

**GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS), BEGUMPET**  
**DEPARTMENT OF BUSINESS ADMINISTRATION (BBA)**  
**III-YEAR, SEMESTER - VI**  
**TEACHING PLAN AND SYNOPSIS**  
**Academic Year 2021-22**

<b>Name of the Department</b>	<b>Department of Business Administration</b>
Name of the Faculty	<b>Dr.M.J.ELIAT</b>
Course/ Group	<b>BBA- Bachelor of Business Administration</b>
Name of the Subject	<b>BUYER BEHAVIOUR</b>
Name of the Topic	<b>UNIT-1: INTRODUCTION OF BUYER BEHAVIOR</b>
Month/Year	Jan-Feb 2022
Hours Required	15
Learning Objective	<ol style="list-style-type: none"> <li>1. To understand the Basics and Meaning of Buying Behaviour; discuss the Characteristics of Buying Behaviour; explain the Types of Buying Behaviour; discuss the factors affecting Buying Behaviour and describe the role of behavior factors in framing marketing strategies.</li> <li>2. To understand the basics and meaning, characteristics, types process of MOTIVATION.</li> <li>3. To understand the basics and meaning, characteristics, theories and determinants of PERSONALITY.</li> <li>4. To understand the basics and meaning, characteristics, components, factors, models of ATTITUDE.</li> <li>5. To understand the basics and meaning, characteristics, process, factors affecting PERCEPTION.</li> </ol>
Background knowledge to be reminded/activated	To make the student understand the meaning of buyer. To make the student understand the meaning of Behaviour. To elicit the general behavior how they buy a product.
Examples/Illustrations	Make the student how they behave when they go for buying a product.
Additional Inputs	
Teaching Aid Used	Power Point and Blackboard.
References cited	Leon G. Schiffman, Joseph Wisenblit, S. Ramesh Kumar, (2018). <i>Consumer Behavior</i> , Pearson Publication, Eleventh Edition. India.
Student Activity planned after the teaching	Question and Answer Session.
Activity planned outside the classroom if any	-----
Any other activity	Assignments / Student Seminars / Tests/ MCQs
Topic synopsis	

## **SYNOPSIS :UNIT-I**

### **1. MEANING OF BUYER.**

Buyer behaviour is the study of “how a buyer or groups or organizations, select ,buy use and dispose of goods, services, ideas or experiences to satisfy their needs”.

Buyer - Consumer- Institutional Buyer

### **2. CHARACTERISTICS OF BUYER BEHAVIOR**

- i. Process
- ii. A Subset of Human Behaviour
- iii. Multidisciplinary
- iv. Comprehensive
- v. Analysis of each purchase aspect
- vi. Multidisciplinary Task
- vii. Subjective
- viii. Dynamic
- ix. Competitive Strategy

### **3. TYPES OF BUYING BEHAVIOR**

- i. Complex Buying Behavior
- ii. Dissonance-reducing Buying Behavior
- iii. Habitual Buying Behavior
- iv. Variety seeking .

### **4. FACTORS AFFECTING BUYER BEHAVIOUR**

- i. Economic factors.
- ii. Cultural factors
- iii. Social factors
- iv. Personal factors
- v. Psychological factors

### **5. ROLE OF BEHAVIOURAL FACTORS IN FRAMING MARKETING STARTEGIES**

- i. Designing Marketing Strategies
- ii. Segmentation and Targeting
- iii. Identifying Marketing Opportunities.
- iv. Marketing Mix Decisions
- v. Positioning and Repositioning
- vi. Product Modifications.

### **TOPICS TO BE DISCUSSED**

1. Concept and theories of MOTIVATION.
2. PERSONALITY and its implications.
3. To understand the basics and meaning, characteristics, components, factors, models of ATTITUDE.
4. To understand the basics and meaning, characteristics, process, factors affecting PERCEPTION.
5. Role of behavioral factors in framing Marketing Strategies.

**Signature of the Faculty**

**Signature of the Head**

Name of the Topic	<b>UNIT-2: THEORIES OF BUYER BEHAVIOUR</b>
Month/Year	Feb-March 2022
Hours Required	15
Learning Objective	<ol style="list-style-type: none"> <li>1. To understand Learning principles and its concepts.</li> <li>2. To discuss the important aspects of information processing theory.</li> <li>3. To know how to use Promotional Tools as source of information.</li> <li>4. To learn about Encoding and Information Retention.</li> <li>5. To understand the process of Retrieval of information.</li> </ol>
Background knowledge to be reminded/activated	Understanding the meaning of a Buyer. How buyers gets information about product or service. Promotional tools students are aware of.
Examples/Illustrations	Make the student tell how they gather, process and retrieve the information about the product they like to buy.
Additional Inputs	<a href="https://www4.uwsp.edu/education/1wilson/learning/typesof1.htm">https:// www4.uwsp.edu/education/1wilson/learning/typesof1.htm</a>
Teaching Aid Used	Power Point and Blackboard.
References cited	Leon G. Schiffman, Joseph Wisenblit, S. Ramesh Kumar, (2018). <i>Consumer Behavior</i> , Pearson Publication, Eleventh Edition. India.
Student Activity planned after the teaching	—
Activity planned outside the classroom if any	Question and Answer Session.
Any other activity	Assignments / Student Seminars / Tests/ MCQs
Topic synopsis	

### **SYNOPSIS :UNIT-II**

A human being constantly interacts with and is influenced by the environment and learns entire life. The experience one gets overtime modifies his behaviour to face the challenges in the environment. Therefore, learning changes behaviour and is in turn influenced by previous behaviour. It results in the permanent change in consumer's behaviour and attitude due to direct and indirect experience. Learning occurs in four ways: transmission, acquisition, accretion and emergence. Learning styles may be visual, auditory, reading and kinesthetic. Types of learning may be perceptual, stimulus response, motor, verbal, concept, discriminating, problem solving, attitude and observational learning.

## **TOPICS TO BE DISCUSSED**

1. Learning: Meaning and Definitions.
2. Nature of Learning
3. Principle Elements of Learning.
4. Factors affecting Learning.
5. Learning Styles.
6. Types of Learning.
7. Theories of Learning.
  - i. Trial and Error
  - ii. Classical Conditioning
  - iii. Operant Conditioning
  - iv. Social learning
  - v. Cognitive learning
  - vi. Insight learning
  - vii. Imitation

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Name of the Topic	<b>UNIT-3: IMPACT OF CULTURE ON BUYER BEHAVIOUR</b>
Month/Year	March-April 2022
Hours Required	15
Learning Objective	<ol style="list-style-type: none"> <li>1. To understand Social and Cultural Settings.</li> <li>2. To discuss Cultural frames – Culture, Sub-culture and Cross culture.</li> <li>3. To understand Cultural Marketing practices.</li> <li>4. To learn about Family Life Cycle(FLC) and changing aspects of family size.</li> </ol>
Background knowledge to be reminded/activated	<p>Discuss the Social and culture setting they come from and how that influence their Buyer Behaviour.</p> <p>To make a note of who makes the buying decisions at home for various products and services.</p>
Examples/Illustrations	Make students to note the effect of Social and cultural and family for few families they know.
Additional Inputs	<a href="https://www.slideshare.net/rupeshraj/culture-of-consumer-behavior">https:// www.slideshare.net/rupeshraj/culture-of-consumer-behavior.</a>
Teaching Aid Used	Power Point and Blackboard.
References cited	Leon G. Schiffman, Joseph Wisenblit, S. Ramesh Kumar, (2018). <i>Consumer Behavior</i> , Pearson Publication, Eleventh Edition. India.
Student Activity planned after the teaching	—
Activity planned outside the classroom if any	Question and Answer Session.
Any other activity	Assignments / Student Seminars / Tests/ MCQs/
Topic synopsis	

### **SYNOPSIS :UNIT-III**

Culture represents the character of the society and includes factors like knowledge, languages, laws, customs, rituals, religions, art, music, technology, products, work patterns, and all other characteristics that make a society unique. Concept of culture is important in the field of buyer behavior, as the culture, beliefs or values that a buyer carries had a great impact on his purchase preferences.

Culture is a reflection of values, beliefs, traditions, and much more. It can affect many crucial aspects such as buyer behaviour and accordingly organizational marketing strategies. Sub-culture is a subset of culture. Cross-culture relates to the cultural differences in two different nations. All these factors are to be considered in framing the marketing strategies.

## **TOPICS TO BE DISCUSSED**

1. **Culture: Meaning and Definitions.**
2. Characteristics of Culture.
3. Sub-culture
4. Cross-culture.
5. **Social Class: Meaning and Definitions.**
6. Characteristics of Social Class.
7. Determinants of Social Class.
8. Social Class Categories.
9. Social Class and Consumer Behaviour.
10. Social Mobility.
11. **Family Life Cycle and Consumer Behaviour: Meaning and Definitions.**
12. Stages of Family Life Cycle.
13. Modern Family Life Cycle.
14. Changing aspects of Family Life Cycle.

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Name of the Topic	<b>UNIT-4:BUYER BEHAVIOUR DECISION</b>
Month/Year	April-May 2022
Hours Required	15
Learning Objective	<ol style="list-style-type: none"> <li>1. To understand buyer information search.</li> <li>2. To learn about buyer sources of information.</li> <li>3. To learn about buyer evaluation of alternatives.</li> <li>4. To understand buyer action and disposal of products.</li> </ol>
Background knowledge to be reminded/activated	To make a student make information search about a product and evaluate it and make a buying decision.
Examples/Illustrations	To watch a family member and make a note, how they search for information, source of information, how they process and evaluate the information and eventually how they make a purchase.
Additional Inputs	<a href="https://snov.io/glossary/buyer-behavior/">https://snov.io/glossary/buyer-behavior/</a>
Teaching Aid Used	Power Point and Blackboard.
References cited	Kotler, Philip and Keller, Keven Lane, Kosy Abraham and Jha Milhileshwar(2009), Marketing Management, Pearson Education, pp. 156-165.
Student Activity planned after the teaching	—
Activity planned outside the classroom if any	Question and Answer Session.
Any other activity	Assignments / Student Seminars / Tests/ MCQs/
Topic synopsis	

#### **SYNOPSIS :UNIT-IV**

Buyer's decisions are based on logical sequencing of various stages. To truly understand the buyer decision making process, one must have knowledge about three basic psychological process: Motivation, Perception and Learning, which design the actual purchase decisions. Different scholars have proposed varied models of buying process, but the common aspect is that the buyer passes through various stages to make a final choice: Problem recognition, Information Search, Evaluation of alternatives, Purchase decision and Post-purchase Behaviour.

## **TOPICS TO BE DISCUSSED**

### **1. Buying Process: Problem Recognition and Information Search.**

- i. Introduction.
- ii. Types of Problem Recognition.
- iii. Sources of Information Search.

### **2. Buying Process: Evaluation of alternatives, Purchase decision and Post-purchase Behaviour.**

- i. Introduction.
- ii. **Evaluation Criteria**
- iii. Reducing the Range of Alternatives.
- iv. Evaluation or Choice process.
- v. Models of Evaluation,
- vi. **Purchase Decision.**
- vii. Steps between Evaluation and Purchase Decisions.
- viii. **Post-purchase Decision,**
- ix. Post Purchase Tasks
- x. Post Purchase Dissonance

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Name of the Topic	<b>UNIT-5 : MODELS OF BUYER BEHAVIOUR</b>
Month/Year	May – June 2022
Hours Required	15
Learning Objective	<ol style="list-style-type: none"> <li>1. To understand various models of Buyer Behaviour.</li> <li>2. To know about Consumerism.</li> <li>3. To be aware of Protection of Buyer rights in India.</li> </ol>
Background knowledge to be reminded/activated	To remind student of buyer behaviour and their satisfaction regarding their purchase behaviour and the rights they have in case they are not satisfied with their purchase decision.
Examples/Illustrations	Showing the various consumer complaints filled at various redressed points.
Additional Inputs	<a href="https://knowledgiate.com/ojectives-of-consumer-protoection-act/">https://knowledgiate.com/ojectives-of-consumer-protoection-act/</a> <a href="https://en.wikipedia.org/wiki/Consumer_protection">https:// en.wikipedia.org/wiki/Consumer_protection.</a>
Teaching Aid Used	Power Point and Blackboard.
References cited	Leon G. Schiffman, Joseph Wisenblit, S. Ramesh Kumar, (2018). <i>Consumer Behavior</i> , Pearson Publication, Eleventh Edition. India.
Student Activity planned after the teaching	—
Activity planned outside the classroom if any	Question and Answer Session.
Any other activity	Assignments / Student Seminars / Tests/ MCQs/
Topic synopsis	

### **SYNOPSIS: UNIT-V**

Consumer buying process describes why and how consumers make buying decisions. There are various models of buyer behaviour proposed by different authors. A consumer behaviour model is theoretical framework for explaining, why and how customers make purchasing decisions. The aim of consumer behaviour models is to outline a predictable map of customer decisions up until conversion and thus explain the “consumer behaviour story”. There are two types of models : Traditional and Contemporary consumer behaviour.

## **TOPICS TO BE DISCUSSED**

1. Introduction.
2. **Consumer Behaviour Models:**
  - i. Generic Model.
  - ii. Stimulus Response Model
  - iii. Howard and Sheth Model
  - iv. Engel-Black –Kollat Model
3. **Consumerism.**
  - i. Meaning and Definitions.
  - ii. Characteristics of Consumerism.
  - iii. Reasons behind Consumerism in India.
  - iv. History of Consumerism.
  - v. Evolution and History of Consumerism in India.
  - vi. Stages of Indian Consumer Movement.
  - vii. Obstacles of Consumerism.

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COMMISSIONERATE OF COLLEGIATE EDUCATION. T.S.



GOVERNMENT DEGREE COLLEGE FOR WOMEN  
BEGUMPET, HYDERABAD  
(AUTONOMOUS)



AFFILIATED TO OSMANIA UNIVERSITY

TEACHING PLAN  
ACADEMIC YEAR 2021 - 2022

NAME OF THE TEACHER N. Anitha

DEPARTMENT PHYSICS

Name of the Department / Subject : physics / physics (III- sem)

Name of the Lecturer : N. Anita

Course/ Group : B.Sc. (M.P.C. & M.P.C.)

Paper : III

Name of the Topic : Electromagnetic Theory unit-1 Electric Field

Hours required : 12

Learning Objective :

Electric field, potential, charge distribution.

Background knowledge to be reminded / activated :

Gauss's law, Coulomb's law, electric field.

Examples / Illustrations :

Additional inputs :

potential calculation for diff. shape of objects

Teaching Aid used :

Board and Marker pen

References cited :

United Book

Student Activity planned after the teaching :


Integration & differential eqn. Cell value

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

Concept of Electric field and field lines, flux. Gauss's law, application to linear, plane, spherical charge distributions

  
Signature of the Lecturer

conductor enclosed  $E$ , Potential field  
electric potential

$$E = \frac{F}{q} = \frac{1}{4\pi\epsilon_0} \frac{Q}{r^2}$$

$$E = \frac{\rho}{\epsilon_0}$$

$$\oint \vec{E} \cdot d\vec{s} = \frac{Q_{enc}}{\epsilon_0}$$

$$\oint \vec{E} \cdot d\vec{s} = \frac{Q}{\epsilon_0}$$

Linear charge distribution:

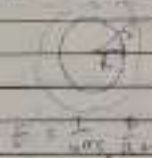


plane charge distribution:



$$E = \frac{\sigma}{2\epsilon_0}$$

spherical charge distribution:



$$E = \frac{Q}{4\pi\epsilon_0 r^2}$$

Name of the Department / Subject: physics (paper on electrostatics)

Name of the Lecturer: Dr. Anil Kumar

Course / Group: B.Sc. (Hons.) (Physics)

Page: 10

Name of the Topic: Electric field

Hours required: 12

Learning Objective:  
Electric field, potential, charge distribution

Background knowledge to be reminded / reviewed:

charge, Coulomb's law, electric field & potential

Examples / Illustrations:

Additional inputs:

Electric field and potential calculations for diff. shaped objects

Teaching Aid used:

Power point and blackboard

References cited:

NCERT Text book

Student Activity planned after the teaching:

Model problems

Activity planned outside the Classroom, if any:

calculations part for diff. cases

Any other activity:

Topic synopsis:

(Continue on the reverse side if needed)

Relation b/w electric potential and electric field, Energy of a system of charges, Energy density in an electric field

Calculation of potential from electric field for a spherical charge distribution

Signature of the Lecturer

→  $\nabla \cdot \mathbf{E} = \rho$ , rotational field

Scalar potential  $V = \frac{W_{el}}{q_0}$

potential due to point charge  $V = \frac{1}{4\pi\epsilon_0} \frac{q}{r}$

potential energy of system of charges

$$U = \sum_{i=1}^n \sum_{j=1}^n \frac{q_i q_j}{4\pi\epsilon_0 r_{ij}} \quad (i < j)$$

spherical charge distribution

$$dV = \frac{\rho(r')}{2} d\tau'$$

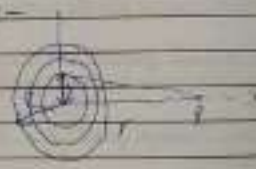
$$dV = \frac{\rho(r')}{4\pi\epsilon_0} d\tau'$$

$$V = \frac{1}{4\pi\epsilon_0} \int \frac{\rho(r')}{r} d\tau'$$



potential due to circular disc

$$V = \frac{1}{4\pi\epsilon_0} \int \frac{\rho(r')}{r} d\tau'$$



Model problems solved in this chapter

Name of the Department / Subject:	Physics
Name of the Lecturer:	A. Anand
Course / Group:	B.Tech (Comp Engg) 2019-20
Page:	11
Name of the Topic:	Magnetostatics
Hours required:	10
Learning Objective:	Biot-Savart Law, Solenoidal field, Applications of Ampere's Law, Magnetic Circuits
Background knowledge to be reminded / activated:	Magnetic field of, Solenoid, properties
Examples / Illustrations:	
Additional inputs:	Derivation conditions
Teaching Aids used:	Board and Multimeter and ppt
References cited:	Wanted physics
Students Activity planned after the teaching:	model problems practice, Formulae Revision
Activity planned outside the Classroom, if any:	Calculations part of every question
Any other activity:	
Topic synopsis:	(Continue on the reverse side if needed) That, magnetic field due to straight current carrying conductor, force on a point charge, curl & div of $\mathbf{B}$ , solenoidal field, Applications of ampere's law, magnetic energy, inductance.

Signature of the Lecturer

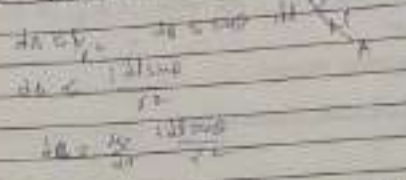
Magnetic field -

Mag. field



$$B = \frac{\mu_0 I a^2}{2(a^2 + x^2)^{3/2}}$$

Dirac current law

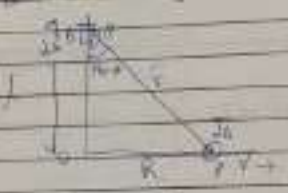


$$\oint \vec{B} \cdot d\vec{l} = \mu_0 I$$

$$B l = \mu_0 I$$

$$B = \frac{\mu_0 I}{l}$$

Dirac law for straight current carrying conductor



$$B = \frac{\mu_0 I}{2\pi r}$$

$$\vec{B} = \frac{\mu_0 \vec{I} \times \vec{r}}{r^3}$$

properties -  $\mu = \frac{B}{H}$ ,  $\epsilon = \frac{D}{E}$ ,  $\mu = \frac{B}{H}$

$$\epsilon = \frac{1}{\mu} \Rightarrow \mu \ll \epsilon$$

Relation w.r.t. the density  $\mu$  to force  $F$  -

$$F = \mu_0 \mu H I$$

$$F = \mu_0 \mu \frac{B}{\mu_0} I$$

$$F = \mu B I$$

Name of the Department / Subject: physics  
 Name of the Lecturer: M. Anitha  
 Course Group: B.Sc. Comp. & Maths  
 Paper: 5  
 Name of the Topic: Magnetostatics

Hours required: 14  
 Learning Objective: Dirac current law, solenoidal field, Applications of Ampere's law, Biot-Savart, Galvanometer

Background knowledge to be reminded / activated: magnetic field, field lines, properties  
 Examples / Illustrations:

Additional inputs: Damping coefficient  
 Teaching Aid used: Board and marker pen & ppt

References cited: dated text book

Students Activity planned after the teaching: Model problems & Formulas practicing

Activity planned outside the Classroom, if any: calculative part practicing, Assignment work

Any other activity:

Topic synopsis: (Continue on the reverse side if needed)  
 Magnetic force due to current carrying conductors, mag. field intensity, Galvanometer torque in a current loop in a uniform mag. field, charge sensitivity, EM. damping, critical damping, resistance.

Signature of the Lecturer

End of mag field  $\Rightarrow$   $\frac{dB}{dt}$  direction  
 Direction of mag field  $\Rightarrow$   $\frac{dB}{dt}$  direction  
 Integral form of Ampere's law  
 $\Rightarrow$  Derive Ampere's law

$$B = \frac{\mu_0 I}{2\pi r}$$



Application of Ampere's law -  
 Circular coil

$$\oint \vec{B} \cdot d\vec{l} = \mu_0 I_{enc}$$



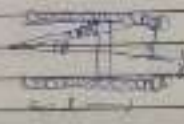
$$\oint \vec{B} \cdot d\vec{l} = \mu_0 N I$$

$$\Rightarrow B = \frac{\mu_0 N I}{2r}$$

$$\Rightarrow B = \frac{\mu_0 N I}{2r}$$

$$\Rightarrow B = \frac{\mu_0 N I}{2r}$$

Calculation of a point on it out



$B = \frac{\mu_0 I}{4R}$  (outward)

$B = \frac{\mu_0 I}{4R}$  at the center of semi-circular


$$\Rightarrow B = \frac{\mu_0 I}{4R}$$

$\Rightarrow B = \frac{\mu_0 I}{4R}$  mag field at the center of semi-circular of wire

Mag energy  $\frac{dW}{dt}$

torque  $\tau = \vec{r} \times \vec{F}$   $\Rightarrow$   $\vec{r}$  is working & applications

Name of the Department / Subject	physics
Name of the Lecturer	S. Arthya
Course Group	B.Sc (MP) (MPC)
Paper	II
Name of the Topic	Electromagnetic Induction and Electromagnetism
Hours required	14
Learning Objective	Displacement current, Maxwell equations, Boundary conditions, EM wave nature, propagation, Neuron
Background knowledge to be reviewed / activated	Fundamental laws of induction, Loop's law, Self-inductance
Examples / Illustrations	
Additional inputs	Applications
Teaching Aids used	Powerpoint, PPT
References cited	Standard text book
Student Activity planned after the teaching	Formative assessment
Activity planned outside the Classroom, if any	Calculation practice
Any other activity	
Topic synopsis	(Continue on the reverse side if needed) Faraday's laws & Loop's law, continuity equation, modification of Ampere's law, displacement current, Maxwell equations in Vacuum & dielectric medium

  
 Signature of the Lecturer

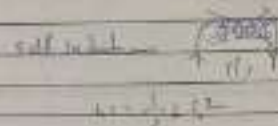


$$\Rightarrow C = \frac{1}{\sqrt{\mu_0 \epsilon_0}}$$

$$C = \frac{1}{\sqrt{\mu_0 \left( \frac{1}{\mu_0} \right)}}$$

$$\Rightarrow \epsilon_0 = \frac{1}{\mu_0 C^2}$$

$$\epsilon_0 = \frac{1}{9 \times 10^9 \times (3 \times 10^8)^2}$$



Expression for self inductance of long solenoid

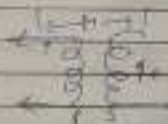
$$L = \frac{\mu_0 N^2 A l}{l}$$

Total -

$$L = \frac{\mu_0 N^2 A}{2l}$$



Mutual Inductance



$$C = -M \frac{dI}{dt}$$

$\Rightarrow$

$$M = \frac{\mu_0 N_1 N_2 A}{l}$$

Name of the Department / Subject: physics

Name of the Lecturer: Dr. Anshu

Course/ Group: B.Sc. (Engineering)

Page: 50

Name of the Topic: electromagnetic induction and electromagnetic waves

Hours required: 10

Learning Objective:

Displacement current, Maxwell's equations, Boundary conditions, E.M. wave, reflection, Poynting's theorem

Background knowledge to be reminded / activated

Fundamental laws of induction, long wire, self inductance, induction

Examples / Illustrations:

EM wave propagation & application

Additional topics:

Application

Teaching Aid used

Board & computer and ppt

References cited

combined text book, online information

Student Activity planned after the teaching

model systems solved

Activity planned outside the Classroom, if any:

Assignment work

Any other activity:

Topic synopsis: (Continue on the reverse side if needed)

Deriving wave equation, transverse nature of EM wave, velocity of light in vacuum and in medium, Poynting Theorem

Signature of the Lecturer

continuity equation  $\nabla \cdot \mathbf{j} + \frac{\partial \rho}{\partial t} = 0$

→ Displacement current  
 $\nabla \cdot \mathbf{j} = 0$   
 $\nabla \cdot (\epsilon_0 \mathbf{E}) = \rho_{ext} + \rho_{ind}$   
 $\nabla \cdot (\epsilon_0 \mathbf{E}) = \rho_{ext} + \epsilon_0 \frac{\partial \rho_{ind}}{\partial t}$

Maxwell equations  
 $\nabla \cdot \mathbf{E} = \frac{\rho}{\epsilon_0}$   
 $\nabla \times \mathbf{E} = -\frac{\partial \mathbf{B}}{\partial t}$   
 $\nabla \cdot \mathbf{B} = 0$   
 $\nabla \times \mathbf{H} = \mathbf{j} + \frac{\partial \mathbf{D}}{\partial t}$

Boundary conditions:-  
 $D_{\perp 1} - D_{\perp 2} = \sigma_{ext}$   
 $E_{\parallel 1} = E_{\parallel 2}$   
 $H_{\parallel 1} = H_{\parallel 2}$   
 $B_{\perp 1} = B_{\perp 2}$

Plane wave equations  $\nabla^2 \mathbf{E} = 0$   
 $\frac{\partial^2 E_x}{\partial x^2} + \frac{\partial^2 E_x}{\partial y^2} + \frac{\partial^2 E_x}{\partial z^2} = 0$

Transverse nature  $\nabla \cdot \mathbf{E} = 0$   $\mathbf{E} \perp \text{constant}$   
 $\text{curl } \mathbf{E} = -\frac{\partial \mathbf{B}}{\partial t}$

Poynting's theorem  
 $\mathbf{P} = \mathbf{E} \times \mathbf{H}$   
 $\nabla \cdot \mathbf{P} = \mathbf{E} \cdot \nabla \times \mathbf{H} - \mathbf{H} \cdot \nabla \times \mathbf{E}$   
 $\nabla \cdot \mathbf{P} = \mathbf{E} \cdot \mathbf{j} + \frac{\partial w}{\partial t}$   
 $\nabla \cdot \mathbf{P} = \mathbf{E} \cdot \mathbf{j} + \frac{\partial w}{\partial t}$

Name of the Department / Subject: PHYSICS

Name of the Lecturer: A. Anil Kumar

Course Group: B.E. C-Comp & E-Ph

Page: 11

Name of the Topic: Varying and alternating currents

Hours required: 12

Learning Objectives:  
 LR, CR, LCR circuits, Q-factor, AC & DC meters

Background knowledge to be reminded / activated:  
 Resistance, Inductance, capacitance, series, parallel circuit

Examples / Illustrations:

Additional inputs:  
 Single and three phase power

Teaching Aid used:  
 Board and projector

References cited:  
 United text book

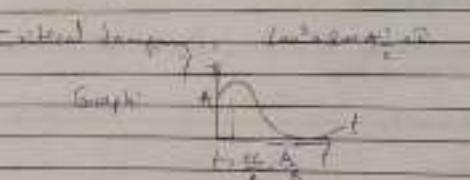
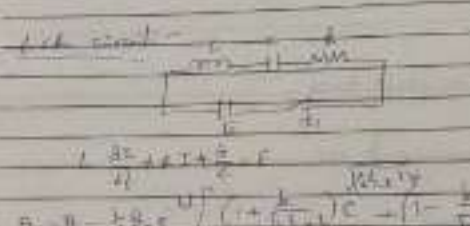
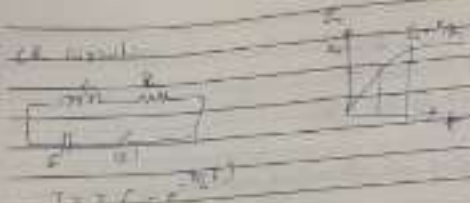
Students Activity planned after the teaching:  
 Model problems solved

Activity planned outside the Classroom, if any:  
 Assignment work

Any other activity:

Topic synopsis (Continue on the reverse side if needed)  
 Growth and decay of currents in LR, LC, LCR circuits, Critical damping  
 Vector diagrams, LCR series and parallel resonant circuit, Q-factor  
 AC & DC meters - single phase, three phase


  
 Signature of the Lecturer



power in ac circuit =  $C_{rms} \times I_{rms} \cos \phi$   
 True power, apparent power, power factor

AC & DC circuits

Name of the Department / Subject:	PHYSICS
Name of the Lecturer:	N. Anitha
Course/ Group:	B.Sc / M.Sc / B.Tech (E)
Paper:	II (Modern physics)
Name of the Topic:	Atomic spectra and models, scattering of alpha particles
Hours required:	16
Learning Objectives:	Compton effect, Raman effect, Alpha particle scattering.
Background knowledge to be restricted / activated:	Bohr's model, dual nature of light, photoelectric effect, dual nature.
Examples / Illustrations:	
Additional inputs:	
Teaching Aid used:	
References used:	NCERT, Tutorials point, and ppt
Student Activity planned after the teaching:	Model problem
Activity planned outside the Classroom, if any:	
Any other activity:	
Topic synopsis:	(Summarise on the reverse side if needed) Review of dual nature, photoelectric effect, Compton effect, Bohr's model of atom, Atomic spectra, Line spectra of H <sub>2</sub> atom, Alpha particle scattering, Rutherford's scattering formula.

  
 Signature of the Lecturer

photoelectric effect  
 The emission of electrons from a metal surface when illuminated by light of any above critical wavelength is called photoelectric effect.  
 Einstein's photoelectric equation:  $h\nu = h\nu_0 + eV_m$

Compton effect: The phenomenon of change in the wavelength of scattered X-rays by a substance of low atomic number is known as Compton effect and is called as Compton effect.



De Broglie's hypothesis:  
 Give speed of Hydrogen atom:  
 $h\nu = E_2 - E_1$   
 $\lambda = \frac{h}{m v}$

1. Lyman series of hydrogen spectrum is given by  
 $\frac{1}{\lambda} = R \left[ \frac{1}{n_1^2} - \frac{1}{n_2^2} \right]$   
 Rydberg constant  $R = \frac{1}{h} \left( \frac{1}{m} + \frac{1}{M} \right) \frac{2\pi^2 m e^4 Z^2}{c^3}$

Name of the Department / Subject: Physics

Name of the Lecturer: M. Anwar

Course Group: B.Sc. (H) - 2nd Sem.

Paper: 5

Name of the Topic: Atomic spectra and models: development of classical physics

Hours required: 16

Learning Objective:  
 Bohr's model of H atom, Ionization, discrete energy change by H $\alpha$ , Franck-Hertz, Sommerfeld's modification of Bohr's theory.

Background knowledge to be reminded / activated:  
 Radiation, Blackbody, photoelectric effect, dual nature

Examples / Illustrations:

Additional inputs:

Teaching Aid used:  
 Board & marker, ppt

References cited:  
 standard text book

Student Activity planned after the teaching:  
 class discussion

Activity planned outside the Classroom, if any:  
 model questions

Any other activity:

Topic synopsis: (Continue on the reverse side if needed)  
 Bohr's model of atom and its limitations, Bohr's model of a atom, explanation of atomic spectra, Bohr's correspondence principle, Limitations of Bohr's model, Franck-Hertz Expt, Sommerfeld's modification of Bohr's theory.

Signature of the Lecturer

Scattering of a particle



Classical path -  $\frac{2\pi}{\lambda}$

$\frac{1}{\lambda} = \frac{mv}{h} \Rightarrow \lambda = \frac{h}{mv}$

Finally  $\frac{2\pi}{\lambda} = \frac{2\pi}{\lambda'} = \frac{2\pi}{\lambda} + \phi$


$n\lambda = \frac{h(2\pi)^{-1} \phi}{v \sin(\theta/2)}$

Limitations of Bohr's model

Final study equipment



Name of the Department / Subject	physics
Name of the Lecturer	A. Nathan
Course / Group	AS (Mechanical)
Paper	V sem (Mechanics)
Name of the Topic	nuclear physics
Hours required	12
Learning Objective	Nuclear force, $\alpha$ -graph, liquid drop model, semi-empirical $\rightarrow$ formula and binding energy
Background knowledge to be reviewed / activated	Mass, nuclear mass, defect mass, $\alpha$ -weight, nuclear force
Examples / Illustrations	
Additional inputs	single nucleon
Teaching Aid used	white board & marker pen
References cited	united text book
Students Activity planned after the teaching	class formulae
Activity planned outside the Classroom, if any	model problems
Any other activity	
Topic synopsis	(Continue on the reverse side if needed) nuclear size, atomic weight, uncertainty principle, forces, $\alpha$ -graph, liquid drop model, semi-empirical mass formula, binding energy, nucleus shell model and magic numbers

  
Signature of the Lecturer

Some empirical mass formulas

$$E_b = E_c + E_s + E_p + E_d$$

$$E_b = a_1 A - a_2 A^{2/3} - a_3 \frac{Z(Z-1)}{A^{1/3}} - a_4 \frac{Z^2}{A} + a_5 \frac{(Z-2Z)^2}{A}$$

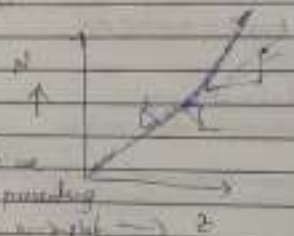
$$\rightarrow \frac{1}{2} M^* = 2Zp + (A-2Z)n - 2Z^2 + 2Z + a_1 \frac{Z^2}{A} - a_2 \frac{(Z-2Z)^2}{A} + E_p$$

Shell model

To determine the arrangement of nucleons in different shells of nucleus.

The concept of magic numbers can also be explained based on shell model. Nuclear shell structure is explained by shell model.

Graph



Stability curve shows nuclei are stable and more or less, a single way of proceeding nuclear transformation. In the graph, such a plot is called as stability curve or beta chart.

Name of the Department / Subject: PHYSICS

Name of the Lecturer: Dr. Anand

Course Group: Basic Group (Sample)

Paper: V - sem (Modern physics)

Name of the Topic: Radioactivity

Hours required: 15

Learning Objective:

- Alpha & Beta and  $\gamma$  decay, energy-momentum conservation
- Gamma Emission, nuclear reactions

Background knowledge to be reminded/activated:

Nucleus, Radioactive decay, mean life.

Examples / Illustrations:

Thermionic emission

Additional topics:

Elementary particles classification briefly

Teaching Aids used:

White board & blackboard & ppt

References cited:

NCERT Textbook

Student Activity planned after the teaching:

Short answer questions to one word

Activity planned outside the Classroom, if any:

Discussion Assignment

Any other activity:

Topic synopsis (Continue on the reverse side if needed)

Radio activity, stability of nucleus, laws of radioactive decay, mean life, half life &  $\beta$ -decay spectrum and particle production at various  $\beta$ -ray emission, energy-momentum conservation

Signature of the Lecturer

Mass defect  $\Delta m$   
 $\Delta E = (\Delta m)c^2$   
 Radioactivity



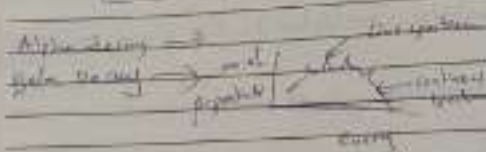
$$\lambda = \frac{dN/dt}{N}$$

$$N = \frac{N_0}{e^{\lambda t}}$$

Half life period  $\Rightarrow T_{1/2} = \frac{0.693}{\lambda}$

Mean or average life time

$$T_{av} = \frac{1}{\lambda}$$



$\gamma$ -ray emission



Electron-positron pair creation by  $\gamma$ -ray

$$h\nu = 2mc^2$$

(Energy) (rest) (rest)

Name of the Department / Subject: PHYSICS

Name of the Lecture: 12. Radioactivity

Course Group: B.Sc. (Hons) Physics (I)

Paper: 2nd Sem. (Modern physics)

Name of the Topic: Radioactivity

Hours required: 15

Learning Objective

Alpha, beta &  $\gamma$ -decay, energy-momentum conservation  
 Fusion, Fission reactors, nuclear reactors

Background knowledge to be reminded / activated

nucleus, radioactive decay, mean life

Examples / Illustrations:

Thermoluminescent crystals

Additional inputs

Elementary particles classification briefly

Teaching Aid used:

white board & marker pen & ppt

References cited

Text book

Student Activity planned after the teaching

Self-assessment Review

Activity planned outside the Classroom, if any:

Assignment work

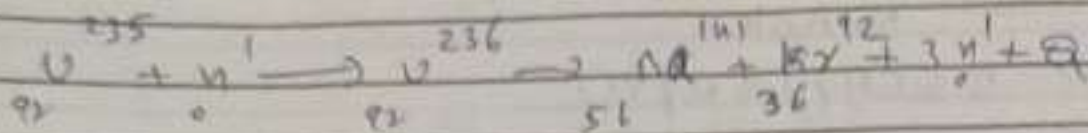
Any other activity

Topic synopsis

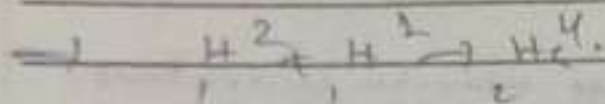
Continue on the reverse side (if needed)  
 electron-positron pair creation, Fusion, Fission, Mass defect,  
 nuclear reactors, Fusion and fission nuclear reactions involving  
 stellar energy, classification of elementary particles

Signature of the Lecturer

## Nuclear Fission



## Thermonuclear reactions

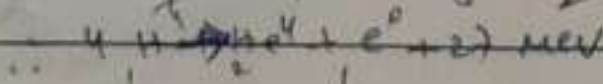
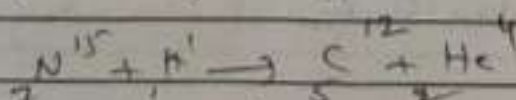
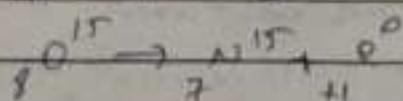
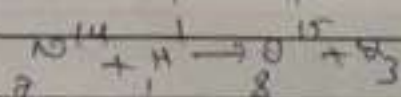
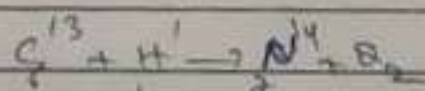
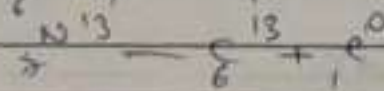
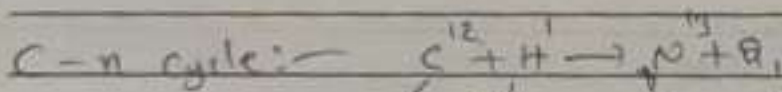
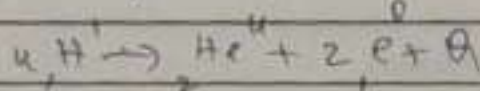
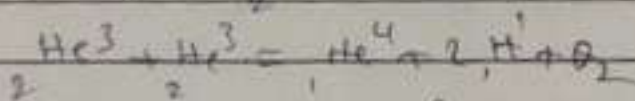
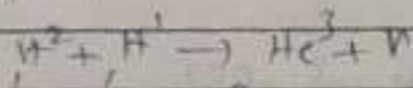
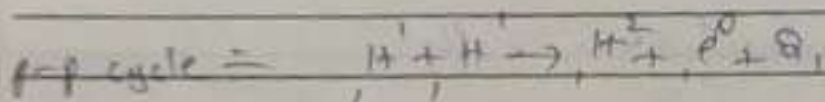


Hydrogen bomb may be used to is based on this principle.

## Stellar energy:

1) p-p cycle

2) C-n cycle





45



COMMISSIONERATE OF COLLEGIATE EDUCATION. T.S.



GOVERNMENT DEGREE COLLEGE FOR WOMEN  
BEGUMPET, HYDERABAD  
(AUTONOMOUS)



AFFILIATED TO OSMANIA UNIVERSITY

TEACHING PLAN  
ACADEMIC YEAR 2021- 2022

NAME OF THE TEACHER Dr. G. S. Tyothirmai

DEPARTMENT Zoology

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. G.S. Jyothirmal
Course/ Group :	B2c RB2
Paper :	I
Name of the Topic :	Polymorphism in Coelenterates
Hours required :	1 hr
Learning Objective :	A) Modifications of Polyps B) Modifications of medusa
Background knowledge to be reminded / activated :	Activated
Examples / Illustrations :	Physalia, Helistemma, Pospita
Additional inputs :	Origin of Polymorphism
Teaching Aid used :	Blackboard used
References cited :	Telugu academy
Student Activity planned after the teaching :	Questionnaire
Activity planned outside the Classroom, if any :	Shown the Specimens of Coelenterata in Lab
Any other activity :	Assignment
Topic synopsis :	(Continue on the reverse side if needed) <u>Polymorphism in Coelenterates</u> :- The occurrence of more than one type of individual or zooids for different functions is called as Polymorphism

Signature of the Lecturer

- These Coelenterates are called dimorphic, trimorphic & polymorphic individuals.
- Zooids are of two types (i.e) Polyp & medusa
- Polyp & medusa are formed from each other to complete the life cycle.
- Asexually polyp forms medusa indicating especially of Polymorphism
- E.g: Physalia, Helistemma, Parusita of order, Siphonophora
- Class - Hydrozoa exhibit clear polymorphism.

A) MODIFICATIONS OF POLYPS :-

- It includes three types :-
- ① Gastrozooids :- Nutritive zooids, cylindrical or funnel shaped developed with tentacles. Helps in transportation of food material to all parts of colony. E.g Pennatula, Renella, Physalia, millipora.
- ② Gonozooids :- also called as Polyps, Feeder, Taster. They are protective zooids. Aevoid of mouth but tentacles are present E.g: Venus & Physalia
- ③ Gonozooids :- Reproductive zooids also called blastostyles E.g: Venus & Physalia

B) MODIFICATIONS OF MEDUSA :-

- These are of four types :-
- ① Nectocalyx :- These swimming bells are called nectocalyx, nectophores & nectozooids. Help for swimming & locomotion of the colony.
- ② Pneumatophores :- Pneumatophores possess a bladder like at one end which is filled with air/gas. It helps the animal to float on the water. E.g. Agalma, Rhizopora
- ③ Physalozooids :- also called as hydrophylla or bract. They serve to protect the colony from other animals.
- ④ Gonophores :- The sexual medusoid forms are for reproduction & develop on manubrium. The gonophores are monoecious but larvae are dioecious.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. G.S. Jyothismai
Course/ Group :	BZC RBZ
Paper :	I
Name of the Topic :	Phyl. Platyhelminthes
Hours required :	2 hrs
Learning Objective :	Introduction to Platyhelminthes General characters of Platyhelminthes Classification of Platyhelminthes External morphology of Fasciola hepatica
Background knowledge to be reminded / activated :	Previous knowledge is tested
Examples / Illustrations :	Examples of Platyhelminthes given.
Additional inputs :	The morphology of various organisms in this phylum.
Teaching Aid used :	Blackboard used
References cited :	Invertebrate Zoology (Telugu Academy)
Student Activity planned after the teaching :	Questions asked
Activity planned outside the Classroom, if any :	Shown the specimens in Lab.
Any other activity :	Quiz
Topic synopsis :	(Continue on the reverse side if needed) Triploblast Animals having mesenchymal tissue in b/w ectoderm & endoderm → dorsoventrally flattened, right, left, anterior & posterior sides are easily recognisable.

Signature of the Lecturer

- Bilaterally symmetrical NO segmentation, if present <sup>Parthenogenesis</sup>
- Simple digestive system - mouth, pharynx & intestine
- Incomplete alimentary canal e.g. Aspidogaster - suckers
- An body; Entobdella - pair of suckles in centre of sucker.
- Amphidellid - with hooks & muscles it moves an
- Opposide. Discotic - 4 pairs of clamps help to hold host tissue.
- Body wall - Pellicle & ciliated
- Nervous system is free forms anteriorly a pair of ganglia 1-3 pairs of longitudinal nerve cord forms nerve ring arranged radially spread like a network <sup>body wall</sup> below
- Ocelli & statocysts developed in free forms
- Excretory organs with flame cells, flame sacs & excretory tubule → monocoelom → complex Reproductive systems
- Fertilization internal. Development in indirect (or) direct In some alternation of generation in seen.
- Microscopic animals - 50 mm long; Planarian - 500 mm length
- Fluke - 0.5 to 7.5 mm long. Tapeworm - 3 mm to 12 m in length

### Classification

1) Turbellaria	2) Trematoda	3) Cestoda
→ free forms	→ flat, leaf-like thin	→ Tapeworms
→ Zoospores	ectot & endoem Parasites	Intestinal Parasites
→ Lifecycle is simple	→ Anterior end or posterior end	→ Body ribbon like with cuticle
Development indirect	→ Excretory system complex	→ Body - Scale or Neck, strobila
Asexual reproduction occurs. Mullus larva	→ Lifecycle is simple (bi)	→ Excretory system formed by 2 pairs of longitudinal tubules flame sacs
may or may not be seen	Complex	→ Lifecycle completed in 2-3 host Exp
→ Regeneration is high	→ Development indirect with carvat furca	Phyllozoum
Subclass: - Archicordata, Neocordata.	Sub-class - monogenea	
Oides - Acoela, Rhabdionela	Aspidobothrca	
Tricladaria	(Digestive, Eg: Gyrodactylus	
Eg: - Planaria, Convoluta	Fasciola, Schistosoma,	
Desoria.		

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. G.S. Jyothimal
Course/ Group :	BZC RBZ
Paper :	I
Name of the Topic :	External morphology of Platyhelminthes
Hours required :	2 hrs
Learning Objective :	Digestive system Nervous System Respiration Excretory system
Background knowledge to be reminded / activated :	Reminded
Examples / Illustrations :	Fasciola hepatica (Example)
Additional inputs :	Compared with other phylums
Teaching Aid used :	Blackboard used
References cited :	Invertebrate Zoology (Telugu Academy)
Student Activity planned after the teaching :	Group discussion
Activity planned outside the Classroom, if any :	Shows the diagrams of various organisms on net
Any other activity :	Test Conducted
Topic synopsis :	(Continue on the reverse side if needed)

Phylum : Platyhelminthes  
 Class : Trematoda  
 Order : Digenea  
 Genus : Fasciola  
 Species : hepatica

Signature of the Lecturer

- Fasciola hepatica is an endoparasite. At liver in sheep, goats, sometimes in buffalo, rabbits + others.
- Vertebrates rarely become infected, least likely.
- Body is soft, dorsoventrally flattened, leaf like, elongate it measures about 1.8-3cm x width 0.4-0.5cm.
- It is usually fast colored.
- Mouth is situated at centre & surrounded by Oral sucker or pharynx, the condition is called as dielation.
- Body wall has a thick layer of cuticle, muscular layer & mesoderm. It protects animal from the effect of host digestive enzymes.
- Digestive system:- is simple & without digestive gland & it is in complete.
- Alimentary canal starts from mouth, leads into pharynx, oesophagus & intestines.
- The intestine terminates into 2 branches & gives out numerous irregular branches. These branches compensate absence of circulatory system.
- Respiration:- anaerobic type of respiration. The respiration process releases CO<sub>2</sub>, fatty acids & energy.
- Excretory system:- It eliminates nitrogenous waste material. It provides a large no. of flame cells, flame buds, excretory capillaria, tubules, tubes & excretory pores.
- Each flame cell has an intercellular cavity in which hang a two long cilia, cilia arises from a basal granule situated in cytoplasm. The lumen of flame cell → narrow tubule → large tube → vessels.
- These vessels open into four trunks, 2 dorsal & ventral. These trunks posteriorly unite to form a single median longitudinally excretory duct & finally opens out through excretory nervous system. N system includes C.N.S & P.N.S. The nervous system surrounds pharynx. It gives out 3 pairs of longitudinal nerve cords <sup>posterior</sup> five nerve cords <sup>anterior</sup> & all internal.
- Digest. Nerve cells are bipolar in nature.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. G.S. Jyothirmol
Course / Group:	BZC BZ
Paper:	I
Name of the Topic:	Reproductive system of Fasciola hepatica
Hours required:	1hr
Learning Objective:	Male Reproductive system of Fasciola hepatica Female Reproductive system of Fasciola hepatica Development
Background knowledge to be reminded / activated:	Reminded
Examples / Illustrations:	Given the example of various organisms (during development)
Additional inputs:	Compared with other organisms
Teaching Aid used:	Blackboard used
References cited:	Invertebrate Zoology (Telugu Akademi)
Student Activity/ planned after the teaching:	Group discussion
Activity/ planned outside the Classroom, if any:	Sworn the developmental stages of Fasciola hepatica.
Any other activity:	Given assignment
Topic synopsis:	(Continue on the reverse side if needed)
→ Fasciola hepatica is a hermaphrodite, external fertilization occurs & it is a very complex system & organs are distributed all over the body.	

Signature of the Lecturer

a) male - Reproductive system consists of testes, vas deferens, seminal vesicle, prostate gland, genital duct, vas deferens, duct, cirrus, genital atrium, male genital aperture. Pair of testes lie one behind another in middle of the body + duct to form a large non-spermatogenic seminal vesicle → ejaculatory duct → penis / cirrus

Unicellular prostatic gland  
 → Their alkaline secretion help in free movement of sperm during copulation → cirrus extends into genital atrium and press by male genital aperture

→ Penis / cirrus protrude out through cirrus sac - this structure helps in transferring sperms into another fluke during copulation

b) Female Reproductive system - has single ovary, oviduct, uterus, ootype, vitelline glands, Laurer's gland, suck glands (or) mehlis gland, caudal sucker, female opercular genital.

→ highly branched + tubular ovary forms a narrow tube called oviduct  
 vitelline + median vitelline

On dorsal side of ootype + uterus = Uterus + Oviduct  
 Guts is canal dorsad to form ootype

surrounding ootype posteriorly of mehlis gland → uterus in muscular wall  
 in sending out capsule + metricle

Yolk of vitelline gland → development of embryo  
 → yolk material for storage with in eggs

Mehlis gland → Translocation of capsule containing fertilised eggs  
 development of capsule formation + suck granules

Clitellar + development start in uterus  
 1st div 2nd div small somatic cells propagating cell → to form daughter cells

Fertilisation development  
 Fertilisation - 22-25°C along with faeces  
 development occurs in uterus + ovaries are formed along with miracidium larva

development occurs in uterus + ovaries are formed along with miracidium larva

Name of the Department / Subject: Department of Zoology

Name of the Lecturer: Dr. G.S. Sathishkumar

Course / Group: BZC PBZ

Paper: I

Name of the Topic: Life cycle of Fasciola hepatica

Hours required: 2hrs

Learning Objective: Different larval stages of Fasciola hepatica  
 Diagnosis, Pathogenesis, Preventive measures

Background knowledge to be reminded / activated: Activated

Examples / Illustrations: Examples given how to take preventive measures

Additional inputs: Students came to know the spread of disease

Teaching Aid used: Blackboard used

References cited: Invertebrate Zoology (Telugu Akademi) and Kotpal

Student Activity planned after the teaching: Slip Test

Activity planned outside the Classroom, if any: Quiz

Any other activity: Given Assignment

Topic synopsis: (Continue on the reverse side if needed)  
 Fasciola completes its life cycle in two hosts (ie) snail + miracidium larva comes out by asexual asexual means  
 This enzyme dissolves cementing material + thus miracidium

Signature of the Lecturer

Cyphochordata:

to tail of lamp

Diophradate - notochord indistinct tail made up of 4 segments

Tunicate - nervous system to a ganglion in

Nerve chord - degenerated blood flow

Heart - tubular, sequential green secretory pigment

- Vanadium

Neural gland and apparatus perform similarly

Hermaphroditic - external fertilization

Development - indirect larva with chordate characters - notochord

- dorsal nerve cord - Gill slits

→ Undergoes retrogressive metamorphosis to become tunicate adult, unless it loses all chordate characters and devolves into adult.

Diophradate

Ascidaceae

Thaliaceae

Leptocarpae

Ent Ascidia

Ent Apollidum

Ent Olfactura

Name of the Department / Subject: Department of Zoology

Name of the Lecturer: Dr. G.S. Sritharan

Course/Group: BZC RBZ

Paper: II

Name of the Topic: Cephalochordata

Hours required: 2hr

Learning Objective: Identifying characters of Cephalochordata

Compare with Urochordata & Vertebrata

Background knowledge to be reminded / activated:

General characters of Chordata

Examples / Illustrations:

Branchiostoma

Additional inputs:

Specimen, Slides

Teaching Aid used: Blackboard, Chalk, Bio-visual chart

References cited: Text book of Vertebrates & Lamp

Quamri Quamri

Student Activity planned after the teaching:

Question & Answer session

Activity planned outside the Classroom, if any:

-

Any other activity:

-

Topic synopsis: (Continue on the reverse side if needed)

Introduction, Characters & Classification

Structure 1  
OR Sea Anemone

Commonly called sea anemone

Body - mouth - buccal siphon  
Attachment - oral to Substratum

→ Foot - Tissues - Atrial

→ Tent - Tissues - Salivary, Buccal cavity, Pyloric  
→ Body cavity - mouth, stomach, intestine  
→ Digestive system - stomach, intestine  
Dugesian & Atrial  
glands & Atrial  
digestive glands - 100% - pyloric gland

→ Reproductive system - Platyhelminth  
→ Circulatory system - Blood vessel, blood vessel  
- Blood vessel - ventral aorta  
- Heart - muscular, no valves  
in circulation, no valves  
- Blood vessel - ventral aorta  
- atrial cavity

→ Nervous system - nerve ganglion - a ladder like  
- Atrial nerve of a branchial  
Q ~ mouth

→ Sense organ - touch, pressure, temperature, pain  
+ different receptors associated with

→ Excretory system - Nephridia  
→ Reproductive system - Gonads, hermaphrodite  
- Cross fertilization - protogyny  
- Internal fertilization  
- Cleavage holoblastic, determinate  
- five swimming larvae

Name of the Department / Subject: Department of Zoology

Name of the Lecturer: Dr. G.S. Subhramani

Course / Group: BZC BZ

Paper: II

Name of the Topic: Significance of retrogressive metamorphosis

Hours required: 1hr

Learning Objective: To understand the difference b/w progressive & retrogressive metamorphosis. How larva with all the knowledge character transform into adults non-chorionic form

Background knowledge to be reminded / activated: Development of Hermaphroditism

Examples / Illustrations: Larva of Hermaphroditism

Additional inputs:

Teaching Aid used: BZO Visual charts

References cited: Text book of vertebrate P.L. Korthal  
Text book of vertebrate - Dhamantamani

Student Activity planned after the teaching: Question & Answer session

Activity planned outside the Classroom, if any:

Any other activity:

Topic synopsis: (Continue on the reverse side if needed)

Five swimming larvae showing chorionic features

is transformed into a sessile secondary segment

non-chorionic adult

Signature of the Lecturer



Name of the Department / Subject : Department of Zoology

Name of the Lecturer : Dr. G.S. Sathish Kumar

Course/ Group : BZC RBZ

Paper : II

Name of the Topic : General Character of Cyclostomes

Hours required : 1hr

Learning Objective : Student understand the general organisation

of Jaw - less vertebrates

Background knowledge to be reminded / activated : vertebrates classification

Jaw less & Jaw bearing animals

Examples / Illustrations : Petromyzon myxine

Additional inputs : Specimens

Teaching Aid used : Blackboard, Chalk

References cited : Text book of Vertebrate - P.L. KOTPAL  
- Aman & Aman

Student Activity planned after the teaching :

To compare how fish & eel

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

Jaw less vertebrates - Lampreys & hag fish

- Fundamental Characteristic
- Choosely dorsal, well laid
- Dorsal tubular gut
- Pharyngeal gill slit
- Post anal tail
- Other Character
- Bilateral Symmetry
- Triploblastic
- True coelom - coelomic Schizocoel
- True Metanephridia
- Closed circulating system
- Blood Haemoglobin
- Phosphores
- Sexes are separate - sexual dimorphism
- Development, Metastomium
- Cleavage, spiral & indeterminate
- Ancient
- Schindler's Ancient
- Common ancestry of deuterostomes

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. G.S. Subhakar
Course / Group :	BZC RBZ
Paper :	II
Name of the Topic :	General Character of arthropods
Hours required :	1hr
Learning Objective :	Students understand the general organization of Jaw-less vertebrates
Background knowledge to be reminded / activated :	vertebrates classification
Examples / Illustrations :	Jaw less & Jaw bearing animals Pteromyzon myxine
Additional inputs :	Specimens
Teaching Aid used :	Blackboard, Chalk
References cited :	Text book of vertebrate - P.L. KOTPAL - Ojima & Ojima
Student Activity planned after the teaching :	To compare how fish & eel
Activity planned outside the Classroom, if any :	-
Any other activity :	-
Topic synopsis :	(Continue on the reverse side if needed)
	Jaw less vertebrates - Lampreys & eel fish

→ Cyclostomes / monorhina

→ Body - circular, show - mouth

→ Jawless vertebrate

→ Lampreys & leaf fish

→ Lampreys - cephalochordate like

→ leaf fish - feed on decaying dead bodies

→ Body or like - head, tail & tail

→ Paired fin - absent

→ Dorsal + caudal fin are present

→ Spin + smooth skin & scales

→ Endoskeleton - cartilaginous

→ 5-6 pair of gill pouches

→ Heart - one atrium & one ventricle

→ 8-10 pair of cranial nerves

→ Heart one atrium & one ventricle

→ 8-10 pair of lateral nerves

→ lateral like some organ are present

→ Lampreys

- mesoneuric kidneys

- viviparous

- Development is indistinct

= free swimming ammocoete larvae

Ex: Petromyzon

→ Hag fish

- Croneurid kidney

- Biscoidal

- Development is direct

- no larval form

Ex: Myxine

Name of the Department / Subject: Department of Zoology

Name of the Lecturer: Dr A.S. Jadhav

Course/ Group: BSc BZ

Paper: II

Name of the Topic: General Character of fish

Hours required: 1hr

Learning Objective: Students understand the organization of fish how they are adapted to aquatic mode of life

Background knowledge to be reminded / activated: habit, and habitat

Examples / Illustrations: Swanly + stags

Additional inputs: Nutritive value of fish source of vitamin B<sub>12</sub> product - economic importance of fish

Teaching Aid used: Blackboard & chalk, specimens

References cited: Text book of vertebrate PL KOTPA, Text book of vertebrate - JUREAN + VEER

Student Activity planned after the teaching: Discussion

Activity planned outside the Classroom, if any:

Any other activity:

Topic synopsis: (Continue on the reverse side if needed)

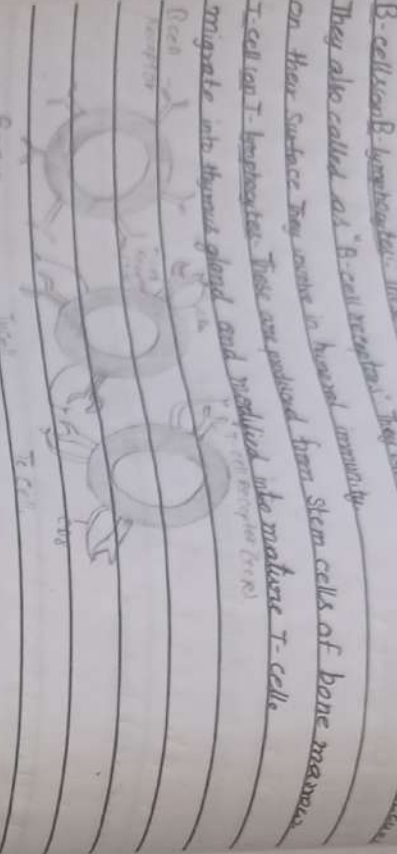
General character fish - Jaw bearing vertebrates

Study of fish - Anatomy

Signature of the Lecturer

Basic concepts of lymphoid tissue

Every one should know the basic concept for defense and abnormalities involve in immune response. Immune system consists of B-cells, T-cells and Natural killer cells. These are produced from stem cells of bone marrow. They are B-cells, T-cells and Natural killer cells. They also contain MHC-class II molecules.



Network like cells are also called as macro granular lymphocytes. These are large granulated lymphocytes.

Lymphoid tissue: Lymphoid organ meant for origin, maturation and proliferation of lymphocytes. Based on function they are two types: primary lymphoid organs: These are also called as "central lymphoid organs".

Thymus gland: Thymus gland development takes place from the epithelial tissue of 3<sup>rd</sup> and 4<sup>th</sup> pharyngeal pouches during 6<sup>th</sup> week of gestation period. These lobules get separated by trabecular.

Bone marrow: production of blood cells from stem cells is known as "Haemopoiesis".

Bursa of Fabricius: This is the primary lymphoid organ of birds. This is discovered by Fabricius, Ital. scientist in 1621.

Secondary lymphoid organs: These are also called as "peripheral lymphoid organs". These are small during the birth and gradually develop into spleen. Spleen is bean shaped thick red structure present along the length of the MAIT. The lymphoid tissue which is present inside these tube is known as "MAIT".

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Name of the Department / Subject : Department of Zoology

Name of the Lecturer : Dr G. S. Tigathuram

Course/ Group : BZC Zoology

Paper : V

Name of the Topic : IMMUNITY

Hours required :

learning Objective :

Background knowledge to be reminded / activated :

Examples / Illustrations :

Additional inputs :

Teaching Aid used : You tube, PPT, Black board

References cited : Telugu academy

Student Activity planned after the teaching : Seminar

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

IMMUNITY: Resistance to diseases is immunity. Identification of pathogenic micro and macro parasites. Immunity is derived from Latin word "immunis" which means "Exempt from" or "free from".

Signature of the Lecturer

They are given a lecture on the general principles of the immune system. The immune system is known as a dynamic system. It is a complex system of cells and molecules that work together to protect the body from infection. The immune system is composed of many different types of cells, including white blood cells, antibodies, and T cells. These cells work together to identify and destroy foreign invaders, such as bacteria, viruses, and fungi. The immune system also has the ability to remember past infections, so it can respond more quickly and effectively if the same invader returns. This is called immunological memory. The immune system is a complex and dynamic system that is essential for the health and survival of all animals.

Name of the Department / Subject: Department of Zoology
Name of the Lecturer: Dr G S Jagdishmal
Course Group: DZC Zoology
Paper: IV
Name of the Topic: CYTOKINES
Hours required:
Learning Objectives:
Background knowledge to be reminded / reviewed:
Examples / Illustrations:
Additional inputs:
Teaching Aids used: PPT
References cited: Telugu Academy
Student learning planned after the teaching: A 50% report
Activities planned outside the Classroom, if any:
Any other activity:
Topic synopsis: (Continue on the reverse side if needed) Cytokines: The cytokines are small proteins that act as "messengers" between cells. They are involved in many different processes, including cell growth, differentiation, and the immune response. Cytokines are produced by many different types of cells, including white blood cells, fibroblasts, and epithelial cells. They can act locally or systemically, and they can have both stimulatory and inhibitory effects on other cells. Cytokines are essential for the normal functioning of the immune system and for the development and maintenance of the body.

Signature of the Lecturer

is surrounded by a lot of physical conditions that can be measured in terms of temperature and humidity. Ecology is defined by the relationship between organisms and their environment.

II. Scope of Ecology - study of ecology helps us in many aspects that help in the human welfare

1. Maintenance of natural resources - natural resources especially fossil fuels are fast depleting.
  2. Control of pollution - Environmental pollution is all root cause of many human disorders.
  3. Evolution and Genetics - An ecological study provides answers to some of the measures of the rate of evolution.
  4. Human welfare and survival of human race - Many environmental issues such as global warming and population explosion can be understood and vice addressed with knowledge of ecology.
- III. Subdivisions of Ecology
- ① Autecology - deals with study of individual organism
  - ② Synecology - deals with study of group of organisms.
- IV. Branches of Ecology
1. Habitat ecology - study of different habitats of biosphere.
  2. Ecosystem ecology - It deals with analysis of ecosystem.
  3. Conservation ecology - deals with the methods of management.
  4. Production ecology - modern subdivision of ecology.
  5. Radiation ecology - ecology of different study of grass effect.
  6. Evolutionary ecology - ecology of different taxonomic groups.
  7. Human ecology - study of relationship of man with environment.
  8. Space ecology - concerned with the development of man with environment.
  9. Systems ecology - most modern branch of ecology.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. G. S. Iyathiramar
Course/Group:	B.Sc. 1st year
Paper:	IV
Name of the Topic:	Ecology, zoogeography & evolution, structure of Ecosystem.
Hours required:	
Learning Objective:	
Background knowledge to be reminded / activated:	
Examples / Illustrations:	
Additional inputs:	
Teaching Aid used:	
References cited:	
Student Activity planned after the teaching:	
Activity planned outside the Classroom, if any:	
Any other activity:	
Topic synopsis:	(Continue on the reverse side if needed)
Structure of Ecosystem - ecosystem is formed of 2 components namely:	

Signature of the Lecturer

Carbon cycle - At the global cycle is very important  
 biogeochemical cycle as carbon is the basic element  
 of life. The source of all the fixed carbon  
 both in living organisms and fossil deposits is CO<sub>2</sub>  
 found in atmosphere. CO<sub>2</sub> is transported into  
 the production of carbohydrate glucose (C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>).

II Nitrogen cycle - Nitrogen is an essential constituent of  
 different biologically significant organic molecule  
 To be used in the biological structures the free molecular  
 nitrogen has to be fixed.

$C_6H_{12}O_6 + O_2 \rightarrow CO_2 + H_2O + \text{energy}$   
 Free fixation comes about in 2 way electrochemical fixation  
 one is higher energy fixation such as cosmic radiation's  
 biological fixation of Nitrogen.

The second method of nitrogen fixation is done by the living  
 organisms and is called biological fixation of nitrogen.  
 The free soil bacteria, Azotobacter and Clostridium  
 produce ammonia as the first stable product and like  
 the symbiotic bacteria they required molybdenum  
 as an activator and are inhibited by an accumulation  
 of Nitrate and ammonia in soil.

$2NH_3 + 3O_2 \rightarrow 2NO_2 + 2H_2O + 2H^+$   
 $2NO_2 + O_2 \rightarrow 2NO_3^-$   
 These are two process are called nitrification.  
 Denitrification - degradation of nitrate is called denitrification  
 and may be important when oxygen conc. is low.

III Phosphorus cycle → Phosphorus cycle has no atmospheric  
 phase phosphorus fix on one of its anions as HPO<sub>4</sub><sup>-2</sup>  
 or H<sub>2</sub>PO<sub>4</sub><sup>-1</sup>

Name of the Department / Subject: Department of Zoology  
 Name of the Lecturer: Dr. V. S. Jothilaxmi  
 Course/ Group: B.Sc. 4th  
 Paper: VI Ecology & zoogeography and ecology  
 Name of the Topic: Population Ecology & population growth curves  
 Hours required:  
 Learning Objective:

Background knowledge to be reminded/ activated:  
 Examples / Illustrations:

Additional inputs:  
 Teaching Aid used:

References cited:  
 Student Activity planned after the teaching:

Activity planned outside the Classroom, if any:  
 Any other activity:

Topic synopsis:  
 Population density - It can be defined as the number of  
 individuals per unit area or per unit volume.  
 Eg - the number of rodents per square kilometer.

(Continue on the reverse side if needed)

Signature of the Lecturer



COMMISSIONERATE OF COLLEGIATE EDUCATION. T.S.



GOVERNMENT DEGREE COLLEGE FOR WOMEN  
BEGUMPET, HYDERABAD  
(AUTONOMOUS)



AFFILIATED TO OSMANIA UNIVERSITY

TEACHING PLAN  
ACADEMIC YEAR 2021 - 2022

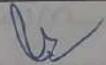
NAME OF THE TEACHER Dr. P.S. Rajani

DEPARTMENT Zoology




- Phylum Porifera are the lowest multicellular animals belonging to the Kingdom Animalia.
- The word "Porifera" mainly refers to the pore bearers or pore bearing species.
- Based on the Embryological studies, Sponges are proved as animals and are classified into a separate phylum in animals.
- The phylum includes about 5000 species.
- The phylum includes about 5000 species. Poriferans are pore-bearing first multicellular animals. The pores are known as Ostia.
- The Poriferans have a spongy appearance and are therefore called Sponges. They are attached to the substratum and do not move.
- They have the ability to absorb and withhold fluids.
- They were initially regarded as plants due to their green colour and their symbiotic relationship with algae.
- The cells of Poriferans are loosely-organized.
- They are mostly found in marine water. Only a few are found in freshwater.
- They are either radially symmetrical or asymmetrical.
- Their body is usually cylindrical.
- The body comprises numerous pores known as Ostia and Osculum.
- The nutrition is holozoic.
- They have neurosensory cells but are devoid of any specific nervous system.
- Phylum Porifera is classified into 3 classes:
  - \* Calcarea
  - \* Hexactinellida
  - \* Demospongiae
- These are the pore-bearing multicellular animals.
- They exhibit holozoic nutrition.
- The body is radially symmetrical.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. P.S Rajani
Course/ Group :	RZC RRZ
Paper :	I
Name of the Topic :	Cnidaria
Hours required :	1hr
Learning Objective :	Describe the general characteristics of Cnidarians including polymorphism, ecology, feeding and digestion and nervous system.
Background knowledge to be reminded / activated :	Activated
Examples / Illustrations :	Hydra, Obelia
Additional inputs :	-
Teaching Aid used :	Blackboard, Chalk
References cited :	Telugu academy
Student Activity planned after the teaching :	Questionnaire
Activity planned outside the Classroom, if any :	Quiz
Any other activity :	Assignment
Topic synopsis :	(Continue on the reverse side if needed) Cnidarians are radially symmetrical, soft-bodied animals found in aquatic habitats. Their common names are sea anemones, jellyfish, corals and hydras.

  
 Signature of the Lecturer

- Cnidarian, also called as Coelenterate.
- A group made up of more than 9,000 living species.
- mostly marine animals, the Cnidarians include the Corals, hydras, Jellyfish, Portuguese.
- The Phylum Cnidaria is made up of four classes: Hydrozoa; Anthozoa and Cubozoa.
- All Cnidarians share several attributes, supporting the theory that they had a single origin.
- variety and symmetry of body forms, varied coloration, and the sometimes complex life histories of Cnidarians fascinate layperson and scientist alike.
- Cnidarians mostly have two basic body forms swimming medusae and sessile polyps, both of which are radially symmetrical with mouths surrounded by tentacles that bear cnidocytes.
- Both forms have a single orifice and body cavity that are used for digestion and respiration.
- Many Cnidarian species produce colonies that are single organisms composed of medusa-like or polyp like zooids, or both.
- Cnidarians were formerly grouped with Ctenophores in the phylum Coelenterata.
- most Cnidarians prey on organisms ranging in size from plankton to animals several times larger than themselves, but many obtain much of their nutrition from dinoflagellates, and a few are parasites.
- Many Cnidarians are limited to shallow waters because they depend on endosymbiotic algae for much of their nutrients.

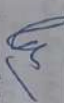
Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. P.S. Rajani
Course/ Group :	RZC RRZ
Paper :	I
Name of the Topic :	Polymorphism in Coelenterates
Hours required :	1hr
Learning Objective :	A) Modifications of Polyps B) Modifications of Medusa
Background knowledge to be reminded / activated :	Activated
Examples / Illustrations :	Physalia, Helistemma, Porpita
Additional inputs :	Origin of Polymorphism
Teaching Aid used :	Blackboard used
References cited :	Telugu academy
Student Activity planned after the teaching :	Questionnaire
Activity planned outside the Classroom, if any :	Shown the specimens of Coelenterata in Lab
Any other activity :	Assignment
Topic synopsis :	(Continue on the reverse side if needed) <u>Polymorphism in Coelenterates</u> :- The occurrence of more than one type of individual or zooids for different functions is called as Polymorphism.

  
 Signature of the Lecturer

- These Coelenterates are called dimorphic, trimorphic & polymorphic individuals.
  - Zooids are of two types (i.e) Polyp & medusa to form the life cycle
  - Asexually Polyp forms medusa radiating centrally of Polymorphism
  - Eg: Physalia, Helicostoma, Porpita of order, Siphonophora
  - Class - Hydrozoa exhibit clear Polymorphism.
  - A) MODIFICATIONS OF POLYPS :-
  - It includes three types :-
  - 1) Gastrozooids: Nutritive zooids, cylindrical or funnel shaped developed with tentacles, hairs in concentration of food material to all parts of body. eg: Porpita, Renella, Porpita, Millipora
  - 2) Gastrozooids: also called as Palps, Feeders, Tasters, they are protective zooids. Absent of mouth but tentacles are present eg. velaria & Porpita
  - 3) Gonozooids - Reproductive zooids also called blastostyles eg: Verrillia & Porpita
- B) MODIFICATIONS OF MEDUSA :-
- These are of four types :-
- 1) NECTOPHYTES: Their swimming bells are called nectophores, nectophores & nectozooids. help for swimming & locomotion of the colony.
  - 2) PNEUMATOPHYTES: Pneumatophores possess a bladder like at one end which is filled with air/gas. It helps the animal to float on the water eg: Agalma, Eusiphonia
  - 3) PLYLLIDZOIDS: also called as hydrovella or bracts. These serve to protect the colony from other animals.
  - 4) GONOPHYTES: The sexual medusoid forms are for reproduction & develop on manubrium. The Gonophores are manubria but cannot see diocious.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. P. S. Rajani
Course/ Group :	BZC 202
Paper : T	
Name of the Topic :	Phyl. Platyhelminthes
Hours required :	8hrs
Learning Objective :	Introduction to Platyhelminthes General Characteristics of Platyhelminthes Classification of Platyhelminthes External morphology of fasciola hepatica.
Background knowledge to be reminded / activated :	Previous knowledge is tested
Examples / Illustrations :	Examples of Platyhelminthes given.
Additional inputs :	The morphology of various organisms in this phylum.
Teaching Aid used :	Blackboard used
References cited :	Invertebrate Zoology (Telugu Academy)
Student Activity planned after the teaching :	Questions asked
Activity planned outside the Classroom, if any :	Shown the specimens in lab.
Any other activity :	Quiz
Topic synopsis :	(Continue on the reverse side if needed) Trophoblast Animals having mesodermal tissue in blue Ectoderm & endoderm → Adorsventrally flattened, airtight, left, anterior & posterior sides are easily recognizable.

Signature of the Lecturer



- Bilaterally Symmetrical No segmentation, if Present Pseudocoelom
- Simple digestive system - mouth, pharynx, & intestine.
- Incomplete alimentary canal eg. Aspidogaster - Suckers on body; Entobdella - pair of sclerites in centre of sucker.
- Amphibolid - with hooks & muscles it moves on substrate
- Discocotile - 4 pairs of clamps help to hold host tissue
- Body wall - Delicate & ciliated
- Nervous system is free forms anteriorly a pair of ganglia 1-3 pairs of longitudinal nerve cord form a nerve ring arranged radially spread like a network below
- Ocelli & Statocysts developed in free forms
- Excretory organs with flame cells, flame sacs & excretory tubules. → monoecious - complex reproductive system.
- Fertilization internal. Development in indirect or direct
- In some alternation of generation in seen.
- microscopic animal - so small; Planarian - 5mm length
- Fluke - 0.5 to 2.5 mm long; Tapeworm - 3mm to 12m in length

Classification

Class		
1) Turbellaria	2) Trematoda	3) Cestoda
→ free forms	→ flat, leaf like thin	→ Tapeworm
→ Zooids	ectod endoderm - Parasite	Intestinal parasites
→ lifecycle is simple	→ Acetabulum at anterior of posterior end	→ Body ribbon like with cuticle
Development is direct	→ Excretory system complex	→ Body - scolex
Asexual reproduction occurs. Muller larva	→ lifecycle is simple (or) complex	Neck, strobila
may or may not be seen	→ Excretory system	formed by spiracles
→ Regeneration is high	→ Development indirect with larval form	of longitudinal tubules flame sacs
Subclass - Archerozoa	Sub-class - Monogenea	→ lifecycle completed in 2-3 hosts
Neorhoda.	Asexual botheria. Digestive	
Order - Acanthocephala	eg. Gyrodactylus	
Tricladida	Fasciola, Schistosoma	
eg. Planaria, Convoluta		
Deloria		

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. P.S. Rajani
Course/ Group :	R2C RR2
Paper :	I
Name of the Topic :	External morphology of Platyhelminthes
Hours required :	2hrs
Learning Objective :	Digestive System Nervous System Respiration Excretory system
Background knowledge to be reminded / activated :	Reminded
Examples / Illustrations :	Fasciola hepatica (Example)
Additional inputs :	Compared with other Phylums
Teaching Aid used :	Blackboard used
References cited :	Invertebrate Zoology (Teluge Academy)
Student Activity planned after the teaching :	Group discussion
Activity planned outside the Classroom, if any :	Show the diagrams of various organisms on net
Any other activity :	Test - Conducted
Topic synopsis :	(Continue on the reverse side if needed) Phylum : Platyhelminthes Class : Trematoda Order : Digenia Genus : Fasciola Species : hepatica

Signature of the Lecturer

- Fasciola hepatica is an endoparasite. It lives in slugs, snails, sometimes in buffaloes, rabbits + other vertebrates rarely occurs in man.
- Body is soft, dorsoventrally flattened, leaf like, elongate. It measures about 18 cm x width 2.6 to 1.5 cm.
- It is usually green coloured.
- At its usually situated at centre + surrounded by oral sucker + mouth is situated at centre + surrounded by oral sucker + metabrium (oral sucker) about 3-4mm away from oral sucker. To bite a sucker gonopore is present. The sucker are present, the condition is called as diastole. The sucker has a thick layer of cuticle, muscular layer.
- Body wall has a thick layer of cuticle, muscular layer + mesenteries. It protects animal from the effect of host digestive enzyme.
- Digestive system: Is simple + without digestive gland + it is in caecum.
- Alimentary canal starts from mouth, leads into pharynx, oesophagus + intestine.
- The intestine terminates into 2 branches + gives out numerous irrigation branches. These branches compress + absence of circulatory system.
- Respiration: anaerobic type of respiration. The respiration process releases CO<sub>2</sub>, fatty acids + energy.
- Excretory system: It eliminates nitrogenous waste products. It includes a large no. of flame cells, flame bulbs.
- Excretory capillaries, tubules, tubes + excretory pores.
- Each flame cell has an infracellular cavity in which hang a few long cilia, cilia arises from a basal granule situated in cytoplasm. The lumen of flame cell → anterior tubule → large tubes → vessels.
- These vessels open into four trunks, 2 dorsal + 2 ventral. These trunks posteriorly unite to form a single medial longitudinal excretory duct + finally open out through nephridia.
- Nervous system: Nervous system includes C.N.S + P.N.S. The nerve string surrounds pharynx. It gives out 3 pair of longitudinal nerve cords (Dorsal, lateral, ventral). There nerve cords cross all internal organs. Nerve cells are bipolar in nature. It has sensory receptors but no secretory.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. P. S. Rajani
Course/Group:	RZC RRZ
Paper:	T
Name of the Topic:	Reproductive System of Fasciola hepatica
Hours required:	1hr
Learning Objective:	Male Reproductive system of Fasciola hepatica Female Reproductive system of Fasciola hepatica
Background knowledge to be reminded / activated:	Reminded
Examples / Illustrations:	Given the examples of various organisms (during development)
Additional inputs:	Compared with other organisms
Teaching Aid used:	Blackboard used
References cited:	Invertebrate Zoology (Tajana Akademi)
Student Activity planned after the teaching:	Group discussion
Activity planned outside the Classroom, if any:	Shown the developmental stages of Fasciola hepatica.
Any other activity:	Given assignment
Topic synopsis:	(Continue on the reverse side if needed) Fasciola hepatica is a hermaphrodite, external fertilisation occurs + it is a very complex system + organs are distributed all over the body.

Signature of the Lecturer

2) Male - Reproductive System - consists of testes, vas deferens, seminal vesicle, prostate gland, prostatic duct, ejaculatory duct. Cirrus, genital atrium, male genital aperture. A pair of testes lies one behind another in middle of the body & duct to form a large pear-shaped seminal vesicle → ejaculatory duct → penis & vas deferens.

Unicellular prostatic gland secretion into free movement of sperms during copulation. → cirrus extends into genital atrium and opens up through cirrus sac.

→ penis cirrus protrude out through cirrus sac. The structure helps in transferring sperms into another female during copulation.

Female Reproductive System - has single Ovary. Divided into Ovary, ovary vitelline gland, vitelline duct, shell gland (pt) melis gland, Laurer's canal, female genital atrium, highly branched & tubular ovary forms a narrow tube called duct.

on dorsal side - Ovary - Ovary & Oviduct + Vitelline - Median vitelline duct of Ovary leads to Ovary.

Spermatogenesis - Spermatogenesis of Ovary → Ovary in muscular wall metamerically in sending out capsule containing fertilized eggs.

Yolk of vitelline gland → development of embryo. Yolk material for storage with in egg case.

Melis gland → Transmigration of capsule containing fertilized eggs. Development of capsule containing active sperms of Saccus. Contains proteolytic enzymes, Siderophilic proteins.

Clitellar - Development starts in Ovary. Large somatic cell → to form larval cuticle. Small reproductive cells → a daughter cell.

Turnell development - Temp - 22-25°C, Humidity - 60%, Facies - along with Enzymes related to embryo leave present body.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. P. S. Rajani
Course/ Group :	BZC 202
Paper : I	
Name of the Topic :	Life cycle of Fasciola hepatica
Hours required :	2hr
Learning Objective :	Different larval stages of Fasciola hepatica Diagnosis, Pathogenesis, Preventive measures
Background knowledge to be reminded / activated :	Activated
Examples / Illustrations :	Examples given how to take preventive measures
Additional inputs :	Students game to know the spread of disease
Teaching Aid used :	Blackboard used
References cited :	Invertebrate Zoology (Tellus Akademi) and Kotral
Student Activity planned after the teaching :	SLIP Test
Activity planned outside the Classroom, if any :	Quiz
Any other activity :	Given Assignment
Topic synopsis :	(Continue on the reverse side if needed) Fasciola hepatica life cycle in two hosts (ie) Suck + Miracidium larva cuticle out by proteolytic watching enzyme. The enzyme dissolves cementing material & thus releasing organism.

Signature of the Lecturer

are closely related & paired into one

Ascleromeres as classes.

→ Body is cylindrical with both distal ends open

cuticle covered with cuticle, the cuticle has ridges & wings, septa. regular, regular, chitina suckers are absent

→ In some species, the anterior gland & epitelial gland

→ Digestion is by pharyngeal gizzard & epitelial gland

→ Nervous system consists of anterior & posterior nerves.

→ Reproduction & circulatory systems are lacking

→ Animals feed ammonia

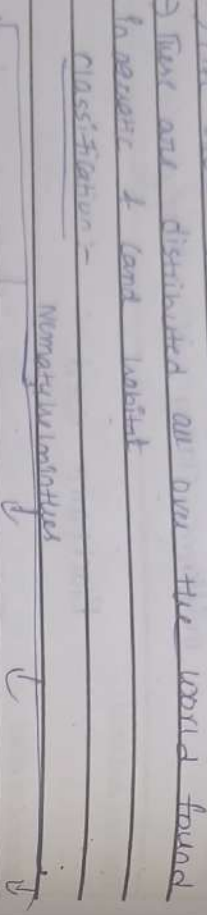
→ Some animals are present with sensory appendages

→ mostly dioecious. Some are monoecious. Scales are with compound spines, bristles, plates. NO sexual reproduction.

→ Life cycle is simple or complex

→ They are distributed all over the world found in marine & land habitat

Classification -



1) Polychaeta E.g. Nereis, Eteone, etc. 2) Platyhelminthes E.g. Planaria, etc. 3) Echinodermata E.g. Starfish, etc. 4) Mollusca E.g. Snail, etc. 5) Annelida E.g. Earthworm, etc.

→ Girdle as lateral bristles → Bilateral symmetry → 29 Girdles

→ NO division of labour → 13-14 Somites → Digestive system is

→ NO larval stage → Oviparous or viviparous → Development is direct

→ IT includes Polychaeta, Platyhelminthes, Annelida

1300 species → Bilaterally symmetrical → many tissues

→ Bilateral symmetry → Paired - NO body.

capable of sexual reproduction.

capable of sexual reproduction.

capable of sexual reproduction.

capable of sexual reproduction.

capable of sexual reproduction.

capable of sexual reproduction.

Name of the Department / Subject: Department of Zoology

Name of the Lecturer: Dr. P. S. Palani

Course/Group: RZC EPZ

Paper: I

Name of the Topic: Phylum: Annelida

Hours required: 0 hrs

Learning Objective: General characters of Annelida

Classification

Background knowledge to be reminded / activated: Activated

Examples / Illustrations: Leech, Nais, Aphrodite

Additional inputs: Different classes of Annelida

Teaching Aid used: Blackboard used

References cited: Telugu Academy, Kapat

Student Activity planned after the teaching: Questionnaire

Activity planned outside the Classroom, if any: Slown specimens in lab

Any other activity: Quiz

Topic synopsis: (Continue on the reverse side if needed)

→ Animals with small amelids are called annelids

→ Cuticle separated annelids from other lower organisms

→ This phylum includes both sluggish & very active animals.

Signature of the Lecturer

General characteristics:

- Triploblastic with coelom, endoderm & mesoderm
  - Bilaterally symmetrical animals
  - Body is elongated with ring-like segments both anteriorly & posteriorly which are called body segments. In few segments intersegmental septa are present.
  - Body wall with moist albuminous cuticle
  - True coelome
  - Digestion is extracellular
  - Respiration is by skin and gills
  - Nervous system with a pair of cerebral ganglia & double ventral cord bearing ganglia & lateral nerves in each segment.
  - Hermaphrodite or sexes are separated
  - Development is direct or indirect. Indirect development has trochophore larva. Cleavage is spiral or determinate type
  - Regeneration is present
  - Animals live in marine, freshwater and on land habitats
- Classification 2 classes
- 1) Polychaeta
    - Mostly marine, Euryhaline
    - Segmentation both external & internal
    - Fertilization external lit. cycle
    - Examples: Trochophore larva stage, E.g. megacelera
  - 2) Oligochaeta
    - Mostly marine, Euryhaline
    - Segmentation both external & internal
    - Fertilization external lit. cycle
    - Examples: Trochophore larva stage, E.g. megacelera
- 3) Hirudinea
- Includes 200 species
  - Small worm like animals
  - Parasitic, setae are absent
  - Sanguivorous animals
  - Evolved from Polychaeta
  - Body has three most segments
  - Development includes Trochophore larva
  - Anterior & posterior suckers are present
  - E.g. Polychaeta
  - No larval form. Spiral cleavage
  - E.g. Hirudo, Alcockia, Saccocerca

Name of the Department/Subject:	Department of Zoology
Name of the Lecturer:	Dr. P. S. Rajani
Course/Group:	BZC RZ2
Paper:	T
Name of the Topic:	Digestive System, Respiration of leech
Hours required:	1 hr
Learning Objective:	Mechanism of digestion in leech Mechanism of respiration in leech
Background knowledge to be reminded / activated:	Activated
Examples / Illustrations:	leech
Additional inputs:	Different parts of alimentary canal in leech
Teaching Aid used:	Blackboard used
References cited:	Telugu Academy, Kotpal
Student Activity planned after the teaching:	Questionnaire
Activity planned outside the Classroom, if any:	Shown the diagram of leech
Any other activity:	Activated, Group discussion
Topic synopsis:	(Continue on the reverse side if needed) Digestive system includes Alimentary canal, Food & Feeding and Absorption & Egestion. a) Alimentary canal is a modified duct tract according to food habit (Sanguivorous) of leech. It has two, to store blood.

Signature of the Lecturer



- So un-coagulated form. Anus has developed lateral caeca
- Alimentary canal is complete. Straight tube starts with mouth & end in anus. It is differentiated into buccal cavity, pharynx, oesophagus, crop, stomach, intestine & rectum.
  - Buccal cavity & jaws - muscular ridges forming embedded with sclerotized jaws each lodged in a depression. Each jaw covered with fine cuticle which is thickened at the edge to form a finger bearing minute teeth or denticles. In a single row. They are called mandibulation. On each side of jaw about 40-65 buttons. Sharp protuberance called Solenoid Papillae.
  - Muscular Jaws on action produce fibrillated bite & slower of worm on skin of the host.
  - Pharynx - Pharynx extends 5<sup>th</sup> to 8<sup>th</sup> segments. Pharynx is extremely surrounded by large masses of unilocular polygonal salivary glands. These glands contain vitulin (w) anticoagulin which prevent the coagulation of host while feeding.
  - Reproductive - narrow tube they have Pharynx & crop
  - Cloaca - excretory. Formed in a series of 10 chaetochaeta. Each chamber consists of a pair of lateral caeca or diverticula. The last chamber extends into 8<sup>th</sup> segment. These caeca store excretory wastes of host which can be digested slowly.
  - stomach → Intestine → Rectum.
  - Respiration -
  - No special organs for respiration. The skin being a protective organ, also conduct respiration. The skin is permeable membrane which conduct exchange of gases. The cell of permeable fluid is given out into the surrounding air. Keeps the body skin always wet for easy conduction of diffusion process, besides, mucus secretions of the skin which also prevents drying of the skin.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	D.P.S. Rajani
Course / Group :	BZC PZC
Paper :	T
Name of the Topic :	Excretory System, Nervous System of Amelids
Hours required :	2hr
Learning Objective :	Mechanism of Excretion
Background knowledge to be reminded / activated :	Activated
Examples / Illustrations :	Earthworm, Leech
Additional inputs :	Mechanism of nervous system in leech
Teaching Aid used :	Blackboard work
References cited :	Telugu Academy, Kotral
Student Activity planned after the teaching :	Give important questions
Activity planned outside the Classroom, if any :	sketch the different organisms of phylum Amelids in lab
Any other activity :	Quizzes +
Topic synopsis :	(Continue on the reverse side if needed)
Excretory system is conducted by nephridia which are modified below of reduced coelome. 1 <sup>st</sup> pair of small called nephridia one pair in each segment. 4 <sup>th</sup> to 5 <sup>th</sup> segment. Among total.	

Signature of the Lecturer

Nephridia. 11 pairs are found in Segments where they are located & are called testicular nephridia while anterior six are called pre-testicular nephridia Leech lacks nephridia in anterior first 5 segments & posterior 4 segments

A) Testicular nephridia - horseshoe-shaped. It consists of the organ like i) ciliated organ ii) lateral tube iii) apical lobe iv) main tube v) loop vi) ventral duct

B) Nephridia - middle goal:-

C) Pre-testicular Nephridia:-

D) Process of excretion - ammoniacal like other annelids which excrete mainly ammonia & little purine, urea, creatinine. Some resorbed through an excretory funnel to form a bacterial tissue since intracellular capillaries of which contract with haemocoelomic vessels which contract with haemocoelomic vessels

Osmoregulation:- There is a close relation b/w excretory system & osmoregulatory funnel. The conc of body fluids are higher than outside environmental water & thus water enters into body. The conc of water collected by nephridia & sent to regulate body water concentration.

Nervous system:- Annelida type of system but due to presence of suckers ganglia or fused & centralized at anterior & posterior end. It has 3 divisions.

1) CNS 2) PNS 3) SNS

Sense organs:- In leech nerve endings, annular receptors, segmental receptors & eyes perform sensory function which are detailed in the unit.

a) Nerve endings b) Annular receptors  
c) segmental receptors d) Eyes

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. P.S. Rajani
Course/ Group:	RZC RPZ
Paper:	T
Name of the Topic:	Reproductive System, Coelom, Coelomoduct (Leech)
Hours required:	2hr
Learning Objective:	Different coelomoducts in Annelids & the importance of coelom in these organisms
Background knowledge to be reminded / activated:	Activated
Examples / Illustrations:	Earthworm, Leech
Additional inputs:	Types of Coelomoducts
Teaching Aid used:	Blackboard work
References cited:	Telugu academy, Kotral
Student Activity planned after the teaching:	Questionnaire
Activity planned outside the Classroom, if any:	Shown Specimens
Any other activity:	Quiz
Topic synopsis:	(Continue on the reverse side if needed)
It is a hermaphrodite animal male and female reproductive system is found in one individual but self fertilization never occurs. The two leeches copulate for cross-fertilization.	

Signature of the Lecturer

→ cyclostomes / monorhina.

- body - circular, stoma-mouth
- Jawless vertebrate
- Larva - 4 bag fishes
- Larva - ectoparasitic life
- bag fishes - feed on decaying dead bodies
- Body cell like - head, trunk & tail
- Paired fin - absent
- Dorsal & Caudal fin are present
- Skin - Smooth, Slimy & Scal less
- Endoskeleton - cartilaginous
- 5-6 Pairs of gill Pouches
- Heart - one atrium & one ventricle
- 8-10 Pairs of cranial nerves
- Heart one atrium & one ventricle
- 8-10 Pairs of cranial nerves
- lateral line sense organs are present


→ lampreys

- mesonephric kidneys
- unisexual
- Development is indirect
- free swimming ammocoetes larva
- & not retrogression

→ Hag fishes

- mesonephric kidneys
- Bisexual
- Development is direct
- no larval form
- & not require

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. P.S. Rajani
Course/ Group :	R2C RR2
Paper :	II
Name of the Topic :	General Character of fishes
Hours required :	1 hr
Learning Objective :	Students understand the organization of fishes how they are adapted to aquatic mode of life.
Background knowledge to be reminded / activated :	Habit, and habitat Structure & external features of fishes
Examples / Illustrations :	Sharks & rays
Additional inputs :	Nutritive value of fishes. Some of vitamin By products - Economic importance of fishes
Teaching Aid used :	Blackboard & chalk, Specimens
References cited :	Text book of vertebrate - R.C. KOTRAC Text book of vertebrate - JERPA & VERMA
Student Activity planned after the teaching :	Assignment
Activity planned outside the Classroom, if any :	
Any other activity :	
Topic synopsis :	(Continue on the reverse side if needed) General Character fishes - Jaw bearing vertebrates Study of fish - Ichthyology

  
Signature of the Lecturer

- Population - Quality of Population
- Natality or Birth rate
- Death or mortality rate
- Age distribution
  - (i) Pre-reproductive
  - (ii) Post-reproductive
- Age pyramid - expanding, stable, declining population.
- Growth Pattern - I shaped 'S' - shaped
- Population fluctuation - Distribution, Dispersal
- R - selected species
- Regulation of Population, Density Stabilising factors
- Density Independent factors
- Density dependent factors
  - Growth of human population & its control
  - Geographical factors
  - Socio-economic factor
  - Demographic factor
- Human Population & its future
  - The only rational means to avoid the collapse is to lessen the population pressure by reducing birth rate

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr P S Rajani
Course/ Group :	BZC BZ2
Paper :	III
Name of the Topic :	Enzymes
Hours required :	1hr
Learning Objective :	Enzymes only work on a single substrate. Enzymes function by lowering the activation energy for biochemical reactions.
Background knowledge to be reminded / activated :	Reminded
Examples / Illustrations :	lipases, Amylase, maltase
Additional inputs :	-
Teaching Aid used :	Blackboard & chalk
References cited :	Telugu academy
Student Activity planned after the teaching :	Questionare
Activity planned outside the Classroom, if any :	Assignment
Any other activity :	Quiz
Topic synopsis :	(Continue on the reverse side if needed) Enzymes are catalyst that, within the mild conditions of temperature, pH, and pressure of the cells, carry out chemical reactions at amazing high rate.

Signature of the Lecturer

- Enzymes can be characterized by the  $10^6$  to  $10^{13}$  times, Enzymes are protein catalysts that alter the velocity of a chemical reaction by 10<sup>6</sup> to 10<sup>13</sup> times.
- Enzymes accelerate a particular chemical reaction by lowering the energy of activation and can be recovered in their original form at the end of a chemical reaction. However, some enzymes become inactive by catalyzing a reaction with toxic analogs.
- Enzymes have the ability to change the state of reaction molecules under optimal conditions of temp and pH, when compared to uncatalyzed levels.
- Enzymes catalyze the conversion of CO<sub>2</sub> to Carboxylic acid at a very fast rate. For instance, the carbon dioxide formed as a waste product of cellular respiration has to be removed from the body.
- The hydrolysis of urea is catalyzed by the enzyme urease.
 
$$\text{HAN} \begin{matrix} \text{HON} \\ \text{HAN urea} \end{matrix} + \text{H}_2\text{O} + \text{H}^+ \xrightarrow{\text{Urease}} 2\text{NH}_3 + \text{HCO}_3^-$$
- In an enzyme catalyzed reaction, the enzyme is specific for particular substrates.
- Those compounds which have the same molecular formula but differ in their structural configuration are different types of reactions taking place on the same substrate, each of which is catalyzed by separate enzyme is referred to as reaction specificity.
- Lock and key theory: The lock and key theory for substrate binding was proposed by Emil Fischer.
- Any variation in the size of the keys or the position of teeth on the keys, meet by a small degree.
- Induced fit theory for substrate binding was proposed, each of which is catalyzed separately without any group specificity: The enzyme hexokinase has the ability to catalyze a variety of related aldohexoses.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. P. S. Rajam
Course/ Group:	R2C RRZ
Paper:	III
Name of the Topic:	Digestion of Dietary Carbohydrates
Hours required:	1hr
Learning Objective:	Different types of simple and complex carbohydrates. Derive the process of carbohydrate digestion and absorption.
Background knowledge to be reminded / activated:	Reminded
Examples / Illustrations:	Bread, beans, milk, popcorn, potatoes, cookies, spaghetti.
Additional inputs:	-
Teaching Aid used:	Blackboard, chalks
References cited:	Telugu academy
Student Activity planned after the teaching:	Questionaire
Activity planned outside the Classroom, if any:	Assignment
Any other activity:	Quiz
Topic synopsis:	(Continue on the reverse side if needed) Along with proteins and fats, carbohydrates are one of 3 main nutrients found in foods and drinks.

Signature of the Lecturer

- The food in the mouth is subjected to a process of mechanical digestion. mixed with the saliva, when the food is mixed with the food is acted by the tongue, mixed with the food is acted by the tongue, mixed with the food is acted by the tongue.
- In chemical digestion, the salivary amylase upon by salivary enzyme - the breakdown of the digestion of starch catalyzed into disaccharide.
- The salivary amylase catalyzed into disaccharide like glucosidic bond of starch polymer.
- The pancreas lies behind the duodenum and the pancreas produces pancreatic juice which flows into the duodenum via the pancreatic duct. The enzyme pancreatic amylase of the pancreas hydrolyzes the  $\alpha$ -1,4 bonds of amylose chains and starch to form disaccharide maltose. The enzyme hydrolyzes lactose to form glucose and galactose.
- Sucrose hydrolyzes into fructose and glucose.
- The enzyme hydrolyzes the  $\alpha$ -1,6-bond dextrin and isomaltose to form glucose molecules.
- The enzyme hydrolyzes the  $\alpha$ -1,6-bond dextrin and isomaltose to form glucose molecules.
- The enzyme cleaves the glycosidic bonds of polysaccharides and synthetic beta-glucosides.
- The end products of carbohydrate digestion are glucose, fructose, galactose and pentoses.
- The food in the mouth is crushed and moistened with saliva for easy swallowing.
- The parietal cells of the stomach secrete gastric acid, enzymes and mucus.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr P S Rajani
Course/ Group :	R2C R2Z
Paper :	III
Name of the Topic :	Role of gastrointestinal hormones in digestion
Hours required :	2hr
Learning Objective :	Gastrointestinal hormones are chemical messengers that regulate the physiological functions of the intestine and pancreas.
Background knowledge to be reminded / activated :	Activated
Examples / Illustrations :	Gastrin, CCK, Secretin, Somatostatin, Ghrelin, bombesin and GRP
Additional inputs :	
Teaching Aid used :	Blackboard and chart
References cited :	Telugu academy
Student Activity planned after the teaching :	Questionnaire
Activity planned outside the Classroom, if any :	Assignment
Any other activity :	SRP Test
Topic synopsis :	(Continue on the reverse side if needed) Gastrointestinal hormones are chemical messengers that regulate intestinal and pancreatic function including regulation of secretion, motility.

Signature of the Lecturer

- Biological rhythm is a response to living organisms. Physiological changes possess a self-sustaining mechanism.
- Biological mechanisms is maintained even in the absence of environmental cues.
- In the absence of transcribed from one generation to the next.
- They are genetically clock - a group of neurons in the brain, referred as the 'suprachiasmatic nucleus' located in the hypothalamus.
- Effect of biological clock - Nucleus located in the hypothalamus affect the normal biological clock in humans affect the normal body functions such as sleep schedule, appetite.
- Circadian Rhythm :- The term circadian is derived from Latin word circa = around and diem = day.
- Diurnal animals :- These animals are active during the day and inactive during the night. e.g. - Flying fox, owl, sparrow.
- Nocturnal animals :- These animals are active at dawn and dusk. e.g. Rabbit, Squirrel, cats, tiger, weaver.
- Zooplankton show vertical diurnal migration. When the intensity of sunlight is high, zooplankton migrate to deep waters.
- Circadian Rhythm :- Circadian rhythm is defined as 'a biological clock' that corresponds with the lunar cycle.
- Migration of sea turtles the strays and release the ova during the low tide, generally in the month of April and June.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr P S Rajani
Course/ Group :	BZC RBZ
Paper :	TV
Name of the Topic :	Ultrastructure of Animal Cell
Hours required :	2hr
Learning Objective :	Understand the structure and purpose of basic components.
Background knowledge to be reminded / activated :	Reminded
Examples / Illustrations :	Organization, function and importance of animal cell
Additional inputs :	-
Teaching Aid used :	Blackboard
References cited :	Telugu academy
Student Activity planned after the teaching :	Quiz
Activity planned outside the Classroom, if any :	Assignment
Any other activity :	Questionaire
Topic synopsis :	(Continue on the reverse side if needed)
	They are round organelles surrounded by a membrane and containing digestive enzymes.

Signature of the Lecturer

- The fundamental unit of all life is the cell.
- The unicellular or single-celled organisms are called independent units.
- The multicellular or many-celled organisms are called complex organization of life.
- The nucleus is highly specialized organelle of an animal cell. It serves to process information and control the adaptation of the cell.
- The nuclear envelope has specialized openings, called as nuclear pores.
- The cytoplasm is the amorphous, translucent and homogeneous ground substance that is found between the plasma membrane and nucleus.
- It is made up of 85 to 90% water, nitric acid and inorganic substances. Cell organelles, including membrane, called the plasma membrane.
- The plasma membrane is a semi-permeable fragile structure made up of lipids, proteins & carbohydrates.
- The cytoplasmic organelles are the metabolically active components and permanent residents of cell.
- Mitochondria are the oval-shaped membrane-bound organelles present in the cytoplasm.
- Ribosomes are non-membranous, tiny particles of cytoplasmic granules. They are composed of RNA and proteins.
- Lysosomes are darkly stained, single-membraned organelles with a diameter of 0.5-0.1 μm discovered by Christian de Duve et al in the 1950s.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. P.S. Rajani
Course/Group:	BZC RZC
Paper:	IV
Name of the Topic:	Chromosomes - Structure, Types
Hours required:	2hr
Learning Objective:	Define the term 'Chromosome'. Recognize and name the structural features of a chromosome.
Background knowledge to be reminded/activated:	Activated
Examples / Illustrations:	"X" or "Y" gene
Additional inputs:	-
Teaching Aid used:	Blackboard
References cited:	Telugu academy
Student Activity planned after the teaching:	Questionnaire
Activity planned outside the Classroom, if any:	Assignment
Any other activity:	Quiz
Topic synopsis:	(Continue on the reverse side if needed)
Synopsis:	is the pairing of 2 chromosomes that occur during meiosis. Take place during prophase of meiosis.

Signature of the Lecturer



- The term chromosome is derived from two body words, Chroma refers to colour with vital dyes.
- A single strand of DNA is structure called chromosome due to its ability of DNA structure across the body.
- The form of chromosome: Centromere, arms, kinetochore and telomere. Remain the same in every cell.
- Number of chromosomes vary in different organisms. A highly condensed chromosome exchange from all to 3000 length, 0.2 μm to 0.2 μm in width.
- Types of chromosomes - based on the number of centromeres the chromosomes are categorized into:
  - i) monocentric - chromosome with one centromere
  - ii) dicentric - chromosome with more than 2 centromeres
  - iii) polycentric - chromosome without a centromere
  - iv) acentric - chromosome with centromere lying distal.
  - v) Ring - chromosome with centromere lying distal.
- Based on position of centromere
  - i) acrocentric ii) telocentric iii) submetacentric iv) metacentric (metacentric)

Secondary constriction The area of the chromosomes may show an additional constriction a part from the primary constriction. It is known as secondary constriction. Useful in the identification of chromosomes.

Arm stain - Refers to the stain used to stain length of long arm and short arm.

Somatic cell - also called as body cells.

Sex cells - also known as gametes.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. P. S. Rajani
Course/ Group:	BZC RZC
Paper:	IV
Name of the Topic:	Cell Division - mitosis
Hours required:	1hr
Learning Objective:	Able to recall the functions of the cell and its organelles.
Background knowledge to be reminded / activated:	Reminded
Examples / Illustrations:	When you skin your knee, cell divide to replace old, dead or damaged cells.
Additional inputs:	-
Teaching Aid used:	Blackboard
References cited:	Telugu academy
Student Activity planned after the teaching:	Questionnaire
Activity planned outside the Classroom, if any:	Assignment
Any other activity:	Quiz
Topic synopsis:	(Continue on the reverse side if needed) Cell division is the process in which one cell, called the parent cell, divides to form two new cells, referred to as daughter cells.

Signature of the Lecturer

Name of the Department / Subject :

Department of Zoology

Name of the Lecturer :

Dr. P. S. Rajani

Course/ Group :

RZC PRZ

Paper :

IV

Name of the Topic :

DNA Structure

Hours required :

1hr

Learning Objective : Describe the pieces that make up DNA.  
Describe the structure of DNA.

Background knowledge to be reminded / activated :

Activated

Examples / Illustrations : Nucleotides are arranged in a long row that form a spiral called a double helix.

Additional inputs :

-

Teaching Aid used : Blackboard

References cited :

Telugu academy

Student Activity planned after the teaching :

Questionnaire

Activity planned outside the Classroom, if any :

Quiz

Any other activity :

Assignment

Topic synopsis :

(Continue on the reverse side if needed)


DNA consists of two separate strands, joined together in a double helix shape.

Signature of the Lecturer



- meiosis is a process of conversion of diploid nuclei to four daughter nuclei with only half the number of chromosomes than the original cell.
- meiosis is a special type of division occurring in the germ cells of sex organs.
- meiosis involves two cytological divisions occurring sequentially but only single replication of the DNA.
- meiosis consists of 2 divisions meiosis I & II.
- Prophase - This stage of meiotic division is of the longest duration and is relatively more complex when compared to prophase of mitosis.
- Leptotene - This substage is characterized by thin, long, thread-like chromatin fibres which begin to condense to form thick chromosomes.
- Zygotene - The individual chromosomes are easily identifiable pairing or synapsis of homologous chromosomes takes place in an accurate manner to form a structure called as bivalent or a tetrad of chromatids each bivalent contains two chromatids coming from each parent.
- Anaphase - The nuclear envelope and the nucleoli begin to disappear and the synaptonemal complex undergo dissolution.
- Diakinesis This substage is characterized by further condensation of bivalent chromosomes followed by their movement towards the end.
- Meiosis is essential for maintaining constant and definite number of chromosomes in an organism.
- It helps to produce haploid sexual gametes by the process of gametogenesis in gonads or in the formation of haploid spores by the process of sporogenesis in the sporangia.

Name of the Department / Subject :	Department of Zoology
Name of the Lecturer :	Dr. P. S. Rajni
Course/ Group :	RZC RRZ
Paper :	IV
Name of the Topic :	DNA Structure
Hours required :	1 hr
Learning Objective :	Describe the pieces that make up DNA. Describe the structure of DNA.
Background knowledge to be reminded / activated :	Activated
Examples / Illustrations :	Nucleotides are arranged in a long strand that form a spiral called a double helix.
Additional inputs :	-
Teaching Aid used :	Blackboard
References cited :	Telugu academy
Student Activity planned after the teaching :	Questionnaire
Activity planned outside the Classroom, if any :	Quiz
Any other activity :	Assignment
Topic synopsis :	(Continue on the reverse side if needed) DNA consists of two separate strands, joined together in a double helix shape.

  
Signature of the Lecturer

- One is an enzyme of prokaryotes such as  $\alpha$ -amylase and amount of amylase activity.
- One is a polymer of  $\alpha$ -amylase activity.
- One is a polymer of  $\beta$ -amylase activity.
- One is a polymer of  $\gamma$ -amylase activity.
- One is a polymer of  $\delta$ -amylase activity.
- One is a polymer of  $\epsilon$ -amylase activity.
- One is a polymer of  $\zeta$ -amylase activity.
- One is a polymer of  $\eta$ -amylase activity.
- One is a polymer of  $\theta$ -amylase activity.
- One is a polymer of  $\iota$ -amylase activity.
- One is a polymer of  $\kappa$ -amylase activity.
- One is a polymer of  $\lambda$ -amylase activity.
- One is a polymer of  $\mu$ -amylase activity.
- One is a polymer of  $\nu$ -amylase activity.
- One is a polymer of  $\xi$ -amylase activity.
- One is a polymer of  $\omicron$ -amylase activity.
- One is a polymer of  $\pi$ -amylase activity.
- One is a polymer of  $\rho$ -amylase activity.
- One is a polymer of  $\sigma$ -amylase activity.
- One is a polymer of  $\tau$ -amylase activity.
- One is a polymer of  $\upsilon$ -amylase activity.
- One is a polymer of  $\phi$ -amylase activity.
- One is a polymer of  $\chi$ -amylase activity.
- One is a polymer of  $\psi$ -amylase activity.
- One is a polymer of  $\omega$ -amylase activity.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr P S Rajan
Course / Group:	PZC 202
Paper:	IV
Name of the Topic:	Protein Synthesis
Hours required:	2hr
Learning Objective:	Be able to define, understand and explain the process of protein synthesis.
Background knowledge to be reminded / activated:	Derivatives
Examples / Illustrations:	Eukaryotic Protein Synthesis
Additional inputs:	-
Teaching Aid used:	Blackboard work
References cited:	Telugu Academy
Student Activity planned after the teaching:	Questionnaire
Activity planned outside the Classroom, if any:	Quiz
Any other activity:	Assignment
Topic synopsis:	(Continue on the reverse side if needed) Protein synthesis is the process in which cells make proteins. It occurs in two stages: transcription and translation.

Signature of the Lecturer

- Transcription is a process? Transcription is a process involved in the synthesis of RNA from the DNA. It is the first step involved in the synthesis of proteins.
- DNA → RNA → Protein
- Types of RNA:  
 Messenger RNA carries coded information from DNA to ribosomes during protein synthesis.  
 Each codon specifies an individual amino acid.  
 Ribosomal RNA is an integral part of the ribosome, which in turn are the sites at which amino acids are assembled into proteins.
- Transcription is involved in the synthesis of a single stranded mRNA, which is complementary to the specific site of DNA.
- Initiation - The process of transcription begins when the RNA polymerase binds to promoter site on the specific region of the DNA.
- Elongation - Once the initiation site has been recognized, the sigma factor is released from the RNA polymerase.
- Termination - The process of transcription ends when the RNA polymerase reaches the terminated site on the DNA.
- The synthesis of ribonucleic acid from DNA catalyzed by the enzyme DNA dependent RNA polymerase is called transcription.
- One has two strands one of them is called as template strand or antisense strand.
- Template used in the process is double stranded DNA. The single stranded RNA double stranded between 5' and -150 base pairs upstream of the start site are GAGC AATTC consensus sequence called as CAAT box.

Name of the Department / Subject:	Department of Zoology
Name of the Lecturer:	Dr. P. S. Rajani
Course/ Group:	BZC, BZ
Paper:	IV
Name of the Topic:	Genetic Code
Hours required:	1hr
Learning Objective:	Recall that information is transferred from DNA to mRNA to protein by transcription and translation.
Background knowledge to be reminded / activated:	Reminded
Examples / Illustrations:	AUG is a codon that specifies the amino acid methionine
Additional inputs:	-
Teaching Aid used:	Blackboard work
References cited:	Telugu academy
Student Activity/ planned after the teaching:	Questionnaire
Activity planned outside the Classroom, if any:	Assignment
Any other activity:	Quiz
Topic synopsis:	(Continue on the reverse side if needed) Genetic code, the sequence of nucleotides in deoxyribonucleic acid and RNA that determines the amino acid sequence of protein.

Signature of the Lecturer



COMMISSIONERATE OF COLLEGIATE EDUCATION, T.S.



GOVERNMENT DEGREE COLLEGE FOR WOMEN  
BEGUMPET, HYDERABAD  
(AUTONOMOUS)



AFFILIATED TO OSMANIA UNIVERSITY

TEACHING PLAN

ACADEMIC YEAR 2021- 2022

NAME OF THE TEACHER Dr. G. Narasimhan

DEPARTMENT Public Administration

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A.

Paper : I → Theories and Concepts

Name of the Topic : Meaning and Scope of PA and evolution of PA.

Hours required : 9 hrs

Learning Objective : To make students know the meaning of  
LS I : Public and administration

LS II : To make students aware of evolution & development of PA.

Background knowledge to be reminded / activated : USA - Spoils System

Examples / Illustrations : → Woodrow Wilson

Additional inputs :

Teaching Aid used :

References cited :


Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis :

(Continue on the reverse side if needed)

  
Signature of the Lecturer

## BASICS OF PUBLIC ADMINISTRATION

## MODULE - 1 : Nature of Public Administration.

1. Meaning and importance of public administration, meaning of administration and definitions, Nature. Integral view and managerial view, scope - POSDCORB view, Subject matters view, Imp of PA in modern societies, Importance of public administration in developing societies.
2. State and evolution of public administration, origin of the state - administration, evolution of modern administration stage in the evolution of public administration, era of challenge crisis of identity, public policy perspective, good governance, E-Governance.

## MODULE-2 : Relationship with other Social Sciences

3. Public administration and law, meaning, definitions of law relationship of pub. adm with law.
4. Public administration and political science, meaning and definition of political science dichotomy - woodrow Wilson's view, Interdependence.
5. Public administration and economics meaning, definition of Economics relationship of Pub. adm with economics
6. Public administration and psychology, meaning, definitions of psychology, relationship of pub. adm with psychology.
7. Public administration and sociology meaning, definition of sociology, relationship of sociology with pub. adm.

## MODULE 3: Oriental and classical approach

8. Oriental approach ; Kautilya
9. Classical approach, Henry Fayol, Luther Gulick and Lyndal Ormille, Introduction and contribution of Henry Fayol Activities of an industrial undertaking, Elements of adm.
14. Principles of adm criticism, Introduction of Luther Gulick and views of organisation and structures



## BASICS OF PUBLIC ADMINISTRATION

## Module 3: Nature of public administration

Basis of department organisation - Taylor's critical evaluation

10. Scientific management approach, E.W. Taylor introduction, meaning of scientific management, principles, techniques of scientific management criticism.
11. Bureaucratic approach; Max Weber and Karl Marx, Introduction of Max Weber, meaning, definition of Bureaucracy, factors responsible for the rise of Bureaucracy, criticism, Intro of Karl Marx views on bureaucracy.

## Module 4: Human Relations and Behavioural Approaches

12. Human relation approach; Elton Mayo - Initial experiments, Hawthorne Studies - Experiments - Illumination Experiment, Relay assembly test room experiment, human attitude and sentiments, social organisations | Bank wiring experiments, criticism
13. Chester Barnard and Herbert Simon's decision making theory  
Introduction of Chester Barnard, formal and informal organisation; Contributions - Satisfaction equilibrium, theory of authority, Executive functions, criticism summary. Introduction of Simon's view on classical approach, Simon's concept of decision making, Stages of decision making such as means Rationality in decision making criticism.
14. Socio-psychological of approach; Abraham Maslow's MC - Gregor, Introduction of Maslow's hierarchy of needs, psychological needs - psychological actualisation, needs, criticism, Douglas - MC Gregor's theory X and theory Y, marginal assumption about theory X and theory Y, criticism, summary.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Nassimulu

Course/ Group : B.A

Paper : I YEAR - PAPER I

Name of the Topic : Basics of Public administration

Hours required : 5+5

learning Objective : To promote knowledge, conceptual understanding  
Understanding the facts and information about subject

Background knowledge to be reminded / activated : Yes

Examples / Illustrations : Newspapers

Additional inputs : Reference book, literature review, supplementary  
reading materials, advanced book on competitive exam.

Teaching Aid used : Charts, maps, PPT

References cited : Books on public administration - Basic structure  
magazine, journal etc..

Student Activity planned after the teaching : Asking questions  
Group discussions

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

## MODULE 5: Ecological and Social Justice Approaches

### 15. Administrative Ecology; F.W. Riggs

Introduction, meaning of Ecological approaches, agrarian industrial model; fused - prismatic - diffracted models; characteristics

### 16. Social Justice Approach; B.R. Ambedkar

### 17. Jyoti Rao Phule.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Nassimulu

Course/ Group : BA 1<sup>st</sup> Basics of Public Administration

Paper : I

Name of the Topic : Basics of Public administration

Hours required : 5+5

Learning Objective : To appreciate the methodological pluralism and synthesizing nature of knowledge in public administration. To comprehend the exchanging paradigm of public administration.

Background knowledge to be reminded / activated : Yes

Examples / Illustrations : In various departments / fields, the public administration scope.

Additional inputs : Programs and politics ; Role of Bureaucracy. In the society, digital government, Electronic govt.

Teaching Aid used : Charts, PPT, Newspaper, Current affairs.

References cited : Reference books, literature services, reading material. Advanced bookings on competitive examinations.

Student Activity planned after the teaching : Newspaper clips, Asking questions.

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis :

(Continue on the reverse side if needed)

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : BA

Paper : I

Name of the Topic : Basics of public administration

Hours required : 5+5

learning Objective : To acquaint with the theories, approaches, concepts and principles of public administration. To understand the nature and scope of public administration

Background knowledge to be reminded / activated : Yes

Examples / Illustrations : Diagrams representation in answer writing management principles for implementation.

Additional inputs : Scope of public administration with relation for social science subjects

Teaching Aid used : PPT, videos watching, chapter related.

References cited : Reference books, advancement study writing, websites, videos

Student Activity planned after the teaching : Discussion on Topics, writing answer practise.

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : *(Continue on the reverse side if needed)*

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : BA

Paper : I

Name of the Topic : Basics of Public administration

Hours required : 5+5

learning Objective : To understand the administrative theories & concepts to the make sense of administrative practises. To understand the role of public services in emergence & developing T.S

Background knowledge to be reminded / activated : Yes

Examples / Illustrations : Newspaper reading

Additional inputs : Related to topics situation websites, videos

Teaching Aid used : Charts, PPTs, maps, newspaper


References cited : Journal, govt websites for reference, Summary, magazines.

Student Activity planned after the teaching : Asking questions, group discussion

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

  
Signature of the Lecturer

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Navsimulu

Course/ Group : BA

Paper : I → Theories and Concepts

Name of the Topic : Meaning & Scope of PA & Evolution of PA

Hours required : 9 hrs

Learning Objective : To make students know the meaning of

LS. I → Public and administration

LS. II → to make aware the students of evolution of PA.

Background knowledge to be reminded / activated : USA → Spoils system

Examples / Illustrations : Woodrow Wilson's spoils system in USA and  
Gaullick - POSDCORB

Additional inputs : Explained about administration, structure and to  
evaluate the managerial skills

Teaching Aid used : Black Board

References cited : Author, Laxmi Kanth PA

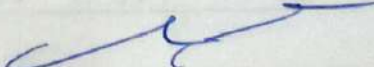
Student Activity planned after the teaching : Said the students together the  
information about spoils system

Activity planned outside the Classroom, if any : with the help of students  
gathered the skills of manager.

Any other activity : Game and role play method was done in class  
that, if a student is manager, how they manage them.

Topic synopsis : PAPER-I (Continue on the reverse side if needed)

Meaning and Scope of PA.

  
Signature of the Lecturer

## LESSON - 1:

Meaning and Scope of PA → public has two meanings people and government.

Administration → It is combination of two latin words.

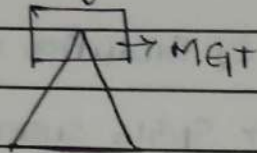
Administrative means to serve or to manage the affairs.

Now pub. adm means government managing or serving the affairs of people.

Nature and Scope → It can be divided into 2

i) Managerial view: It lies on the top level of administration

for ex:



→ Many scholars had given different views on mgt & stated that it is the core part in administration

→ Gullick has explained about the equalities of manager in a single word called POSDCORB each letter is having its own specialisation P- planning, O- Organisation, S- Staffing,

D- Directing, Co- Co-ordinating, R- Reporting, B- Budgeting. These all need to a manager to manage or admin.

ii) Integral view: In an administration top level to down level total administration is study is called integral view

for ex: If we take a college ex → Only principal comes mgt and from principal to the attender and watchman comes under integral view.

## LESSON 2: State and evolution of public administration

Evolution of pub. adm is on 1887 - by woodrow wilson in U.S.A due to spoils system. They divided PA and PS

The evolution of PA is divided into 5 stages

I - 1887 - 1927 → Introduction of PA

II - 1928 - 1937 → Principles of PA

III - 1938 - 1947 → Identity of PA

IV - 1948 - 1970 → Crisis of PA

V - 1970's to till date → development of PA.



Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A.

Paper : I

Name of the Topic : PA relation with other social sciences & 14 principles

Hours required :

learning Objective : 1) Making students aware of the background of PA and relation with other social sciences.

2) Making students know of 14 principles of Henry Fayal

Background knowledge to be reminded / activated : PA Introduction, developed and maintaining with other social sciences

Examples / Illustrations :

Additional inputs : Making the students to recall the before lesson.

Teaching Aid used : Black Board

References cited : Library

Student Activity planned after the teaching : Given notes and asked students to study for test

Activity planned outside the Classroom, if any : Asked students to write the assignment at home

Any other activity : -

Topic synopsis : lesson-3 (Continue on the reverse side if needed)

Public admin relation with other social sciences

(a) → Public admin relation with other political Science

Public admn was a part of pol. Science  
According to woodrow wilson pub. admn and pol. Science are  
two sepearates branches, but for many things we cannot  
seperate both branches, both depend upon each other

(b) public admn relation with economics → public admn is the  
study of admn which means implementing policies whereas  
activities of govt on the other hand study of economics  
is the wealth, both are two independent and recently  
developed studies and both dependents on each other, to  
implement policies, govt needs finance and it should  
have knowledge of finance, recently they had even  
included financial admn in public. admn to elloborate  
the knowledge of finance

(c) public admn relation with Sociology:  
Sociology also has close relationship. Sociology is the  
study of society and it is matters of all social sciences  
sociology deals with citizens where as public admn deals  
with implementing of policies for the 'improving facilities'  
to the citizens so they both also having close relationship

#### LESSON 4 → Classical approach.

Henry fayol's 14 principles → Henry Fayol a famous  
theorist in public admn, Classical theorist also, He  
focussed on the qualities of mgt should be developed  
if we want to develop the admn.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A

Paper :

Name of the Topic : classical theorists → Gullick and Urwick

Hours required :

learning Objective : Making the students to know about the qualities of mgt to develop the efficiency of admn.

Background knowledge to be reminded / activated :

Examples / Illustrations :

Additional inputs :

Teaching Aid used : Black Board

References cited : Krishna murthy.

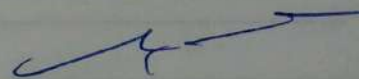
Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : classical approach (Continue on the reverse side if needed)

Gullick: In classical approach theorists propounded the qualities of mgt to increase etc--

  
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Gullick has propounded the qualities of mgt in one single word that is POSDCORB.

P - Planning

O - Organising

S - Staffing

D - Directing

Co - Co-Ordinating

R - Reportings

B - Budgeting.

The total word mentions about the qualities & techniques of mgt to improve, its efficiency and to lead more profits without any complication. Thus the techniques of Gullick, are universally accepted.

→ principles of administration

→ principles of sincerity

→ principles of hierarchy

→ principles of Co-ordination

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Navasrinu

Course/ Group : B.A

Paper : I

Name of the Topic : Scientific mgt - F.W. Taylor

Hours required :

Learning Objective :

Background knowledge to be reminded / activated : To know about the new techniques in mgt

Examples / Illustrations :

Additional inputs : Black Board

Teaching Aid used :

References cited :

Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

F.W. Taylor : Scientific Mgt → To get good

Signature of the Lecturer

profits in the mgt. The Taylor propounded the Scientific Mgt. Taylor has given some new techniques in the Mgt.

1) First Concept mental Revolution: Taylor stated that to change the atmosphere of the origin we need to change the ideas etc. Thinking of mgt. If the mgt. gives new techniques then definitely it can be developed.

Features:

1) Bonus System

2) Piece Rate System

3) planning cell should be made in the origin

4) Input & Output method

BA - II YEAR PLAN  
SEMESTER III - UNION ADMINISTRATION

MODULE I : HISTORICAL BACKGROUND

- 1) Evolution of Indian administration, salient features of ancient Indian administration, salient features of medieval administration and Mughal administration during medieval period.  
Important features of British administration
- 2) Indian Admo after Independence, continuity & change
- 3) Indian Constitutional meaning and administration

MODULE II : UNION ADMINISTRATION - STRUCTURE & PROCESS

- 1) Political Executive at central level  
president Election, Removal powers and functions : P.M  
Constitutional - composition, powers and functions.
- 2) Central secretariats and other officers
- 3) Central Secretariat.

MODULE III : CENTRE-STATE RELATIONS

- 1) Centre-State administrative relations
- 2) Centre-personnel agencies
- 3) All India Services

MODULE IV : Constitutional and other National Bodies

- 1) UPSC
- 2) Election Commission, CAG of India
- 3) NITI Aayog

MODULE V : Public Enterprises in India

- 1) forms of public enterprises department, Corporation and Companies
- 2) performance and disinvestments

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A. INDIAN ADMINISTRATION

Paper : III

Name of the Topic : Union Administration

Hours required : 5+5

Learning Objective : To understand the historic evolution of Socio-Economics, political cultural and global context of Indian Administration

Background knowledge to be reminded / activated : Yes

Examples / Illustrations : Newspaper, hierarchical structure in Indian Administration

Additional inputs : Related topics discussion

Teaching Aid used : Maps, PPT, Newspaper Current affairs

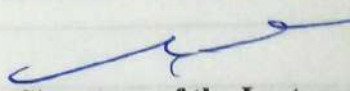
References cited : Advanced Book, videos watching, 2<sup>nd</sup> ARC reports journal, Report govt of India

Student Activity planned after the teaching : Group discussion, Asking questions, Answer writing practices

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

  
Signature of the Lecturer



Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A

Paper : II

Name of the Topic : Union Administration

Hours required : 5+5

Learning Objective : To identify the transformative role of Indian Administration

2) To make out the multi-dimensionality of problems & processes.

Background knowledge to be reminded / activated : Yes

Examples / Illustrations : Newspapers, Current affairs

Additional inputs : Indian administration processes & functioning

Teaching Aid used : Maps, PPT

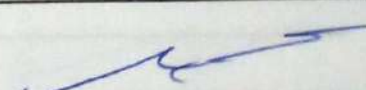
References cited : Advanced books, Reading material

Student Activity planned after the teaching : Questions asking, quizzes

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : *(Continue on the reverse side if needed)*

  
Signature of the Lecturer

Name of the Lecturer : Dr. G. Chandan Kumar

Course/ Group : B.A

Paper : III

Name of the Topic :

Hours required :

Learning Objective : To appreciate the following emerging issues in Indian Administration in the context of changing role of state, market and civil society.

Background knowledge to be reminded / activated : Globalisation

Examples / Illustrations :

Additional inputs : Newspapers

Teaching Aid used : Blackboard

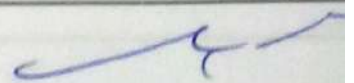
References cited :

Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : *(Continue on the reverse side if needed)*



Signature of the Lecturer

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Nassimulu

Course/ Group : B.A

Paper : I

Name of the Topic : Bureaucratic Approach - Max weber

Hours required :

learning Objective :

Background knowledge to be reminded / activated :

Examples / Illustrations :

Additional inputs : Black Board

Teaching Aid used : Black Board

References cited :

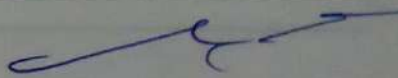
Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

Bureaucratic approach :- Max weber  
The word bureaucracy is come

  
Signature of the Lecturer

A french word "Bureau" which means writing desk in 19<sup>th</sup> century, it is first introduced by Vincent 'n' Goussier but developed by Max Weber that's why Max Weber is known as father of Bureaucracy

→ Weber stated that bureaucracy can be maintained by authority and he mentioned about three types of authority.

1) Traditional authority in which authority can be given by hereditary.

2) Charismatic authority, the authority which is given due to attraction

3) Legal rational authority; authority which is given by means of rules & regulations

Among this three authorities the Weber highlighted and given importance to legal rational authority

Features of Bureaucracy:

- Impersonal order
- Rules and regulations
- Planning cell
- Written documents
- Merit System

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B. A

Paper : I

Name of the Topic : Admn planning

Hours required :

learning Objective : Imp of planning for the development of the organisation

Background knowledge to be reminded / activated :

Examples / Illustrations :

Additional inputs :

Teaching Aid used : Black board

References cited :

Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

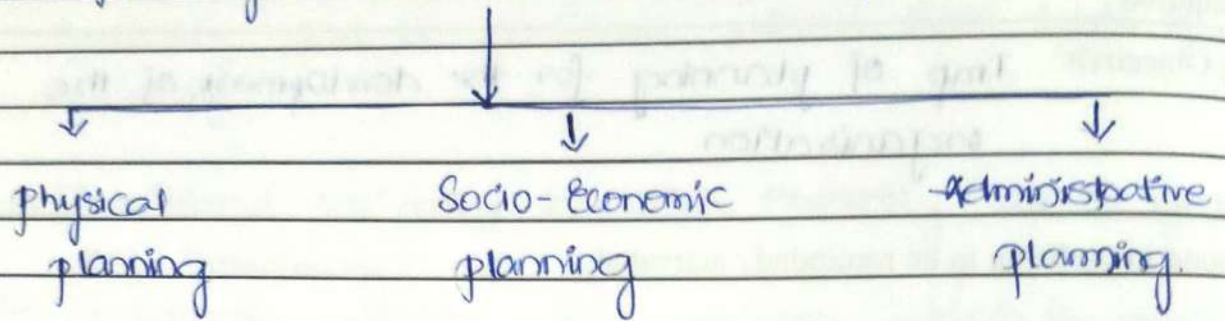
Topic synopsis : (Continue on the reverse side if needed)

planning :- planning means thinking before action without

Signature of the Lecturer

planning in the organisation will not get expected profits  
To planning is more essential to each profits and for  
systematic implementation of work.

→ planning is divided into three types:



Features of planning:

- planning should be clear
- planning should be brief
- planning should be precision
- planning should be flexible
- planning should be continue.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A

Paper :

Name of the Topic : Leadership

Hours required :

Learning Objective : Making know of qualities of leadership

Background knowledge to be reminded / activated :

Examples / Illustrations :

Additional inputs :

Teaching Aid used : Blackboard

References cited :

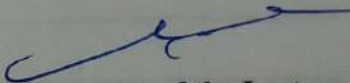
Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

Leadership: Leader is a person who should have qualities to control the followers and to provide them and also

  
Signature of the Lecturer

suggest them to follow to achieve its organization goals.

Types of theory:

1) Trait theory

2) Situational theory.

3) Followers theory.

Qualities of leader:

- 1) Leaders should know the strength & weakness of team
- 2) Suggesting the employees
- 3) Taking the followers in right path
- 4) Fighting for the demands of followers
- 5) Strives to achieve the goal.

SUPERVISION:

Definition: Supervision means guiding & directing efforts employees and other resources to accomplish stated work Output

Techniques:

- 1) prior approval of individual projects
- 2) promulgation of service standard
- 3) Budgetary limitations upon the operations
- 4) Appraisal of sub-ordinate personnel
- 5) Reporting system on work progress.



Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A

Paper : I - Theories & Concepts

Name of the Topic : I - political & Administration dictionary.

Hours required :

learning Objective : political

To distinguish between politics and administration

Background knowledge to be reminded / activated : Meaning of politics, administration

Examples / Illustrations : Explained about the spoils system

Additional inputs : History of political system in U.S.A

Teaching Aid used : Black board

References cited : M.P. Sharma

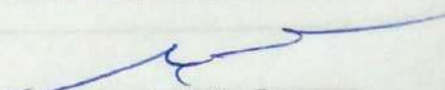
Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : *(Continue on the reverse side if needed)*

This stage is the beginning of evolution of public admn as a discipline

  
Signature of the Lecturer

This stage began with the publication of Woodrow Wilson's essay, "The Study of Administration" in the Political Science Quarterly in 1887.

There should be a science of administration which should seek:

- 1) To straighten the path of govt
- 2) To make it business more business like
- 3) To strengthen & purify its origins
- 4) To crown its duties with dutifulness

Name of the Department / Subject: PUBLIC ADMINISTRATION

Name of the Lecturer: Dr. G. Narasimhan

Course/ Group: D<sub>2</sub> A

Paper:

Name of the Topic: New public administration - Meritocracy, etc.

Hours required:

Learning Objective: To make them understand how contemporary social problem influence the field of public admin.

Background knowledge to be reminded / activated: Recall

Examples / Illustrations: How poverty, unemployment are affecting the society.

Additional inputs: Discussed about different social problems

Teaching Aid used: Black board

References cited: Mohil, Bhattacharya, Aavath and Maheshwari

Student Activity planned after the teaching: Discussion with students

Activity planned outside the Classroom, if any: - Nil -

Any other activity: - Nil -

Topic synopsis: (Continue on the reverse side if needed)

Minnowbrook Conference I

Antiquates:

Signature of the Lecturer

1. Its literature is anti positivist
2. It is anti-technical
3. It is <sup>anti</sup> hierarchical and more or less anti-bureaucratic

- 4. <sup>7</sup> Deviance
- 5. Values
- 6. Social Equality
- 7. Change
- 8. Client focus

The focus mirror back conferences

- 1. It laid emphasis on leadership, constitutional and legal perspective, technology policy & economic perspective
- 2. Its mood, tone, tempo's orientation was more civil, practical and pragmatic
- 3. Its social environment was marked by a growing demand for retreat of the state in the forms of govt. Cut back privatisation.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Navimulu

Course/ Group : B.A

Paper : II

Name of the Topic : New public management

Hours required :

learning Objective : To make them understand about the current issues in public administration

Background knowledge to be reminded / activated : state vs market debate

Examples / Illustrations : How different private companies are providing goods & services in an effective way & how govt is solving

Additional inputs : Taught about public choice approach, liberalisation and privatisation

Teaching Aid used : Black board

References cited : Mohit, Bhattacharya

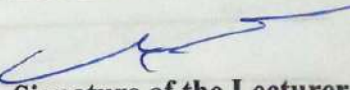
Student Activity planned after the teaching : Writing practise

Activity planned outside the Classroom, if any : — Nil —

Any other activity : — Nil —

Topic synopsis : (Continue on the reverse side if needed)

Anti-goals:  
▷ politics — adm dichotomy

  
Signature of the Lecturer

- 2) Hierarchy ridden organisation
- 3) Over centralisation of power
- 4) Supremacy of rules in administration
- 5) Inward looking orientation.

#### Features:

- 1) Catalytic govt
- 2) Community owned govt
- 3) Competitive govt
- 4) Mission-driven govt
- 5) Results-oriented govt
- 6) Customs driven govt
- 7) Enterprising govt
- 8) Anticipatory govt
- 9) Decentralisation govt
- 10) Market oriented govt.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A

Paper : II

Name of the Topic : Behavioural approach

Hours required :

Learning Objective : To understand what is administrative approach behaviour

Background knowledge to be reminded / activated : About Human Relation

Examples / Illustrations : Different studies and experiments conducted

Additional inputs : How the behavioural approach originated in the political science and other social sciences

Teaching Aid used : Black Board

References cited : MP Sharma, Arasthi & Maheshwar

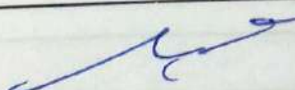
Student Activity planned after the teaching : Discussion

Activity planned outside the Classroom, if any : - Nil -

Any other activity : - Nil -

Topic synopsis : *(Continue on the reverse side if needed)*

Chester Barnard : Barnard is considered as one of the pioneers of the behavioural movement in pub. adms

  
Signature of the Lecturer

He is regarded as the spiritual father of the Social system school.

Various concepts & principles of Bernard are:

- 1) Formal organisation as a co-operative system
- 2) Informal organisation as a system
- 3) Theory of contribution-satisfaction equilibrium
- 4) Acceptance theory of authority.

Herbert Simon:

He is the foremost decision theorist, He defined decision making as the optimum rational choice between the alternative course of action.

Stage 1: Intelligence activity

Stage 2: Design activity

Stage 3: Choice activity.

Simon's bounded rational model: He reviewed 'rationality' as 'the selection of preferred behavioural alternative in terms of values where by the consequences of behaviour can be evaluated.'



Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Nassimulu

Course/ Group : B.A

Paper : II

Name of the Topic : Socio - Psychologic Approach

Hours required :

learning Objective : To make them understand how different Socio psychological factors motivate people

Background knowledge to be reminded / activated : Told them about administrative behaviour

Examples / Illustrations : How different motives drive people.

Additional inputs : Economic theory of motivation Carrot and stick approach

Teaching Aid used : Black Board

References cited : New Horizons of Public Admn, S.P. Naidu

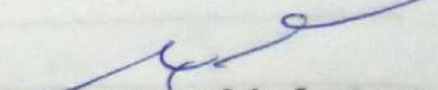
Student Activity planned after the teaching : Group discussion

Activity planned outside the Classroom, if any : - Nil -

Any other activity : - Nil -

Topic synopsis : (Continue on the reverse side if needed)

Malow's hierarchy of Needs  
It is the first systematic conceptual approach model of

  
Signature of the Lecturer

## Human motivation

Maslow's need hierarchy consists of five levels:

- 1) Psychological needs like hunger, thirst, sex, sleep.
- 2) Security needs like protection against natural calamities, threat, danger
- 3) Social needs like belongingness to groups, family, friendship
- 4) Esteem needs like self confidence etc.
- 5) Self-actualisation needs like self-fulfilment, realisation of one's potential, Creativity.

MC Gregor: Management holds two different sets of assumptions about human nature & behaviour.

There are two diametrically opposite sets of assumptions are called by him as theory X & theory Y

Theory X → Classical approach to management

Theory Y → Behavioural approach to management

### Theory X:

- 1) The average human being has an inherent dislike to work
- 2) people must be coerced, controlled, directed & also threatened with punishment
- 3) The average human being wishes to avoid responsibility, has relatively little ambition & wants security above all.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : D. G. Narasimulu

Course/ Group : B.A

Paper : II

Name of the Topic : Ecological Approach

Hours required :

Learning Objective : To make them understand how admin is influenced by socio-political and economic environment

Background knowledge to be reminded / activated : The emergence of newly independent third world countries, comparative politics

Examples / Illustrations : Ex of how social system in our India is influencing the administration

Additional inputs : Formation comparative admin group

Teaching Aid used : Black board

References cited : S.P. Naidu / S.R. Maheshwari

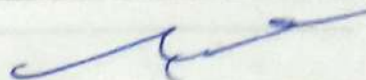
Student Activity planned after the teaching : Seminar

Activity planned outside the Classroom, if any : -

Any other activity : -

Topic synopsis : (Continue on the reverse side if needed)

F.W. Riggs is the foremost model builders in comparative public admin.

  
Signature of the Lecturer

Ecological approach studies the dynamics interaction between admin system and its environment

Agrarian - Industrial model - Industrial

Agrarian ascriptive values

particularistic norms

Diffuse patterns

limited spatial mobility

Achievement values

Universalistic

Specific patterns

high degree of mobility

Fused prismatic diffracted model

Fused  
ascriptive

particularism

functional

diffusion

prismatic  
attainment

selectivism

poly

functionalism

Diffracted

achievement

universalism

functional

Specificity

Prismatic Sala model :

1) Heterogeneity

2) Formalism

3) Overlapping

4) poly normativism

5) Bazaar - Canteen model

6) poly-communalism.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Nageswara

Course/ Group : B-A

Paper : II

Name of the Topic : Elton Mayo's Human Relations

Hours required :

Learning Objective : Importance of the human relations in the organisation

Background knowledge to be reminded / activated : Limitation of the classical theory

Examples / Illustrations : Different experiment on human relation

Additional inputs : Explained about the human relations & behavioural approach

Teaching Aid used : Black board

References cited : S.P. Naidu, S.R. Maheshwari, Arasthi & Maheshwari

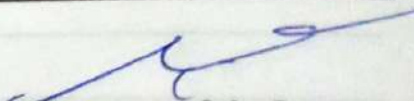
Student Activity planned after the teaching : discussion

Activity planned outside the Classroom, if any : -

Any other activity : -

Topic synopsis : *(Continue on the reverse side if needed)*

Elton Mayo's Hawthorne studies formed the basis for the rise of human relations theory.

  
Signature of the Lecturer

1) Illumination Experiment 1924-24

To determine the effect of different levels of the illumination on worker's productivity

2) Relay assembly test rooms

To observe the effects of various change in the working conditions

3) Letaus interviewing programme

To explore the employees feelings.

4) Bank wiring experiment: To understand better how the norms that controlled each members output were established by the worker's social group.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B. A

Paper : II

Name of the Topic : Communication public relations

Hours required :

Learning Objective : Importance of communication should be understood by them

Background knowledge to be reminded / activated : Administrative behaviour

Examples / Illustrations : Classroom example of informal communication

Additional inputs : Explained about different channels of communication

Teaching Aid used : Black board

References cited : M. P. Sharma, M. Laxmikanth, S. P. Naidu

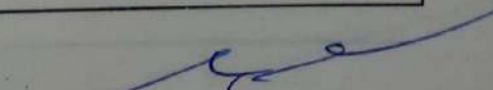
Student Activity planned after the teaching : Discussion

Activity planned outside the Classroom, if any : -

Any other activity : -

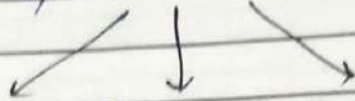
Topic synopsis : (Continue on the reverse side if needed)

Millet describes communication as the blood stream of an administrative organisation.

  
Signature of the Lecturer

It is the process of passing information and understanding from one person to another types.

a) Internal



Upward downward across

b) External

Process: i) Sources ii) Encoding iii) message iv) Channel  
v) decoding vi) receiver vii) Feedback viii) Noise barriers  
Semantic barriers, Ideological barriers, filtering  
dogmatism

Public Relations:

- 1) Learning output public wishes and aspirations
- 2) Advising the public about what is should desire and do.
- 3) Keeping the public informed about what administrative agency is doing the object of publicity is to disseminate knowledge of facts, while the object a propoganda is to influence conduct.



Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Nandimullu

Course/ Group : B.A

Paper : II

Name of the Topic : Public admn is the context of lib, priv, Global

Hours required :

learning Objective : How liberalisation brings change in public administration

Background knowledge to be reminded / activated :

Liberalisation, privatisation, Globalisation

Examples / Illustrations : Ex of privatisation some private companies names, example

Additional inputs : What are the advantages and disadvantages of liberalisation, privatisation and globalisation

Teaching Aid used : Black board

References cited : Jadia & Fadja

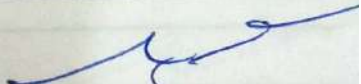
Student Activity planned after the teaching : Questions

Activity planned outside the Classroom, if any : —

Any other activity : —

Topic synopsis : (Continue on the reverse side if needed)

Globalisation, liberalisation & privatisation are increasingly changing the character of the state & the nature of public admn.

  
Signature of the Lecturer

The Impact observed in the following areas:

1) public service reforms

2) Reinventing govt

3) Entrepreneurial govt

4) Changing role of bureaucracy

5) Good governance

6) E-Governance

7) Empowering citizens

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. E. Narasimulu

Course/ Group : B.A

Paper : II

Name of the Topic : Post Modernism

Hours required :

Learning Objective : To explain them about the latest developments in public administration

Background knowledge to be reminded / activated :

About post modernism in different disciplines

Examples / Illustrations :

Additional inputs : post modernism concept in different disciplines

Teaching Aid used : Black board

References cited : Telugu Academy Book, Mohit Bhattacharya

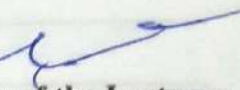
Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : *(Continue on the reverse side if needed)*

It concentrated more on decentralisation

  
Signature of the Lecturer

- 2) It wants to recognise the 'importance of local resources
- 3) They believe that there is no universal theory.
- 4) particularism ; concentrates more on socio-economic political system
- 5) Scientific ; more importance is given to reality.
- 6) Enterprise ; they opined that govt cannot be run on business lines.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narsimulu

Course/ Group : B.A III<sup>rd</sup> yr

Paper : III

Name of the Topic : Human resources mgt, recruitment

Hours required :

Learning Objective : Make the students aware of resources & their mgt for the development of country

Background knowledge to be reminded / activated : Knowing about features of developed & undeveloped & underdeveloped countries

Examples / Illustrations : UPSC

Additional inputs :

Teaching Aid used : Black Board

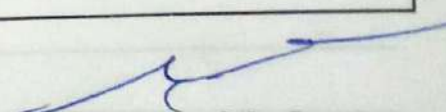
References cited :

Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : *(Continue on the reverse side if needed)*  
Human resource mgt : Resource mgt is very essential for the development on the present scenario for development

  
Signature of the Lecturer

of the country. The resources of mgt is divided into three types. They are:

1) Human resources MGT → Without these resources there will be no process of making things done

The scope of HRM are:

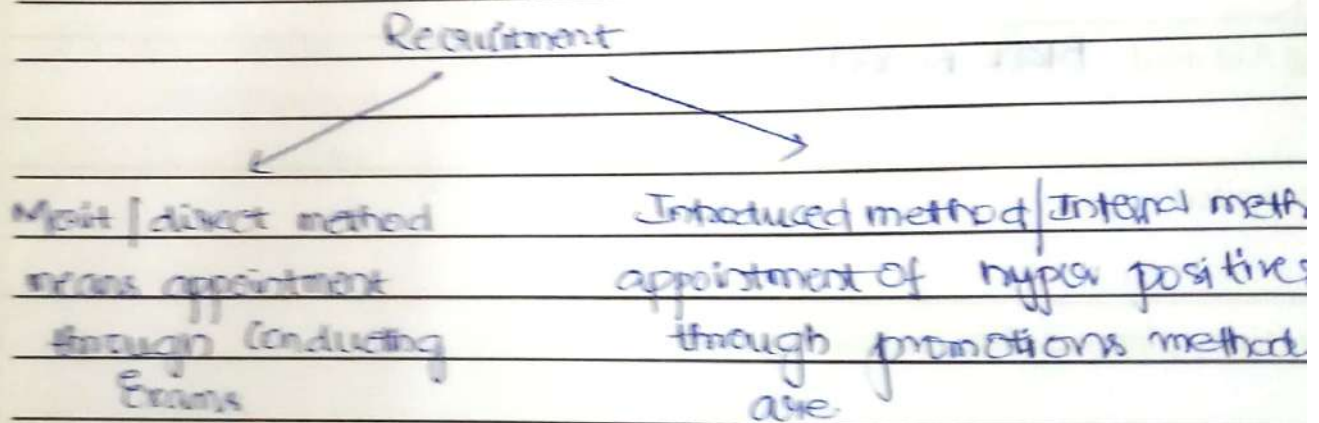
- ① Acquisition - Recruitment
- ② development training
- ③ Motivation - promotion
- ④ Maintenance - salaries & pensions

2) Financial resources MGT

3) Material resources MGT

Lesson 2:

Recruitment: Recruitment means appointment of persons in the vacant positions, recruitment is of 2 methods



→ Both direct & Indirect having merits & de-merits and vice-versa

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A II Year

Paper : II

Name of the Topic : Training

Hours required :

Learning Objective :

Background knowledge to be reminded / activated :

Examples / Illustrations :

Additional inputs :

Teaching Aid used : Black Board

References cited :


Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : Lesson 3 (Continue on the reverse side if needed)

Training : for the development of Human resources training  
in very essential soon after recruitment

  
Signature of the Lecturer

- OBJECTIVES :
- ① To have clear vision
  - ② Targets can be achieved very fastly
  - ③ Skills can be used upto maximum level

→ Types of training :

- ① Formal training
- ② Informal training
- ③ Post-Entry training
- ④ Pre-Entry training
- ⑤ Inservice training
- ⑥ Oriental training.

→ Methods of training.

- ① Lecture of method
- ② Syndicate method
- ③ Game & role play method.
- ④ Case study material etc...

→ Training facilities in India → Before independence training facilities were lacking in India. The employees used to go to London to attend training & join services in India. After independence training facilities have been developed in India.

For e.g. -

1) IAS → Mussonie

2) IPS → Hyderabad

3) IFS → Mussonie

4) Indian Audit & accounts → Nagpur

5) Indian Railway services → Baroda

6) Indian Secretariat services → New Delhi



Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A II Yr

Paper : III

Name of the Topic : Promotions

Hours required :

Learning Objective :

Background knowledge to be reminded / activated :

Examples / Illustrations :

Additional inputs :

Teaching Aid used : Black Board

References cited :

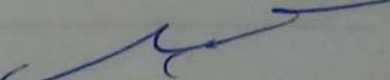
Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : Lesson 4 (Continue on the reverse side if needed)

promotions : Changing the position from low level to high level with increase in responsibility and also the

  
Signature of the Lecturer

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narayanaiah

Course/ Group : BA III Year

Paper : III

Name of the Topic : Issues of HRM

Hours required :

Learning Objective : To make to the students know about the problems in Human resources management

Background knowledge to be reminded / activated : Asked students to give some examples which they know in the admn.

Examples / Illustrations :

Additional inputs :

Teaching Aid used : Black Board method

References cited :

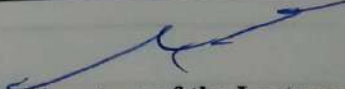
Student Activity planned after the teaching :

Activity planned outside the Classroom, if any :

Any other activity :

Topic synopsis : *(Continue on the reverse side if needed)*

Issues of HRM

  
Signature of the Lecturer

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course/ Group : B.A

Paper : III

Name of the Topic : Finance Ministry

Hours required : 2 hrs

Learning Objective : To explain the functions of the finance ministry

Background knowledge to be reminded / activated : About govt mistakes

Examples / Illustrations : Different ministers in centre & state

Additional inputs : functions of finance ministry in different countries

Teaching Aid used : Black Board

References cited : Fadia & Fadia

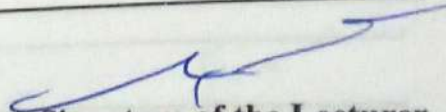
Student Activity planned after the teaching : Group discussion

Activity planned outside the Classroom, if any : -

Any other activity : -

Topic synopsis : *(Continue on the reverse side if needed)*

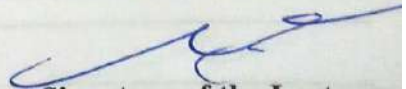
① Organisation of structure of finance ministry.

  
Signature of the Lecturer

It has the overall responsibility for the formulation of the budget:

- ① Department of economic affairs
- ② Department of expenditure
- ③ Department of revenue
- ④ Department of disinvestment

Name of the Department / Subject :	PUBLIC ADMINISTRATION
Name of the Lecturer :	Dr. G. Navsimulu
Course/ Group :	B.A
Paper :	III
Name of the Topic :	Material management procurement
Hours required :	5 hrs
Learning Objective :	To explain them about the methods of procurement
Background knowledge to be reminded / activated :	
Examples / Illustrations :	Illustrates about govt procuring from the farmers
Additional inputs :	About minimum support price
Teaching Aid used :	Black Board
References cited :	prakash chand & Management of resources
Student Activity planned after the teaching :	Group discussion
Activity planned outside the Classroom, if any :	-
Any other activity :	-
Topic synopsis :	(Continue on the reverse side if needed)
<p>procurement</p> <p>① procurement is not only the primary but also the</p>	

  
Signature of the Lecturer

most vital stage

Basic principles:

- ① Right equality
- ② Right quantity
- ③ Right time of purchase
- ④ Right source

Methods of procurement:

- ① purchase according to need
- ② purchase for future
- ③ Market purchase
- ④ Speculator purchase
- ⑤ Contract purchase
- ⑥ scheduled purchase

Name of the Department / Subject: PUBLIC ADMINISTRATION

Name of the Lecturer: Dr. G. Narasimulu

Course / Group: B.A

Register No: 117

Name of the Topic: Human resources audit

Hours required: 1 hr

Learning Objective: To explain the importance of human resource audit

Background knowledge to be reminded / activated: About human resources management

Examples / Illustrations: Human resources audit in corporate companies

Additional inputs:

Teaching Aid used: Black board

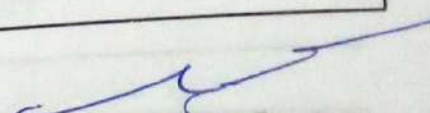
References cited: Aswathappa's — Human resource management

Student Activity planned after the teaching: Asking questions

Activity planned outside the Classroom, if any: —

Any other activity: —

Topic synopsis: *(Continue on the reverse side if needed)*

  
Signature of the Lecturer

Name of the Department / Subject : PUBLIC ADMINISTRATION  
Name of the Lecturer : Dr. G. Narasimulu  
Course/ Group : B.A II Year

Paper : II

Name of the Topic : Central administration, History, change, continuity, Central admn  
Hours required : 9 hrs

Learning Objective : To aware about the Indian admn, of ancient medieval  
& modern admn to understand about ancient media, medieval  
India & Modern India i.e., British administration

Background knowledge to be reminded / activated : To recall the Indian history by  
dividing into these parts & explaining about the admn of vedic period  
mughal period & British period

Examples / Illustrations : showed the pictures of Harappan, Mohenjodaro  
civilization, pictures of mughal things, photos/story of freedom movement

Additional inputs : Explained about the freedom struggle of India about  
the social, economic & political context of the admn.

Teaching Aid used : Showed the pictures of freedom struggle

References cited : Indian history, Medieval India, Social Sciences,  
NCERT BOOK

Student Activity planned after the teaching : Told to read the ancient  
civilization

Activity planned outside the Classroom, if any : -NO-

Any other activity : -NO-

Topic synopsis : Paper-II (Continue on the reverse side if needed)  
Evolution of Indian Administration  
Indian Admn or history can be divided into three parts -  
Ancient, Medieval, Modern

Signature of the Lecturer



CHAPTER 1: Lesson I - Evolution of Indian Admn  
Ancient India → Basic features: Indus valley civilisation, Vedic  
period, post Vedic period, Ramayana, Mahabharata, Buddha  
Mausyan period, Kautilya Admn, Mauryan Admn / Median  
India; Kautilya + history, King, Amartya, Janapadas, ports  
treasury, Army, Fronts, Manbi parishad.

Mughal period: Revenue admn, Mansabdari system, Judiciary  
The period police, welfare measures; British period introduced  
centralised administration, secretary of state, District as a  
unit of admn, distribution of district collector, local govt,  
provincial govt, Rule of law

Civil Services: change / continuity of admn systems; Centralisation  
in Admn, district admn, local govt, Civil Services,  
Changes: parliamentary democracy, Federal nature, the  
supremacy of parliament over the executive, the steel frame  
of Indian admn, change in recruitment pattern, reservation  
of panchayat raj institution

## Lesson-2 Context of Indian Administration

Social, political and economic conditions

Social structure: Intro, nature of political system, religion  
caste, joint family, women etc...

political context: Intro, nature of political system  
structure: Federal govt, relationship b/w admn and

political leader civil services transparency, Behavioural  
employees etc...

Economic context: Introduction, Nature of economic state  
Industrial revolution, mixed economic organisation etc...

Name of the Department / Subject: PUBLIC ADMINISTRATION

Name of the Lecturer: Dr. G. Narasimulu

Course/ Group: B.A

Paper: II

Name of the Topic: District administration

Hours required: 5 hrs

Learning Objective: 1) To get aware of revenue admn of the district

Background knowledge to be reminded / activated: Told about how the govt will collect taxes from the people

Examples / Illustrations: 2) Given ex of revenue department of the district

Additional inputs: 1) Given the hierarchical pattern of the office in the revenue department

Teaching Aid used: Chalk / Black board

References cited: Panchayat Raj in India

Student Activity planned after the teaching: Told students to seek the district admn books

Activity planned outside the Classroom, if any: —

Any other activity: —

Topic synopsis: Chapter II (Continue on the reverse side if needed)

District administration

Revenue administration

Signature of the Lecturer

I) Meaning of revenue administration  
functions of Revenue administration

II) District Collector:

position: head of district admin

official, agent of the state govt

Belongs to general admin

Department

Evolution: Muzimbar Era

1772: Warren Hastings

1789: Collector was made responsible (or) judiciary

1930:

1950:

Powers / Functions:

1) Revenue function

2) Law & Order

3) Development Admin

4) Chief Revenue Officer

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Navinmulu

Course/ Group : B.A

Paper : II

Name of the Topic : District Administration

Hours required : 5 hrs

Learning Objective : To understand the importance of local govt (self)

Background knowledge to be reminded / activated : Reminded about the ancient, medieval, modern admin

Examples / Illustrations : Given ex of the local admin police subedhar

Additional inputs : Told about the collector office

Teaching Aid used : Showed about the pictures of local admin.

References cited : public admin - Laxmi Kanth

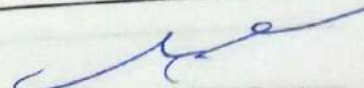
Student Activity planned after the teaching : Students were told to visit the collector office

Activity planned outside the Classroom, if any : Students were told to visit the panchayat office in hyderabad.

Any other activity :

Topic synopsis : Chapter II (Continue on the reverse side if needed)

District administration

  
Signature of the Lecturer

## LOCAL GOVERNMENT:

1) Introduction

2) Meaning: The govt which functions locally is called as local govt

3) Evolution of local self government

4) History of local self govt.

5) Advantages Characteristics

## LOCAL GOVT



### Rural local govt

1) It is also called as rural

panchayat raj system

2) 2 tier system

3) Democratic demonstration

4) 73rd CAA



### Urban local govt

1) It is also called as Urban panchayat

2) 3 tier system

3) Nagar panchayats

4) Municipalities

5) 74th CAA

### Rural Local Govt:

1) Zilla parishad: Introduction, Compositions

2) Elected members

3) Chairman

4) Zilla Maha Sabha

5) Chief Executive Officer

→ Mandal parishad: Introduction Compositions

1) Elected members 2) president 3) Mandal parishad

4) M.P. D.O 5) powers

→ Gram panchayat: Introduction, Compositions, elected member, sarpanch.

Name of the Department / Subject : PUBLIC ADMINISTRATION

Name of the Lecturer : Dr. G. Narasimulu

Course / Group : BA

Paper : II

Name of the Topic : Right to information

Hours required : 3

Learning Objective : To understand the topic of RTI

Background knowledge to be reminded / activated : Told about right to Information Act, Recent trends

Examples / Illustrations : Quoted the ex of citizens grievances, problems against administrations

Additional inputs : Students were asked to collect material

Teaching Aid used : Chat / Black board

References cited : Books, Journal

Student Activity planned after the teaching : Told students to write an essay

Activity planned outside the Classroom, if any : —

Any other activity : —

Topic synopsis : (Continue on the reverse side if needed)

Right to Information Act

Signature of the Lecturer

## Meaning of Right to Information Act

Right to information means the freedom of people to have governmentary information. It implies that the citizens & non-govt organisation should have a reasonably free access to all files & documents.

In other words it is a "opening" & transparency in the function as government.

Thus it is antithetical to secrecy in public admin.

Rationale: It is necessary for following reasons

- 1) It makes admin more accountable to people.
- 2) It reduces the gap b/w the people & admin.
- 3) It makes people aware of admin decision making.
- 4) It reduces the chance of abuse of authority by the public servants.

Name of the Department / Subject : PUBLIC ADMINISTRATION  
Name of the Lecturer : Dr. G. Nansimulu  
Course/ Group : B.A

Paper : II

Name of the Topic : Emerging issues

Hours required : 22

Learning Objective : To make them understand about recent issues

Background knowledge to be reminded / activated : Given knowledge about good governance

Examples / Illustrations : About Good Governance  
public private sector

Additional inputs : Told about E-seva, central citizen charters

Teaching Aid used : Chat

References cited : About the knowledge about online system

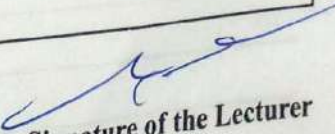
Student Activity planned after the teaching : Students told to understand about the current issues

Activity planned outside the Classroom, if any : —

Any other activity : —

Topic synopsis : (Continue on the reverse side if needed)

- Emerging issues :
- 1) public private partnership
  - 2) Voluntary sector

  
Signature of the Lecturer



Good Governance: Good governance has suddenly entered the vocabulary of public admin service in 90's. The conference of chief secretary held on Nov 30, 1996, focused on the concept of good governance.

Good governance includes certain factors:

- 1) Political accountability
- 2) Bureaucratic accountability
- 3) Freedom of Information
- 4) Sound administrative set up.

E-Governance:

Electronic Governance may be defined as delivery of govt services / and in information to the public issues.

Electronic meaning:

Such means of delivering information to the public referred as information technology (IT)

Public private partnership:

Public private partnership is a government service or private business venture which is founded operated through a partnership of government & one or more private sector companies voluntary such diverse groups a advocacy interest groups, social movement, political parties charitable organisation.

Name of the Department / Subject: PUBLIC ADMINISTRATION

Name of the Lecturer: Dr. G. Narasimulu

Course / Group: B.A - II

Paper: II

Name of the Topic: Administrative Reforms Commission

Hours required: 3

Learning Objective: To get aware of emerging trends, reforms, reports, commissions, committees, enquiries etc.

Background knowledge to be reminded / activated: Administrative setup of the Country

Examples / Illustrations: Recent Commission, established by the govt to give suggestions, recommendations

Additional inputs: Taught about Committee, Balwant Rai Mehta Committee

Teaching Aid used: Black Board

References cited: Indian Administration books

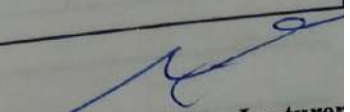
Student Activity planned after the teaching: Told students to read about different committees

Activity planned outside the Classroom, if any: —

Any other activity: —

Topic synopsis: (Continue on the reverse side if needed)

Administrative Reforms Committee

  
Signature of the Lecturer

The administrative reforms commission is the committee appointed by the govt of India for guiding & recommending for reviewing the public admn system chaired by morarji desai.

1st ARC — Chaired by Morarji desai  
5th January 1966

Mandate on

- 1) The Machinery of the govt of India
- 2) The Machinery for planning at all levels
- 3) Centre-state relationship
- 4) Financial Administrative
- 5) Personnel administration
- 6) Economic administration
- 7) District administration

Submitted report:

- 1) public sector
- 2) LIC
- 3) Central direct taxes administration
- 4) Small scale sector
- 5) Railways etc --

II<sup>nd</sup> ARC — was constituted on 31/8/2005 chaired by veerappa moily, Ramachandram recommendations:

- 1) RTI
- 2) Crisis Management
- 3) Ethics Management
- 4) Combating terrorism
- 5) Local Government



COMMISSIONERATE OF COLLEGIATE EDUCATION, T.S



GOVERNMENT DEGREE COLLEGE FOR WOMEN  
BEGUMPET, HYDERABAD  
(AUTONOMOUS)



AFFILIATED TO OSMANIA UNIVERSITY

TEACHING PLAN

ACADEMIC YEAR 2021 - 2022

NAME OF THE TEACHER Dr. Afsar Unnisa Begum

DEPARTMENT of Hindi

Name of the Department / Subject :	Hindi
Name of the Lecturer :	Dr. Afsarunnisa Begum
Course / Group :	B.A, B.Com all groups
Paper :	Semester - II, Paper - II, Unit - I
Name of the Topic :	ताई - श्री विश्वंशरनाथ शर्मा लौकिक (गद्य दर्पण)
Hours required :	6
Learning Objectives :	अनुष्ठा को अप्राप्त की चिंता में चिंतित एवं दुखी नही होना चाहिए। जो प्राप्त है उसमें प्रसन्न रहना चाहिए।
Background knowledge to be reminded / activated :	निःसन्तान महिलाएं दुखी नही होना चाहिए। दूसरों के बच्चों पर अपनी ममता और प्रेम रखना चाहिए।
Examples / Illustrations :	कथागत एवं वाहरी उदाहरण
Additional inputs :	सन्तानहीन स्त्रियों की मनःस्थिति का मनोवैज्ञानिक एवं मार्क्स चित्रण।
Teaching Aids used :	पाठ्य पुस्तक गद्य दर्पण एवं वाइट बोर्ड और मार्कर
References cited :	समाज में व्यथित साम्र्य रखने वाले संदर्भ
Student Activity planned after the teaching :	कहानी के उद्देश्य और शिक्षा पर चर्चा
Activity planned outside the Classroom, if any :	जीवन के उदाहरण में भी हमें संतुष्ट रहकर दूसरों को भी संतुष्ट रहने की प्रेरणा देना होगा।
Any other activity :	कथा वाचन
Topic Synopsis :	(Continue on the reverse side if needed) श्री विश्वंशरनाथ शर्मा लौकिक जी हिन्दी के प्रसिद्ध कथाकार हैं इन का जन्म 1891 ई. में उताला धावनी में महगवर्गीय परिवार में हुआ था। पं. महावीर प्रसाद द्विवेदी जी की

  
 Signature of the Lecturer

प्रेरणा से हिन्दी क्षेत्र में आयी। प्रभा नामक पत्रिका के सम्पादक थे। रक्षा बंधन, कल्प मंदिर, चित्रशाला, मणिमाला और कल्लोम आदि इनके प्रमुख रचनाएँ हैं।

ताई :- विधवा बनाने का शिकार जी द्वारा लिखित 'ताई' बहुत रमणीय कथा है इस में सतन हीन नारी की मानसिक संवेदना का सजीव चित्रण मिलता है।  
बाबू रामजी दास और रामेश्वरी (ताई) संतान हीन कम्पानि हैं वे अपने छोटे भाई कृष्णदास और उसकी पत्नी बच्चों (मनोहर और चुन्नी) के साथ संयुक्त परिवार में रहते हैं।

निःसंतान रामेश्वरी बहुत दुःखी रहती है उसका स्वभाव इसी गम में क्रोधित और छिड़-छिड़ा हो गया है। वह मनोहर और चुन्नी से इच्छा होने पर भी प्रेम नहीं कर पाती क्योंकि वह उन्हें पराया समझती है।

रामेश्वरी को बाबू रामजीदास से अपेक्षा रहती है कि वे पूजा-पाठ, विधि विधान आदि के द्वारा पंडित जी की बात सुनकर अनुपालन करे और उस की गोद भी पुत्र सुख से खिल उठे, पर उस के पति के विचार कुछ अलग हैं वह इन ठकासलों को नहीं मानते वह मोहन के मांगने पर उसे छोटी सी रेलगाड़ी ला कर देते हैं। एक दिन छत पर उड़ती हुई पतंगों को देख कर मनोहर के मन में पतंग की इच्छा जागी उसने बड़े धार से रामेश्वरी से पतंग मंगवाकर देने को कहा, पर रामेश्वरी क्रोधित थी नहीं मंगवाई। छत से आंगन में एक पतंग बलखारी हुई कट कर आई। मनोहर उसे पाने के लिए पैदा फिर धोखे पर से उसका पैर फिसल गया। ताई ने मुँडेर पकड़ कर लटकते हुए मनोहर को नहीं बचाया। मनोहर नीचे गिर गया। ताई को भी दुःख और ग्लानी हुई कि उसने उस बच्चे को क्यों न बचा लिया उसे एक सप्ताह तक इसी सदमे के कारण ज्वर आ गया। ज्वर के कम होते ही उसने मनोहर को बुला कर धार से गले लगा लिया। अब वह इन बच्चों को पराये नहीं अपने मान कर सुरवी रहने लगी इन के साथ इसने खेलने लगी।  
उद्देश्य :- अपनी कमियाँ को भुला कर सुरवी जीवन किस तरह बिता सकते हैं इस की सीख पाठकों को तक पहुँचाना।

Name of the Department / Subject : Hindi

Name of the Lecturer : Dr. Afsarunnisa Begum

Course / Group : B.A & B.Com all groups

Paper : Semester - II, Paper - II, Unit - I

Name of the Topic : अण्डे के छिलके - मोहन राकेश (गद्य दर्पण)

Hours required : 6

Learning Objectives : वर्तमान युग में परिवार की आन्तरिक परम्पराओं संस्कारों के दिखावे को उद्घाटित किया गया है। एक दूसरे की असन्धित जानते हुए भी सब अज्ञान रहते हैं।

Background knowledge to be reminded / activated : परिवारों में आपसी विश्वास, प्रेम और संस्कारों का पालन होना चाहिए। आपसी धोकेबाजी नहीं।

Examples / Illustrations : छिप-छिप कर गोपाल, माधव और श्रम का अण्डे खाना और छिलके छिपाना।

Additional inputs : परिवार में सत्य, सरल, प्रेमपूर्ण जीवन बिताना बड़े संस्कार का नाटक नहीं करना - चाहिए।

Teaching Aids used : पाठ्य पुस्तक गद्य दर्पण  
सफेद बोर्ड और मार्कर

References cited : समानान्तर मिलते - जुलते अन्य संदर्भ।

Student Activity planned after the teaching : पठन - लेखन और अभ्यास कार्य

Activity planned outside the Classroom, if any : छात्राओं में विषयगत आपसी चर्चा

Any other activity : नवम्बर के भाग का प्रचार, पत्रिका की वार्ता

(Continue on the reverse side if needed)

Topic Synopsis : मोहन राकेश हिन्दी गद्य लेखन में एक प्रसिद्ध नाम हैं। 8 जनवरी सन् 1925 को अमृतसर में उनका जन्म हुआ था। अण्डे के छिलके उनके द्वारा लिखित प्रसिद्ध एवं चर्चित कथा है।

  
Signature of the Lecturer

वे बहुप्रतिभा सम्पन्न व्यक्तित्व के धनि कथाकार हैं।  
क्रिष्ण, इसान के खण्डहर, आषाढ़ का एक दिन, आद्य-आधुरे  
कुध और अस्वीकार आदि उन की प्रसिद्ध रचनाएँ हैं।  
नारी के प्रति लेखक की गहरी अनुभूति है। बदलते हुए पारिवारिक  
और सामाजिक परिवेश में नारी के प्रति बदलते मूल्यों को मोहन  
राकेश जी ने भलीभाँति रेखांकित किया है।  
उन की मृत्यु 3 दिसंबर सन् 1972 ई.वी में हुई।

### प्रस्तुत पाठ - अण्डे के छिलके

इस पाठ में नकली ढंग से लिए जानेवाले जीवन के  
वारे में प्रधान चित्रण देखने-पढ़ने को मिलता है।  
जमुना एक ऐसी माँ है जो अपने परिवार में परम्परागत मूल्य और  
मान्यता को बनाये रखती है। गोपाल, माधव और श्याम उसके  
तीन पुत्र हैं। राधा और जीना बड़े हैं छोटा बेटा श्याम अभी  
अविवाहित है। जमुना के परिवार में अण्डे खाने पर  
रोक थी। किन्तु जमुना के सब पुत्र माँ से छुप कर अण्डे खाते हैं।  
श्याम दूध के साथ कच्चा अण्डा पीता है। गोपाल तला हुआ अण्डा  
रोज़ नाश्ते में ओम्लेट के रूप में बना कर खाता है।  
राधा-चंद्रकान्ता उपन्यास पढ़ती है जबकि जमुना की धर में  
किसी का उपन्यास पढ़ना पसन्द नहीं होता है। वह केवल  
धार्मिक पुस्तके रामायण आदि का पढ़ना ही पसन्द करती थी।  
जमुना को धूम्रपान पसन्द नहीं था। माधव धूम्रपान करता है।  
बहू जीना भी धर में अण्डे का हल्वा बनाती है। श्याम गोपाल  
वहाँ माधव को आता देखकर धबरा जाते हैं कि कहीं इन  
को पता चलजाय तो बात माँ तक चली जाएगी।  
किन्तु माधव कहता है कि तुम लोग समझते हो माँ सब  
कुछ धर में जो हो रहा है नहीं जानती तो तुम लोग  
गलत हो माँ सब जानती हैं। सब के वारे में, पर वह  
अंजान है। सब को अण्डे के छिलके अब गाली में ही  
फेंकना चाहिए। माँ सब देखकर भी कुछ नहीं देखेगी।

उद्देश्य :- मोहन राकेश जी इस एकांकी के माध्यम  
से भारतीय पारिवारिक परम्परा का विघटन किस प्रकार  
हो रहा है पाठकों के सामने रखना चाहे हैं। वे इस में  
पूरी तरह सफल भी हुए हैं।



Name of the Department / Subject : Hindi

Name of the Lecturer : Dr. Akbarunnisa Begum

Course / Group : B.A & B.Com All Groups

Paper : Semester - II, Paper - II, Unit - II

Name of the Topic : राजनीति का बंटवारा - हरिशंकर परसाई (गद्य दर्पण)

Hours required : 7

Learning Objectives : वर्तमान युग की राजनीतिक दूषित अवस्था, स्वार्थी-प्रकृति, राजनैतिक झूठाचार का चित्रण कर के नागरिकोंको सचेत करने का प्रयास परसाई जी ने किया है।

Background knowledge to be reminded / activated : राजनीति देश के हित व भलाई के कार्य करने में करे। देश को लूटने के लिए न करे।

Examples / Illustrations : दिन दहाड़े चुंगी-चोरी

Additional inputs : राजनैतिक प्रकृषण को दूर कर देश के पर्यावरण को स्वच्छ रखना

Teaching Aids used : पाठ्य पुस्तक गद्य दर्पण  
सफेद बोर्ड और मार्कर

References cited : राजनैतिक नेताओं की गतिविधियों और दल-बदल नीति के संदर्भ देकर समझाना।

Student Activity planned after the teaching : पठन - लेखन अभ्यास कार्य

Activity planned outside the Classroom, if any : क्लासों में राजनैतिक स्थिति पर आपसी चर्चा

Any other activity : पाठ वाचन

(Continue on the reverse side if needed)

Topic Synopsis : हरिशंकर परसाई जी आधुनिक हिन्दी आंग्र भाहित्र के प्रशास्वी लेखक हैं राजनीति का बंटवारा पाठ में देहोंने तत्कालीन समाज में व्याप्त राजनीति पर आंग्र किया है

Akbar

Signature of the Lecturer

## राजनीति का बंटवारा :-

इस पाठ में मार्क्ससिस्ट और समाजवादी विचारधारा के बहाने राजनीति में बंटवारे पर परसाई जी ने व्यंग्य किया है। नगरनिगम (Municipal Corporation) के चुनाव होने वाले थे और समस्या यह थी कि किस पार्टी के हवा में निगम जाया है। भैयाजी परिवार के प्रमुख हैं सारा परिवार ही राजनीति से जुड़ा है। भैयाजी के परिवार के पास कई ऐजेंसियां हैं यह लोग कई चीजों के स्टॉकिस्ट हैं। देश भक्ति के नाम पर ये लोग देश को खरतते हैं। भ्रष्टाचार है और राजनीति में है इस कारण सब लोग धुप हैं कोई इन के विकल्प आजाज नहीं उठाता है। भैया जी हर काम करते और करवाते हैं। परिवार राष्ट्रीय समस्या पर विचार कर रहा है किस पार्टी का निगम बनेगा। चुंगी चोरी कैसे करेंगे।

भैयाजी ने कहा, "मेरी पवित्र आत्मा से समस्या का समाधान निकल आया। तुम में से हर एक-एक पार्टी के सदस्य हो जाओ (परिवार में अपने भाई-भतीजों से भैयाजी बोले) 'मैं कांग्रेस में भी हूँ और संगठन कांग्रेस में भी'। -- तुम छोटे जनसंघ के सदस्य हो जाओ।

फिर बड़े भतीजे से कहा, "तुम समाजवादी पार्टी के सदस्य हो जाओ। फिर छोटे भतीजे से कहा, "तुम कम्युनिस्ट हो जाओ।

सब से छोटे भाई से कहा, "तुम मार्क्सवादी पार्टी में शामिल हो जाओ। परिवार ने संतोष की आंस ली कि समस्या सुलझ गई। भैयाजी खुश थे कहने लगे, "देखा तुमने? राजनीतिक, जून इसी कहते हैं -

अब अपने घर में सब पार्टियाँ हो गई। मित्री का भी नगर निगम हो, चुंगी चोरी पक्की। हमने सारी पार्टियों को तिजोरी में बंद कर लिया है।

विशेष :- परसाई जी ने वर्तमान जीवन में हो रहे राजनीतिक, पारवण्ड का पर्दाफाश इस पाठ में पूर्ण कौशल से किया है।

उद्देश्य :- राजनीतिक भ्रष्टाचार, भ्रष्टाचार और पारवण्ड को पाठको के सामने लाना।

भैयाजी जैसे राजनेता देश को किस तरह खरतते हैं इसका अध्यात्म चित्रण करना।

नेताओं की लाजबंदी प्रवृत्ति पर प्रकाश डालना और समाज को सचेत व जागरूक करना आदि परसाई जी का उद्देश्य है।

Name of the Department / Subject: Hindi
Name of the Lecturer: Dr. Afsar Unnisa Begum
Course / Group: B.A. & B.Com All Groups
Paper: Semester - II, Paper-II, Unit - II
Name of the Topic: स्वामी विवेकानन्द - वंशीधर विद्यालंकार (गद्य दर्पण)
Hours required: 6
Learning Objectives: भारतीय संस्कृति, धर्म, नैतिकता की जो शिक्षाएं स्वामी विवेकानन्द ने भारत व विदेश में विस्तीर्ण की वह वर्तमान युग में भी महत्वपूर्ण एवं प्रासंगिक है। इस से देश के नवजवानों को प्रेरित होना चाहिए।
Background knowledge to be reminded / activated: धर्म, नीति, संस्कार, संस्कृति आदि वर्तमान युवाओं के लिए आवश्यक है।
Examples / Illustrations: देश-विदेश में दिये गये विवेकानन्द के भाषण से उदाहरण जैसे शिक्षाओं में दिए गए धर्मों की परिभाषा का व्याख्यान।
Additional inputs: भारत और भारतीय दर्शन, धर्म, संस्कार और साधना को विश्वभर में लोकप्रिय बनाना एवं उसका प्रचार प्रसार करना।
Teaching Aids used: पाठ्य पुस्तक गद्य - दर्पण, सफेद बोर्ड और मार्कर पेन
References cited: अन्य महान महापुरुषों के संपर्क देना।
Student Activity planned after the teaching: प्रश्नोत्तर लेखन अभ्यास कार्य
Activity planned outside the Classroom, if any: छात्राओं में स्वामी विवेकानन्द पर आयोजी - यकी।
Any other activity: जीवनी पढ़ना
<i>(Continue on the reverse side if needed)</i>
Topic Synopsis: 'स्वामी विवेकानन्द' काठ के लेखक पंडित वंशीधर विद्यालंकार जी हैं। इन का जन्म 22 जून 1900 ई.वी को हुआ था। ये हिंदी भाषा और साहित्य के प्रसिद्ध विद्वान थे।

  
 Signature of the Lecturer

वे अमानिषा विश्वविद्यालय में हिन्दी विभाग के प्रथम  
अध्यापक एवं संस्थापक थे। इनकी कविताओं में शूलों का काण्ड,  
शूलों का दरबार, गुलाब की पंखुडिया शामिल हैं। निबन्ध, आलोचना  
कहानियों, नाटक सभी विधाओं पर इन्होंने कलम उठाया है।  
22 फरवरी सन् 1966 ई.वी को इन की मृत्यु हो गई।

## स्वामी विवेकानन्द :-

स्वामी विवेकानन्द एक महान व्यक्ति थे उन्हें भारतीय संस्कृति  
और सभ्यता से बहुत प्यार था। विदेशों में भारतीय सभ्यता एवं  
संस्कृति की विशेषताओं को प्रेषित करने का महान कार्य उन्होंने  
किया। शिकागो में आयोजित धर्मों की पारलियमेंट में जो व्यक्तित्व  
उन्होंने दिया वह बहुत प्रभावशाली था। इस के समय में न्यूयॉर्क  
हेराल्ड ने ब्रिवा-वेसै प्रसिद्ध राष्ट्र में इसाई मिशनरियों को  
भेजना कितना मूर्खतापूर्ण है। उनके व्यक्तित्वों का इतना गहरा प्रभाव  
पड़ा कि वहाँ के अनेक व्यक्ति स्वामी विवेकानन्द जी के शिष्य  
बन गए और भारतीय संस्कृति के रंग में रंग गए।

विवेकानन्द जी ने धर्म और वेदान्त की शिक्षा स्वामी रामकृष्ण  
परमहंस से प्राप्त की थी। गुरु रामकृष्ण परमहंस की मृत्यु  
के बाद चार वर्षों तक कलकत्ता में रामकृष्ण परमहंस मठ की  
संभाला। इस के बाद वे संभासी हो गए। उनका नाम  
नरेंद्रनाथ से अब विवेकानन्द पड़ गया।

विवेकानन्द जी विश्व में भारतीय धर्म की स्थापना करना  
चाहते थे सबको यह विदित कराना चाहते थे कि ब्रह्मा  
जी अनुभूति बिन-बिन लोगों में भी एक सी होती है।

विवेकानन्द जी जीवन निर्माण शिक्षा के पड़घर थे शिक्षा  
पैसी होनी चाहिए जो हमारी मानवता और चरित्र दोनों  
का निर्माण कर सके।

## पाठ का उद्देश्य :-

वर्तमान पीढ़ी को स्वामी विवेकानन्द जी जैसे महान  
व्यक्ति के जीवन चरित्र से परिचित करना ताकि  
वहींचर विद्यालयकार जी का उद्देश्य है।

Name of the Department / Subject: Hindi

Name of the Lecturer: Dr. Afsarunnisa Begum

Course / Group: B.A & B.Com All groups

Paper: Semester-II, Paper-II, Unit-II

Name of the Topic: पर्यावरण और हम - राजीव गान्धी (गद्य दर्पण)

Hours required: 6

Learning Objectives: पर्यावरण मानव के लिए आवश्यक है उसे साफ-सुथरा और प्रदूषण मुक्त रखना चाहिए। प्रकृति सभी जीवों के लिए वरदान तुल्य है। हमें भौगोलिक वातावरण को स्वच्छ और संतुलित रखने में भेदान देना चाहिए गरी हमारा कर्तव्य भी है।

Background knowledge to be reminded / activated: प्रदूषण के कारणों से अवगत होकर उसे दूर करने के उपाय लूँ।

Examples / Illustrations: वायु-प्रदूषण, जल-प्रदूषण, ध्वनि-प्रदूषण के उदाहरण दिये गए।

Additional inputs: पर्यावरण संरक्षण को अपना करिब्य बनायें।

Teaching Aids used: पाठ्य पुस्तक गद्य दर्पण, सफेद बोर्ड मारकर पेन

References cited: अन्य पुस्तकों एवं समाचार पत्रों से संदर्भ देना।

Student Activity planned after the teaching: सारांश एवं प्रश्नोत्तर लेखन कार्य

Activity planned outside the Classroom, if any: वृक्षारोपण, स्वच्छता और वन पस-पस गतिविधियों में भागीदारी

Any other activity: लेखन, पठन अभ्यास कार्य

Topic Synopsis: राजीवगान्धी वैज्ञानिक लेखों को हिन्दी भाषा में लिखने वाले प्रसिद्ध हिन्दी लेखक हैं। पर्यावरण और हम निबंध में लेखक ने पिछले कई दशकों से चल रही

  
Signature of the Lecturer

प्रदूषण की समस्या का विस्तार से वर्णन किया है।

## पर्यावरण और हम

प्रदूषण की समस्या बहुत गंभीर होती जा रही है। यह किसी एक गाँव, प्रदेश या देश की न होकर समस्त विश्व की समस्या का रूप ले चुकी है। आज दुनिया भर के वैज्ञानिक, पृथिवी, राजनेता सब इस समस्या से मुक्ति के मार्ग खोज रहे हैं। अब प्रश्न यह उठता है कि प्रदूषण है क्या और किस-किस से यह फैलता है।

प्रदूषण का तात्पर्य है जल, भूमि और वायु में अवांछित एवं हानिकारक पदार्थों का सम्मिलन अथवा उपयोगी पदार्थों की कमी। प्रदूषण के लिए अंग्रेजी में पाल्पुशन शब्द का प्रयोग होता है। जल, वायु और भूमि दूषित हो जाए तो मानव स्वास्थ्य भी बिगड़ जाता है। मनुष्य अनेक रोगों में ग्रसित हो जाता है।

संयुक्त राष्ट्र पर्यावरण कार्यक्रम के अन्तर्गत विश्व के साठ देशों में प्रदूषण से संबंधित एक सर्वेक्षण रिपोर्ट प्रकाश की गई। इन सर्वेक्षण में सल्फरडाइ आक्साइड और ओज़ोन की मात्राएँ मापी गईं। विश्व की सत्रह प्रतिशत से अधिक शहरी जनता निरंतर विषैली वायु में सांस लेती हुई रिकार्ड की गई।

सल्फरडाइ आक्साइड गैस सबसे अधिक मिनान, रोनिमान, तेहरान, सोल, रात्रोडिजेनिरो, पैरिस, बीजिंग और मीडिड कुछ आदि का वायुमंडल अभी तक प्रदूषकों से मुक्त है। संसार में 10% नदियाँ बुरी तरह से प्रदूषित हैं। बढ़ते हुए औद्योगिकरण से ब्राजील, चीन, इंडोनेशिया मैक्सिको और नाइजीरिया की नदियाँ तेजी से दूषित होती जा रही हैं।

घरेलू जल के लिए -चालीस देशों के तीन सौ-चालीस झीले और साठ भूमिगत स्रोतों में अनेक बैक्टीरिया हैं।

प्रधान कारण :-

बढ़ती हुई जनसंख्या और उसकी आवश्यकताओं की पूर्ति के लिए औद्योगिक विकास ही विश्व प्रदूषण के मूल कारण है।

उद्देश्य :- प्रदूषण से बचाव और पर्यावरण स्वच्छ रखने की ओर नागरिकों को जागरूक करना ही लक्ष्य का उद्देश्य है।

Name of the Department / Subject : Hindi

Name of the Lecturer : Dr. Afzarunnisa Begum

Course / Group : B.A & B.Com All Groups

Paper : Semester-II, Paper-II, Unit-III

Name of the Topic : डिप्टी कलेक्टर - अमरकांत (कथा सिंधु)

Hours required : 8

Learning Objectives : माता - पिता संतान के अविच्छिन्न निर्भंग में अपना जीवन समर्पण कर देते हैं। सामर्थ्य से अधिक रूपचा खर्च कर के कर्जदार तक बन जाते हैं। वो अपने पुत्र नारायण को डिप्टी कलेक्टर के रूप में देखने की अधूरी आकांक्षा में हताश हो जाते हैं।

Background knowledge to be reminded / activated : शिक्षित होकर भी अच्छी नौकरी का न मिल पाना।

Examples / Illustrations : शकलदीप बाबू का नारायण के विपु सेवक बनना, सिग्रेट का पैकेट बनना। उसे पढ़ना देख कर पूना कठ करना।

Additional inputs : असफलता को संघम के साथ सहन करना।

Teaching Aids used : पाठ्य पुस्तक गद्य दर्पण, सफेद बोर्ड मारकर

References cited : अन्य स्रोतों जैसे समाज व समाचार पत्रों से संदर्भ

Student Activity planned after the teaching : सारांश और प्रश्नोत्तर लेखन कार्य

Activity planned outside the Classroom, if any : शिक्षा की आवश्यकता और गौजगार से जुड़ने पर छात्रों में विचार विमर्श

Any other activity : पाठ का वाचन कार्य

Topic Synopsis : *(Continue on the reverse side if needed)*

अमरकांत जो डिप्टी कलेक्टरी कहानी के लेखक हैं इन का जन्म 1925 में उत्तर प्रदेश में हुआ। उन्होंने सन् 1942 के स्वाधीनता आन्दोलन में सक्रिय भाग लिया था।

*Afzar*

Signature of the Lecturer

'अमृत पत्रिका' - इलाहाबाद, 'सैनिक' - आगरा, 'भारत' - इलाहाबाद, मनोरमा आदि पत्रिकाओं के वे सफल सम्पादक थे। उन्होंने उत्तर-प्रदेश प्रगतिशील लेखक संघ के अध्यक्ष के रूप में भी कार्य किया था। उनकी कहानियों में पारिवारिक और सामाजिक विसंगतियों, विषमताओं, असमानताओं का सूक्ष्म और अर्थार्थ चित्रण किया गया है। उनके कहानी संग्रह हैं - जिन्दगी और जोक, देश के लोग, विदूषक, मौत का नगर, मित्र-मिलन तथा अन्य कहानियाँ, कठौती, राह के फूल आदि। भारत सरकार ने उन्हें सन् 2009 में ज्ञानपीठ पुरस्कार से सम्मानित किया।

### कहानी सार -

डिप्टी कलेक्टर 'अमरकान्त की पारिवारिक अनुभवों की कहानी है। शकलदीप बाबू और जमुना देवी अपने बड़े लड़के नारायण से बड़े उम्मीदे लगाते रहते हैं। नारायण डिप्टी कलेक्टर की परीक्षा में बैठना चाहता है। फीस भरना है लेकिन शकलदीप बाबू गुरुरा करते हैं कि यह लड़का (नारायण) अगर कुछ बने तो लाभ होता तो अब तक बन गया होता, पर मन ही मन उसके अंदर भी यह उम्मीद थी कि इसका लड़का डिप्टी कलेक्टर बन सकता है। वे फीस भरते हैं। नारायण डिप्टी कलेक्टर की परीक्षा में भाग लेता है। घर के सभी लोगों को इंटरव्यू की प्रतीक्षा बच्चैनी से रहती है। इस कहानी में पिता की अपने पुत्र के प्रति स्नेहपूर्ण दृष्टि की झांकी दर्शाई है।

पिता की अपने पुत्र के प्रति करुणपरायणता, प्रेम, उसके उज्ज्वल भविष्य के लिए तन, मन, धन, धन से किया गया प्रयास, सत्प्रेरणा और डिप्टी कलेक्टर का पद प्राप्त न होने की निराशा में पुत्र जीवित है अथवा नहीं इस चिंता में व्याकुलता, भय आदि भावनाओं की सूक्ष्म अभिव्यक्ति ई है।

कहानी की विशेषता :- यह एक मध्यवर्गीय विवशता की ओर आकांक्षों की कहानी है। कहानी की भाषा सरल और सुस्पष्ट है।



Name of the Department / Subject : Hindi

Name of the Lecturer : Dr. Afsarunnisa Begum

Course / Group : B.A. & B.Com All Groups

Paper : Semester - II, Paper - II, Unit - III

Name of the Topic : हंसू मा रोऊं - विनायकराव विद्यालंकार (कथा सिंधु)

Hours required : 6

Learning Objectives : वर्तमान भूम में व्यक्ति की अतिरिक्तपरकता का चित्रण लेखक ने किया है। आज का मनुष्य संवेदनशीलता से शून्य बनता जा रहा है। मृत्यु जैसे दुःखद समय पर भी लोग अपनी नौकरी व अवसर के लिए प्रयासकृत हैं।

Background knowledge to be reminded / activated : बेरोजगारी के कारण मनुष्य में मानवता संवेदना, सांत्वना घटती जा रही है। लोभुपता स्वार्थी बढ़ता जा रहा है।

Examples / Illustrations : लकड़ी के व्यापारी और लेखक के परिचित का उदाहरण। - एक को सपना कमाने की सोच है तो दूसरे को नौकरी पाने की।

Additional inputs : वर्तमान समाज में व्याप्त मनुष्य की स्वार्थी प्रवृत्ति पर करारा ध्येय। जीविका प्राप्त करने की गंभीर समस्या का चित्रण।

Teaching Aids used : पाठ्य पुस्तक गद्य दर्पण, सफेद बोर्ड और मार्कर

References cited : भुम्हीन दृष्टि दृष्टान्त जो कहानी से साम्य रखती है उसके संदर्भ।

Student Activity planned after the teaching : पठन व लेखन कार्य

Activity planned outside the Classroom, if any : छात्राओं में रोजगार प्राप्त करने के संघर्ष पर आपसी चिन्तन मनन एवं चर्चा।

Any other activity : पाठ वाचन कार्य

(Continue on the reverse side if needed)

Topic Synopsis :

विनायकराव विद्यालंकार कृत 'हंसू मा रोऊं' एक व्यंग्य पाठ है जिस में लेखक ने मृत्यु के अवसर पर मनुष्य की स्वार्थी

Afsar

Signature of the Lecturer

प्रवृत्ति पर करारा व्यंग्य किया है। आज धान की लातलसा तथा पद की लातलसा के कारण संवेदनशून्य हो गया है। इसका उद्घाटन हंसू या रोडू में प्रस्तुत किया गया है।

हंसू या रोडू का चा शार :- रात्र छोटे लातल शहर के प्रख्यात सुसिफ और गले अधिकारी थे। सामाजिक जनहित के कार्यों में साक्रिय थे इसलिये जनता में लोकप्रिय थे। गरीबों से मदुकावहार और दान धर्मे पर्याप्त मात्रा में करनेवाले व्यक्ति थे। उनकी मृत्यु हो जाती है। उन की स्मशान भ्रात्रा में लोग हजारों की संख्या में उपस्थित रहते हैं। लेख भी इस भ्रात्रा में सम्मिलित हुए। स्मशान में लकड़ी का दुकानदार लेखक को प्रणाम कर के मिलता है और कहता है कि मुर्दे कम कर रहे इसलिये उसका धंधा अच्छा नहीं चल रहा है। पहले इफतूरण की वजह से लडे जोरो पर भी तो प्रतिदिन चार पांच भी लोग मरते थे। धंधा अच्छा था अब दिन भर में दो-चार मुर्दे आते हैं। पहले तीन-साठे तीन भी मन लके बिक रही थी अब केवल चार दस मन बिक रही हैं। इस तरह स्मशान में कारगर रहने पर भी उसके हफ्त में बैराग्न या परमार्थ की भावना बडे उसकी स्वाची प्रवृत्ति को देखकर लेखक सोचते हैं हंसू या रोडू।

जिन्होंने चिता की लकड़ियों को जमाग और सिक्काग था वो लेखक से इनाम मांगते हैं लेखक उन्हें एक रुपया देने हैं तो वे दस रुपये इनाम स्वरुप प्राप्त करते हैं फिर लेखक सोचते हैं किसी की मृत्यु दुख का है। इस पर भी वे लोग इनाम मांग रहे हैं। में हंसू या रोडू ?

लेखक के एक परिचित छोटे लातल के सिक्त हुए स्थान पर स्वयंम को भरती निमित्त आवेदन पत्र चीफ जस्टिस को लेखक के माध्यम से देने लगवाते हैं। चीफ जस्टिस कहते हैं कि आप के मित्र ने आवेदन पत्र देने में देरी कर दी। रात्र छोटे लातल की अर्गी उठने से पहले ही मेरे पास तीन आवेदन पत्र आप. मेंने एक की निश्चित भी कर दी हैं। लेखक पुनः सोचने लगे कि हंसू या रोडू ?

कहानी का उद्देश्य :-

मनुष्य की स्वार्थपरता और वर्तमान बेरोजगारी की भीषण समस्या का चित्रण करना ही इस कहानी लेखक का उद्देश्य है जिस में विनाशकराव विआलंकार की पूरी तरह से सफल हुए हैं। यह कहानी अत्यंत चर्चित रही है।

Name of the Department / Subject:	Hindi
Name of the Lecturer:	Dr. Afsarunnisa Begum
Course / Group:	B.A & B.Com All Groups
Paper:	Semester-II, Paper - II, Unit - III
Name of the Topic:	बापसी - उषा प्रिभंवदा (कथा सिंधु)
Hours required:	8
Learning Objectives:	जीवन में जो वच के महत्व को जानना। लुप्तप्रे में उन्हें आराम देना की कोशिश करना, उनकी सेवा करना, सेवानिवृत्ति के बाद उन्हें सौकरी पर जाने के लिए राजतूर न करना। उन के रूपों से नहीं उनसे प्रेम करना।
Background knowledge to be reminded / activated	सेवानिवृत्ति के पश्चात् पिता को पार, आपनापन, डॉक्टर, सम्मान देना - बाह्य, कोकि वह सारा जीवन परिवार के प्रति समर्पित जीवन फिर होत है।
Examples / Illustrations:	पुत्री वसन्ती का कठना, नरेश का पिता की बापसी पर शिन्दा लाना आदि उदाहरण।
Additional inputs:	'बापसी' कहानी आज की पीढ़ी के व्यवहार का जीवन्त एवं अथार्थ उदाहरण मरुत करती है।
Teaching Aids used:	पाठ्य पुस्तक गद्य-दीपा
References cited:	समाज में दारित दारताओं, अन्तःसाहित्यिक कृत्तियों, समाचार पत्रों आदि से उदाहरण दे कर पढ़ना
Student Activity planned after the teaching:	पठन और लेखन कार्य
Activity planned outside the Classroom, if any:	कहानी पर छात्राओं का आगली विचार निमर्श।
Any other activity:	साक्षात् एवं प्रश्नोत्तर लेखन कार्य
Topic Synopsis:	(Continue on the reverse side if needed) बापसी उषाप्रिभंवदा कृत नयी कहानी लेखन परम्परा की श्रेष्ठ रचना है। नये बदलते परिवारिक मूल्यों ने पुरानी पीढ़ी को परिवार में कितना नगण्य बना दिया है। इस का अत्यंत संबन्धात्मक चित्र 'बापसी' कहानी में देखने व पढ़ने को मिलता है।

  
 Signature of the Lecturer

गजाधरबाबू जीवन भर अपने परिवार के लिए रेलवे के क्वार्टरों में पकावकी जीवन बिताते हैं। सेवानिवृत्ति होने पर घर लौटना और अपने पत्नी और संतान के साथ पारिवारिक जीवन बिताना उनका सपना है परन्तु जब वे घर लौटते हैं तो उनका अनुभव रहता है कि उस घर में उनकी कोई जगह नहीं है। वे अपने आप को अकेला और अजनबी महसूस करते हैं। बच्चों ही नहीं पत्नी भी उनके साथ दुराव सा रखती है। वह भी इसी तरह जीने की अजस्र कन चुकी है।

अंततः वे एक चीनी के कारखाने में नौकरी कर लेते हैं। पत्नी से भी साथ चलने का आग्रह करते हैं, परन्तु वह कहती है "मेरे बच्चों तो यहां का क्या होगा? इतनी बड़ी गृहस्त्री, फिर सगानी लड़की... गजाधरबाबू अकेले ही चले जाते हैं। कहानी के अंत में गजाधरबाबू की पत्नी के ये शब्द कितना दुःख कह जाते हैं - "उरे नरेन्द्र, बाबूजी को चारपाई कमरे से निकाल दे, उसमें चलने तक की जगह नहीं है।"

विशेषता :- यह कहानी वर्तमान जीवन के प्रार्थना को प्रस्तुत करती है। इस में मध्यवर्गीय बदलते पारिवारिक परिवेश संबंधों को सततः दिखाई देती है। नई पीढ़ी की आधुनिक जीवन शैली एवं हृदयहीनता का मार्मिक चित्रण हुआ है। कहानी का उद्देश्य :-

परिवार के लिए जीवन भर कष्ट उठाने के बाद शान्ति, प्रेम के स्वान पर घर से काम पर वापस लौटने की विवशता पर पाठकों का ध्यान ले जाना ही लेखक का उद्देश्य है।

सेवानिवृत्ति पर व्यक्ति को परिवार का साथ व प्रेम, सम्मान मिलना चाहिए न कि तिरस्कार।

कहानी के प्रमुख पात्र गजाधरबाबू :-

गजाधरबाबू वापसी कहानी के प्रमुख पात्र है। जीवन भर रेलवे में नौकरी कर रिटायर होकर घर लौटते हैं। घर और घरवालों के बीच अपना कोई स्थान न पा कर उनका मन कोशिल हो जाता है। वे घर के प्रबंध में पत्नी के शिकायत करने पर दखल देते हैं तो उनके बच्चों विद्रोह करने लगते हैं। घर में वह अपने आप को परदेसी पाते हैं। उनके बच्चों को भी उनकी भावनाओं की कोई चिंता नहीं है। अंत में अपने परिवारजनों के बीच अपनी जगह न पा कर सेवानिवृत्ति के पश्चात भी रामजीलाल सेठ की शूगर फैक्टरी में नौकरी करने के लिए घर से वापसी कर लेते हैं।

Name of the Department / Subject : Hindi
Name of the Lecturer : Dr. Afsar Ummisa Begum
Course / Group : B.A & B.com All Groups
Paper : Semester - II, Paper - II, Unit - III
Name of the Topic : सेवा - ममता कालिदा (कथा सिंधु)
Hours required : 7
Learning Objectives : सन्तान को माता-पिता के प्रति उनका कर्तव्य बोध कराना, बृद्धों में उनकी सेवा करना, उन्हें आदर और सम्मान देना, आ के लिए समग्र विकास, उनका सहारा बनना।
Background knowledge to be reminded / activated : वर्तमान युग की वास्तविकता को सामने लाना कि आज सन्तान के पास मा-बाप के लिए वक़्त नहीं।
Examples / Illustrations : मा का बेहोशी की रिश्त में पुत्र विस्मय को किन्तु, पुकारना ब्यर्थ प्रवक है।
Additional inputs : वृद्धावस्था में सन्तान को चाहिए की माता-पिता की सेवा करे।
Teaching Aids used : पाठ्य पुस्तक गद्य-दीपिका, सफेद बोर्ड-मास्कर
References cited : अन्य साहित्यिक कृतियों के समानांतर उदाहरण दे कर छात्रों को समझाना।
Student Activity planned after the teaching : वृद्धों की परस्पर के समग्र उनके काम आना
Activity planned outside the Classroom, if any : कहानी पर छात्रों की आपसी चर्चा
Any other activity : छात्रों का पात्र बन कर कहानी का पठन करना।
Topic Synopsis : <i>(Continue on the reverse side if needed)</i> सेवा ममता कालिदा की सुप्रसिद्ध श्रेष्ठ कहानियों में से एक है। वर्तमान समय के मध्यवर्गीय कटु सत्य का चित्रण इस कहानी में उन्होंने किया है।

  
 Signature of the Lecturer

## प्रस्तुत कहानी सेवा :-

सेवा कहानी में समता कालिया ने आज के समाज को तार-तार कर देने वाले कटु सत्य के बारे में बताया है। सेवा कहानी का मुख्य पात्र 'नरोत्तम सहाय' है। सेवानिवृत्त होने के पश्चात् वे धर धर ही रहते हैं। एक दिन उनकी पत्नी को प्रेनहैमरेज के कारण अस्पताल में भर्ती करवाना पड़ता है। बेला-बेटी, बहू वामाद कहने को तो सजी है किन्तु किसी के पास इतना समर्थ नहीं है कि वे नरोत्तम सहाय को यह कहना- "मुना तुमने, किसी को फूसत नहीं है तुम्हारे लिए। तुम्हारे बाद मेरा क्या होगा, मैंने अभी से देख लिया है। तुम जल्दी से ठीक हो जाओ। देखो आंखें खोलो। तुम्हारे सिवा मेरा और है ही कौन?" कहानी की पीड़ा को उद्घुष्टाहित करता है। यह पति-पत्नी की कथा का अत्यन्त भवार्थ एवं मार्मिक अंकन इस कहानी में किया गया है।

## कहानी की विशेषता :-

'सेवा' कहानी में समता कालिया ने आज के समाज का भवार्थ चित्र पाठकों के समक्ष रखा है। भाषा सरल सुगम एवं पात्रांकुल मानक हिन्दी है।

## कहानी का उद्देश्य :-

युवा पीढ़ी को लेखिका शिक्षा देना चाहती है कि बड़े मां-बाप के लिए समर्थ निकाले। जब उन्हें सेवा की आवश्यकता हो उनकी सेवा करे, उन्हें निरसहाय अकेला न छोड़े।

## मुख्य पात्र नरोत्तम सहाय का चरित्र चित्रण

इस कहानी के मुख्य पात्र नरोत्तम सहाय हैं। वे अपने समर्थ में उच्च पदस्थ अधिकारी रहे थे। वह अपनी पत्नी और बच्चों का पूरा ध्यान रखने वाले व्यक्ति थे। उन की तीन संतान थी दो बेटियाँ और एक बेटा और वे जिंदगी में अच्छे पदों पर कार्य कर रहे थे। वे बहुत मिलनसार और समाझदार व्यक्ति हैं। पत्नी को प्रेनहैमरेज होने के कारण पत्नी को अस्पताल ले जाते हैं पत्नी की दिन-रात सेवा करते हैं। उन की संतान के पास जाता-बिता की सेवा के लिए समर्थ नहीं है। अब वह थक चुके हैं, अकेले पड़ गये हैं।

Name of the Department / Subject : Hindi

Name of the Lecturer : Dr. Afsarunnisa Begum

Course / Group : BA & B.Com All Groups

Paper : Semester - II, Paper - II Unit - III

Name of the Topic : सिलिखा - सुशीला टाकमौरि (कथा सिंधु)

Hours required : 7

Learning Objectives : धर्मनिर्षेध होकर मानवता का व्यवहार करने की शिक्षा देना, दलित को भी समाज में अधिकार और सम्मान प्राप्त होना चाहिए।

Background knowledge to be reminded / activated : काका साहब डॉ. वी. आर. अंबेडकर आदि का उदाहरण लेकर दलितों का उद्धार करना।

Examples / Illustrations : अद्वैतो के प्रति अमरुद व्यवहार किया जाना, सिलिखा के लिए लज्जा गंधा पानी का गिलास दलित होने के कारण उसे न दिया जाना। माजी का अपनी पुत्री को मारना आदि।

Additional inputs : वर्गभेद को समाप्त करना, दलितों के प्रति समाज की दृष्टि में परिवर्तन लाना।

Teaching Aids used : पाठ्य पुस्तक गद्य-दर्पण, श्वेत बोर्ड, मार्कर पेन

References cited : अमरुद साहित्यिक विषयगत कहानियों से संदर्भ - जैसे प्रेमचन्द कृत कहानी सद्गति

Student Activity planned after the teaching : पठन एवं लेखनकार्य

Activity planned outside the Classroom, if any : धार्मिक धकती ख्याति करना एवं वर्गभेद, जातिभेद मिटाकर मानवतापूर्ण व्यवहार पर आक्षेप-वर्षा

Any other activity : पाठ - वाचन, प्रश्नोत्तर, समूह-वर्षा

Topic Synopsis : *(Continue on the reverse side if needed)*  
सिलिखा सुशीला टाकमौरि द्वारा लिखित-वर्णित कहानी है। इसमें लेखिका डॉ. अंबेडकर जी के विचारों से अत्यन्त प्रभावित है। वह दलितों के प्रति समाज के अमानवीय व्यवहार

  
Signature of the Lecturer

को समाप्त कर समाज में उन्हें उचित स्थान दिलाने के प्रयत्न  
उद्देश्य को लेकर लिखी गई कहानी है। इन की कहानियों के  
अधिकांश पात्र दलित हैं। इन का मानना है कि दलित समाज के  
पुराणपंथी जातों के चक्रवर्त में फंसे हुए अज्ञान और भ्रम के अंधेरे  
में भटक रहे हैं। 'अनुभूति के घेरे', 'इतना वहम और संघर्ष' इनकी  
कहानी संग्रह के नाम हैं। इन्हें मध्य-प्रदेश दलित साहित्य  
अकादमी ने विशिष्ट सेवा सम्मान से सम्मानित किया है।

प्रस्तुत कहानी सिलिया :-

यह एक नारी-चेतना प्रदान कहानी है। इस  
कहानी में डॉ. धुशीला टाकगीरे ने 'सिलिया' नामक मुख्य पात्र  
के माध्यम से नारी का आत्मसम्मान के लिए किया गया संघर्ष  
दर्शाया है। भुवा नेता सेठी जी के द्वारा शूद्र वर्ण की लड़की से  
विवाह करने का विज्ञापन देने पर सिलिया सेठी जी को दोग  
के विरुद्ध में आक्रोश प्रकट करती है। सेठी जी सिलिया से विवाह  
करना चाहते हैं। वह सोचती है कि क्या वह इतनी लाचार है ?  
क्या उसका कोई आत्मसम्मान नहीं है। क्या हमारा कोई अहंभाव  
नहीं। सेठी जी को हमारी ज़रूरत है क्या हमें उनकी ज़रूरत है ?  
जैसे प्रश्नों से वह अपना आक्रोश व्यक्त करती है और विवाह  
का प्रस्ताव अस्वीकार कर देती है। उसे लगता है कि दलितों  
के प्रति समाज की सोच बदलने के लिए उसे ही कुछ करना  
होगा। वह खूब पढ़ना चाहती है। आखिर एक दिन वह विद्व  
कर फिरवती है कि यदि दलित अपने आत्मसम्मान को पहचान  
ले तो वे समाज में अपना विशिष्ट स्थान बना सकते हैं।

बीस साल बाद ---- देश की राजधानी के सबसे प्रख्यात संग्रह में  
एक प्रतिष्ठित साहित्य संस्था द्वारा एक महिला का सम्मान किया जाता है।  
उसे दलित सुवैत आन्दोलन की सक्रिय कार्यकर्ता, विदुषी-समाजसेवी,  
कवयित्री, साहित्य जगत की प्रसिद्ध लेखिका आदि अनेक विशेषताओं  
का प्रयोग किया जा रहा था। वह महिला सिलिया थी जिसने शिक्षा  
और भोजता परिषद से समाज में अपना सम्मानित स्थान प्राप्त किया।

विशेषता :- यह एक उद्देश्यपूर्ण कहानी है।  
दलितों के प्रति हो रहे अन्याय को उजागर करने और उनके विरोध  
को वाणी प्रदान करने में धुशीला टाकगीरे सफल हुई हैं।



Name of the Department / Subject: Hindi

Name of the Lecturer: Dr. Afsarunnisa Begum

Course / Group: B.A. & B.Com All Groups

Paper: Semester - II, Paper - II, Unit - IV

Name of the Topic: व्याकरण - वाक्य प्रयोग, कार्यात्मकीय हिन्दी पदनाम, लिंग, वाच्य, काल

Hours required: 10

Learning Objectives: भाषा के सही प्रयोग, उदाहरण, लेखन आदि के लिए व्याकरण महत्वपूर्ण होता है। शब्दों से वाक्य बनाना, कार्यात्मकीय हिन्दी पदनाम धातु, लिंग वचन, वाच्य और काल का सही ज्ञान रखना - चाहिए। फिर से भाषा ग्रहण और प्रभावपूर्ण बनाने को।

Background knowledge to be reminded / activated: व्याकरण के महत्व को जानकर भाषा को सही और सुन्दर बनाना।

Examples / Illustrations: शब्दों, पदनाम लिंग वचन वाच्य और काल के उदाहरण दे कर धाराओं को पढ़ाना।

Additional inputs: तत्कालीन शायिक आवश्यकता की पूर्ति के योग्य बनाना।

Teaching Aids used: पाठ्य पुस्तक गद्य, कविता

References cited: प्रयोजन मूलक हिन्दी से संदर्भ दे कर समझाना।

Student Activity planned after the teaching: वाक्य उदाहरण, पदनाम का प्रयोग

Activity planned outside the Classroom, if any: अव्यक्त रूप से भाषा के प्रयोग का अभ्यास।

Any other activity: पठन - लेखन और अभ्यास

(Continue on the reverse side if needed)

Topic Synopsis:

शब्दों का वाक्य प्रयोग -

- 1) चरित्र - मनुष्य की विशेषता उसके चरित्र में होती है।
- 2) लालच - हमें हमेशा लालच से बचना चाहिए।

  
Signature of the Lecturer

Name of the Department / Subject :	Hindi
Name of the Lecturer :	Dr. Afsarunnisa Begum
Course / Group :	BA & B.com All Groups
Paper :	Semester - IV, Paper - IV, Unit - I
Name of the Topic :	मीरा के पद - मीराबाई (काव्य निधि)
Hours required :	6
Learning Objectives :	ईश्वर हमारा सृष्टिकर्ता है लोक परलोक में वही हमारा उद्धार करता है उसी पर पूर्ण आस्था रख कर भक्ति करना चाहिए। मीरा की तरह श्रीकृष्ण की भक्ति अनन्य भाव से करना चाहिए।
Background knowledge to be reminded / activated :	श्रीकृष्ण का लोकसंगम समाज की पीड़ा को हर के परम सुख की अनुभूति देता है।
Examples / Illustrations :	राणा का पिहारे में साँप का भेजना, सुनी की सेवा और पाहर का पालना मीरा को देना।
Additional inputs :	भुगीन परिप्रेक्ष्य में मीरा की भक्ति की सार्वकता।
Teaching Aids used :	पाठ्य - पुस्तक काव्यनिधि, सॉलैड बोर्ड मार्कर
References cited :	सूरदास के पद से तुलना
Student Activity planned after the teaching :	मीरा के पदों का पठन कार्य
Activity planned outside the Classroom, if any :	मीरा की भक्ति भावना पर छात्रों में आपसी चर्चा।
Any other activity :	पद गायन
Topic Synopsis :	(Continue on the reverse side if needed)
	मीराबाई श्रीकृष्ण जी की भक्त कवयित्री रही हैं उनका जन्म 1504 ई. वी में हुआ था। उनका विवाह चितौड़ के राणा सांगा के ज्येष्ठ पुत्र भोजराज से हुआ था। विवाह के कुछ ही वर्ष बाद

  
 Signature of the Lecturer

भोजराज की मृत्यु हो गई।  
लौकिक आधार से वंचित होकर उनका मन श्रीकृष्ण प्रेम में मग्न हो गया। मीराबाई से संबंधित राजस्थान में चार पुस्तकें गीत गोविंद की टीका, नरसी जी का माहरा, राम सोरठ-पद संग्रह तथा स्फुट पद हैं। मीराबाई की पदावली में उनके कृष्णभक्ति रस से आपूरित हृदय का सहज प्रकाशन हुआ है। उनका समस्त काव्य माधुर्य भावभक्ति से ओतप्रोत है।

उसमें अपने प्रियतम के दर्शन तथा मिलन के लिए व्याकुल विरहिणी का भावोद्रेक है।

उनका काव्य कृष्ण के सौंदर्य की आशा से सुशोभित है। वे श्रीकृष्ण की अनन्त उपासिका हैं।

(1) प्रथम पद में श्रीकृष्ण के प्रेम की महानता मीराबाई ने बतलाई है। मीरा के कृष्ण प्रेम से क्रोधित राणा ने मीरा को सर्प के पिटारे में भोजन का वर्णन है। जहर का जाला मीरा के लिए अमृत बन जाता है। साँप सालिगराम पत्थर में बदल जाता है। सूली की सैज झूलों की शैशा समान बन जाती है। क्या तरह श्रीकृष्ण सदा मीरा को संकष्ट कष्टों से बचाते हैं और उन्हें अमृत प्रदान करते हैं। मीरा भी श्रीकृष्ण के भजन में मस्त होकर श्रीकृष्ण के चरणों में अपने आप को नगोदावर करती हैं।

(2) दूसरे पद में मीरा की श्रीकृष्ण को पाने की ललक दिखाई देती है। इस में विरह भावना का वर्णन है। वह श्रीकृष्ण से कहती है - हे प्रभु! आप मुझ से कब मिलोगे मेरे नैनो का दुख भी आप के दर्शन से ही दूर हो गया।

(3) तीसरे पद में मीराबाई अपनी विरहिणी दुःखी स्थिति का वर्णन करती हुई कहती हैं कि आप कृपा कर के मुझे दर्शन की जाली भक्तिन को हे प्रभु दर्शन दीजिए।

मीराबाई अन्त में कह रही हैं कि मैं हर एक जन्म में तुम्हारी दासी हूँ तुम्हारे चरणों में हमेशा पड़ी रहूँगी।

विशेषताएं :- मीराबाई के काव्य में प्रायः शृंगार रस की अभिव्यंजना हुई है। शृंगार के दोनो पक्षों संगम तथा विभोग का अपने पदों में उन्होंने सुन्दर निरूपण किया है। उनके भक्ति तथा विनम्र संबन्धी पदों में शान्त रस का प्रयोग है। उनके पदों में मुख्य रूप से माधुर्य तथा प्रसाद गुण हैं।

Name of the Department / Subject :	Hindi
Name of the Lecturer :	Dr. Afsar Umrisa Begum
Course / Group :	BA & B. Com All Groups
Paper :	Semester - IV, Paper - IV, Unit - I
Name of the Topic :	रहीम के दोहे - रहीम (काव्य निधि)
Hours required :	8
Learning Objectives :	रहीम के दोहे जीवन दर्शन, व्यक्तित्व व चरित्र निर्माण की दृष्टि से आज के युग में अत्यंत प्रसंगिक हैं। विद्यार्थियों के लिए यह प्रेरक और अनुकरणीय हैं।
Background knowledge to be reminded / activated :	जीवन के उतार-चढ़ाव पार करने पर भी अपनी नैतिकता, शिष्टता, परोपकार नहीं छोड़ना चाहिए।
Examples / Illustrations :	अन्य कवियों के दोहों से तुलना करते हुए उदाहरण भी प्रस्तुत करना।
Additional inputs :	दोहों से सीख व शिक्षा प्राप्त कर जिसे जीवन में सद्व्यवहार करना।
Teaching Aids used :	पाठ्य पुस्तक काव्य निधि
References cited :	तुलसी, वृन्त, कबीर आदि के समान भाव वाले दोहों के संदर्भ दे कर समझाना।
Student Activity planned after the teaching :	शब्दार्थ और दोहों की व्याख्या लेखन का अभ्यास कार्य।
Activity planned outside the Classroom, if any :	छात्रों का अन्य द्वितीय भाषा की छात्रों को दोहे सुना कर उस पर वार्तालाप करना।
Any other activity :	दोहा वाचन
Topic Synopsis :	(Continue on the reverse side if needed) रहीम का जन्म सन् 1556 ई. वी में लाहौर में हुआ था वे श्रीकृष्णभक्त मुसलमान कवि थे। वे कुशल राजनीतिज्ञ, अत्यंत कोमल, उदार और बड़े दानी थे। दोहावली, करवें नाशिका भेद, मदनोपक

Afsar

Signature of the Lecturer

जैसे अनेक ग्रन्थ उन्होंने लिखे हैं। उनकी भाषा ब्रजभाषा है। उनके दोहों में भक्ति, ज्ञान, वैराग्य, धर्म और प्रेम सत्संग और स्वाभिमान आदि विषयों पर काव्याभिव्यक्ति प्राप्त है।

- (1) स्वाभिमान की रक्षा करना / नहीं आदर मिले नहीं जाना - चाहिए।
- (2) अपनी मर्जीदा, गौरव गनुष्य को कनाये ररकना - चाहिए।
- (3) अपनी प्रशंसा स्वयम् अपने मुख से खुद नहीं करना - चाहिए।
- (4) दुःख और दुःख समग्र हमारे लिये पहचान का समग्र बन कर आता है कौन अपना सहायक है और कौन नहीं, पता चल जाता है।

(5) चिन्ता से सनेत रहना - चाहिए। चिन्ता जीवित प्राणी का दहन कर देती है। वह चिन्ता से भी अधिक दहकाली है।

(6) जल और गधली में से गधली का प्रेम सद्दा होता है। गधली जल बिना तड़प-तड़प कर मर जाती है जबकि जल गधली बिना जीवित रहता है।

(7) सोच समझ कर किसी से बात करनी - चाहिए। एक बार संबंधों में दरार आ गई तो दूर नहीं हो सकती है।

(8) पंख का जल धन्य है जो छोटे जीवों की ज्वाला बुझाता है। समुद्र की बड़ाई क्या है कुछ नहीं, क्योंकि उसका खना कभी किसी की ज्वाला नहीं बुझाता।

(9) समग्र पर फल आता है और समग्र से डी बूझ से फल इकट्ठा जाता है। समग्र हमेशा एक सा नहीं रहता वह बदलता रहता है। कभी सुख तो कभी दुःख प्रत्येक के जीवन में चलता रहता है।

(10) जो गरीब की मदद करता है वही बड़ा (भावित्व वाला) बन सकता है। कहां सुदामा और कहां श्रीकृष्ण फिर भी दोनों में प्रगाढ़ मित्रता थी।

विशेष :-

रहीम के दोहे बहुत लोकप्रिय हुए हैं। उनके दोहे जीवन के अनुभव से पूर्ण हैं। वे दो-चार पंक्तियों के दोहे में बड़ी-बड़ी गूढ़ बातें कहने में सिद्धहस्त हैं। उन्हें विषय पर गहरी पकड़ है। प्रेरक और आभोगी हैं।

Name of the Department / Subject :	Hindi
Name of the Lecturer :	Dr. Afsarunnisa Begum
Course / Group :	BA & B.com All Groups
Paper :	Semester - IV, Paper - IV, Unit - I
Name of the Topic :	बिहारी के दोहे - बिहारी (काव्य निधि)
Hours required :	8
Learning Objectives :	बिहारी रीतिकाल के सर्वश्रेष्ठ कवि माने जाते हैं। उनके दोहों से भक्ति, नीति, शिक्षण-कार की उत्कृष्ट शिक्षा प्राप्त होती है। शृंगार रस की दृष्टि से बिहारी के दोहे मूल्यवान हैं।
Background knowledge to be reminded / activated :	बिहारी सतसई के भाव सौंदर्य तथा आत्मकारिक सौंदर्य का समन्वय बहुत श्रेष्ठ स्तर का है।
Examples / Illustrations :	दोहों के द्वारा उदाहरण प्रस्तुत करना।
Additional inputs :	बिहारी के दोहों के माध्यम से शृंगार, नीति और भक्ति को समन्वित रूप से छात्राओं को समझाना।
Teaching Aids used :	पाठ्य पुस्तक काव्य निधि और सफेद बोर्ड, मार्कर
References cited :	दूसरे कवियों के समान-भाववाले दोहों के संदर्भ दे कर छात्राओं को पढ़ाना।
Student Activity planned after the teaching :	प्रश्नोत्तर एवं सारांश लेखन कार्य
Activity planned outside the Classroom, if any :	छात्राओं का अपनी सह-पाठ्य मित्रों को बिहारी के दोहों और भाव बताना
Any other activity :	दोहा वाचन कार्य
Topic Synopsis :	(Continue on the reverse side if needed)
	बिहारी लाल का नाम रीतिकाल के सर्वश्रेष्ठ कवियों में अग्रणी है। वे. राजा जयचंद्र के राजकवि थे। प्रत्येक दोहे की रचना पर उन्हें राजकोश से पुरस्कार स्वरूप एक स्वर्णमुद्रा दी

  
 Signature of the Lecturer

जाती थी। बिहारी सतसई ग्रंथ इनकी रचना का स्त्रम्भ है।  
इन्होंने अपनी सतसई में 719 दोहों की रचना की है।

दोहों के आंतरिक भाव व शिवांग :-

- 1) कृष्ण के सुन्दर रूप का चित्रण किया गया है। सांवले कृष्ण शरीर पर पीतांबर धारण करके ऐसे सुशोभित हो रहे हैं जैसे नीलमणि पर्वत के ऊपर प्रातःकालीन सूर्य की किरणों का आकाश हो।
- 2) इश्वर हैं पर दिखता नहीं जैसे हम अपने नेत्रों से सारे संसार को देख सकते हैं पर स्वयं आंखें आंखों को नहीं देख सकती इश्वर अनुभव गम्भ हैं।
- 3) बिहारी प्रार्थना करते हैं श्री कृष्ण का मोर मुकुट कंसुरी वादनकर्ता सा है।  
सदैव उन के मन में बसा रहे। कवि श्रीकृष्ण के रूप को अपनी आंखों में समाए रखते।
- 4) शृंगारिक दोहा है राधा श्रीकृष्ण से प्रेम की बातें सुनने के आश्रम से उनकी कंसुरी को छिपा लेती है। उन के मांगने पर वह कहती है कि मैंने नहीं ली है।
- 5) नीतिपरक दोहा है बिहारी कहते हैं कि झूठी प्रशंसा कर देने से कोई भी बड़ा या महान नहीं बनता। कनक धतूरे को भी कहते हैं पर उससे गहना नहीं बनाया जाता।
- 6) जिस का काम उसी को सुहाता है बड़े के कार्य बड़े और छोटे के कार्य छोटे करना चाहिए सुना है कि दामादा चूहे के चमड़े से मड़ा जाता है ? अर्थात् नहीं।
- 7) भक्त का रूप धारण कर के जपमाला, भाषे पर तिलक, मन में चंचलता रखने से सच्चे भक्त नहीं हो सकते हैं। मन की सुहता से की जानेवाली भक्ति ही भगवान को प्रसन्न करती है।
- 8) बिन्दी से सौंदर्य में बढ़ोतरी होती है। किसी अंक के लिये बिन्दी देने से अंक का महत्व पल गुणक हो जाता है।
- 9) सम्पन्न रूपों जल के बड़ने से मन सही कमल बड़ा हो जाता है। जल के घटने से कमल का नीचे समूल कुम्भल जाता है। कमल के पुष्प की तरह अनुभव भी गति होने पर भी निराल रूप में ही रहता है।
- 10) बिहारी कहते हैं कि सौंदर्य वस्तु में नहीं देखनेवालों की दृष्टि में होता है। सुन्दर फूल से बड़े दूरकों कण्ठों में देखना है तो वह फूल उसे सुन्दर दिखाने नहीं देता।

Name of the Department / Subject:	Hindi
Name of the Lecturer:	Dr. Afsarunnisa Begum
Course / Group:	BA & B. Com All Groups
Topic:	Semester-IV, Paper-IV, Unit-I
Name of the Topic:	भगवान बुद्ध के प्रति - सूर्यकान्त त्रिपाठी निराला (काव्य निधि)
Hours required:	6
Learning Objectives:	विश्व में मानवता को जीवित रखने के लिए गौतम बुद्ध के विचारों का प्रचार प्रसार जरूरी है।
Background knowledge to be reminded / activated:	भगवान बुद्ध के व्यक्तित्व से छात्राओं को अवगत व प्रेरित करना।
Examples / Illustrations:	बुद्ध कृतित्व से उदाहरण देकर समझाना।
Additional inputs:	सत्य के अन्वेषण की जिज्ञासा
Teaching Aids used:	पाठ्य-पुस्तक काव्य निधि वाइट बोर्ड मार्कर
References cited:	ऐतिहासिक कथाओं से संदर्भ देना।
Student Activity planned after the teaching:	पठन एवं लेखन कार्य
Activity planned outside the Classroom, if any:	कविता पर छात्राओं में चर्चा
Any other activity:	कविता वाचन और कविता का सारांश लेखन।
Topic Synopsis:	(Continue on the reverse side if needed)
	सूर्यकान्त त्रिपाठी निराला हिन्दी कविता के छात्रवादी युग के चार मुख्य स्तंभों में से एक माने जाते हैं उनका जन्म नेपाल के गौरीघाट जिले में 21 फरवरी 1897 ई. में हुआ था। उनका नाम, परिमल गीतिका, उनका

  
 Signature of the Lecturer



बुलसीदास, कुकुरमुत्ता, अणिमा, नत्रे फले, अर्चना आराधना इत्यादि इन के प्रमुख कृतियाँ हैं।

**भगवान ब्रह्म के प्रति :-**

निराला जी कहते हैं कि आज संसार वैज्ञानिकता को सर्वस्व मान कर उस के पीछे लड़ रहा है। ये लोग कितनी भी उन्नत प्रगति को न कर ले परन्तु मन का सुख शांति, ईश्वर की अनुभूति इन के भाग्य से दूर है। वैज्ञानिक साधन केवल सुख के लिए खिलौने मात्र बन गए हैं। सिर्फ पैसों का मान ही मानव का लक्ष्य हो गया है। पृथ्वी, जल, आकाश, रेल, तार बिजली, जहाज़, हवाई जहाज़ों में वैज्ञानिकता का प्रचार कर मनुष्य धर्मोद्विस्तृत हो चुका है। अज्ञानता पर विश्वास खोकर लोग जड़वादी बन कर एक वर्ग दूसरे वर्ग से, एक देश दूसरे देश से उठि एक स्वार्थ दूसरे स्वार्थ से लड़ रहा है। जड़वादी प्रेतों की तरह विकृत नेत्रों उठि सुख से हंसते हुए इस प्रकार कहते हैं कि अतीत मानव के लिए भयंकर अतीत में विश्व-मन परित था। हमारे कथु लोग अतीत में जगदीश की तरह थे। वे अशिथिल थे, वे निपुण नहीं थे। उस समय लोगों को आज की तरह स्वातंत्रता नहीं थी। तर्क से भद्र निरूपित किया गया है कि यह मुक्ति एक स्वप्न है। कवि कह रहे हैं कि - हे तथागत ! तुम जिस प्रकार सत्य-वाणी के मंदिर में उतरे थे उसी प्रकार तुम फिर-फिर मानव के मन में उतर रहे हो। हे राजकुमार भोग से विमुख हो कर एक मात्र सत्य के लिए कठिन तपस्या करके तुम अपने लक्ष्य को पहुँच गये हो उठि हे तथागत ! तुम से विश्व में ज्योति छूटी। मानव सम्मिलित हुए। विरोधी भाव धीरे-धीरे नष्ट होने लगे। भिन्न-भिन्न धर्मों के भिन्न-भिन्न रूप से भाव संचित हुए थे। मानव स्वयं से वंचित न था। स्वाभाविक रूप से ही मानवता-जल के सैकड़ों स्रोतों से निकले। मानवता-जल विश्व के सब देशों में धल्लक उठा। तुम्हारे कारण ही धल्ल तथा बल के कीचड़ लगे गौतिक रूप अदृश्य हो गये उठि तुम्हीं से मानवता की ज्योति प्रकट हुई।

**उद्देश्य :-** कवि निराला ने इस कविता के माध्यम से लोगों में करुणा, दया, मानवता लाने का प्रयत्न किया है। उन्होंने ये आशा जताई है कि भगवान ब्रह्म के सत्य मार्ग संसार को मानवता की ओर आकर्षित कर सकते हैं। आज के बदलते समय में महात्मा ब्रह्म के विचार अधिक प्रासंगिक हो गए हैं।

Name of the Department / Subject: Hindi

Name of the Lecturer: Dr. Afsar Ummisa Begum

Course / Group: BA & B.Com All Groups

Paper: Semester - IV, Paper - IV, Unit - I

Name of the Topic: वे मुस्काते फूल नहीं - महादेवी वर्मा (काव्य निधि)

Hours required: 6

Learning Objectives: महादेवी वर्मा फूल का प्रतीक लेकर मनुष्य को प्रेरणा देती है कि फूल सिर्फ खिलता ही नहीं मुड़ता भी है उसी प्रकार जीवन केवल खुशी का नाम नहीं है वह दुखों से भी भरा है।

Background knowledge to be reminded / activated: जीवन में जब जो परिस्थिति आए उसका सामना हंसते हुए करना - चाहिए।

Examples / Illustrations: नारंग के दूध, प्राणों की खेल, नीलम के मेघ आदि।

Additional inputs: जीवन में आशावादी दृष्टिकोण रखना - चाहिए।

Teaching Aids used: पाठ्य पुस्तक काव्य निधि

References cited: इस कविता के समान भाव वाले अन्य कवियों की कविताओं से संदर्भ दिये जायें।

Student Activity planned after the teaching: प्रश्नोत्तर और सारांश लेखन

Activity planned outside the Classroom, if any: कविता पर आपसी विचार विनिमय

Any other activity: कविता वाचन

Topic Synopsis:

(Continue on the reverse side if needed)

'वे मुस्काते फूल नहीं' कविता की कवयित्री महादेवी वर्मा जी हैं। वे हिन्दी भाषा की श्रेष्ठ कवयित्री एवं लेखिका थीं। इन का जन्म 26 मार्च 1907 ई को और मृत्यु 11 सितंबर 1987

  
Signature of the Lecturer

को हुई। ये आधुनिक हिन्दी की सबसे सशक्त कवयित्री  
में से एक होने के कारण इन्हें आधुनिक मीरा के नाम से  
भी जाना जाता है।

वे मुस्काते फूल नहीं :-

- (1) इस कविता में महादेवी वर्मा अमरलोक का तिरस्कार  
करके मर्त्यलोक के नश्वर जीवन का ही वर्णन करती हैं।  
शूल मुस्काते हुए विकसित होकर सुन्दर दिखाई पड़ते हैं।  
लेकिन उनको मुरझाना भी आता है। रात के समय में दीप जल  
दिखाई पड़नेवाले तारों को भी बुझ जाता ही सुन्दर लगता है।  
अर्थात् हर एक वस्तु में सुख और दुःख दोनों निहित हैं।
- (2) इस करुणा के उपहार के रूप में अमरों का लोक  
मिलेगा। अर्थात् करुणा और वंदना की अनुभूति से जीवन  
में सुख मिल जाता है। हे प्रभु मेरा जीवन भी मिट जाएगा  
मिट जाने का अधिकार मुझे भी है। इससे भी मुझे सुख  
और शांति मिलेगी। करुणा और जीवन का अन्त भी  
मिट जाना ही है।

महादेवी के काव्य का कलात्मक महत्व :-

कलात्मकता की दृष्टि से देखें तो महादेवीजी का समस्त काव्य  
गीतकाव्य की विशेषताओं से युक्त है। उसमें अनुभूति की तीव्रता तथा  
भावोद्देक, आत्माभिरुचि, संगीतात्मकता, संक्षिप्तता आदि गीत  
काव्य के तत्व निहित हैं। भाषा में गद्यरता, कोमलता, प्रवाहात्मकता  
लगात्मकता तथा चित्रात्मकता दर्शित होती हैं। उन्होंने शब्दों  
की तात्पर्यता से अनेक सुन्दर चित्र साकार किए हैं। उनके काव्य  
की विशेषता यह है कि उसमें लाभप्रियता, प्रतीकात्मकता  
तथा विलासिता का आधिक्य है। उनकी भाषा विभिन्न अलंकारों  
से सुशोभित है। समग्रतः महादेवी का काव्य दिव्य प्रेम के अलौकिक  
प्रकाश से आलोकित है।

- (1) विशेषता : इन के काव्य में विस्तार की अपेक्षा गहराई अधिक है।
- (2) कवयित्री ने अपने आराध्य को प्रियतम के रूप में चित्रित किया है।

Name of the Department / Subject :	Hindi
Name of the Lecturer :	Dr. Afsar Ummisa Begum
Course / Group :	BA & B.com All Groups
Paper :	Semester - IV, Paper - IV, Unit - I
Name of the Topic :	कलम और तलवार - रामचारी सिंह दिनकर (काव्य निधि)
Hours required :	6
Learning Objectives :	कलम और तलवार दोनों भी अवसरानुसार आवश्यक होते हैं। अज्ञान को हटाने के लिए कलम जरूरी है पर अज्ञान को मिटाने के लिए तलवार भी आवश्यक होती है।
Background knowledge to be reminded / activated :	कलम और तलवार दोनों ही महत्वपूर्ण हैं जिस का प्रयोग समग्र परिस्थिति और काल के अनुरूप करना पड़ता है।
Examples / Illustrations :	अन्य कवियों की कविताओं के उदाहरण दे कर समझना। जैसे सुभद्राकुमारी चौहान, दिनकर आदि।
Additional inputs :	कलम में सत्य का महत्व और भी बढ़ गया है क्योंकि सिचाती गह है कि हर कोई आज झूठका संहास ले रहे हैं।
Teaching Aids used :	पाठ्य - पुस्तक काव्य निधि
References cited :	वर्तमान सामाजिक परिवेश से उदाहरण और संदर्भ दे कर समझाना।
Student Activity planned after the teaching :	सारांश और प्रश्नोत्तर लेखनकार्य
Activity planned outside the Classroom, if any :	छात्रों में कलम और तलवार के बारे में आपसी विचार विनिमय।
Any other activity :	कविता जायन
Topic Synopsis :	(Continue on the reverse side if needed) रामचारी सिंह दिनकर हिन्दी गद्य - पद्य के महत्त्वपूर्ण साहित्यकारों में से एक हैं। कुसुम, उर्वशी, संस्कृति के चार चार अध्याय आदि अनेक ग्रंथों की रचना आपन की हैं। इसी कविता 'कलम और तलवार' में दिनकर की प्रस्तुत है कि

  
 Signature of the Lecturer

हे जनता तुम्हें क्या-चाहिए कलम या फिर तलवार ?  
 यदि मन में उन्नत भाव है तो समाज के सम्मुख लड़कर लड़ने के लिए कलम  
 -चाहिए। यदि तुम्हारी शरीर में अपार शक्ति है तो विरोधियों से लड़ने  
 के लिए तलवार लेना-चाहिए। पर कलम और तलवार किसी एक को  
 आवश्यक है जिससे तत्कालीन सामाजिक स्थिति में सुधार ला सके।  
 अंधे कष्ट में बैठकर देश के अपर भीठे गान लिखोगे या तलवार  
 लेकर मैदान में सबके साथ लड़ोगे ? ज्ञान का दीप जलाकर सारे हस्त  
 में चेतना लाओगे या तलवार लेकर सबकी रक्षा करोगे। कलम  
 के लिए महान शक्ति है। क्योंकि इसके द्वारा जनता में भाव जगा सके  
 है और सारी जनता में चेतना की आग उत्पन्न कर सकते हैं।  
 यह कलम सब में विचार पैदा करके सबमें चेतना के अंगारे उत्पन्न  
 करती है। इन अंगारों से जबलित इस देश के लोग क्या कभी शान्त हो  
 जायेंगे ? अर्थात् अपने लक्ष्य को अवश्य प्राप्त करोगे देश के  
 अत्याचारों से क्रोधित होनेवाली जनता के रबून को गर्म करके  
 अर्थात् उनमें उत्तेजना लाने के लिए कलम के द्वारा राष्ट्र प्रेम से  
 संबंधित विचार उत्पन्न करना है। पर हिंसात्मक प्रवृत्ति से लोगों  
 को बचाने के लिए तलवार आवश्यक-चाहिए।

अहाँ पर एक रहस्य छिपा हुआ है। जहाँ कलम के द्वारा आग  
 उत्पन्न होकर अक्षर चिनगारियाँ जैसे उत्पन्न होते हैं। वहाँ सारी  
 जनता निर्गम होकर रह सकती है।

जहाँ मनुष्यों के भीतर हमेशा शोले जलते रहते हैं, वहाँ में कितनी  
 जैसी शक्ति होती है और दिमाग में गोले अर्थात् उज्ज्वल विचार  
 होते हैं और जहाँ लोग लड्डू में हलाहल जैसी शक्ति रखते हैं वहाँ  
 उनके हाथों तलवार न रहने पर भी अपने कलम के द्वारा क्रान्ति ला  
 सकते हैं।

उद्देश्य :- कवि कलम हो या तलवार किसी के द्वारा भी देश  
 की तत्कालीन स्थिति में परिवर्तन और सुधार लाना-चाहते हैं।  
 विशेषतायुः :-

- (1) इस कविता में ओजपूर्ण शब्दावली का प्रवाहमय प्रयोग किया गया है।
- (2) क्रांति द्वारा शान्ति की कामना के साथ निरपेक्ष कलमबाण की महत्त्व भावना दिखाई देती है।
- (3) इस कविता में युद्ध और शान्ति, हिंसा और अहिंसा, तर्क, विवेक, अनुभूति, प्रवृत्ति-निवृत्ति आदि का क्विचन सुन्दर ढंग से हुआ है।
- (4) कविता की भाषा परिनिष्ठित स्वदेशीय हिन्दी है।

Name of the Department / Subject :	Hindi
Name of the Lecturer :	Dr. Afsarunnisa Begum
Course / Group :	BA & B.com All Groups
Paper :	Semester-IV, Paper-IV, Unit-I
Name of the Topic :	तू क्यों बैठ गया है पथ पर? - हरिवंशराज बच्चन (काव्य निधि)
Hours required :	6
Learning Objectives :	मंसार मनुष्य के लिए केवल कर्मस्थल है मनुष्य को जीवनपर्यन्त कर्मठ रहना होता है। जीवन के मार्ग पर पुरस्कृत कर नहीं बैठना चाहिए। उसे जीवन में मार्ग पर चलते रहना है।
Background knowledge to be reminded / activated :	पथ रुकने के लिए नहीं आगे बढ़ने के लिए होता है मजिल तक पहुंचने के लिए होता है
Examples / Illustrations :	प्रेरणात्मक उदाहरण दिये गये अन्य कवियों की कविताओं से।
Additional inputs :	पथ प्रेरणा देता है पथिक को कि वह जीवन यात्रा में आगे ही आगे बढ़ता जाय।
Teaching Aids used :	पाठ्य पुस्तक काव्य निधि
References cited :	अन्य कविताओं के संदर्भ दिये गये जिस से छात्रों को जीवन की कर्मठता का बोध करा सके।
Student Activity planned after the teaching :	अनुशास कार्य, सारांश और प्रश्नोत्तर लेखन कार्य।
Activity planned outside the Classroom, if any :	छात्रों की कविता के विषय पर आपसी चर्चा।
Any other activity :	कविता वाचन

(Continue on the reverse side if needed)

Topic Synopsis :

हरिवंशराज बच्चन 'तू क्यों बैठ गया है पथ पर' कविता के कवि हैं इन का जन्म 27 नवंबर 1907 को इलाहाबाद में हुआ। मधुबाला, मधुकलश, मिशा निमंत्रण, एकान्त संगीत, सतरंगिनी

  
Signature of the Lecturer



COMMISSIONERATE OF COLLEGIATE EDUCATION. T.S.



GOVERNMENT DEGREE COLLEGE FOR WOMEN  
BEGUMPET, HYDERABAD  
(AUTONOMOUS)



AFFILIATED TO OSMANIA UNIVERSITY

TEACHING PLAN

ACADEMIC YEAR 2021- 2022

NAME OF THE TEACHER Dr. D. Padmaja

DEPARTMENT Sanskrit.

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padma's

Course/ Group : B.A.; B.Com.; BBA.; B.Sc.

Paper : I

Name of the Topic : अजन्तपुंलिङ्गशब्दाः

Hours required : 06

Learning Objective : विद्यार्थिन्यः पुंलिङ्गशब्दान् कथं पठनीयं कथं च लेखनीयमिति ज्ञास्थान्ति । पठितैः उदाहरणशब्दैः इतर शब्दानां स्वरं भविष्यति । तेषां प्रयोगशैली अपि ज्ञाथते ।

Background knowledge to be reminded / activated : लिङ्गविभक्तिवचनानां विषये पूर्वज्ञान परिशीलनं । आन्ध्रभाषा प्रत्ययज्ञानं पाठनम् ।

Examples / Illustrations : हैन्दिरजीवनं प्रयुज्यमानशब्दानां ; काव्यात् गीतं अथवा पाठ्यांशान्तर्गतशब्दानां लिङ्गविभक्तिवचनानां प्रत्ययिनाम् ।

Additional inputs : अष्टाध्यायीसूत्रैः पदसंज्ञा पाठनम् । सुबलप्रथयानां पाठनम् ।

Teaching Aid used : - शब्दमञ्जरी - कृष्णफलकम् - शुद्धाखण्डः PPT

References cited : सिद्धान्तकौमुदी - शब्दमञ्जरी - सारस्वतीसुपया

Student Activity planned after the teaching : शब्दानां निर्दिष्टपठनम् ; निर्दिष्ट लेखनाभ्यासश्च कारितः ।

Activity planned outside the Classroom, if any : शब्दानां कवस्थीकरणम् ।

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

अजन्तशब्दाः :-

शास्त्रीप्रथमवर्षे पाठ्यभागान्तर्गतत्वेन अजन्त



पुंलिङ्ग शब्दाः वर्तन्ते । "शुभ्रिङ्गन्तं पदम्" 1-4-14 शुभ्रन्तौ  
 निश्चान्त्रञ्च पदार्थः स्थात् इति अष्टाध्यायी वर्तते ।  
 प्रतिपदिकेभ्यः सुप्रत्ययानां शौचनेन 'शय' इत्यादि  
 नामवचकानि उल्पाद्यन्ते । ते च शब्दाः त्रिषु लिङ्गेषु  
 वर्तन्ते । ते च पुंलिङ्गः स्त्रीलिङ्गः नपुंसकलिङ्गः । ते एव  
 त्रिषु वचनेषु अपि भवन्ति । ते च एकवचनम्  
 द्विवचनम् बहुवचनम् । अपि च सप्तविभक्तयः  
 अपि वर्तन्ते । ते प्रथमा - द्वितीया - तृतीया - चतुर्थी  
 - पञ्चमी - षष्ठी - सप्तमी - शौचनेन प्रथमा इति  
 एवैरूपेण प्रत्येकस्थापि प्रतिपदिकस्य शुभ्रन्तप्रत्ययानां  
 शौचनेन प्रत्येकमपि प्रतिपदिकम् चतुर्विंशति (24)  
 उद्देश्यपाणि जनयति । एकस्य अकारत पुंलिङ्गः  
 उच्च पठनेन संस्कृतभाषार्था विद्यमानावशिष्टाकारान्न  
 पुंलिङ्ग शब्दानां ज्ञानं ; प्रयोगशौचं ज्ञायेते । अनेन  
 दृष्टान्तः नैकान् संस्कृतशब्दान् ज्ञात्वा तेषां प्रयोगादिकं  
 मापि कर्तुं प्रभवति ।

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padmaja

Course/ Group : B.A., BBA, B.Com, B.Sc

Paper : - I

Name of the Topic : मुद्रामिषेक्तुं वरद लमदीसि

Hours required : 15

Learning Objective : 1. वाल्मीकिः वैशिष्ट्यम् 2. श्रीमहाभाग्ये वैशिष्ट्यम्  
3. वाल्मीकिः कवित्ववैभवम् 4. श्रीरामस्य अनुष्ठानं ज्ञानम्  
इत्यादयः साधनैः ।

Background knowledge to be reminded / activated : रामायण कथा विषयक  
पूर्वज्ञानपरिशीलनम् । वाल्मीकिः स्वस्य विषये पूर्वज्ञानपरिशीलनम्

Examples / Illustrations : रामायण कथा पाठनम् । रामगुणानुष्ठानं  
वसरे मानवीयमूल्यानां ज्ञानम् ।

Additional inputs : शब्दपट्टाभिषेकावसरे प्रवाभिप्रायस्वीकरणम्  
राजःमुख्यधर्मः । राजधर्मः । सुत्रवाधमीः प्रोक्तवः ।

Teaching Aid used : स्मारस्वतीसुषमा ; कृष्णफलकम् ; सुधाखरु  
PPT

References cited : श्रीमहाभाग्यम् - वाल्मीकिः - संस्कृतसाहित्ये  
- विद्या 3 ।

Student Activity planned after the teaching : प्रतिपदार्थं तालपत्रं पठनम्  
लक्षणम् । कविपरिचयः ; अन्वर्थ व्याख्या लक्षणम्

Activity planned outside the Classroom, if any : निबन्धप्रश्नसुखे स्वयं  
लिखितुं प्रेरिताः ।

Any other activity : रामगुणानामुपरि कवथा संगीठी ।  
छात्राणां अन्वर्थ निवृत्तिः

Topic synopsis : (Continue on the reverse side if needed)

मुद्रामिषेक्तुं वरद लमदीसि - वाल्मीकिः  
- श्रीमहाभाग्यम् ।

  
Signature of the Lecturer

वाल्मीकिः परिचयः

वाल्मीकिमहाविः आदिकविः । सः पूर्व रत्नाकर  
नाम्ना व्याधः असीत् । नारदमहर्षेः तत्रकर्मणं प्राप्य  
बहुकालं थाक्त्वापश्चकार । तदनु तस्य परितः वाल्मीकिमहात्मा  
ज्ञानप्रदथनन्तरं सः वाल्मीका द्वादशशतः इति कृत्वा  
वाल्मीकिः इति नामागतम् । वाल्मीकिः एकदा स्वशिष्यात्  
श्वीकृत्य तमसानदीं गच्छन्नासीत् । मार्गे व्याधः कौञ्चपत्नी  
दृष्ट्वा तथैवैकं पक्षिणं बाणेन तडयति । तद्दृष्ट्वा वाल्मीकिः मुखान्  
एकः अनुष्टुप छन्दो बद्धः श्लोकः अप्रथमेन निस्तुतः भवति ।

॥ मानिवाद प्रतिष्ठांत्वमगपः आश्वती सया ।  
यकौञ्च मिथुनादैकमेवधीः काममोहितम् ॥

काममोहितयोः द्वयोः चक्षिणोः मध्ये लयैकमेवधीः । अत्र  
त्वं अप्रतिष्ठतां प्राप्नोति इति शार्प दास्यति । पूष एव विषयः  
शमाथण विषयेऽपि अन्वेति । शवणैः शितशमथोः विथोमं  
जनयतीति कारणतः सः अवश्यं विनाशो भवतीति अन्तशयो  
पि श्लोकैस्मिन् वर्तते । आनन्दवर्धनः द्वावन्थालोक एव  
वदति ॥ श्लोकः श्लोकालमागतः ॥ इति । अत्र कशणु रश्मः  
प्रधानरश्मः भवति । शमाथणम् चतुर्विंशति शदस्य श्लोकैः  
लिखितम् इति कारणतः चतुर्विंशति सादस्य इति नाम्नापि  
प्रसिद्धिं गतम् ।

प्रस्तुत पार्थभागः अधोद्याकाण्डात् स्वीकृतं  
वर्तते । दशरथः वार्थन्थकारणात् स्वशान्थपरिपालनात्  
विमुक्तः भवितुमिच्छन् श्रीशमपट्टामिषैकमीष्टे । अतः  
स्वमन्त्री प्रजात्पाहूय तेषाममिप्राथान् सोऽपि मिच्छति ।  
पौशाः सर्वे श्रीशयः अत्यवादीः बृहस्पतिं धर्मपरायणम्  
महेश्वरम् ; सर्वशास्त्रविशारदः इति श्वं स्वपणं तं  
शमस्य सुगुणानुमत्त्वा शमाथ एव अधोद्या नगरस्य  
पट्टामिषैः करणीयामिति सर्वं मुक्तकण्ठं दशरथं प्रार्थयति  
अत एव तं वदति

॥ मुदामिषैः चरद लयदसि ॥ इति )

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padma

Course/ Group : B.A., B.Com., BBA + BSc

Paper : -I

Name of the Topic : कृतदने नास्ति निष्कृतिः

Hours required : 15

Learning Objective : पञ्चतन्त्र ग्रन्थस्य वैशिष्ट्यम् ज्ञास्यति , विष्णु-  
शर्मणः परिचयः नीतिशास्त्राणां प्राधान्यं वैशिष्ट्यम् ज्ञास्यति ।

Background knowledge to be reminded / activated : विदितकथानां द्वारा कथा साहित्यस्य परिचयः । श्रुतपूर्वकथाभिः नूतनकथा श्रवणं कार्थते ।

Examples / Illustrations : - पूर्वविदितकथानाः उदाहरणम् । कौटिल्यकथा  
उदाहरणत्वेन प्रस्तावः

Additional inputs : कथायां निहित प्रधाननीतिसन्देशः ; तदाश्रित्य विद्यमान  
तरसन्देशः स्पष्टतया पठ्यन्ते ।

Teaching Aid used : PPT

References cited : पञ्चतन्त्रम् मूलग्रन्थः ; संस्कृतसाहित्येतिहासः ;  
साश्वतीशुक्लम् ।

Student Activity planned after the teaching : प्रश्नोत्तरविधिना पूर्वज्ञानपरिश्रमम्  
स्ववचोभिः श्रुतपाठस्थवाचनम् । पाठ्यांशसारांशलिखनम्

Activity planned outside the Classroom, if any : पाठितकथां स्वमातृभाषायां  
लिखितुं प्रेरिताः । कथालिखनार्थमपि प्रेरिताः ।

Any other activity : कथ्यासंशोषी आयोजितः ; येन छात्राः स्वयं श्रुतं पाठ्यं  
स्ववचोभिः पुनः प्रस्तौतुं शक्नुवन्ति ।

Topic synopsis : (Continue on the reverse side if needed)

कृतदने नास्ति निष्कृतिः - पञ्चतन्त्रम् ।  
कविः - विष्णुशर्मा ।

D. Padma

Signature of the Lecturer

विष्णुधर्मोऽपरिचयः - अमरसिंहः नाम एकः राजा महिकारीयं नाम नगरे पालयति स्म । तस्य द्वौ पुत्रौ आस्ताम् । द्वौ वापि दुर्मनीषौ । तौ राज्यपरिपालनादक्षौ कर्तुं अमरसिंहः स्वस्थानं पण्डितम्, त्रैकशास्त्रपारङ्गतम् संस्कृतभाषादक्षं विष्णुधर्मोऽपरिचयं उच्यते । विद्वान् विष्णुधर्मो तौ राज्यपरिपालनादक्षौ कर्तुं बाभ्रवीय पहत्या मनोवैजानिकं पदिति मनुसृत्य पञ्चपहत्यादि पात्रद्वारा त्रैकाः कथाः संरच्य, तासां द्वारा महान्तं उपदेशं ताभ्यां प्रददात् । येन दुर्मनीषौ द्वौ वापि तौ राज्यकुमारौ कालक्षेत्रं महापण्डितौ भूत्वा राज्यपालनमकुरुताम् ।

पञ्चतन्त्रम् - ग्रन्थार्थं इतिहासिक भारतीय भाषासु अनूदितं च अथ प्रागुच्यते ज्ञातव्यं । पञ्चतन्त्रं पञ्चभिः तन्त्रैः विभज्यते । अतएव अथ पञ्चतन्त्रमिति नामागतम् । तेषु ० मित्रश्रेयः १ मित्रलाभः २ लब्धप्रणाशः ३ कान्कोलूकीयम् ४ अपरीक्षितकारकम् इति । प्रस्तुतपाठ्यभागः लब्धप्रणाशम्, श्रेयः, १

कथासारांशः - एकस्मिन् समुद्रीय प्राप्ते जम्बूद्वीपः अदाफलः तिष्ठति । तस्मिन् स्वतमुखः नाम वानरः वसति स्म । एकदा समुद्रोपत्र फलिनपुद्गो विधमन् करालमुखामि अमिधानं मकरं मकरः इत्यु तमतिथिं मत्वा तस्य मधुशाणि जम्बू फलानि पूषच्छति तदपश्य तौ द्वौ मित्रौ सञ्चरताम् । मकरः प्रतिदिनमागत्य वानरसद्वार्तालापं कृत्वा मकरपदत्र जम्बूफलानि खादित्वा अवशिष्ट फलानि स्व प्रत्यै प्रेषच्छति स्म । मकरपत्नी एकदा पतिम्वपवत्, हे सखा अमृतमयं भवति । तस्य खादनेन अस्मां वरामरणरहितौ भवेव न ह्यन्यमिति वक्ति । पत्न्या प्रभावितः मकरः वानरं हन्तुं तं स्वमूर्हे भोजनार्थमाह्वयति । वानरः प्रकरस्य पृष्ठमाश्रय्य गन्तुं निच्छति । समुद्रं मध्यदेशं वानरः अथकमितं भूत्वा इतरे गन्तुं निच्छति । समुद्रं हन्तुमेव नयामिति मकरः वदति । कुञ्जिकं वानरः स्वदृष्टं जम्बूद्वीपं विस्मयाथात्क इति वदति । मकरः तं पुनः जम्बूद्वीपस्य समीपं नयति । वानरः इति वृक्षमाश्रय्य निन्दति ।

११ कृतघ्ने नास्ति निष्कृतिः इति निर्भरसति ७

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padmaja

Course/ Group : B.A., B.Com., B.Sc.

Paper : - I

Name of the Topic : अन्धसन्धयः

Hours required : 06

Learning Objective : सन्धीनां परिज्ञानेन भाषा परिपुष्टा भवति । दीर्घं  
विना संस्कृतं पठितुं लिखितुमपि शक्नुवति ।

Background knowledge to be reminded / activated : आन्ध्रभाषागतसन्धीनां  
ज्ञापनद्वारा संस्कृतसन्धीनां पाठनम् ।

Examples / Illustrations : पाठ्यांशेषु विद्यमानां दृश्यानि पाठ्यन्ते ।  
लौकिकोदाहरणानि अपि ज्ञायन्ते ।

Additional inputs : अष्टाध्याय्याः माहेश्वरसूत्राणां पाठनेन संस्कृत  
सन्धिः प्रत्याहारणम् पाठनम् ।

Teaching Aid used : PPT

References cited : सिद्धान्तकौमुदी ; सन्धिः ; सारस्वतीशुक्लम्

Student Activity planned after the teaching : सन्धीनां पठनम् ; लेखनम् ।  
घातितसन्धीनामुपरि लघुपरीक्षां निर्वहणम् ।

Activity planned outside the Classroom, if any : सन्धीनां टिप्पणीलेखनम् ;  
परिभाषां निर्माणम् ।

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

सन्धिः पञ्चः सन्निकषः संहिता इति सन्धिः सूत्रम् ।  
वर्णानामत्यन्तसन्धिः सन्धिः इत्युच्यते ।

  
Signature of the Lecturer

सन्धिः द्विधा विभज्यते । अक्षरान्धिः ह्रस्वान्धिः । साचिषु  
स्वर्णदीर्घः विशिष्टः ।

अक्षरान्धिः स्वर्णदीर्घः - अक्षरान्धिः स्वर्णदीर्घः अचिपरे पूर्वपरथोऽ  
दीर्घः एकादेशः स्यात् । अ, इ, उ, ऋ इति वर्णानाम्  
पुनः तावैवाक्षराणि पञ्चाणि भवन्ति चेत् दीर्घाणि आदेशः  
तथायान्ति ।

गुणसन्धिः :- आङ्गुणः :-

अक्षरान्धिपरे पूर्वपरथोऽ गुणान्धिः  
स्यात् । अत् एङ् च गुणसंज्ञाः स्यात् । ह्रस्व अकारः ए  
औकारस्य गुणसंज्ञाः भवति । अक्षरान्धिपरं इ, उ, ऋ, लृ  
वर्णाः पञ्चाः भवन्ति चेत् क्रमशः ए, औ, अर, अल अक्षराणि  
एकादेशतथागच्छन्ति । रमा + ईशः = रमेशः

वृद्धिसन्धिः :- वृद्धि शब्दे च इति कौमुदीयं सूत्रम् । आत् ऐच्  
च वृद्धिसंज्ञाः स्यात् । दीर्घा अकारः, ए, औ च वृद्धिसंज्ञाक्षराणि  
भवन्ति । अकारालपरं ए, औ, आर इत्यक्षराणि एकादेशतथा  
गच्छन्ति

एकः + एकः = एकैकः ।

यणादेशः :- इ, उ, ऋ, लृ इत्यक्षराणां अन्तपरं य, व, र, ल  
इति यणं संज्ञायुक्तानि अक्षराणि भवन्ति । अतः यणादेशः

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padma

Course/ Group : B.A., BBA., B.Com., B.Sc.

Paper : I

Name of the Topic : ०४ धर्मवद्धो-दौवारिकः

Hours required : ०४

Learning Objective : अम्बिकादत्तव्यासस्य परिचयः । धर्मवद्धः-दौवारिकः  
अम्बिकादत्तव्यासस्य सुपरिपालनं भवति । उल्कोचग्रहणं दौषः इति  
जानन्ति ।

Background knowledge to be reminded / activated : गद्यकाव्यरचनाप्रक्रिया  
छन्दसः पूर्वज्ञानपरीक्षणम् ।

Examples / Illustrations : कविपरिचयावसरे आधुनिककवीनां स्मरणम्  
कथावर्णनावसरे लौकिकोदाहरणविवरणम् ।

Additional inputs : अवधानकथायाः वैशिष्ट्यं विव्रियते ।

Teaching Aid used :

References cited : शिवशास्त्रविवरणः ; साश्वतीसुषमा - ।  
संस्कृतशास्त्रेतिहासः । अन्तर्जालपत्राणि ।


Student Activity planned after the teaching : अवधानविषये अन्तर्जाले शोधित्वा  
अवधानप्रक्रियां ज्ञात्वा क्वतुं शक्यते ।

Activity planned outside the Classroom, if any : निबन्धानां सन्दर्भवाक्यानां  
टिप्पणी लिखितुं अन्ता ३ । गद्यस्य निदुष्टपठनम् । लेखनाभ्यासः ।

Any other activity :

Topic synopsis : (Continue on the reverse side if needed)

अम्बिकादत्तव्यासः :- अम्बिकादत्तव्यासः जयपुरे १८५८  
तमे वर्षे जनिमलभत । अस्थापिता दुर्गादत्तव्यासः

  
Signature of the Lecturer



पण्डितः महान् वक्ता चासीत् । आम्बिकदत्तः द्वादशै वर्षे एव  
 सुकवि इति विप्रदम्वाप्नोत् । अयं पण्डितः एकनवति ग्रन्थात्  
 अश्नयत् । तेषु संस्कृते १५ हिन्दी ६४ ग्रन्थाः सन्ति । परमधुना  
 ३४ अंशाः एवैपलभ्यन्ते इति विदुषामभिमतम् । अयं संस्कृत  
 हिन्दी - अंग्ल - जर्मनी - उर्दू भाषाः जानाति ।

कथा :- शिवराजविजयं त्रिषु विशाखेषु पुनः द्वादशनिश्वासेषु  
 च विभक्तः भवति । आश्विन कान्ठे मराठा योधः शिवाजी  
 राज्ञः नाथकः । औशाखे च प्रति नाथकः । प्रस्तुत पाठ्यांशः  
 धर्मबुद्धौ - दौवारिकः । शिववीरस्य दौवारिकं परीक्षितुं गौरी  
 सिंहः - सैन्याध्यक्षः प्रथमतः । सः सैन्यासवैवै धृत्वा परीक्षितुं  
 गौरीसिंहः प्रत्यागच्छति । अन्तः गन्तुं तस्मै अनुज्ञा दातव्यमिति  
 वदति । दौवारिकः शत्रौ कस्यापि अन्तः प्रवेशनं भवतीति वदति  
 दौवारिकः शास्त्रा सैन्यासौ वृद्धाः स्थिः बालाः सैन्यासिः  
 आत्मानमपरिचाययन्तोऽपि प्रवेष्टव्याः इति वदति । तदा वृद्धः  
 दौवारिकः सैन्यासिन् विन्दति । वयं शिववीरस्थावन्तौ पालयाम  
 न तु भवावृशानां द्वारं द्वारं अन्तं सैन्यासिनामङ्गं पालयाम  
 इति वदति । तुभ्यं परिष्कृतं पारदमस्य दाश्यामि येन मुख्य  
 मानेणापि द्वापञ्चाशत्यश्वत्थाकं ताम्रखल्यकाणि स्वर्णमयानि  
 भवन्ति इति तस्यै उल्क्यं पदात्तं प्रथमतः । ततो कृद्दुः  
 दौवारिकः सैन्यासिन् विविन्द्य तामाकृष्य तुगाद्यत्तं त्रिकु  
 नयतुमिच्छति । तदा गौरीसिंहः स्वनिजस्वरूपं प्रकटयति  
 ततोऽप्येतः दौवारिकः क्षमां याचति तदा दौवारिकं दृष्ट्वा  
 गौरीसिंहः एव भवति । दौवारिकं तं धर्मबुद्धः भवति ।  
 कायं मनालस्यं निर्लोभं भवान् कुर्वन्नास्ति । अन्तः प्रान्त  
 अपि च भवन्तं दौवारिकं पदव्यां निधुष्य शिववीरोऽपि  
 अभिनन्दनीयः पूजनीयः इत्युक्त्वा ततः निर्गच्छति ।

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padmaja

Course/ Group : B.A., B.Com., B.Sc., BBA

Paper : I

Name of the Topic : हिमालय नाम नगाधिराज्यम् ।

Hours required : 08

Learning Objective : ① हिमालय सौन्दर्यवर्णनम्  
② कालिदास कविता वैभवम्  
③ काव्ये प्रकृतिवर्णन पद्धतिः

Background knowledge to be reminded / activated : कुमारसम्भवकथा कथनापूर्व  
कस्यच्युः, सतीदेव्याः आहुतिः, शिवस्थवीरभद्रावतारः इत्यादयः

Examples / Illustrations : प्रकृतिरमणीयता; हिमालयसौन्दर्यवर्णनम्

Additional inputs : कुमारसम्भवकथा, उमादेव्याः तपः, शिवस्थवदुर्वैष्यः,  
पार्वत्याः परीक्षा, मनस्य भ्रमणीकरणम् ।

Teaching Aid used : कुमारसम्भवम् ; श्री. कृष्णफलकम् ; सुधारखण्डम्

References cited : कुमारसम्भवम् संस्कृतसाहित्यतिहासम् ।

Student Activity planned after the teaching : कविलिखनाथ प्रोत्साहनम् ;  
कल्पनाशक्तौ सौन्दर्यवर्णनम् ।

Activity planned outside the Classroom, if any : पट्टाशकेषु चित्रिते, श्लोकानां  
चित्रिते प्रकृत्यावसरः प्रदत्तम्

Any other activity : प्रतिपदार्थतालिकाः ; अन्वयवार्थानि ; निबन्धप्रतियोगिता  
परीक्षा ।

Topic synopsis : (Continue on the reverse side if needed)

कालिदासः - संस्कृतसाहित्यजगति कालिदासः  
असदृशः कविः ; तस्य रचनानि संस्कृतसाहित्यस्य

Signature of the Lecturer

उत्कृष्टतां वर्धयति । पञ्चमहाकाव्येषु महाकाव्यइव  
 कालिदासेनैव विनिश्चितं इत्यनेनैव ज्ञायते इति ह शः महार  
 कविः इति । अमिञ्जानुशाकुन्तले इति नाटकमरश्चयदयं रविः  
 तत्राटकं प्रपञ्चप्रसिद्धिरगतम् । मैकासु भाषासु अनुदितेषु  
 एवं विष्णुमोर्वशीयः; मालविकाग्निमित्रम् इति नाटकद्वयं एवं  
 गुरुसंहारः मेघदूतम् इति लघुकाव्यम् अपि कालिदासस्यैव  
 कृतम् ।

### हिमालयो नाम नगाधिराजः :-

कुमारसम्मवश्यं प्रथमसर्गात् पार्वती इत्ये  
 स्वीकृतं । तारकासुरेण पीडिताः देवाः ब्रह्मर्षी माशयन्ति ।  
 तथा ब्रह्मा शिवपार्वतीः पुत्रः एव तं हनुं शक्तः इति वक्ति ।  
 अतः शिवपार्वतीः विवाहाय देवाः समुपनीतं प्रार्थयन्ति । ते  
 शिला हिमनद्युत्तरी पार्वती शिवं परिणेतुं पृच्छन्ति । पार्वती  
 अपि शिवमुद्दिश्य द्यौश्तपः आचरति । शिवः प्रायावतुः भूत्वा  
 पार्वतीं पश्यति । तदनु सन्नुष्टाः शिवः तां परिणयति ।  
 ततः तयोः कुमारः भवति, सः तारकासुरं हन्ति इति सम्पूर्ण  
 कुमारसम्मव कथा ।

प्रथमसर्गे कालिदासः हिमालयानां सौन्दर्यं  
 वर्णयति । हिमालयः पृथिव्याः मानदण्डः इव वर्तन्ती इति  
 वदति । हिमालयस्य सौन्दर्यशीमा हिमैर्न विलुप्यते यतो हि एका  
 हि दूषः गुणसन्निपात इन्द्राः किरणेषु अङ्कः स्वनिमज्जति  
 न दोषाय कल्पते इति वक्ति । सिद्धाः आवर्षं निर्विघ्नतुषा  
 तपमाचरन्ति हिमालयस्य सौन्दर्यकारणात्, ते बृष्टिकाल  
 मेघमण्डलं अधिशाम्य पर्वतस्य शिरो भागं आतप्य  
 तपमाचरन्ति । पुनः यथा अत्रापि अधिकं भवति तथा त्रेय  
 मण्डलमाश्रय्य मेघानां छायाभासित्य पर्वतसानुषु सुखं  
 तपमाचरन्ति ।

एवं हिमालयवर्णनमत्यन्तश्रमरणीयतया करोति,

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padmaja

Course/ Group : B.A ; B.Com ; BBA ; B.Sc

Paper : III

Name of the Topic : प्रवर्तना प्रकृतिदिनाथ पार्थिव :

Hours required : 10

Learning Objective : महाकवेः कालिदासस्य परिचयः । तस्य कविता शौन्दर्यम् । संस्कृत साहित्यजगति कालिदासकृतीनाम् विशिष्य शाकुन्तलस्य वैशिष्यम् । पात्रचित्रणम् ; भाषाशौन्दर्यं साधयति ।

Background knowledge to be reminded / activated : कालिदासविषयिक पूर्वज्ञान परिशीलनम् । नाटकानां पूर्वज्ञान परिशीलनम् ।

Examples / Illustrations : आधुनिककालीन चलचित्राणां उदाहरणं दत्वा पूर्वकाले नाटकानां प्रामुख्यज्ञापनम् ।

Additional inputs : शाकुन्तलनाटकस्य मूलकथा ज्ञापनम् । पात्रचित्रणे कालिदासशौचिल्यम् । वैज्ञानिकांशाः । वैदिकांशानां भाषिमतम् ।

Teaching Aid used : PPT ; Youtube videos

References cited : ' अभिज्ञानशाकुन्तलम् ' संस्कृत साहित्य इतिहासः ।

Student Activity planned after the teaching : कवितापनिबन्धः । भौगोलिकांशाः । उद्देश्यसम्बन्धः । वा वैज्ञानिकाः वा इति चर्चा (Group Discussion)

Activity planned outside the Classroom, if any : शाकुन्तलविषये वैदिकांशां अभिप्रायं अन्तर्जालद्वारा वा वा वैज्ञानिकाः वा इति लेखनम् ।

Any other activity : प्रतिपदार्थितापार्थपठने लेखने अन्वयार्थः ।

Topic synopsis : (Continue on the reverse side if needed)

कालिदासः :- कालिदासः संस्कृतकविषु अत्युत्कृष्टं स्थानं भवति । अस्य कवेः कृतयः लोकप्रसिद्धाः । अर्थकविः ।

D. Padmaja

Signature of the Lecturer

अपमाद्यलङ्कार प्रयोगे सिद्धदृष्टः। कवेरस्य कालनिषये त्रैकाः  
विप्रतिपत्तयः सन्ति। परमं विक्रमादित्यस्य अस्थानकविरिति  
नैकेषाम् विदुषामभिमतम्। कालिदासेन रघुवंशम्; कुमारसंभवम्  
महाकाव्यद्वयं विरचितम्। मेघदूतम्; रघुसंहारमिति खण्डकाव्य  
द्वयम् विक्रमोर्वशीयम्; मालविकाग्निमित्रम्; अग्निज्ञानशाकुन्त  
लमिति नाटकत्रयं च व्यस्यत्।

प्रस्तुतपाठ्यांशे अग्निज्ञानशाकुन्तलयस्य सप्तमाहुतं अहो  
दुष्यन्तः इन्द्रेणाहूतः स्वर्गशाला दानवैः सह युद्धं देवभ्यः सादरं  
कृत्वा तान् वितानकरोति। ततः निगच्छन् मार्गे मारीचाद्युः  
शत्रुमभिलषति। तत्र शाकुन्तला दुष्यन्तयोः पुत्रं सर्वदमनं सिंह  
शावकेन क्रीडन् पश्यति। बालकस्य दृष्ट्वात् - च्युतापि मन्त्रपूर्त  
इति दृष्टे न्ब्रवीति। तद्दृष्ट्वा तापसे दुष्यन्तं सर्वदमनस्य  
पितरि परिचिनोति। यतोहि मन्त्रपूर्तं तत्सूत्रं बालकस्य पितरौ  
विना नान्ये स्पष्टं द्रष्टुं शक्नुवन्ति। यदि तस्मिन् केनाप्यन्येन  
स्पृश्यते तेन तत्सूत्रं क्षीणं भूत्वा तं दृष्ट्वा मध्ये व्यवक्षिपत  
भ्रान्तिः विनश्यति। इत्यपि मारीचमुनेः आशीर्षः लब्ध्वा  
पुत्रेण सह स्वराज्यं गच्छतः।

अत्र कालिदासः दुष्यन्तस्य पात्रचित्रणं अत्यन्तं  
रमणीयतया करोति। महाभारते मूलकथार्थां दुष्यन्तः  
शाकुन्तलां जानन्नपि स्वपराभवं नैच्छत् सभार्यां तं न  
जानामीति निन्दति। शाकुन्तलापि भरतं स्वीकृत्य त्वं निगच्छति  
परं शाकुन्तलं आपवृत्तान्तं कल्पयित्वा दुष्यन्तं धीरो दान्तः स्व  
च चित्रितवान्। अत्र कालिदासस्य प्रतिभा; भाषा माधुर्यं  
प्रकृतिचित्रणम् रसपरिपाकः; इत्यादयः सहस्यारं शब्दयति।

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padmajy

Course/ Group : B.A; BBA; B.Com; B.Sc

Paper : II

Name of the Topic : हलन्तशब्दाः

Hours required : 06

Learning Objective : हलन्तशब्दाः तेषां प्रायोगिकता ।

Background knowledge to be reminded / activated : अल्पन्तशब्दानां ज्ञापनम्  
शब्दानां प्रत्यभिज्ञानं । शब्दस्वरूपम् ।

Examples / Illustrations : लिङ्गविभक्तिवचनानां साकं पार्थाशागत  
शब्दानां प्रत्यभिज्ञानं ।

Additional inputs : अष्टादश्याथीसूत्रैः पदसंज्ञा ; सुप्प्रत्ययानां  
चाठनम् ।

Teaching Aid used : PPT

References cited : - अष्टादश्याथी-सिद्धान्तकौमुदी

Student Activity planned after the teaching : शब्दानां पठनलेखनाभ्यासः

Activity planned outside the Classroom, if any : टिप्पणी लेखनम् ।

Any other activity : Assignment ; slip test

Topic synopsis : (Continue on the reverse side if needed)

  
Signature of the Lecturer

## हलन्तशब्दाः:-

शब्दानां अन्त्याक्षरं हल् भवति चेत् हलन्तशब्द  
भवतिः ।

शब्दाः त्रिषु वचनेषु विभक्ताः भवन्ति । एकवचनम्,  
द्विवचनम्; बहुवचनञ्चेति । सप्तसु विभक्तिषु विभक्त्य-  
न्तः । प्रथमा; द्वितीया; तृतीया; चतुर्थी; पञ्चमी; षष्ठी; सप्तमि  
संबोधनप्रथमाविभक्तिः च । एवं त्रिषु लिङ्गेषु विभक्ताः  
भवन्ति । स्त्रीलिङ्गः; पुलिङ्गः; नपुंसकलिङ्गः इति । एवमाह  
हलन्तशब्दस्य चतुर्विंशति रूपाणि भवन्ति ।

## हलन्तपुलिङ्गशब्दाः:- हलन्तस्त्रीलिङ्गशब्दाः नपुंसकलिङ्गशब्दाः

- |            |                 |         |
|------------|-----------------|---------|
| ① व्यक्तम् | ① वाक्          | ① नामन् |
| ② भिषक्    | ② सर्वनामशब्दाः | ② मनस्  |
| ③ मशन्     | ③ अश्मद्        |         |
| ④ भवन्     | ④ युष्मद्       |         |
| ⑤ भगवन्    |                 |         |
| ⑥ शयन्     |                 |         |
| ⑦ गृपिन्   |                 |         |
| ⑧ विद्वन्  |                 |         |

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padma

Course/ Group : B.A., B.Com., B.Sc.

Paper : 111

Name of the Topic : शूद्रकवैशाखायनयोः सम्भाषणम्

Hours required : 10

Learning Objective : छाण्डोग्य परिचयः, तस्य रचना, कवित्वप्रतिभा  
शूद्रकायवैशेष्यम् । समासभूयिष्ठता ; वर्णनाच्चातुर्यम्  
कादम्बरी ।

Background knowledge to be reminded / activated : शूद्रकाय प्रक्रिया ज्ञानम्

Examples / Illustrations : व्यावहारिक चलनचित्रेषु कल्पित कथानां  
सौन्दर्यवर्णनम् ।

Additional inputs : मनोरञ्जनसाधकविषयाः प्राचीनभारतीय  
कलासु कथमुपनिषदा इति निरूप्य आधुनिक चलनचित्राः इव परिगम्यः

Teaching Aid used : PPT ; Youtube videos of Kadambari Katha  
and Serial.

References cited : कादम्बरी ; कादम्बरी शास्त्र ; संस्कृत साहित्येतिहासः

Student Activity planned after the teaching : छाण्डोग्य विषये रक्षा इव वर्धनस्य  
चरित्रे सम्बन्धाः विषयाः अन्तर्जालसम्पादनम् उक्ताः

Activity planned outside the Classroom, if any : कादम्बरी धारवाहिका  
छात्राभ्यः दक्षिणा

Any other activity : सन्दर्भवाक्यानां ; निबन्धप्रश्नस्य च टिप्पणी  
लेखनम् । छात्राः स्वयं लिखितुं प्रेरिताः ।

Topic synopsis : (Continue on the reverse side if needed)

कविपरिचयः - महाकविर्वाणः ; संस्कृतशूद्रकायेषु  
अन्यतमः प्रसिद्धः । उत्तरभारतस्य शयाप्रान्ते ; शौणानदी

Dr. Padma  
Signature of the Lecturer



तीरे विद्यमान प्रीतिकूटग्रामे जनिं लभे । अस्थे पितरौ राजदेवौ  
चित्रभानुश्च यथा बाणः चतुर्देशवर्षीयः । जातः तथा तस्य पितुः  
दिवंगतः । तदनु बाणः सम्राट् देशात् कला स्थानेश्वरी  
शालधानी कला परि पालयतः । शशः हर्षवर्धनस्य समीपं  
गला तत्रैव आस्थानकविभूत्वा यंशं प्राप । शशः कालः  
क्रि.श 606-648 इति ऐतिहासिकाः आमनन्ति । अतः  
बाणः बहुमशताक्षीयः इति निरूपयन् । बाणः कदम्बरी  
हर्षचरितमिति गद्यकाव्यद्वयम् व्यस्यत । कदम्बरी रसज्ञान  
आहारोपि न शयते इति । बाणोन्दिष्टं जगत्सर्वं इत्यादिभिः  
आभाषणैः बाणस्य कवित्वं विशेषं विज्ञायते ।

कदम्बरी त्रिवन्मातृकः प्रेमवृत्तान्तः अत्र कदम्बरी  
चन्द्रापीडयोः महाश्वेता पुण्डरीक्याः पुण्यगाथा  
समुपवर्णिता । औजोऽपुणसमन्वितं दीर्घसमास भूषितं  
भवत्यर्थं ग्रन्थः । अत्र उकुनासोपदेशः ; अरुहोदसस्वर्णनप  
शशः उरुह्वरस्य वर्णनम् इत्येतं विषयाः अतिरमणीयतया  
लिखिताः ।

प्रस्तुत पाठ्यांशे महाश्वेताया आभि शप्तः पुण्डरीक्या  
वैशम्पायन नाम्ना उकुपयन् प्राप्य शशः चन्द्रापीडस्य  
जन्मान्तरे उरुह्वरकनाम्ना सम्भूतस्य स्वमित्रे मातृङ्गकव्य  
कथा समानीयते । उकुस्य सकलशास्त्रं पूर्णं इष्टम् ।  
आम्रथचक्रितौ शला स्ववृत्तान्तं कथापितुं प्रवृत्ति । तत्  
तथोर्महथे सम्पन्नात् सम्भाषणात् स्वमित्रम् वैशम्पायन  
एव आपवडात् उकुः इव शक्यतः इति शला पथयित्वा  
अनयोः सम्भाषणात् मधुरं भवति ।

Name of the Department / Subject :	Sanskrit
Name of the Lecturer :	Dr. D. Padma
Course/ Group :	B.A., BBA, B.Com, BSC
Paper :	III
Name of the Topic :	रामदास ३
Hours required :	10
Learning Objective :	रामदासस्य चरितं ज्ञास्यन्ति ① भक्तैः महत् ② तत्कालीन चारित्रिक भौगोलिकान् ज्ञास्यन्ति
Background knowledge to be reminded / activated :	- रामदासविषये विदितविषयं ज्ञायन्ते ।
Examples / Illustrations :	रामदासचलनचित्रद्वारा इतिवृत्तपरिचयः
Additional inputs :	- कवेः अन्यकृतीनां परिचयः ; कथासाहित्य वैशिष्ट्यम् ।
Teaching Aid used :	PPT ; Youtube video of Ramadasa Film पाठ्यपुस्तकम्
References cited :	आन्ध्रकाव्यकथाः ; साहित्येतिहासः ।
Student Activity planned after the teaching :	रामदासचरित्रकथनं ; निबन्धरूपेण शब्दभर्त्ता च लेखनम् ।
Activity planned outside the Classroom, if any :	पाठगतसन्दर्भानां ; निबन्ध प्रश्नस्य च परीक्षा (Slip tests)
Any other activity :	रामदाससंकीर्तनसंग्रहः तत्र प्रस्तिरस्य वैशिष्ट्यज्ञापनम् ।
Topic synopsis :	(Continue on the reverse side if needed)
	कविपरिचयः :- सान्निधानं सूर्यनारायणशास्त्री ।

D. Padma  
Signature of the Lecturer

आन्ध्रदेशस्थ - पूर्वगोदावरी मण्डलान्तर्गत काण्डिगनामग्रामे  
 10-12-1893 दिनाङ्के जन्मप्राप्तवान् । पितरौ शुकुण्ठला - कुञ्जि  
 नरसिमा । वैकुण्ठ शौतारामशास्त्रीणः ३ प्रियाशिवोपाय तस्य  
 शिकाशा स्मृत आन्ध्रभाषार्था च साष्टी ल्यशास्त्री व्याकरणव्याधि  
 तवान् । निरुपति नैर् नगरेषु अधीतविधाः अपि हैजागाइ  
 नगरे पञ्चाशद्वर्षाणि यावदहृष्याथक कृतिं निर्वहत् । कला  
 पूर्णोदयः विवेकानन्दम् ; आन्ध्रदेशस्थ हास्थकथाः ; आन्ध्रकथा  
 कथाः इत्यादयः अस्थ सुप्रसिद्ध स्मृत कव्यरचनाः । अपि  
 कविः विद्यारत्न इत्युपाधिना सम्मानितः ।

रामदासस्य पूर्वनाम गोपना आसीत् कवीर नामक  
 गुरोः सन्काशात् तारकमनी प्राप्य तत्र रामभन्त इत्यस्मात्  
 तस्य मानुसः तानीषा प्रभोः अमात्यः आसीत् । स्वमानुस  
 सादृश्यात् गोपनाय तद्वशीलदार पदव्यां निचुस्त्वां मन्त्र  
 मः एकस्मिन् स्वये शिशामक्रेण मन्दिरनिर्माणं कुरुमादित्यः ।  
 इयद्यः पञ्चाभ्यः स्वीकृतं करधनमुपयुज्य देवलपतिमणिमारु  
 विदित विषयो राजा स्वभक्तान् रामदासं वाचिन्तु मादित्यः । भट्टः  
 रामदासं कशाभिद्यार्तः चपेटादिभिः अशिखापति । तदा  
 स्वस्वामिनं शिशयं प्रार्थयति रामदासः । मानुः कृपया आद्ये  
 कति शीतप्रारतं प्रार्थयति । अनुपदमेव रामकर्मणो विष्कर  
 भूत्वा पिहितं द्वारं उद्घाटय तानीषा शयनमन्दिरं प्रविश्य  
 तस्य करधनं दत्त्वा मुन्तपत्रं स्वीकृत्य तानीषा शयनमन्दिरं  
 प्रविश्य तस्य करधनं दत्त्वा रामदासं कारागृहात् प्रेषयति  
 तानीषा प्रभुः आगतो विष्करो नान्यो रामकर्मणोति  
 क्त्वा रामदासं भूमिं यान्वयति । तं सम्मानयति च ।  
 रामदासः आद्राद्रिशमं आवीविनमासेषु अन्तं तस्यैव  
 लीनो अभिव्यथति ।

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padma

Course/ Group : B.A.; B.B.A.; B.Sc.; B.Com

Paper : III

Name of the Topic : नव रत्नानि

Hours required : 10

Learning Objective : ① शकुन्तलमहोदयानां जीवनविवेचना;  
② नव रत्नानां कवीनां वैशिष्ट्यम्  
③ कवित्व प्रतिभा ।

Background knowledge to be reminded / activated : कालिदासादि कवीनां  
पूर्व परिचयः ; कवीनां ज्ञानम् । कवीनां महाराजपौषणम्

Examples / Illustrations : चमत्कारव्यक्त श्लोकानां ज्ञानम् । कवित्व  
चमत्त्व परिचयः ।

Additional inputs : तेषां कवीनां इतरकाव्यरचनानां पाठनम् ।  
साहित्यपौषकत्वविषये ज्ञानम् ।

Teaching Aid used : PPT

References cited : नव रत्नानि ; शारस्वतीशुभम् ; संस्कृत साहित्यकविता

Student Activity planned after the teaching : श्लोकपठनम् - दृष्टान्तम्  
खण्डानुवाचविधिद्वारा श्लोकानां भावार्थपठनम् ।

Activity planned outside the Classroom, if any : Assignment on नव रत्नानि ।

Any other activity : शुभाषितानां प्रसिद्ध संस्कृतभाषाकानां अन्वयलि  
द्वारा श्रवणम् ।

Topic synopsis : (Continue on the reverse side if needed)

आचार्य शकुन्तलमहोदयः उष्मानिधा निवसति शालग्रामस्थ  
संस्कृतविभागे अध्यापकः आसन् । इति विकरिताम्

Dr. Padma  
Signature of the Lecturer

अंतर्गत आवणतुह तथै रूपं तिया (13-08-1959) अंतर्गत  
अकुत्तल) श्युशामशमि कम्पत्यः पुत्रानेन यनि लेशिरे ।

पाठ्यभागः:- तेलुगुभाषायां प्रसिद्धं भुवनेश्वरमिति साहित्यरूपं  
संस्कृतभाषायां नवशतानि इति नाम्ना लिखितवन्तः उल्लिखिते  
शतः विक्रमादित्यस्य शिष्यायां नवशतसदृशाः पाण्डित्य  
१) धनन्तरिः २) क्षेपणकः ३) अमरसिंहः ४) श्रीशङ्करः  
५) वेतालवृद्धः ६) धत्कपुत्रः ७) कालिदासः ८) वराहमिहिरः  
९) वरशर्मा इत्येते स्वकारिताभिः शतानि रचयन्ति स्युः

Name of the Department / Subject : Sanskrit

Name of the Lecturer : Dr. D. Padmajs

Course/ Group : B.A; BBA; B.Com; B.Sc

Paper : - III

Name of the Topic : शास्त्रकार परिचयः ।

Hours required : 06

Learning Objective : ① शास्त्रकाराणां जीवनविवरणः रचनानि  
② संस्कृतसाहित्ये शास्त्रकाराणां वैशिष्ट्यं  
③ तैः निरूपितं मनोवैज्ञानिकं ; शास्त्रीयांशाः ।

Background knowledge to be reminded / activated : विदितानि शास्त्रकाराणां  
ज्ञानानि जायते। नूतनानां परिचयः ।

Examples / Illustrations : व्यावहारिकं जगति शास्त्रकाराणां रचनां प्रसिद्धां  
शास्त्रज्ञानं योगदानं इव शास्त्रकाराणां योगदानमपि महत्त्वं वर्तते।

Additional inputs : भारत ; आर्यप्रजादि शास्त्रकाराणां रचनां प्रतिष्ठा  
पाणिनीः महत्त्वं तेषां योगदानं कौमुद्याः वैशिष्ट्यं

Teaching Aid used : PPT . Youtube videos on Asthastrotre +  
Chanakya

References cited : कौटिल्यः ; संस्कृतसाहित्ये एतस्यः ; दर्शनानि ;  
नाट्यशास्त्रं ; कौमुदी ; आर्यप्रजादिपुस्तकं इति

Student Activity planned after the teaching : छात्राः शास्त्रकाराणां विषये संगोष्ठी  
द्वारा स्वाभिप्रायप्रकटनं कुर्वन्ति - class room semina

Activity planned outside the Classroom, if any : पाठ्याङ्कान् मुख्याविषयाः  
ग्रन्थालयात् ; अत्रालयात् श्लोकान् प्रेरिताः ।

Any other activity : शास्त्रकाराणां विषये विद्यमानं लिखनं समर्पणम्  
- Assignment

Topic synopsis : (Continue on the reverse side if needed)

शास्त्रकाराणां : :-

D. Padmajs  
Signature of the Lecturer

**पाणिनिः** - पाणिनिः संस्कृत व्याकरणज्ञचरम् । अर्थं पुराणपुरे  
 जनिर्लभः । अर्थं ऋषिः लौकिकवैदिक ईश्वरस्य व्याकरणे अत्यन्त  
 शास्त्रीयः मनोवैज्ञानिक पहलया उल्लिखत । अष्टाध्यायी इति नाम  
 सः अष्टसु अध्यायेषु ३९५३ सूत्रैः व्याकरणशास्त्रं निरमापि ।  
 अत्र निरूपित महिस्वरसूत्राणि ; प्रत्याहारपहनिः ; वचनानां उल्लेख  
 स्थानानि इत्यादि नैके विषयाः अत्यन्त शास्त्रीय शैल्या निरूपिताः ।  
 ग्रन्थमिदमनुसृत्य प्राञ्चाल्याः तुलनात्मकाद्यथयनमादिः । नैके  
 प्राञ्चाल्यविपाश्चिदः ग्रन्थममुं व्याकरणेषु उल्लेख मन्थन् ।

**भरतः** - मुनिभिरूः नाट्यशास्त्रं नाम कल्पं प्रणीतवान् ।  
 अष्टाध्यायीः ग्रन्थोप लिखितः । अत्र प्रप्रथमं वृत्त ; नाट्य  
 अभिनयादि विषयाः निरूपिताः । भरतस्य रससूत्रं अत्यन्त  
 प्रसिद्धम् " विभावानुभावव्यभिचारि रसयोगाहस्यनिरूपितः " इति ।  
 विभावानुभावस्य विभावानुभावव्यभिचारि रसयोगाहस्यनिरूपितः इति ।

**कौटिल्यः** - कौटिल्यः अर्वाचीनः एव । सः चन्द्रगुप्तमौर्ये समान  
 चक्रवर्तिनं कर्तुं नन्दवंशानाशाप ; राजसाम्राज्यं चन्द्रगुप्तस्य अकारण  
 कर्तुं महान् प्रयत्नं करोत् । तस्मिन्नेव क्रमे अर्थं पण्डितः चन्द्र  
 पाठितुं ; चोदयितुं ; भाषा निदेशानार्थं च " अष्टाध्यायी " नाम  
 ग्रन्थं प्रणिनाथ । ग्रन्थमिदं राजधर्मः ; प्रजाधर्मः ; राजनैतिक  
 विषयेषु समग्रं ज्ञानं प्रयच्छति । चणक्यः शुक्रनीत्यादि नैकार  
 ग्रन्थार पठित्वा तत्कालीन समाजिक राजनीय परिस्थितीं इदं  
 ग्रन्थममुं व्यरचयत् । अथमेव चणक्यः इति विष्णुगुप्त इति  
 प्रसिद्धः

**आर्यभटः** - आर्यभट्टीयमिति ग्रन्थं रचितवान् । इदम्  
 ० आर्यभट्टेनैव प्रणिपादितमिति निमर्शकृता अभिमनूया ।  
 ईश्वरः पूर्वमेव भारतदेशे गणितशास्त्रं स्वगोलशास्त्रं अत्यन्त  
 विज्ञानशास्त्रं प्रतिपादयन्मास ।

**भास्कराचार्यः** - सुप्रसिद्धः स्वगोलशास्त्रपण्डितः जाति ।