవి నన్నయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,ఆచి పర్వం చతుర్తాశ్వాసం మండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది.

సందర్భము:శకుంతల రాజసభలో తన భర్త అయిన దుష్యంత మహారాజుతో మనిషి తనను తాను మోసగించుకోలేడని పలుకు సందర్ధము లోనిది .

ప్రతిపదార్థము:

విమల=నిర్తలమైన // యశోనిధీ =కీర్తికి నిలయమైన వాడా! // వేదములును=నాలుగు వేదాలునూ //పంచభూతములు=భూమి,నీరు,అగ్ని,వాయువు,అకాశము అనే అయిదు ప్రకృతి శక్తులునూ // ధర్తువున్=ధర్తమునూ //.సంధ్యలున్=ఉదయ,సాయంకాల సంధ్యలునూ //అంతరాత్తయున్=తన హృదయమునూ //యముడును=యమధర్తరాజాను //చంద్ర సూర్యులును=చంద్రుడునూ,సూర్యుడునూ //అపాంబును=పగలునూ //రాత్రియున్=రాత్రియునూ //అన్=అను //ఇవి=ఈ యొక్క // మహాపదార్థములు=గాప్ప పదార్తాలు //ఉండగాన్=ఉండగా //నరుడు=మావవుడు //తన్నున్=తనను // తన్న మ్రుచ్చిలన్=మోసగించుకొనుటకు //తక్యానన్=పూనుకోవడానికి //నేర్చునే=సమర్థడు అవుతాడా??(కాడు అని భావము)

తాత్ఫర్యము: నిర్తలమైన కీర్తికి నిలయమన వాడా ! ఓ దుష్యంత మహారాజా! వేదాలూ,పంచభూతాలూ,ధర్తమూ,ఉభయసంధ్యలూ,అంతరాత్త,యమధర్తరాజు,చంద్ర సూర్యులు ,రాత్రింబగళ్ళు అనే ఈ మహా పదార్థాలు మానవుడిని ఎప్పటి కప్పుడు గమనిస్తూనే ఉంటాయి.కాబట్టి నరుడు తనను తాను మోసగించుకోలేడు.

2)విపలీత ప్రతి భాష లేమిటికి మర్వీనాథ ! యీ పుత్ర గా

త్ర పలిష్యంగ సుఖంబు సేకొనుము ముక్తాహార కర్యూర సాం

ద్ర పరాగ ప్రసరంబు జ౦దనము జంద్ర జ్యోత్మ్మయున్ బుత్ర గా

త్ర పరిష్యంగము నట్లు జీవులకు హృద్యంబే కదున్ శీతమే.

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది.

సందర్భము: శకుంతల పుతుడిని కౌగిరించుకోవడం ఎంత చెల్లగా ,సుఖంగా ఉంటుందో దుష్యంతుడికి వివరించే సందర్భము లోనిది.

ప్రతి పదార్థము:

ఉల్వీనాథ=ఓ దుష్యంత మహారాజా! //విపలీత ప్రతిభాషలు==విరుద్ధములైన వాదములతో కూడిన మాటలు పమిటికి=ఎందుకు//ఈ =ఈ యొక్క //పుత్ర=పుత్రుడైన భరతుడి //గాత్ర =శలీరముమ// పలష్పంగ=కెాగిరించుకోవడంలో కరిగే //సుఖంబున్ =సుఖముమ //చేకొనుము= అనుభవించుము //ముక్తాహార=ముత్యాల హారాలునూ//కర్యూర=పచ్చ కర్ఫూరము యొక్క //సాంద్ర=దట్టమైన //పరాగ=పాడి యొక్క //ప్రసరంబున్=పూతయుమా //చంద్రజ్యోత_{్మి}యున్= //చందనమున్**=మం**చి గంధముమా వెన్నెలయుమా ||ස්තුවජා=බුංඝාවජා ||పుత్ర =ඡාකෞරායී గాత్ర పలష్వంగమునట్ల=కెంగిలించుకున్నట్టుగా //హృద్యంబు+ఫ=హృదయానికి సంతోషం అని భావం)// కడున్=మిక్కిలి //శీతమే=చల్లదవంగా కరిగిస్తుందా?(కరిగిరిచదు සංසාංශ?(සංදුක් මහ ආක්ං)

తాత్ఫర్యం: ఓ దుష్యంత మహారాజా! విరుద్ధములైన మాటలెందుకు?ఈ పుతుడిని కాగివించుకొని ,ఈతడి కాగివి వలన కవిగే సుఖాన్ని అనుభవించుము. ముత్యాల హారాలూ,పచ్చ కర్పూరపు దట్టమైన పాడులూ,మంచి గంధాలూ వెన్నెలా,ఇవేవే పుత్రుని కాగివి ఇచ్చునటువంటి సుఖాన్నీ,చల్లదనాన్నీ మనుషులకు ఇవ్వలేవు. 3) మత జల పూలితంబులగు మాతులు మాలిటి కంటె సూ

వృత వ్రత యొక బావి మేలు మరి బావులు మారిటి కంటె నొక్కస

త్ర్యతువది మేలు,తత్ర్యతు శతంబున కంటె సుతుందు మేలు త

త్యుత శతకంబు కంటె నొక సూవృత వాక్యము మేలు సూడగన్

.కవి పరిచయం: ఈ పద్యం అదికవి వవ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాన్యాసం మండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది. సందర్భము: శకుంతల తన భర్త అయిన దుష్యంతుడికి సత్య వాక్యము యొక్క గొప్పదనాన్ని వివరించు సందర్భము లోనిది.

ప్రతిపదార్థము:

సూశ్ళత వ్రత= సత్యమును పలుకుటయే వ్రతముగా కల దుష్యంత మహారాజా! //మతజల పూరితంబులగు=కొనియాడదగిన మంచి నీటి చేత నిండిన //మాతులు =చేద బావులు //మారిటికంటె=మారింటి కన్నా // ఒక బావి మేలు=ఒక దిగుడు బావి ఉత్తమము //మరి బావులు =లట్టి దిగుడు బావులు //మారిటి కంటె=మారింటి కన్నా //ఒక్క సత్రుతువు =ఒక మంచి యజ్ఞము//లది మేలు= లది మిక్కిలి ఉత్తమము //తత్ క్రతు శతంబున కంటె=లట్టి మంచి యజ్ఞలు మారింటి కన్నా //సుతుండు మేలు=ఒక్క పుత్రుడు ఉత్తమము //తత్ =ల యొక్క //సుత శతకంబున కంటె=మారుగురు పు త్రుల కన్నా //చూడగన్= అలోచించి చూడగా//ఒక సూశ్ళత వాక్యము=ఒక్క సత్య వాక్యము //మేలు=మిక్కిలి ఉత్తమము

తాత్ఫర్యము: సత్యముమ పలుకుటయే వ్రతముగా కల దుష్యంత మహారాజా! మతజల కొనియాడదగిన మంచి నీటి చేత నిండిన చేద బావులు మారింటి కన్నా ఒక దిగుడు బావి ఉత్తమము అట్టి దిగుడు బావులు మారింటి కన్నా ఒక మంచి యజ్ఞము మిక్కిరి ఉత్తమము .అట్టి మంచి యజ్ఞాలు మారింటి కన్నా ఒక్క పుత్రుడు ఉత్తమము. ఆ యొక్క మారుగురు పుత్రుల కన్నా అలోచించి చూడగా ఒక్క సత్య వాక్యము మిక్కిరి ఉత్తమము 4) గొనతొని వీడు నీకును శకుంతలకుం జ్రయ నందమండు సే

కొని భరియింపు మీతని శకుంతల సత్యము వల్కె సాధ్వి స

ద్విశుత మహా పతివ్రత వివేకముతో నని దివ్యవాణి దా

వినిచె ధరాధినాథునకు విస్త్రయ మందగ దత్యభాసదుల్

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది.

సందర్భము: శకుంతల ఎవరో తనకు తెరియదని దుష్యంతుడు పలుకగా ఆకాశవాణి దుష్యంతుడికి శకుంతల సత్యమే పరికినదని చెప్పు సందర్భము లోనిది .

ప్రతిపదార్థము:

గొనతొని=విశేషించి//వీడు=ఈ పిల్లవాడు అయిన భరతుడు //నీకును=నీకూ,//శకుంతలకుం=శకుంతలకునూ //

ప్రియ వందమండు=ముద్దల కొడుకు //ఈతనిన్=ఇతడిని //వివేకముతోన్=తెరివిగా //చేకొని =స్వీకరించి //భరియింపుము=పోషించుము //సాధ్య=ఇల్లాలు //సద్+విమత=మంచి వారి చేత కీర్తించబడువది //మహా పతివ్రత=గొప్ప పతివ్రత అయివ //శకుంతల=శకుంతల //సత్యము పల్మెన్ =నిజం మాట్లాడింది.//అని=అని //తత్+సభా సదుల్=అ సభలో మన్న వారు //విస్త్రయమున్+అందగన్=అశ్చర్య పడేటట్లుగా//దివ్యవాణి=అకాశ వాణి//తాన్=తామ//ధర+అధి నాథువకున్=రాజైన దుష్యంతుడికి /వినిచె=వినిపించినది.

తాతృర్యము:

"ఈ పిల్లవాడు అయిన భరతుడు నీకూ,శకుంతలకుమా ముద్దల కొడుకు. ఇతడిని తెరివిగా స్వీకరించి పోషించుము .ఇల్లాలూ .మంచి వారి చేత కీర్తించబడునదీ, గొప్ప పతివ్రతా అయిన శకుంతల నిజమునే మాట్లాడినది" అని ఆ సభలో మన్న వారు అశ్చర్య పడేటట్లుగా ఆకాశ వాణి రాజైన దుష్యంతుడికి వినిపించినది. 1)మిశ్శకయ అశుచితంబులు పలుకంగా నేల??/ /లేదా అరుగు మంబురుహాశశ ఎందుండి శచ్చి తందులకు వడిన్

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది.

సందర్భము: తనమా,తన కుమారుడిసీ స్వీకరించుమని శకుంతల చెప్పిన పిదప తాను ఆమెను ఎరుగను అనీ, వచ్చిన చోటుకే తిరిగి వెళ్ళిపామ్తని దుష్యంతుడు శకుంతలతో పలుకుతున్న సందర్భము లోనిది.

అర్థము: ఊరకనే తగని మాటలు చూట్లాడడం ఎందుకు?ఓ పద్తముఖీ! ఎక్కడినుంచి వచ్చావో అక్కడికే వెళ్ల పా

వివరణ: శకుంతల తనమా,తన కుమారుడిసీ ,స్వీకరించుమని పలుకగా లోకాపవాదానికి జడిసి దుష్యంతుడు శకుంతల కానీ ,ఆ కొడుకు కానీ తనకు తెరియదని,కాబట్టి నోటికి వచ్చివదల్లా మాట్లాడక ,వచ్చివ చోటికే తిరిగి పామ్తని పరికాడు.

2) తప్పపలుక నగునె ధాల్తికులకు

కవి పలచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది.

సందర్ధము:దుష్యంతుడు శకుంతల ఎవరో తనకు తెరియదని ,వచ్చిన చోటుకే తిరిగి పామ్తని చెప్పాక ,శకుంతల ధర్తాత్తులకు మాట తప్పడం తగునా అని సూటిగా ప్రశ్నించిన సందర్ధము లోనిది.

అర్థము:ధర్తాత్తులు అబద్దం పలకడం తగదు.

వివరణ:శకుంతల తననూ ,తన కుమారుడినీ స్వీకరించుమని దుష్య౦తుడితో పలుకగా అతడు వారెవ్వరో తనకు తెరియదని నిరాకరించగా "అన్నీ తెరిసీ తెరియనట్లుగా మాట్లాడుతున్నావు.సాక్షులు లేరు కదా అని ధర్తాత్తులకు అబద్ధం ఆడడం తగదు" అని హితవు పరికినది.

3) వరుడు దక్కొవ నేర్చునె తమ్మ ముచ్చిలన్

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది సందర్ధము: సాక్షులు లేరు కదా అని అబద్ధాలు పలుకడం ధర్తాత్తులకు తగదని, ప్రకృతి శక్తులు ఎప్పటికీ మానవుల్ని గమనిస్తు౦టాయని శకుంతల దుష్య౦తుడితో పలికే సందర్ధము లోనిది.

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అర్ధము: మాథవుడు తనను తాను పంచి౦చుకోలేడు.( సత్యాన్మి దాచ లేడు)
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వివరణ: శకుంతల ఎంత గుర్తు చేసినా దుష్యంతుడు తనకు పమీ తెరియదు అని అబద్ధం ఆడాడు...దానితో శకుంతల మానవుల ప్రవర్తనను వేదాలు,పంచభూతాలు,ధర్త,O ,ఉభయ సంధ్యలూ,అంతరాత్త,యముడు ,చంద్రసూర్యులూ మొదలైన వారు ఎప్పుడూ గమనిస్తూ ఉండగా తనను తాను మోసం చేసుకొని సత్యాన్ని కప్పిపెట్ట లేడని పరికింది.

4) ఇహమున్ బరము గలదె మతి బరికి౦పన్

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్థాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది సందర్భము: అనుకూలవతి అయిన భార్యను తిరస్కరించడం సరికాదని శకుంతల హెచ్చరించే సందర్భము

అర్ధము: ఆలోచిస్తే ఇహపరములు రెండూ ఉండవు.

వివరణ: తనను తిరస్కరించడం సరి కాదని,ప్రేమగా చూడమని శకుంతల వేడుకున్నది. పతిప్రత,గుణవతి,సంతానవతి అనుకూలవతి అయిన భార్యను తిరస్కరించే భర్తకు ఈ లోకంలోనూ,పర లోకంలోనూ సుఖాలు దక్కవని శకుంతల హెచ్చరించింది.

5)బీపంబు వలన కొండొక బీపము ప్రభవించినట్లు

కవి పరిచయం: ఈ పద్యం అదికవి వశ్నయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం మండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది సందర్భము: శకుంతల పుత్రుడి ప్రాముఖ్యతను వివరిస్తూ శకుంతల పరికే సందర్భం లోనిది.

అర్థము:ఒక దీపము వలన మరొక దీపము పుట్టినట్ల.

వివరణ : శకుంతల భరతుడిని చూపుతూ ఒక దీపము నుండి మరొక దీపము పుట్టి ప్రకాశి౦చినట్లుగా దుష్యంతుడి శలీరం నుండి భరతుడు పుట్టి ప్రకాశిస్తున్నాడని శకుంతల పరికే సందర్భము లోనిది.

6)జీవులకు హృద్యంబే కదున్ శీతమే?

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది సందర్భం: శకుంతల దుష్యంతుడికి కుమారుడి కౌగిరిలో ఉన్న సుఖాన్ని,చల్లదనాన్ని వివరించే సందర్జము లోనిది.

అర్థము:మానవుల మనస్యుకు హాయినీ ,చల్లదనాన్నీ కరిగించ లేవు.

వివరణ:శకుంతల దుష్యంతుడికి పుత్రుడిని కౌగిరించుకుంటే కరిగే అనందాన్ని,చల్లదనాన్ని వివరించింది.ముత్యాల హారాలు,మంచి గంధము,వెన్నెల ఇవేపీ కొడుకుమ కౌగిరించుకోవడంలో ఉన్న సుఖాన్నీ ,చల్లదనాన్నీ ఇవ్వ లేవని శకుంతల దుష్యమ్తడితో పరికింది.

7)సారమతీ చమనె నాటి సత్యము కలుగన్

కవి పరిచయం: ఈ పద్యం అదికవి నన్నయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది సందర్ధము; శకుంతల దుష్యంతుడితో భరతుడిని నిరాదరించడం సరి కాదని పరికే సందర్ధము లోనిది.

అర్తఃము: మంచి బుద్ది కలవాడా! అనాటి సత్యము ఉంది.

వివరణ: మంచి బుద్ది కల ఓ దుష్యంత మహారాజా! గొప్పవాడు,వంశోద్ధారకుడు,ధర్త ప్రియుడైన కుమారుడిని అనాడు వివాహ కాలం నాటి ప్రమాణాన్ని మరిచి కాదవడం సరి కాదని శకుంతల దుష్యంతుడితో పరికింది.

8)ఒక సూవృత వాక్యము మేలు చూడగన్

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది సందర్ధము: శకుంతల దుష్యంతుడికి సత్య వాక్య ప్రాముఖ్యతను వివరించే సందర్ధము లోనిది.

అర్థము:ఒక్క సత్య వాక్యము మేలు

వివరణ: "నూరు మాతుల కంటే ఒక దిగుడు బావి ఉత్తమము.నూరు దిగుడు బావుల కంటే ఒక మంచి యజ్ఞము ఉత్తమము .నూరు మంచి యజ్ఞాల కంటే ఒక కొడుకు ఉత్తముడు.అట్టి మారుగురు కొడుకుల కంటే ఒక సత్య వాక్యము ఉత్తమము ."అని శకుంతల సత్యవాక్యమే అన్నిటి కన్నా గొప్పదని తెల్పివది.

9)ఎరుగు మెల్ల ధర్తంబుల కెందు బెద్ద యండ్రు సత్యంబు

కవి పరిచయం: ఈ పద్యం అదికవి శశ్వయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,అది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది

సందర్భము: శకుంతల దుష్యంతుడికి సత్య వాక్య ప్రాముఖ్యతను వివరించే సందర్భము లోనిది.

అర్థము :అన్ని ధర్తముల లోనూ సత్యమే గొప్పది

వివరణ: "తీర్థ యాత్రలకు వెళ్ళడం,వేదాలను అధ్యయవం చేయడం ఇవేపీ సత్యముతో సాటి వచ్చువవి కావు...అన్ని ధర్తాలలోనూ సత్యవాక్య పాలవమే గొప్పది" అని శకుంతల సత్యవాక్యమే అన్నిటి కన్నా గొప్పదని తెళ్ళివది.

10)ధాత్రీతల నాథ! అంత ధర్తేతరనే?

కవి పరిచయం: ఈ పద్యం ఆదికవి నన్నయ్య గారు రచించిన శ్రీ మదాంధ్ర మహాభారతం ,ఆది పర్వం చతుర్తాశ్వాసం నుండి గ్రహించబడిన శకుంతలోపాఖ్యానం అను పాఠము లోనిది

సందర్భము:తనను వెనక్కు వెళ్లి పామ్మన్న దుష్య౦తుడితో తానూ అధర్త పరురాలిని కానని దుష్యంతుడికి చెప్పే సందర్జము లోనిది.

అర్థము:"ఓ రాజా!! నేను ధర్తం లేని దానను కాను.

వివరణ:రాజా! నేశు ఉత్తమ క్షత్రియుడైన విశ్వామిత్రుడికీ,పవిత్ర అయిన మేనకకు జన్మించి అధర్తం పలకడానికి తానూ అంత ధర్తం లేని దానను కాదని శకుంతల దుష్యంతుడితో పరికింది.

వ్యాసరూప ప్రశ్నలు:

ప్రశ్మ :శకుంతల రాజసభలో దుష్యంతుడికి కావించిన ధర్త ప్రబోధాన్ని వివరించండి.

శకుంతల తన కుమారుడు భరతుడిని తీసుకొని దుష్యంత మహారాజు సభకు వచ్చి,అతడు తానెవరో తెలియనట్లుగా ప్రవర్తించడం సహించలేకపాళియింది..

"ఓరాజా! ఎవరికీ తెరియదని ధర్తాత్తులకు అసత్యం పలకడం శోభించదు. మానవుడి ప్రవర్తవను

వేదాలూ,పంచభూతాలూ,ధర్తమూ,ఉభయసంధ్యలూ,అంతరాత్త,యముడూ,సూర్యచంద్రులూ, రాత్రి౦బగళ్ళూ మొదలైన ప్రకృతి శక్తులు ఎప్పటికి అప్పుడు గమనిస్తుండగా మానవుడు తమ్మ తాను మోసం చేసుకోలేడు"అన్నీ తెరిసి పమీ తెరియనట్టుగా నమ్మ అవమానించడం తగదు.

భార్య ప్రాముఖ్యత : ఇల్లాలు,గుణవతి,సంతానవతి,లనుకూలవతి అయిన భార్యమ అవమానించే భర్తకు ఇహ,పర సుఖాలు పవీ దక్కవు.అనుకూలవతి అయిన భార్యమ కరిగిన భర్తకు నిత్యం అశ్వమేధ యాగం చేసిన ఫలం లభిస్తుంది.అతడు పుత్రవంతుడు అవుతాడు.

ధర్తార్థ సాధవలో భార్య సాధవము.గృహనీతి విద్యకు నెలవు.సద్దతికి ఊతగర్ర.అనేక మంచి గుణాలకు నిలయము.భర్తకు భార్య తప్ప మరేమీ ప్రియమైవవి కావు.భార్యమ గౌరవించేవాడి బాధలన్నీ తొలగి పాఠతాయి. భార్య భర్తలో సగము.బతుకులోనూ,చావులోనూ ఆమె భర్తనే అనుసరిస్తుంది.తండ్రీ కొడుకులకు భేదం లేదు.

పుత్రుడి ప్రాధావ్యత: మనిషి తన నీడను తాను నీళ్ళలో చూసుకున్నట్టు కొడుకులో తండ్రి తన రూపాన్ని చూసుకుంటాడు.పున్నామ నరకం నుండి రక్షించేవాడు కాబట్టి పుత్రుడు అంటారు.ఉత్తమ గుణవంతుడైన పుత్రుడు తల్లిదండ్రుల ఉభయవంశాల వాలని ఉద్ధలస్తాడు.ఒక బీపం నుండి వేరొక బీపం పుట్టిన విధంగా నీ పుణ్య శలీరం నుండి ఈ పుత్రుడు జన్మించాడు.

ఒక్మసారి ఈ పుత్రుడి కౌంగిరిలో ఉన్న సుఖాన్ని అనుభవించు..ముత్యాల హారాలూ,మంచి గంధమూ,వెన్నెల ఇవేపీ పుత్రుడి కౌంగిరి ఇచ్చివంత సుఖాని కానీ,చల్లదనాన్ని కానీ ఇవ్వలేవు.ఈ పుత్రుడు వంశకరుండై,అనేక అశవమేద యాగాలు చేస్తాడని ముమపు అకాశవాణి చెప్పింది.కారణం లేకుండా ఇట్టి సద్దుణముల కుమారుడిని విడువ దగదు.

సత్య వాక్య ప్రశస్తి: మంచి చేద బావులు మారిటి కన్నా ఒక దిగుడుబావి ఉత్తమము.మారు దిగుడు బావుల కన్న ఒక్క మంచి యజ్ఞము ఉత్తమము .మారు యజ్ఞాల కంటే ఒక్క సుతుడు ఉత్తముడు .అట్టి మారుగురు సుతుల కన్నా ఒక సత్య వాక్యము మిక్కిరి ఉత్తమము.వేయి అశ్వమేధ యాగాలు చేసిన పుణ్యం కన్నా ఒక సత్యవాక్యము పర్కివ పుణ్యము చాలా గొప్పది. తీర్థ యాత్రాలు చేసిన ఫలమూ,వేదాలన్నీ చదివిన ఫలమూ ఇవేపీ సత్యం తో సమానవైనవి కావు.తెరిసిన వారు ధర్కాలన్నిటికన్నా సత్యమే గొప్ప అని చెపుతారు.కాబట్టి కణ్యాత్రమములో నాకు చేసిన బాసను నెరవేర్షి,ఈ కొడుకును అదరించుము."అని ధరిక్తే పన్యాసము చేసినది.

2)శకుంతలను దుష్యంతుడు స్వీకరించిన విధానాన్ని తెలపండి.

దుష్యంత మహారాజు వేటకు వెళ్లి అక్కడ ఒక పుణ్య నబీతీరంలో కణ్వమహర్ని అశ్రమ౦ లో శకుంతలను గాంధర్వ వివాహం చేసుకొని ,అమెకు పుట్టిన కుమారుడిని హస్తినాపుర సామ్రాజ్యానికి యువరాజును చేస్తాను అని మాట ఇచ్చి ,తానూ రాజధానికి వెళ్లి ,శకుంతలను తీసుకొనిరావడానికి మంత్రులను పంపిస్తానని చెప్పి వెళ్ళ ,ఆ మాటను మరిచిపాతాడు.

ఇక్కడ అశ్రమంలో శకుంతలకు సర్వదమమడు అనే కుమారుడు పుట్టాడు .ఎటువంటి సాధ్యులైనా వివాహిత స్త్రీలు ఎక్కువకాలం పుట్టింట్లో ఉండడం సరి కాదని భావించిన కణ్య మహార్షి శకుంతలమా,అమె కుమారుడినీ దుష్యంతుని వద్దకు పంపుతాడు. శకుంతల నేరుగా దుష్యంతుని సభలో అడుగుపెట్టించి.దుష్యంతుడు శకుంతలను చూసి కూడా చూడనట్లు నటించాడు.బీన్ని శకుంతల తట్టుకోలేక పెళియింది."మరిచిపాకతే గుర్తు చేయవచ్చును .తెరియకపాకతే తెలుపవచ్చును.కానీ తెరిసీ తెరియనట్టుగా అనటించే వాడికి తెలపడం బ్రహ్మకు కూడా సాధ్యం కాదని భావించిన శకుంతల అయినా వచ్చ్చు,వట్టిగా పారాదని తన వృత్తాంతాన్ని రాజుకు జ్యాపకం చేయాలని నిశ్చయించుకొని

"ఓ రాజా! అనాడు వేట నెపంతో కణ్వాశ్రమానికి వచ్చి, నాకు సంతోషంగా ఇచ్చిన వాగ్దానాన్ని ఇప్పడు జ్ఞాపకం చేసుకొనుము.బాల సూర్య తేజమున ప్రకాశించు యితడు నీ కొడుకు.వీ డిని అదరించి,యువరాజాగా అభిషేకము చేయుము."అని చెప్పగా దుష్యంతుడు తాను శకుంతల ఎవరో ఎరుగవని ,పాసగని మాటలు పలుకక ఎక్కడినుంచి వచ్చావో లక్కడికే తిరిగి పామ్మని పలుకతాడు.దానితో శకుంతల మిక్కిని దుఃఖించి ,కన్నీరు కారుస్తూ ఈ విధంగా పరికింది.

"ఇతరులకు తెరియదని,సాక్షులెవరూ లేరని, ఈ విధంగా తెరిసి కూడా మాట తప్పడం ధర్మాత్తులకు తగదు.మానవుడిని వడవడికమ అమక్షణం పంచభూతాలు,ధర్తము ,సంధ్యలు ,యముడు,చంద్రసూర్యులు, రాత్రిం బగళ్లు అనే మహా పదార్థాలు ఎప్పటికప్పుడు గమనిస్తూ ఉండగా మనిషి తవను తాను మోసం చేసుకోలేడు.నాకు నీవిచ్చివ వరం గూల్షి వాటన్నిటికి తెలుసు.నా మీద మునుపటి లాగా దయ చూపించుము.భార్యమ అవమానించిన వాలికి ఇహ,పరములు రెండూ ఉండవు.అమక్షణం భార్యతో ఉన్న వాడు కార్య సాధకుడూ,ఇంద్రియ నిగ్రహం కలవాడు ,పుత్రవంతుడూ అవుతాడు.

భార్య ధర్తార్థ సాధనకు పరికరము.సంతోషానికి కారణము.భర్తకు భార్యమ మించి వేరేమీ సుఖాన్నివ్వ లేవు.భార్య భర్త కన్నా ముందు మరణిస్తే పరలోకంలో భర్త కోసం ఎదురు చూస్తుంది.ఒక వేళ భర్తే ముందు మరణిస్తే సహగమనం చేస్తుంది.ఇంతటి పరమ గల భార్యమ అవమానించుట ధర్తము కాదు.

తండ్రియే కుమారుడిగా ప్రకాశిస్తాడు..తన నీడమ నీళ్ళలో మానవుడు చూసుకున్నట్ట కొడుకులో తండ్రి తనను తానూ చూసుకుంటాడు.పున్నామ నరకము నుండి రక్షించువాడే పుత్రుడు అంటారు.నీ పుణ్య శలీరము వలన దీపము నుండి ఇంతొక దీపము వెరిగినట్లు ఈ కుమారుడు జన్నించాడు. ముత్యాల హారాలు,చందన లేపనాలు ,వెన్నెల ఇవేపి కుమారుడి కౌగిలి ఇచ్చే సుఖాన్ని కానీ,చల్లదనాన్ని కానీ ఇవ్వ లేవు.ఈ కుమారుడు వంశాన్ని వృద్ధి చేసేవాడని ,మారు అశ్వమేధ యాగాలు చేస్తాడని ఆకాశ వాని చెప్పింది.ఇంతటి గొప్ప గుణాలు కల .కులాన్ని విస్తరించగల కుమారుడిని అనాటి మాట తప్పి నిరాదరించడం సరికాదు.

మారు చేబావుల కంటే ఒక దిగుడు బావి మేలు.మారు దిగుడుబావుల కంటే ఒక ఒక మంచి యజ్ఞము మేలు.మారు యజ్ఞాల కంటే ఒక కుమారుడు మేలు.మారుగురు కుమారుల కంటే కూడా ఒక సత్య వాక్యము మేలు. సత్య వాక్యాలన అశ్వ మేధ యాగం కన్నా గొప్పది.తీర్థయాత్రలకు పావడం కానీ,వేదాలన్నీ అభ్యసించడం కానీ సత్య వాక్యంతో సమానమైనవి కావు.కాబట్టి సత్యవాక్పాలకుడివై, అనాటి మాటను జ్ఞాపకం చేసుకొని కొడుకును కరుణించుము.

క్షత్రియశ్రేష్మదైవ విశ్వామిత్రుడికీ ,పవిత్ర చరిత్ర అయిన మేనకకూ జన్మించి నేను అసత్యాలు పరికేంత అధర్తపరురారిని కాను"అని సత్య వాక్య ప్రాధ్యానత,భార్య స్థానం,కుమారుడి విశిష్టతా గూల్పి ఉపన్నసించగా దుష్యంతుడుతానసలు ఎన్నడు చూడ లేదని ,ఈ కొడుకు ఎక్కడి నుంచి వచ్చాడని ,పచ్చిన చోటికే పామ్మని నిర్దాక్షిణ్యంగా తిరస్కరించాడుబీనితో శకుంతల తన జీవితం పుట్టినప్పటి నుంచి దుఖమయమే అని భావించి,కన్నీటిని తుడుచుకొనుచూ ఇక తనకు దైవమె తప్ప వేరేమీ శరణ్యం లేదని భావించి తిరిగి పోవడానికి సిద్ధపడుతుంది..అప్పడు అందరూ వినేటట్టుగా ఆకాశవాణి " వీడు నీకూ శకుంతలకు పుట్టిన ప్రియమైన కుమారుడు.ఈ సాబీమని శకుంతల సత్యమునే చెప్పింది...ఈమెను స్వీకరించి అదరించుము "లని సభలోని వారందరూ అశ్వర్యపడేటట్లుగా చెప్పింది...ఈమెను స్వీకరించి దుష్యంత మహారాజు కణ్యాత్రమంలో తమ ఇద్దరి మధ్యన జరిగింది లోకానికి తెరియాలనే తామ ఆ విధంగా నటించానని ,ఇప్పుడు ఆకాశవాణి అందరికి తెరియచెప్పింది"అని పలుకుతూ కొడుకును ఎత్తురావి కాగిరించుకొని,శకుంతలను మిక్కిలి ప్రేమగా గౌరవించాడు.

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An Astrologer's Day - R. K. Narayan

The short story "An Astrologer's Day" was written by R. K. Narayan. All his stories are located in the imaginary town, "Malgudi". He received Sahitya Akademi award for his novel "The Guide". His stories contain the subtle humour and they end with an ironic twist.

The locale of the story is the market place in Malgudi and the time is mid-day. The astrologer sits under the tamarind tree with his cowrie shells and other paraphernalia. There are all kinds of vendors: medicine sellers, groundnut vendors, cheap cloth sellers and magicians etc. Beside the astrologer sits a groundnut vendor. The astrologer paints sacred ash and vermillion on his forehead and wears saffron colour dress. He does not have any light but he gets some light from the flare of groundnut vendor. At nightfall, the crisscross of lights with shadows creates an atmosphere suitable to the business of the astrologer.

In his business, he generally allows the customers to speak as much as they can. He gets enough details to enchant them with his tricks. When the lights have almost decreased, a customer comes to ask him for his future. When the customer lits his cheroot, the astrologer recognises who the customer is. The customer is astonished when he says his name and his past incidents. He threatens the customer that if he comes to this village and this direction, he will die.

The ironic twist of the story is that the customer is none other than the person with whom the astrologer fought and attempted to kill him. Thus, the astrologer gets rid of the person and the guilt of murder.

Of Studies – Francis Bacon

The essay "Of Studies" was written by Francis Bacon. He belongs to the Elizabethan age. He is one of the oft-quoted essayists in the world. His essays try to throw away the ancient structures.

This essay presents the benefits of the studies. It categorises various kinds of books. The essayist tries to say that there is a variety of scope with studies.

Bacon says that the benefits of the studies are three types: we study for delight, for ornament, and for ability. If one studies too much for delight, he loses interest. Bacon says that some books are to be tasted, some other are to be swallowed and some few are to be chewed and digested. He mentions that reading makes a full man, speaking makes a ready man, and writing makes an exact man.

In conclusion, he tells that history makes men wise, poetry makes witty, philosophy makes deep. He advises us to take the profession that suits our studies.

A Poison Tree – William Blake

- **Reference:** These lines are taken from the poem "A Poison Tree". It was written by William Blake. He belongs to the early period of Romantic age, and his famous collection of poems is "Songs of Innocence". He is famous for the simple style with great meaning.
- **Context** : This poem revolves around the anger. In presenting the disastrous effects of anger in one's life, the poet portrays how the angry grows steadily in one's mind.
- **Explanation:** In this poem, the speaker told that when he was angry with his friend, he expressed his anger and it ended. But he did not tell him and so it grew. He wondered his anger in tears and with fears. When his enemy died of eating poisonous fruit, the speaker was happy to see his enemy's dead body under the poison tree.
- **Significance:** This poem reminds us how the forbidden apple spoilt Adam and Eve in the Bible. In the same way, the apple in this poem kills the enemy of the speaker.

The Rising of the Moon – Lady Gregory

- **Reference:** These lines are taken from the drama "The Rising of the Moon". It was written by Lady Gregory. She is one of the famous writers of "Irish Literary Revival". She worked to establish Irish Literary theatre and Abbey Theatre.
- **Context** : The setting of this drama is the Irish struggle for independence. The two central characters of this drama are a sergeant and a patriot. The former represents the police whereas the latter represents the fugitive who is fighting for independence.
- **Explanation:** When the curtain rises up, the sergeant is on duty to arrest the fugitive for rewards and promotion. The fugitive comes there in rags and as a ballad singer. He starts singing the Irish revolutionary songs. Those songs stir in the hidden desire of independence in the sergeant. He recollects his past days of singing those songs. When the fugitive reveals his identity, at first the sergeant wants to kill him but later he helps him to escape and fight for the Irish independence.
- Significance: The Irish struggle for independence is symbolised in the rising of the moon. It is said that the sun never sets in the British Empire.

Arjun

- Mahasweta Devi

"Arjun" is a thought – provoking short story written by Mahaswetha Devi, a human rights activist

and a fiction writer. She worked for the upliftment of the tribes in Bengal and Bihar. Her famous works are "Mother of 1084", "Aranyer Adhikar", "Rudali ", etc. Her first book was "Jhansir Rani." She got the Sahitya Academy Award in 1979 for her "Aranyer Adhikar". She got the Padma Shiri and Padma Vibhushan award from the Govt. of India and the Ramon Magasaysay Award from the govt. of Philippines.

"Arjun" is a short story in which Shabars, the tribes of Purulia ,saved the arjun tree which they considered a manifestation of the divine. Ketu Shabar was a tribal youth from Purulia. He worked for Bishal Mahato, a landlord. Ketu was in and out of jail many times. His crime was clearing the jungles for the paddy crop of Bishal Mahato. Ram Haldar, the saw – mill owner, transported the trees. Mahato and Haldar belonged to different parties, but both exploited Ketu and others.

Ketu and his companions looked upon Mahato and Haldar as deities. They obeyed their orders. Ketu never questioned his predicament. He accepted it as his fate.

One day Bishal Mahato ordered Ketu to cut down the arjun tree .Ketu was startled and asked: "Why babu? " Mahato replied:' Just do what I say". Mahato and Haldar hoisted different flags but they were like sugar in milk. Mahato himself compared cutting the tree to the death of a Mahapatra, a noble soul.

Ketu thought it over. He discussed it with his friends Diga, Banarmali and Pitamatar for a solution. Diga was an educated person among them. Their predicament was strange. They would be sent to jail if they obeyed or disobeyed the orders,

Diga advised them to involve other tribals like Santhals, Khedia, Bhumij too. The tree was inextricably linked with their lives. It evoked past memories in their minds. During festivals and weddings, they went round the arjun tree, beating their dhol, dhamsas. It was their goddess. It brought them good luck.They believed, it had medicinal properties. The tribals revered the arjun tree. It was the only relic of the Bandihi jungles. The tree stood at the intersection. It was the last mute symbol of their existence. It was there from time immemorial. They recalled stories about the arjun tree. They offered prayers to it before going on hunting expeditions. The full grown arjun tree was very grand. It had a shining bark and the top was touching the sky. During summer, it provided cool shade. That one tree was the entire jungle for them. They were the children of the forest. Till they built there huts, they lived under the arjun. When Halder burnt their shanties, Santhals came to the tree for shelter and consolation.

Diga struck upon a plan. They assured Mahato that work would be done by the time he returned from the town. As Bishal Mahato neared the village, his head reeled to see the tree alive. All around the tree the sound of the dholdhamsa-damak and nagra boomed. A huge crowd had gathered around the arjun. The tree was covered with garlands. People from all the tribes had gathered to worship the tree. Ram Haldar informed Bishal Mahato that the Gram Devata had made them do it. Diga had a dream; in that dream Bishal Mahato instructed them to build a concrete base around the trunk. A mela was going on Haldar and Mahato realized that the tribals made fools of them.

A stupendous crowd was there. Ketu was dancing away like a maniac with his dholok. Bishal got scared. A strange fear gripped him.

On this happy note Mahaswetha Devi concludes the story. Thus, the tribes save the arjun tree from the clutches of the landlords with a clever plan. The story is very inspiring. It is very relevant too.

Woman — Ismat Chugtai

Introduction: Ismat Chugtai was a famous Urdu writer and an expert in gender studies. She fought for women's rights. Being an Indian Muslim writer of pre -independence days, she needed a lot of courage to speak frankly. She belonged to the Progressive Writers Association.

"Woman" is a caustic attack launched by Ismat Chughtai on the illogical proclamations made by great thinkers of every age about women. Some emphasized her beauty. Some focused on her purity. Some lifted her up to the skies, some others flung her into the mud. Some called her angel. Others called her (a devil) Satan's aunt. These remarks baffled the author.

In this patriarchal society, men said man was cruel and women quietly became submissive. Men said that a woman was faint-hearted, and she got scared of a mouse. Men expected her to sacrifice and she sacrificed her life in a flash.

Very rightly Ismat Chugtai asks when a woman's honour is ravaged, why can't a man's be? Does he have no honour to lose? A woman has an illegitimate child, but not a man. Why? Ismat Chugtai laughs at the ridiculous accusations made by men against women.

A widow's bangles are shattered but a widower's watch, spectacles or huqqah are not. A widow cannot wear colourful dress but a widower walks around suited and booted. Thus society treats widows very cruelly.

A woman is repeatedly told to be a good mother, daughter, wife and daughter-in-law, Ismat rightly questions whether women asked men any time to bear children or nurse them. This is because of man's inferiority. Man is afraid of equality with woman.

Towards the end of the essay Ismat Chugtai talks about the positive side of the modern scenario.

Differences are disappearing. Women are participating in every sector. Men are sharing domestic chores with women. If the wife makes the beds, the husband prepares the milk bottles. They prepare breakfast together, get ready their children and leave for work. Even the house wife does not merely gossip all the time. She washes and irons clothes, buys rations, does part – time job.

In conclusion, Ismat Chugtai offers a few wise suggestions to us.

- 1. In college or school women should be students and nothing else.
- 2. In offices, women should focus on work.
- 3. At the office, we are all humans, not weaker or stronger sex.
- 4. Last but not least, marriage is not a person's only goal.

Thus, in this essay, Ismat Chugtai raises many critical questions on gender discrimination and offers very useful suggestions to set right the situation.

Father Returning Home - Dilip Chitre

Dilip PUrushottam Chitre is a famous poet. He excelled in English as well as Marathi. His poetry collection is "As Is Where Is". His writings reflect urban culture. Besides poetry, he excelled at painting and film-making.

The poem presents the plight of an old man who lives in the city. The narrator is the son of the old man. The old man is returning home by the late evening train. He is a daily commuter. He is standing among silent commuters. He does not pay attention to the suburbs passing by. His shirt and pants are soggy. His raincoat is stained. His bag, full of books, is torn. His eyes are dim.

He gets off the train like a word dropped from a long sentence. It is a very apt simile. No one notices him. He hurries across the platform, crosses the railway line, enters the lane and walks onward with his dirty chappals.

At home, he drinks weak tea, eats a stale chapatti, and reads a book. He expresses his disgust upon man's estrangement silently in the washroom. He trembles at the sink, when cold water touches his hands. His children don't share their jokes or secrets with him. He goes to sleep listening to the radio and dreaming about ancestors and grandchildren. In his dreams, he sees nomads conquering the subcontinent.

The poem conveys the bleakness of the old man's life. The poet uses certain words and imagery to create an atmosphere of desolation: silent, stale, yellow, grey, dimmed, fade, weak, narrow etc. His life is stale like the chapatti he eats. He is neglected by his family members. He is sandwiched between other commuters in the train. His dress is stained and he looks tired. His condition is pitiable.

Thus, the poem depicts the plight of old men in metros who must work to earn money. The poem sensitizes us to the issues of the old people. At the same time, we must agree that the scenario is fast changing. Nowadays, old people are asserting themselves by setting aside a sum of money for their comfortable retired life. They are leading an active and independent life.

Jatra - Arjun Deo Charan

Arjun Deo Charan is a poet, theatre director and playwright from Rajastan. He has been the Chairman of Rajastan Sangeet Natak Akademi since 2011. He received Sahitya Akademi Award for his Rajastani play "Dharam Judh".

This play focuses on the erosion of human values in the present-day society. It makes us understand that those values are hard-earned by our ancestors and they are a guiding light to all the human beings. It requests us to follow those values to save the humanity.

This play begins with the interaction between Pathway and Shadows. Pathway symbolizes the right path one has to tread upon and shadows are manifestation of human values such as truth, morality, good-conduct, honesty, concern and love. The fire in the pitchers that are there on their heads represents the heritage of humans. When Shadows are ready to leave from this place as man has become a terrible beast and society is thoroughly corrupt, Pathway stops them and it is willing to accompany them to go to the police station for the protection of values.

At the police station, the Sepoy1 misunderstands them as dangerous and threatens them to leave the place at once. Shadows reach the temple and they overhear the plan of some masked men about terroristic activities. They go again into the police station to inform about it. The Sepoys and Inspector wrongly call Shadow as terrorist and arrest it. They produce it at the court.

At the court, Shadow comments on swearing on the *Gita*. It says that many are not telling truth even after swearing on the *Gita*. Therefore, the judge must be guilty of this abuse of the *Gita*. It also comments that the blindfold of the goddess of Justice must be removed on the premise that seeing justice is more important than mere hearing. Finally, the Judge pronounces life imprisonment to Shadow i.e. to humanism.

Shadow objects that while the hands and legs of the humanism are fastened with shackles, the people are dumbfounded. It says that people should not worry about death because all are journeying from the mother's womb to the tomb. It also says that fighting injustice is not a crime and tolerating injustice as a passive witness is a crime. The play ends with Shadow's waiting for a man to take the charge of the torch of humanism before it becomes extinct.
