

# B.A. PUBLIC ADMINISTRATION

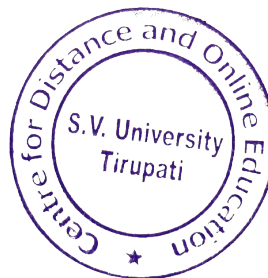
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**B.A. PUBLIC ADMINISTRATION  
FIRST YEAR - SECOND SEMESTER  
(Under CBCS W.E.F. 2020-21)**

The aims and objectives of the B. A. General Public Administration are

- Provide students with learning experiences that develop broad knowledge and understanding of key concepts of Public Administration and equip them with advanced knowledge and understanding for analyzing and performing the tasks concerning Public Affairs and Public System;
- Nurture ability among students to apply the acquired knowledge and skills to find solutions to specific theoretical and applied problems in Public Administration settings;
- Develop abilities in students to come up with innovative prescriptions/solutions for the benefit of society by diligence, leadership, team work and lifelong learning;
- Provide students with skills that enable them to get employment in public, private and non-governmental sectors pursue higher studies or research assignments.

  
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**B.A. PUBLIC ADMINISTRATION  
FIRST YEAR - SECOND SEMESTER  
(Under CBCS W.E.F. 2020-21)**

**Course – 2: THEORIES OF PUBLIC ADMINISTRATION (PA-2)**

**UNIT – I**

**Classical Approaches:** Classical Approaches- Henry Fayol, Luther Gullick and Lyndall Urwick  
Scientific Management Approach- F.W.Taylor.

**UNIT – II**

**Bureaucratic Approach:** Bureaucratic Approach – Max Weber and KarlMarx  
Human Relations Approach: Elton Mayo.

**UNIT – III**

**Behavioral Approach:** Behavioural Approach – H. A Simon  
Socio-Psychological Approach: Hierarchy of Needs: Abram Maslow.  
Theory X and Theory Y - Douglas Mc Gregor.

**UNIT – IV**

**Ecological Approach:** Comparative Public Administration  
Ecological Approach – F.W. Riggs

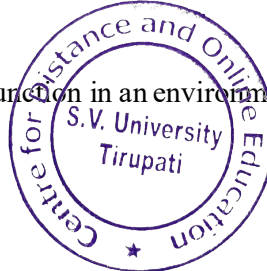
**UNIT – V**

**Systems Approach:** Systems Approach, Development Administration.

**Learning outcomes**

1. Understanding the theoretical background of public administration.
2. Theory is as important as practice
3. Understanding the contributions of different social science thinkers to the theory of public administration.
4. Learning public administration function in an environment.

  
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**Recommended Readings:**

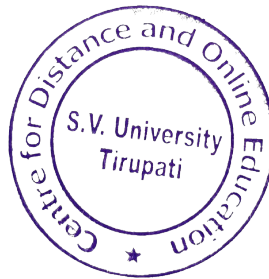
1. Prabutva Palana Sastram: Bhavanalu, Siddantalu, Telugu Academy
2. D. Raveendra Prasad and Y. Partha sarathi (EDS) Public Administration concepts, theories and principles (English), Telugu Academy, Hyderabad (2011)
3. Avasthi, Amareswar and Maheswari, SriRam, Public Administration (30<sup>th</sup>) Edition, Lakshmi Narayana Agrawal, Agra. 2010.
4. Rumki Basu, Public Administration concepts and theories (5<sup>th</sup> revised) Publishers, New Delhi 2004.
5. Nicholas, Henry, Public Administration and public affairs (10<sup>th</sup>) Edition, PHI, New Delhi 2007.

**Approved by: Board of Studies (B.O.S.) in Political Science, S.V. University, Tirupati.**

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**B.A. PUBLIC ADMINISTRATION**  
**FIRST YEAR - SECOND SEMESTER**  
**(Under CBCS W.E.F. 2020-21)**  
**THEORIES OF PUBLIC ADMINISTRATION (PA-2)**  
**( ప్రభుత్వ పాలనా శాస్త్రం - సిద్ధాంతాలు )**

Max. Marks: 75

Time: 3 Hrs.

**MODEL QUESTION PAPER**

**SECTION A (Total: 5x5=25 Marks)**

**Answer any five questions. Each question carries 5 marks**

ఈ క్రిందివానిలో ఏవైనా ఐదు ప్రశ్నలకు జవాబులు వ్రాయండి. ప్రతి ప్రశ్నకు 5 మార్కులు.

1. POSDCoRB

పోస్ట్ కార్బ్

2. Lyndall Urwick

లిండల్ ఉర్విక్

3. Max Weber

మేక్స్ వెబర్

4. Bureaucracy

ఉద్యోగస్వామ్యం

5. Behavioural Approach

ప్రవర్తనావాద దృక్పథము

6. Hierarchy of Needs

అవసరాల క్రమానుగత శ్రేణి

7. Ecological approach

ఆవరణ దృక్పథము

8. Bazaar Canteen Model

బజార్ కేంటీన్ పద్ధతి

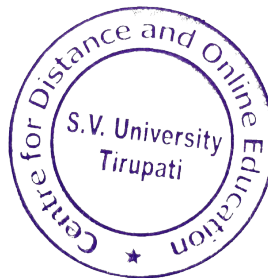
9. Systems Approach

వ్యవస్థల దృక్పథము

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10. Development Administration

ప్రగతి పాలన



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SECTION B (Total: 5x10 = 50 Marks)

Answer all questions. Each question carries 10 marks

ఈ క్రిందివానిలో ఏదైనా ఐదు ప్రశ్నలకు జవాబులు వ్రాయండి. ప్రతి ప్రశ్నకు 10 మార్కులు

11. A. Write an essay on Henry Fayal's classical approach.

హెన్రీ ఫేయల్ యొక్క సాంప్రదాయ దృక్పథము పై ఒక వ్యాసము వ్రాయుము.

(Or) (లేదా)

B. Explain F. W. Taylor's Scientific Management Approach.

F.W. టేలర్ యొక్క శాస్త్రీయ నిర్వహణా దృక్పథమును వివరింపుము.

12. A. Examine Karl Marx Bureaucratic Approach.

ఉద్యోగస్వామ్యము పై కార్ల మార్క్స్ దృక్పథమును పరిశీలింపుము

(Or) (లేదా)

B. Explain Human Relations Approach of Elton Mayo.

ఎల్టన్ మేయో యొక్క మానవ సంబంధాల దృక్పథమును వివరింపుము.

13. A. Elucidate Hierarchy of Needs approach of Abram Maslow.

అబ్రహం మాస్లో యొక్క అవసరాల క్రమానుగత శ్రేణి దృక్పథమును వివరింపుము.

(Or) (లేదా)

B. Write an essay on Douglas Mc Gregor's Theory X and Theory Y.

డగ్లస్ మెక్ గ్రెగర్ యొక్క X సిద్ధాంతము, మరియు Y సిద్ధాంతము పై ఒక వ్యాసము వ్రాయుము.

14. A. What is Comparative Public Administration? Explain.

తులనాత్మక ప్రభుత్వ పాలనాశాస్త్రం అనగానేమి? వివరింపుము.

(Or) (లేదా)

B. Write an essay on F. W. Riggs Ecological Approach.

F. W. రిగ్స్ యొక్క పాలనా ఆవరణ దృక్పథము పై ఒక వ్యాసము వ్రాయుము.

15. What is Systems Approach? Explain.

వ్యవస్థల దృక్పథము అనగానేమి? వివరింపుము.

(Or) (లేదా)

B. Write an essay on Development Administration.

ప్రగతి పాలన పై ఒక వ్యాసము వ్రాయుము.

\*\*\*\*\*  
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*A. Nageswara Rao*

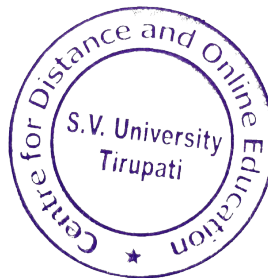


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# B.A(HISTORY)

## HISTORY AND CULTURE OF INDIAN UP TO AD 1526

**I- B.A(HISTORY) / I - Semester**  
*As per Choice Based Credit System (CBCS)*

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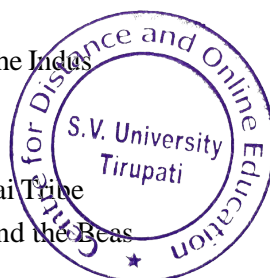
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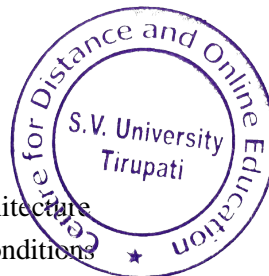
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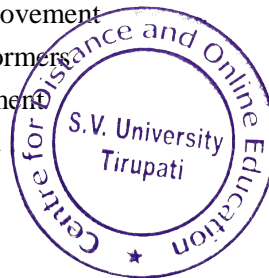
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## History and Culture of Indian up to AD 1526

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### Unit I:

Influence of Geography on History – Survey of the Sources – pre-historic period Paleolithic. Moselithic and Neolithic cultures – Role of Technology. Indus valley Civilization –Its characteristic features – Vedic culture – Early and later Vedic Period – Post-Vedic period Emergence of Varna and caste system – Rise of new Religious Movements-Jainism and Buddhism in 6<sup>th</sup> Century B.C. Impact on Society and culture.

### Unit II:

A brief survey of political conditions in ancient India – Magadha, Alexander's Invasion and Mauryas – Ashoka's Dhama, Its nature and propagation – Mauryan Administration – Economy – Art and Architecture:

### Unit III:

Post-Mauryan period in North India-A brief political survey of Kushans, Guptas, Puswabuthi and Rajputs: Polity and Administration-Social Conditions-Caste System – position of Women-Economy,-Indian Feudalism Art-Architecture-Education, Literature, Philosophy, Science and Technology.

### Unit IV:

A brief political survey of South India-Sangham Age-Satavahanas-Pallavas-Cholas-Chalukyas, and Rashtrakutas-Kakatiya and Vijayanagara-Polity and Administration, Society, Economy-Art and – Architecture.

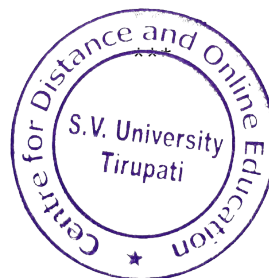
### Unit V:

Invasions of Arabs, Ghaznavids and Ghoris and Delhi Sultanate – A brief Political Survey, Polity and Administration under Delhi Sultanate, society, Composition of rural Society, Nobility-Status of Women, Economic and Technological developments. Agriculture-Industry-Trade and Commerce-Urbanisation, Art and Architecture-Fine Arts-Education and Literature.

### Unit VI:

Impact of Islam on Indian Society and culture-Bhakti and Sufi Movements Emergence of Composite culture.

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# ***HISTORY AND CULTURE OF INDIA(1526-1946AD)***

**I- B.A(HISTORY) / II - Semester**  
*As per Choice Based Credit System (CBCS)*

## **Authors**

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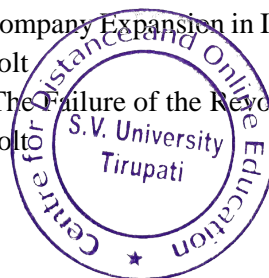
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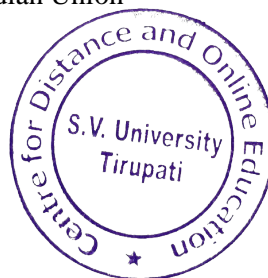
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## History and Culture of India (1526-1950)NR

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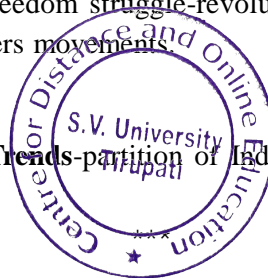
### Unit-V

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# ***HISTORY AND CULTURE OF ANDHRA PRADESH***

(from Satavahanas to 1956 A.D.)

**II- B.A(HISTORY) / III - Semester**

*As per Choice Based Credit System (CBCS)*

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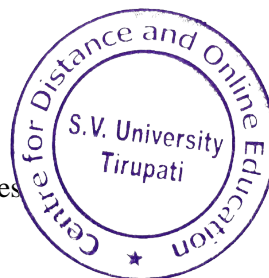
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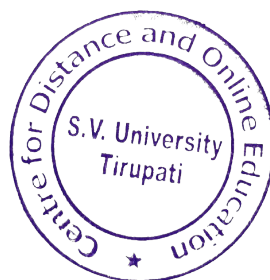


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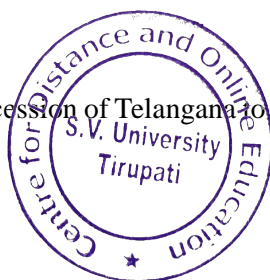


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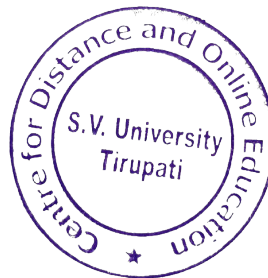


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## History and Culture of Andhra Pradesh

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### Unit-I :

Influence of Geographical features on History, Sources-A Brief Survey of Political history from Satavahanas to Vijayanagara period-Socio-Economic-Cultural conditions under Satavahana, Kakatiya and Vijayanagara rulers-Growth and Spread of Jainism and Buddhism and their contribution to Art and Architecture.

### Unit-II:

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### Unit-III:

**Andhra Under Colonial Rule:** Coming of European Merchant Companies-Conquest of Andhra by the British-Early Uprising-Administration-Land Revenue Settlements-Agrarian Conditions-Famines-Impact of Industrial Revolutions on Andhra Economy-Sir Thomas Munroe-Impact of 1857 Revolt In Andhra.

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***HISTORY OF MODERN WORLD (1453-1945 AD)***  
**II- B.A(HISTORY) / IV- Semester**  
***As per Choice Based Credit System (CBCS)***

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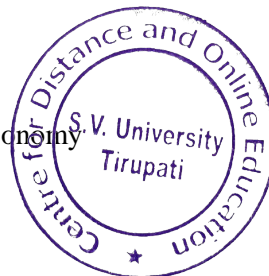
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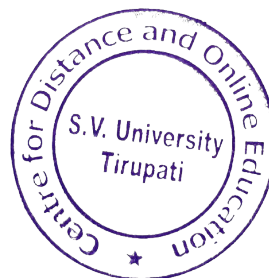
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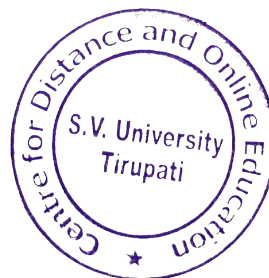
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### Unit-I :

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### Unit-II:

Emergence of Nation States in Europe – Nature of Feudalism in Europe and Asia.

### Unit-III:

Age of Revolutions-Glorious Revolution (1688)-American Revolution (1776)-French Revolution (1789)

### Unit-IV:

Industrial Revolution and Rise of Capitalism-Impact on Asia and Africa-Meiji Restoration and Modernisation of Japan-Unification Movements in Germany And Italy.

### Unit-V:

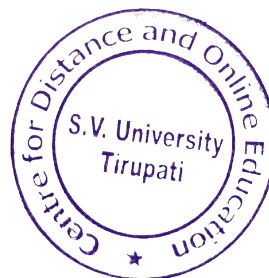
World between 1914-1945 Rivalry among colonial powers Imperialist Hegemony-Causes and consequences of first World War – World between the Wars – league of Nation, Fascism in Italy, Nazism in Germany, Militarism in Japan – Communist Movements in Russia and China.

### Unit-VI:

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# B.A(POLITICAL SCIENCE)

## *POLITICAL SCIENCE CONCEPTS, THEORIES AND INSTITUTIONS*

**I- B.A(POLITICAL SCIENCE) / I - Semester**

*As per Choice Based Credit System (CBCS)*

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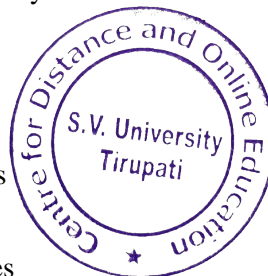


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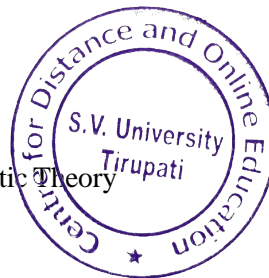
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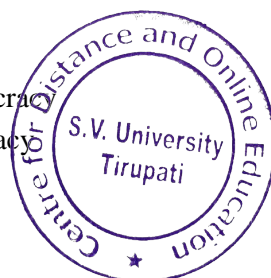
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## I- B.A. POLITICAL SCIENCE

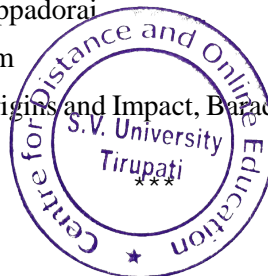
### PAPER - I: Political Science : Concepts, Theories and Institutions

1. Introduction: Definition, Scope and Importance of Political Science
2. Approaches to the Study of Political Science: Liberal and Marxist
3. State – Nation and Civil Society
4. Sovereignty: Monism and Pluralism
5. Theories of Origin of the State; Social Contract and Evolutionary (Historical)
6. Concepts:
  - 6.1 Law: Sources of Law and Concepts of Rule of Law
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7. Ideologies: Individualism, Anarchism, Fascism and Socialism
8. Forms of Government:
  - a. Democracy: Direct and Indirect
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9. Theory of Separation of Powers
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  - a) Legislature:
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    - ii. Powers and Functions
  - b) Executive :
    - i. Powers and Functions.
  - c) Judiciary :
    - i. Powers and Functions
    - ii. Independence of Judiciary and Judicial Review.

#### **Books Recommended:**

1. Principals of Political Science : Prof.A.C. Kapoor.
2. Grammar of Politics : Laski H.J.
3. Substance of Politics : A. Appadorai
4. Political Theory: Ashirvadam
5. Political Ideologies: Their Origins and Impact, Baradar, Prentice Hall of Inida

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# ***INDIAN GOVERNMENT AND POLITICS***

**I- B.A(POLITICAL SCIENCE) / II - Semester**

*As per Choice Based Credit System (CBCS)*

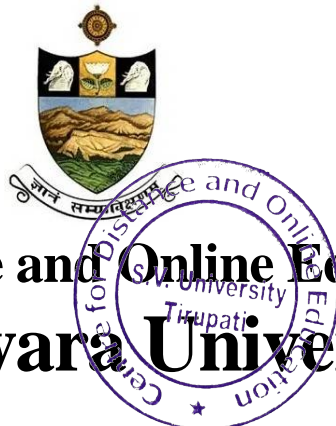
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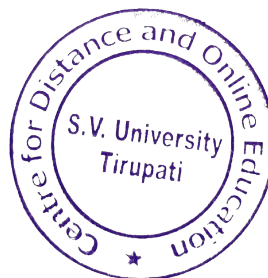
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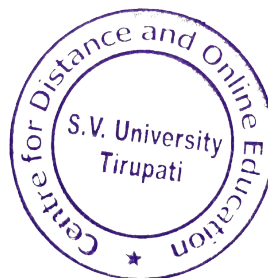
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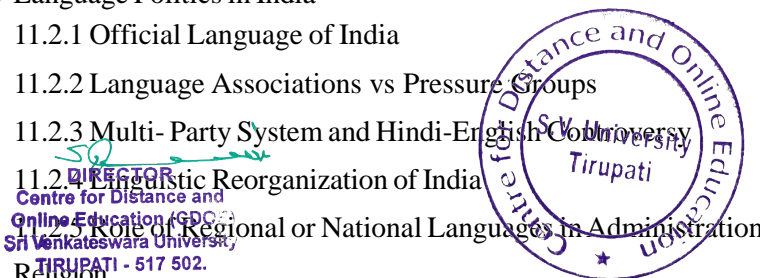
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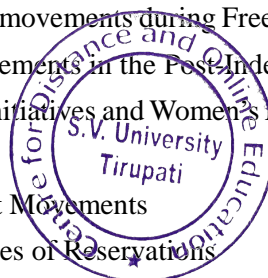
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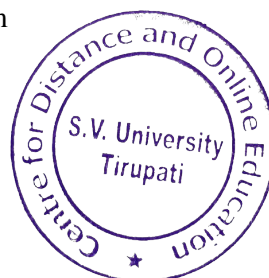
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1. Salient Features of Indian Constitution a Comparative Perspective with the Constitutions of UK, USA and Switzerland.
2. Evolution of Indian Constitution – Nationalist Movement and Philosophical Foundations.
3. Indian Federation – Centre – State Relations – Recent Trends.
4. Fundamental Rights and Duties, Constitutional Remedies with special reference to Writs – Directive Principles of state policy.
5. President – Election, Powers and Functions – Prime Minister and Council of Ministers.
6. Parliament – Composition, Powers and Functions.
7. Judiciary – Supreme Court, Composition, Powers, Functions and Judicial Review- Judicial Activism.
8. Party System: National and regional Parties; Coalitional Politics
9. Election Commission – Electoral Reforms and voting Behavior.
10. State Government – Governor, Chief Minister and Council of Ministers – Powers and Functions.
11. Social and Economics Factors- Language, Religion, Caste and Regional identities.
12. Social movements: Agrarian, Working class, Women, Tribal, Dalit and Environmental.
13. Challenges to National Integration – Communalism and Terrorism

**Books Recommended**

1. Politics in India : Rajini Kothari
2. Indian Constitution : M.V. Pylee
3. Indian Government and Politics: S.S. Awasti
4. Introduction for Constitution of India: D.D. Basu
5. Indian Government and Politics: K.R. Acharya.
6. Indian Politics: Contemporary issues and Concerns, Singh & Saxena
7. Introduction to the Constitution of India, 5th ed., Sharma.



# ***POLITICAL THOUGHT***

**II- B.A(POLITICAL SCIENCE) / III - Semester**

*As per Choice Based Credit System (CBCS)*

**Authors**

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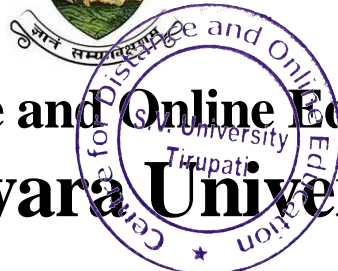
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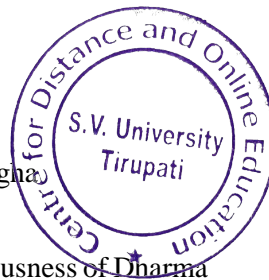
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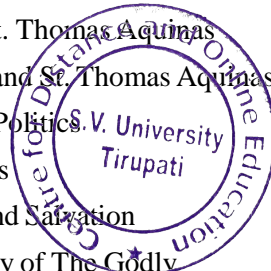
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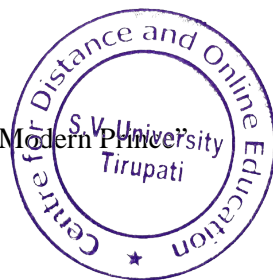


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**II - B.A.(Political Science)**  
**POLITICAL THOUGHT**

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**Unit-I**

**1. Ancient Indian Political Thought**

- a) Sources of Ancient Indian Political Thought
- b) Manu: Varnadharma and Dandaneeti
- c) Kautilya: State and Society
- d) Goutama Buddha: Dhamma and Sangha

**Unit-II**

**2. Modern Indian Political Thought**

- a) Gandhi: Ahimsa and Satyagraha
- b) Nehru: Democratic Socialism
- c) Ambedkar: Annihilation of Caste
- d) M.N. Roy: Radical Humanism

**Unit-III**

**3. Western Political Thought**

Plato, Aristotle, St. Thomas Aquinas, Machiaveeli, Thomas Hobbes,  
John Locke, J.J. Rousseau, Jermy Benthom, J.S. Mill.  
Hegel, Marx and Gramsci.

**Books Recommended**

- 1. Political Ideas in Ancient India : R.S. Sharma
- 2. Western Political Thought : Amal Kumar Mukopadhyay
- 3. A History of Political Thought : Sabine G.H
- 4. Annihilation of Caste : Ambedkar G.H
- 5. Modern Political Theory : Eberstein W
- 6. A History of Political Thought : Plato to Marx, Mukherjee & Ramaswamy
- 7. Political Ideologies : Their Origins and Impact, Baradat, Prentice Hall of India.



# INTRODUCTION TO PUBLIC ADMINISTRATION

II- B.A(POLITICAL SCIENCE) / IV - Semester

*As per Choice Based Credit System (CBCS)*

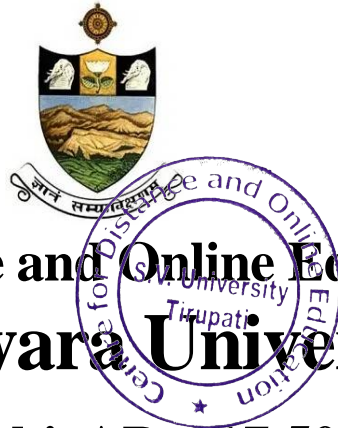
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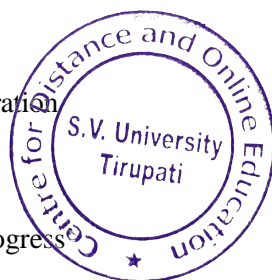
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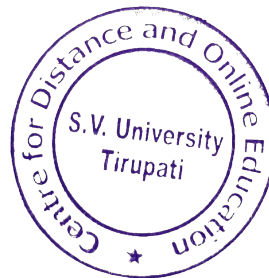


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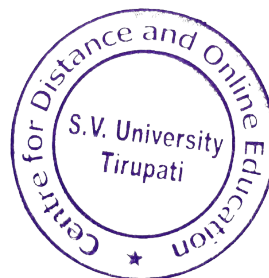
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## **Introduction to Public Administration**

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2. State and Evolution of Public Administration
3. Relationships with other Social Sciences: With special reference to Political Science, Economics, Sociology, Psychology
4. Politics & Administration Dichotomy – Woodrow Wilson and F.J. Good know

### **Block II: Theories and Approaches**

5. Classical Approach : Henry Fayol, Gulick and Urwick
6. Scientific Management Approach: Taylor
7. Bureaucratic Approach: Max Weber and Karl Marx
8. Human Relations Approach – Elton Mayo
9. Behavioural Approach: Herbert Simon
10. Socio – Psychological Approach: Hierarchy of Needs : Abraham Maslow; Theory X and Theory Y : Douglas Mc Gregor
11. Ecological Approach: Riggs

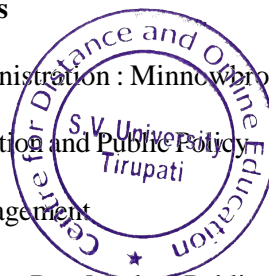
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14. Communication and Public Relations

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16. Public Administration and Public Policy
17. New Public Management
18. Governance and Post Modern Public Administration

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డా॥ ఎస్. సునీల్ కుమార్

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ఎస్. వి. విశ్వ విద్యాలయం

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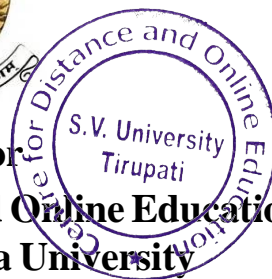
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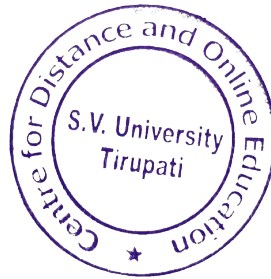
మమ్మీ అన్న మాటలో మమకారం కన్న  
అమ్మ! అన్న మాటలో మాధుర్యం మిన్న  
అమ్మ నుండి అలవడే అమృత భాష  
ఆత్మీయతను పెంచే ఆంధ్ర భాష

మాధుర్యాన్ని పెంచే మాన్యభాష  
రాగసుధలను రంగరించే రాష్ట్ర భాష  
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తెలుగు భాషను గౌరవిద్దాం  
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తెలుగు జాతికి వన్నెతెద్దాం  
ఇదే తెలుగుతల్లికి మనమిచ్చే నీరాజనాలు

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## జనరల్ తెలుగు / సెమిస్టర్ - 1 ప్రాచీన తెలుగు కవిత్వం

ఈ కోర్సు విజయవంతంగా ముగించాక, విద్యార్థులు క్రింది అభ్యసన ఫలితాలను పొందగలరు.

1. ప్రాచీన తెలుగుసాహిత్యం యొక్క ప్రాచీనతను, విశిష్టతను గుర్తిస్తారు. తెలుగు సాహిత్యంలో ఆదికవి నన్నయ కాలంనాటి భాషానంకనములను, ఇతిహాసకాలంనాటి రాజనీతి విషయాలపట్ల పరిజ్ఞానాన్ని సంపాదించగలరు.
2. శివకవుల కాలంనాటి మతపరిస్థితులను, భాషావిశేషాలను గ్రహిస్తారు. తెలుగు సుడికారం, సామెతలు, లోకోక్తులు మొదలైన భాషాంశాల పట్ల పరిజ్ఞానాన్ని పొందగలరు.
3. తిక్కన భారతంనాటి మత, ధార్మిక పరిస్థితులను, తిక్కన కవితాశిల్పాన్ని, నాటకీయతను అవగాహన చేసుకోగలరు.
4. ఎఱ్ఱన సూక్తివైచిత్రిని, ఇతిహాస కవిత్వంలోని విభిన్న రీతులపట్ల అభిరుచిని పొందగలరు. శ్రీనాథుని కాలం నాటి కవితావిశేషాలను, మొల్ల కవితా విశిష్టతను గుర్తించగలరు.
5. తెలుగు పద్యం స్వరూప-స్వభావాలను, సాహిత్యాభిరుచిని పెంపొందించుకుంటారు. ప్రాచీన కావ్యభాషలోని వ్యాకరణాంశాలను అధ్యయనం చేయడం ద్వారా భాషాసామర్థ్యాన్ని, రచనలో మెళకువలను గ్రహించగలరు.

పాఠ్య ప్రణాళిక

యూనిట్ - I

రాజనీతి - నన్నయ

మహాభారతం - సభాపర్వం - ప్రథమాశ్వాసం (26-57 పద్యాలు)

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యూనిట్ - II

కుమారసంభవం - ద్వితీయాశ్వాసం - (49 - 86 పద్యాలు)



**యూనిట్ - III**

ధామ్య ధర్మోపదేశము - తిక్కన

మహాభారతం - విరాటపర్వం - ప్రథమాశ్వాసం - (116 - 146) పద్యాలు

**యూనిట్ - IV**

పలనాటి బెబ్బలి - శ్రీనాథుడు (పలనాటి వీరచరిత్ర - ద్విపద కావ్యం పుట 108 - 112 'బాలచంద్రుడు భీమంబగు సంగ్రామం బొనర్చుట.. (108)..

వెఱగంది కుంది' (112) సం. అక్కిరాజు ఉమాకాంతం ముద్రణ. వి. కె. స్వామి, బెజవాడ 1911.

**యూనిట్ - V**

సీతారావణ సంవాదం - మొల్ల

రామాయణము - సుందరకాండము - (40 - 87 పద్యాలు)

**వ్యాకరణం**

**సంధులు:** ఉత్ప, త్రిక, ద్రుతప్రకృతిక, నుగాగమ, ద్విరుక్తటకారాదేశ, యణాదేశ, వృద్ధి, శ్చుత్వ, జశ్వ, అనునాసిక సంధులు.

**సమాసాలు:** అవ్యయిభావ, తత్పురుష, కర్మధారయ, ద్వంద్వ, ద్విగు, బహువ్రీహి.

**అలంకారాలు:**

**అర్థాలంకారాలు:** ఉపమ, ఉత్పేక్ష, రూపక, స్వభావోక్తి, అర్థాంతరవ్యాస, అతిశయోక్తి.

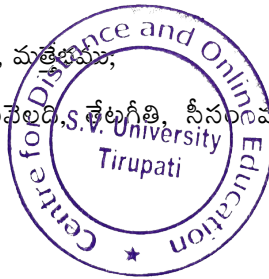
**శబ్దాలంకారాలు:** అనుప్రాస (వృత్త్యనుప్రాస, ఛేకామప్రాస లాటానుప్రాస, అంత్యానుప్రాస)

ఛందస్సు

**వృత్తాలు:** ఉత్పలమాల, చంపకమాల, శార్దూలము, మత్తేభము,

**జాతులు:** కందం, ద్విపద; ఉపజాతులు: ఆటవెలది, శేటగీతి, సీసంగమరియు

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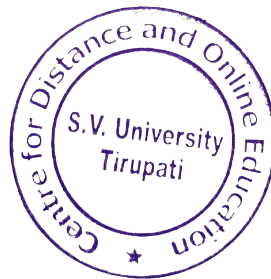
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**ప్రాచీన తెలుగు కవిత్వం**

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1.2	కవి పరిచయం	1
1.3	మహాభారత ప్రాశస్త్యము	1
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1.6	కఠిన పదాలకు అర్థాలు	7
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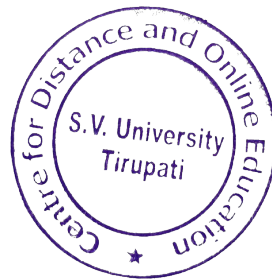
**యూనిట్-3: ధౌమ్య ధర్మోపదేశం**

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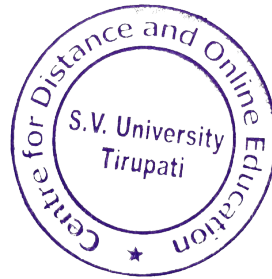
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# ఆధునిక తెలుగు సాహిత్యం

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రచయితలు

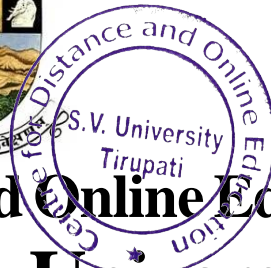
డా॥ బి. అశోక్

డా॥ ఎస్. సునీల్ కుమార్

తెలుగు విభాగం

ఎస్. వి. విశ్వవిద్యాలయం

తిరుపతి, ఆంధ్రప్రదేశ్ - 517 502



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## జనరల్ తెలుగు / సెమిస్టర్ - II

### ఆధునిక తెలుగు సాహిత్యం

#### అభ్యసన ఫలితాలు

ఈ కోర్సు విజయవంతం ముగించాక, విద్యార్థులు క్రింది అభ్యసన ఫలితాలను పొందగలరు.

1. ఆంగ్లభాష ప్రభావం కారణంగా తెలుగులో వచ్చిన ఆధునిక సాహిత్యాన్ని, అని విశిష్టతను గుర్తిస్తారు.
2. సమకాలీన ఆధునిక సాహిత్య ప్రక్రియలైన వచన కవిత్వం, కథ, నవల, నాటకం, విమర్శ లపై అవగాహన పొందుతారు.
3. భావకవిత, అభ్యుదయ కవితలక్షణాలను గూర్చిన జాన్డాన్ని పొందుతారు. అస్తిత్వవాద ఉద్యమాలపుట్టుకను, అవశ్యకతను గుర్తిస్తారు.
4. కథాసాహిత్యం ద్వారా సామాజిక చైతన్యాన్ని పొందుతారు. సిద్ధాంతాల ద్వారా కాకుండా, వాస్తవ పరిస్థితులను తెలుసుకోవడం ద్వారా సిద్ధాంతాన్ని సమీక్షించగలరు.
5. ఆధునిక తెలుగు కల్పనాసాహిత్యం ద్వారా సామాజిక, సాంస్కృతిక, రాజకీయ చైతన్యాన్ని పొందుతారు.

#### పాఠ్య ప్రణాళిక

##### యూనిట్- I: ఆధునిక కవిత్వం

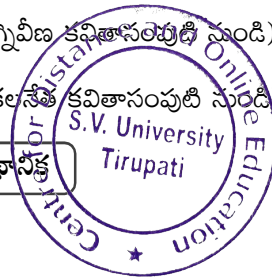
1. ఆధునిక కవిత్వం : పరిచయం
2. కొండవీడు : దువూరి రామిరెడ్డి  
(కవికోకిల గ్రంథావళి ఖండకావ్యాలు సక్షత్రమాల సంపుటి నుండి)

3. మాతృసంగీతం : అనిసెట్టి సుబ్బారావు (అగ్నివీణ కవితాసంపుటి నుండి)
4. తాతకో నూలుపోగు : బండరు ప్రసాదమూర్తి (కలనైత కవితాసంపుటి నుండి)

5. తెలుగు కథానిక ప్రచయం :  
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6. భయం (కథ) : కాశీపట్నం రామరావు
7. స్వేదం ఖరీదు....(కథ) : రెంటాల నాగేశ్వరరావు

##### యూనిట్ - II: కథానిక



**యూనిట్ - III: నవల**

8. తెలుగు నవల : పరిచయం
9. రథచక్రాలు (నవల) : మహీధర రామ్మోహన రావు (సంక్షిప్త ఇతివృత్తం మాత్రం)
10. రథచక్రాలు (సమీక్షా వ్యాసం) డా. యల్లాప్రగడ మల్లికార్జునరావు

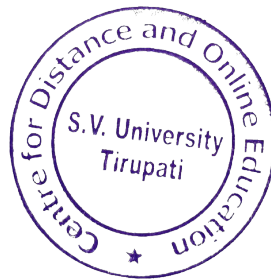
**యూనిట్ - IV: నాటకం**

11. తెలుగు నాటకం : పరిచయం
12. యక్షగానము (నాటిక) : ఎం.వి.ఎస్. హరనాథరావు
13. అపురూప కళారూపాల విధ్వంసదశ్యం యక్షగానము (సమీక్షా వ్యాసం) డా. కందిమళ్ళ సాంబశివరావు

**యూనిట్ - V: విమర్శ**

14. తెలుగు సాహిత్యం విమర్శ: పరిచయం
15. విమర్శ స్వరూప స్వభావాలు ఉత్తమ విమర్శకుడు లక్షణాలు

  
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# విషయ సూచిక

## ఆధునిక తెలుగు సాహిత్యం

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#### 1. ఆధునిక కవిత్వం - పరిచయం

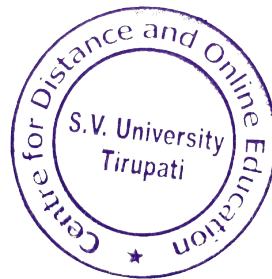
1.1	ఉద్దేశ్యం	1
1.2	పాఠ్యభాగం	1
1.3	పాఠ్యభాగ పరిచయం	7
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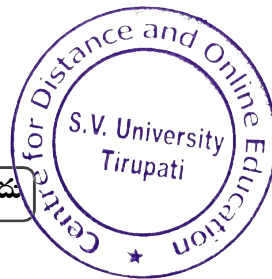
**6. భయం (కథ)**

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9.3	పాఠ్యభాగం	122
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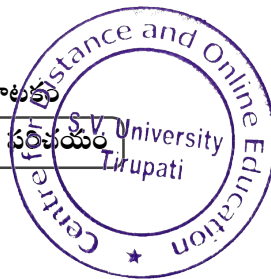
10.1	ఉద్దేశ్యం	253
10.2	పాఠ్యభాగ సారాంశం	253
10.3	పాఠ్యభాగ పరిచయం	258
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12.2 కవి పరిచయం	273
12.3 పాఠ్యభాగం	274
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13.1 ఉద్దేశ్యం	315
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13.3 పాఠ్యభాగ పరిచయం	320
13.4 పాఠ్యభాగ సారాంశం	320
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**యూనిట్ - V: విమర్శ**

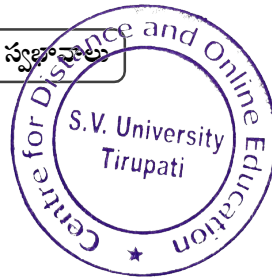
**14. తెలుగు సాహిత్య విమర్శ - పరిచయం**

14.1 ఉద్దేశ్యం	329
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15.3 పాఠ్యభాగ పరిచయం	346
15.4 పాఠ్యభాగ సారాంశం	346
15.5 వ్యాసరూప ప్రశ్నలు	347
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రచయితలు

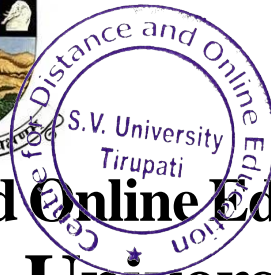
డా॥ బి. అశోక్

డా॥ ఎస్. సునీల్ కుమార్

తెలుగు విభాగం

ఎస్. వి. విశ్వవిద్యాలయం

తిరుపతి, ఆంధ్రప్రదేశ్ - 517 502



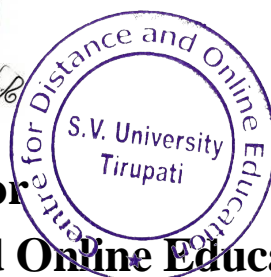
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## జనరల్ తెలుగు / సెమిస్టర్ - III

# సృజనాత్మక రచన

### అభ్యసన ఫలితాలు

ఈ కోర్సు విజయవంతం ముగించాక, విద్యార్థులు క్రింది అభ్యసన ఫలితాలను పొందగలరు.

1. తెలుగు సాహిత్య అభ్యసన ద్వారా నేర్చుకున్న నైపుణ్యాలను, సృజనాత్మక నైపుణ్యాలుగా మార్చుకోగలరు.
2. విద్యార్థులు భాషాతత్వాన్ని, భాష యొక్క ఆవశ్యకతను, భాష యొక్క ప్రాధాన్యాన్ని గుర్తిస్తారు. మనిషి వ్యక్తిగత జీవనానికి, సామాజిక వ్యవస్థ పటిష్ఠతకు భాష ప్రధానమని తెలుసుకుంటారు.

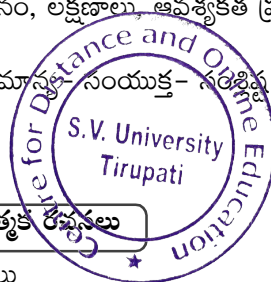
తెలుగుభాషలోని కీలకాలైన 'వర్ణం-పదం-వాక్యాల ప్రాధాన్యాన్ని గుర్తిస్తూ, వాగ్రూప- లిఖితరూప వ్యక్తీకరణ ద్వారా భాషానైపుణ్యాలను మొరుగుపరచుకోగలరు.

3. భాషానైపుణ్యాలను అలవరుచుకోవడంతోపాటు వినియోగించడం నేర్చుకుంటారు. రచనా, భాషానైపుణ్యాలను సృజనాత్మక రూపంలో వ్యక్తీకరించగలరు.
4. ప్రాచీన పద్యరచనతో పాటు ఆధునిక కవిత, కథ, వ్యాసం మొదలైన సాహిత్యప్రక్రియల నిర్మాణాలకు సంబంధించిన సిద్ధాంతవిషయాలను నేర్పడంతో పాటు వారిలో రచనా నైపుణ్యాలను పెంపొందించుకోగలరు.
5. సృజన రంగర, ప్రసారమాధ్యమ రంగాల్లో ఉపాధి అవకాశాలను అందిపుచ్చుకోగలరు.
6. అనువాద రంగంలో నైపుణ్యం సంపాదించగలరు.

### పాఠ్య ప్రణాళిక

#### యూనిట్ - 1: వ్యక్తీకరణ నైపుణ్యం

1. భాషా ప్రాథమిక అంశాలు : (భాష- నిర్వచనం, లక్షణాలు, ఆవశ్యకత ప్రయోజనాలు)
2. వర్ణం, పదం, వాక్యం : (లక్షణాలు, సామాన్య- సంయుక్త- సంకీర్ణ వాక్యాలు)
3. భాషా నిర్మాణంలో వర్ణం, పదం, వాక్యం  
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4. కవితా రచన : ఉత్తమ కవితా - లక్షణాలు
5. కథారచన : ఉత్తమ కథ - లక్షణాలు
6. వ్యాస రచన : ఉత్తమ వ్యాసం లక్షణాలు



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**యూనిట్ - III: అనువాద రచన**

7. అనువాదం- నిర్వచనం, అనువాద పద్ధతులు
8. అనువాద సమస్యలు - భౌగోళిక, భాషా, సంస్కృతిక సమస్యలు, పరిష్కారాలు
9. అభ్యాసం - ఆంగ్లం నుండి తెలుగుకు, తెలుగు నుండి ఆంగ్లానికి ఒక పేరును అనువదించడం

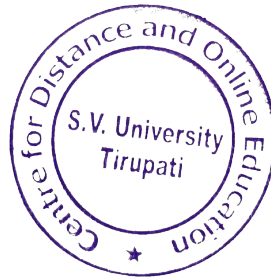
**యూనిట్ - IV: మాధ్యమాలకు రచన - 1 (ముద్రణామాధ్యమం/ ప్రింట్ మీడియా)**

10. ముద్రణామాధ్యమం: పరిచయం - పరిధి - వికాసం
11. వివిధ రకాల పత్రికలు , పరిశీలన - పత్రికా భాష - శైలి - వైవిధ్యం
12. పత్రికా రచన : (వార్తా రచన, సంపాదకీయాలు, సమీక్షలు - అవగాహన)

**యూనిట్ - V: మాధ్యమాల రచన - 2 (ప్రసార మాధ్యమం/ ఎలక్ట్రానిక్ మీడియా)**

13. ప్రసార మాధ్యమాలు : (నిర్వచనం, రకాలు, విస్తృతి ప్రయోజనాలు)
14. శ్రవణ మాధ్యమాలు : (రచన, రేడియో రచన, ప్రసంగాలు, నాటికలు, ప్రసార సమాచారం)
15. దృశ్య మాధ్యమాలు : (రచన, వ్యాఖ్యానం(యాంకరింగ్), టెలివిజన్ రచన)

  
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# విషయ సూచిక సృజనాత్మక రచన

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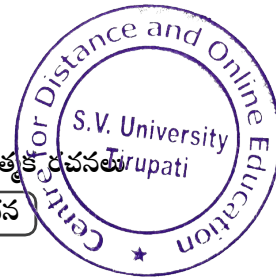
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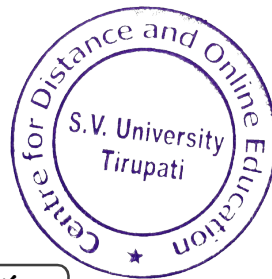
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6.2	పాఠ్యభాగం	55
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### 10. ముద్రణామాధ్యమం

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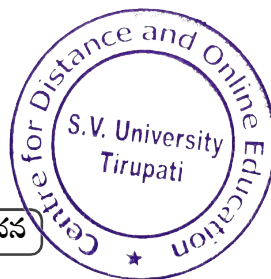
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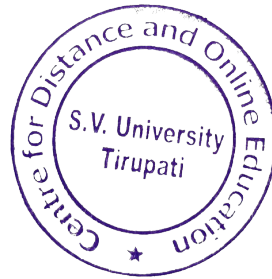
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*As per Choice Based Credit System (CBCS)  
For Degree 1-Year/1-sem  
Common to all Branches*

**Authors**

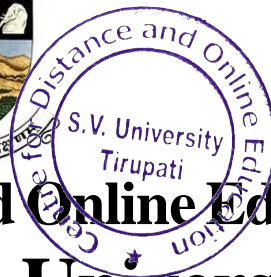
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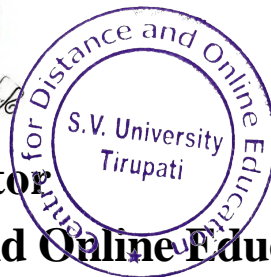
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# A Course in Communication and Soft Skills

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## Learning Outcomes

*By the end of the course the learner will be able to:*

- Use grammar effectively in writing and speaking.
- Demonstrate the use of good vocabulary
- Demonstrate an understating of writing skills
- Acquire ability to use Soft Skills in professional and daily life.
- Confidently use the tools of communication skills

### Unit-1: Listening Skills

- i. Importance of Listening
- ii. Types of Listening
- iii. Barriers to Listening
- iv. Effective Listening

### Unit-2: Speaking Skills

- a. Sounds of English: Vowels and Consonants
- b. Word Accent
- c. Intonation

### Unit-3: Grammar

- a. Concord
- b. Modals
- c. Tenses (Present/Past/Future)
- d. Articles
- e. Prepositions
- f. Question Tags
- g. Sentence Transformation (Voice, Reported Speech & Degrees of Comparison)
- h. Error Correction

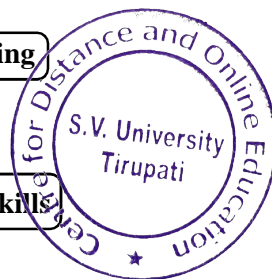
### Unit-4: Writing

- i. Punctuation
- ii. Spelling
- iii. Paragraph Writing

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### Unit-5: Soft Skills

- a. SWOC
- b. Attitude
- c. Emotional Intelligence
- d. Telephone Etiquette
- e. Interpersonal Skills



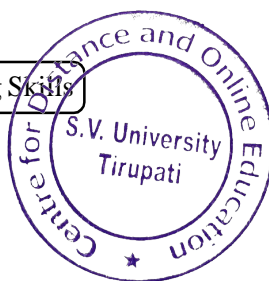
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# Content

## *A Course in Communication and Soft Skills*

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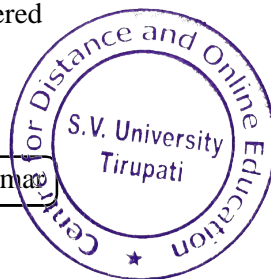
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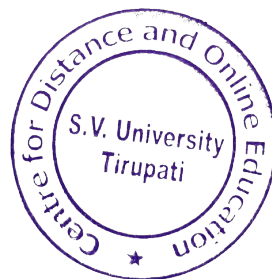
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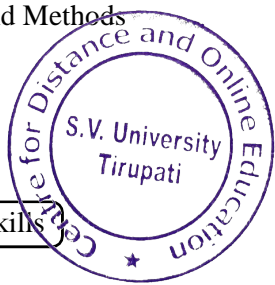
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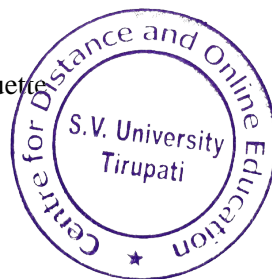
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*As per Choice Based Credit System (CBCS)  
For Degree I-year / II-sem  
Common to all Branches*

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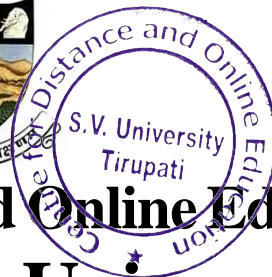
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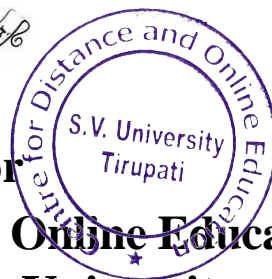
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# A Course in Reading & Writing Skills

## Learning Outcomes

By the end of the course the learner will be able to:

- Use reading skills effectively
- Comprehend different texts
- Interpret different types of texts
- Analyse what is being read
- Build up a repository of active vocabulary
- Use good writing strategies
- Write well for any purpose
- Improve writing skills independently for future needs

### Unit-1

**Prose** : 1. How to Avoid Foolish Opinions Bertrand Russell

**Skills** : 2. Vocabulary: Conversion of Words

: 3. One Word Substitutes

: 4. Collocations

### Unit-2

**Prose** : 1. The Doll's House

Katherine Mansfield

**Poetry** : 2. Ode to the West Wind

P.B Shelley

**Non-Detailed Text** : 3. Florence Nightingale

Abraham Mohsin

**Skills** : 4. Skimming and Scanning

### Unit-3

**Prose** : 1. The Education Train at Deoli Ruskin Bond

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**Poetry** : 2. Upagupta Rabindranath Tagore

**Skills** : 3. Reading Comprehension

: 4. Note Making/Taking



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**Unit-4**

**Poetry** : 1. Coromandel Fishers Sarojini Naidu

**Skills** : 2. Expansion of Ideas

: 3. Notices, Agendas and Minutes

**Unit-5**

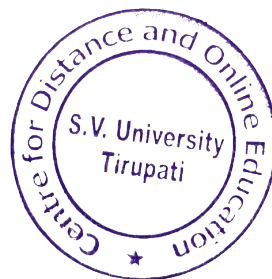
**Non-Detailed Text** : 1. An Astrologer's Day R K Narayan

**Skills** : 2. Curriculum Vitae and Resume

: 3. Letters

: 4. E-Correspondence

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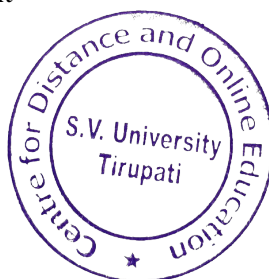
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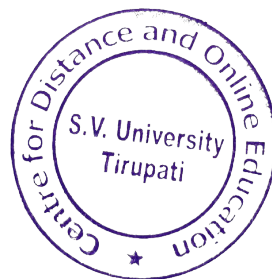


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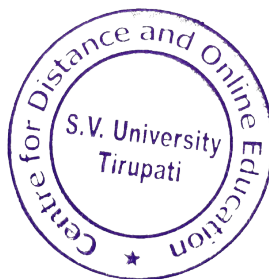


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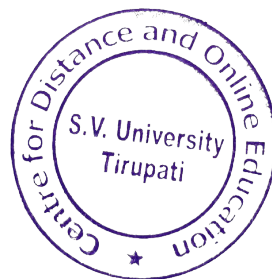


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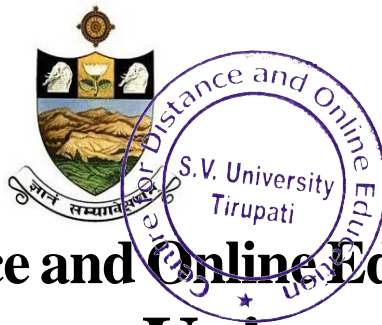
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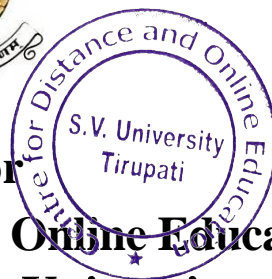
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# A Course in Conversational Skills

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## Learning Outcomes

By the end of the course the learner will be able to:

- Speak fluently in English
- Participate confidently in any social interaction
- Face any professional discourse
- Demonstrate critical thinking
- Enhance conversational skills by observing the professional interviews

### Unit-I

**Speech:** 1. Tryst with Destiny Jawaharlal Nehru

**Skills:** 2. Greetings

3. Introductions

### Unit-II

**Speech:** 1. Yes, We Can Barack Obama

**Interview:** 2. A Leader Should Know How to Manage Failure Dr.A.P.J.Abdul Kalam/ India  
Knowledge at Wharton

**Skills:** 3. Requests

### Unit-III

**Interview:** 1. Nelson Mandela's Interview With Larry King

**Skills:** 2. Asking and Giving Information

3. Agreeing and Disagreeing

### Unit-IV

**Interview:** 1. JRD Tata's Interview With T.N.Ninan

**Skills:** 2. Dialogue Building

3. Giving Instructions/Directions

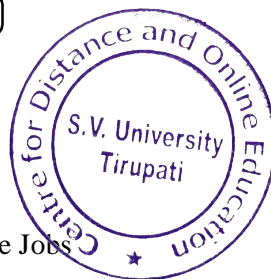
### Unit-V

**Speech:** 1. You've Got to Find What You Love Steve Jobs

**Skills:** 2. Debates

3. Descriptions

4. Role Play



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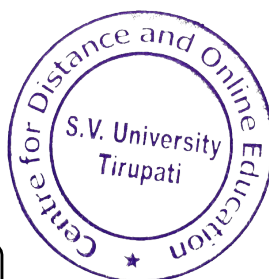
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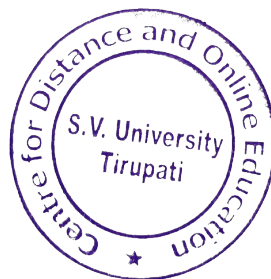
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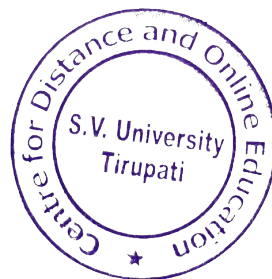
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Life Skill Course  
***Human Values and Professional Ethics***  
*As per Choice Based Credit System (CBCS)*  
*Common to all Branches*

**Authors**

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# *Human Values and Professional Ethics*

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## **Learning Outcome**

On completion of this course, the UG students will be able to:

- Understand the significance of value inputs in a classroom and start applying them in their life and profession
- Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
- Understand the value of harmonious relationship based on trust and respect in their life and profession
- Understand the role of a human being in ensuring harmony in society and nature.
- Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

### **Unit-1: Introduction - Definition, Importance, Process & Classifications of Value Education**

- Understanding the need, basic guidelines, content and process for Value Education
- Understanding the thought provoking issues; need for Values in our daily life
- Choices making - Choosing, Cherishing & Acting
- Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.

### **Unit-2: Harmony in the Family - Understanding Values in Human Relationships**

- Understanding harmony in the Family- the basic unit of human interaction
- Understanding the set of proposals to verify the Harmony in the Family;

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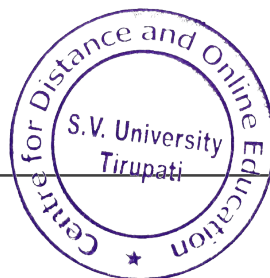
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- Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
- Present Scenario: Differentiation (Disrespect) in relationships on the basis of body, physical facilities, or beliefs.
- Understanding the Problems faced due to differentiation in Relationships
- Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals
- Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj*), Universal Order (*Sarvabhaum Vyawastha* )- from family to world family.

### Unit-3: Professional Ethics in Education

- Understanding about Professional Integrity, Respect & Equality, Privacy, Building Trusting Relationships.
- Understanding the concepts; Positive cooperation, Respecting the competence of other professions.
- Understanding about Taking initiative and Promoting the culture of openness.
- Depicting Loyalty towards Goals and objectives.

  
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# *Indian Culture & Science*

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## **Learning Outcomes**

By successful completion of the course, students will be able to:

1. Understand the evolution of India's culture.
2. Analyze the process of modernization of Indian society and culture from past to future.
3. Comprehend objective education and evaluate scientific development of India in various spheres.
4. Inculcate nationalist and moral fervor and scientific temper.

### **Unit-I: Unity in Diversity in India**

Coexistence of various religions since ancient times - Hinduism, Buddhism, Jainism and Atheism, and later Sikhism, Islam and Christianity

The Bhakti (Vishnavite and Saivaite) and Sufi Movements

The concepts of seela, karuna, kshama, maitri, vinaya, santhi and ahimsa Achievements in Literature, Music, Dance, Sculpture and Painting - Craftsmanship in cloth, wood, clay, metal and ornaments

Cultural diversity, Monogamy, Family system, Important seasonal festivals

### **Unit-II: Social Reforms and Modern Society**

Reforms by Basaveswara - Raja Rama Mohan Roy - Dayananda Saraswathi - Swamy Vivekananda - Mahatma Gandhi - B. R. Ambedkar - Reforms in Andhra by Vemana, Veerabrahmam, Gurajada, Veeresalingam and GurrarnJashua (only reforms in brief, biographies not needed)

**Modern Society:** Family unity, Community service, Social Harmony, Civic Sense, Gender Sensitivity, Equality, National Fervor

### **Unit-III: Science and Technology**

Objectivity and Scientific Temper - Education on Scientific lines (Bloom's Taxonomy) - Online Education

Developments in Industry, Agriculture, Medicine, Space, Alternate Energy, Communications, Media through ages

## **Co-curricular Activities Suggested**

1. Assignments, Group discussions, Quiz etc
2. Invited Lecture by a local expert
3. Visit to scientific institutions, local heritage sites, museums, industries etc

  
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## Content

# *Indian Culture & Science*

### Unit-1: Indian Culture & Science

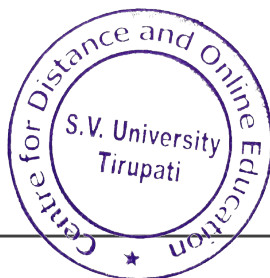
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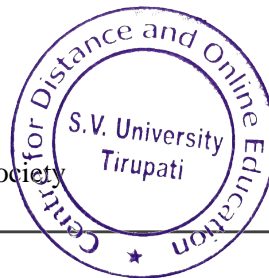
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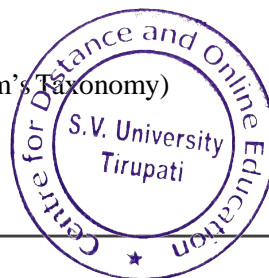




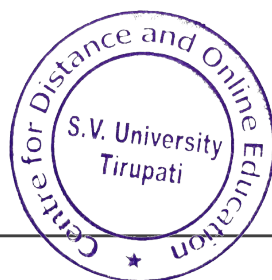
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# *Environmental Education*

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## **Learning outcomes**

On completion of this course the students will be able to .....

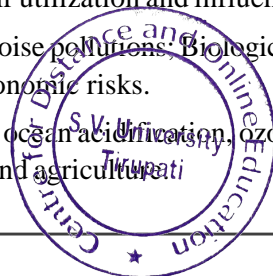
1. Understand the nature, components of an ecosystem and that humans are an integral part of nature.
2. Realize the importance of environment, the goods and services of a healthy biodiversity, dependence of humans on environment.
3. Evaluate the ways and ill effects of destruction of environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
4. Discuss the laws/ acts made by government to prevent pollution, to protect biodiversity and environment as a whole.
5. Acquaint with international agreements and national movements, and realize citizen's role in protecting environment and nature.

### **Unit-1: Environment and Natural Resources**

1. Multidisciplinary nature of environmental education; scope and importance.
2. Man as an integral product and part of the Nature.
3. A brief account of land, forest and water resources in India and their importance.
4. Biodiversity: Definition; importance of Biodiversity - ecological, consumptive, productive, social, ethical and moral, aesthetic, and option value.
5. Levels of Biodiversity: Genetic, species and ecosystem diversity.

### **Unit-2: Environmental Degradation and Impacts**

1. Human population growth and its impacts on environment; land use change, land degradation, soil erosion and desertification.
2. Use and over-exploitation of surface and ground water, construction of dams, floods, conflicts over water (within India).
3. **Deforestation:** Causes and effects due to expansion of agriculture, firewood, mining, forest fires and building of new habitats.
4. Non-renewable energy resources, their utilization and influences.
5. A brief account of air, water, soil and noise pollutions; Biological, industrial and solid wastes in urban areas. Human health and economic risks.
6. Green house effect - global warming; ocean acidification, ozone layer depletion, acid rains and impact on human communities and agriculture.

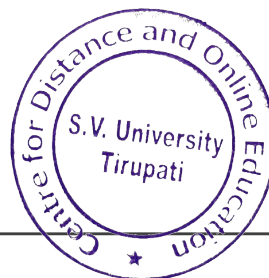


7. **Threats to biodiversity:** Natural calamities, habitat destruction and fragmentation, over exploitation, hunting and poaching, introduction of exotic species, pollution, predator and pest control.

**Unit-3: Conservation of Environment**

1. Concept of sustainability and sustainable development with judicious use of land, water and forest resources; afforestation.
2. Control measures for various types of pollution; use of renewable and alternate sources of energy.
3. **Solid waste management:** Control measures of urban and industrial waste.
4. **Conservation of biodiversity:** In-situ and ex-situ conservation of biodiversity.
5. **Environment Laws:** Environment Protection Act; Act; Wildlife Protection Act; Forest Conservation Act.
6. **International agreements:** Montreal and Kyoto protocols; Environmental movements: Bishnois of Rajasthan, Chipko, Silent valley.

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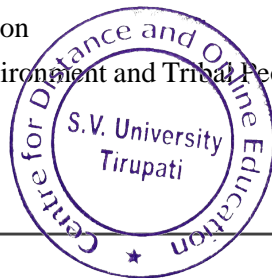
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# Content

## *Environmental Education*

### Unit-1: Environment and Natural Resources

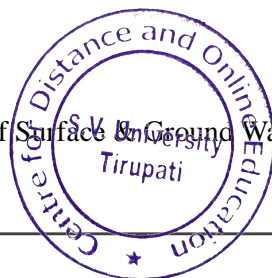
1.0	Objectives	1
1.1	Introduction	1
1.2	Definitions of Environment	2
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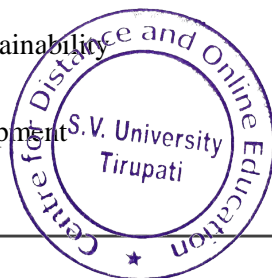




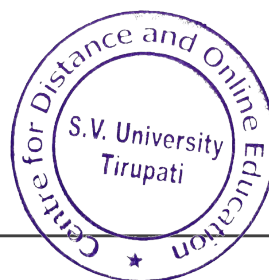
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Life Skill Course

# *Personality Enhancement & Leadership*

*As per Choice Based Credit System (CBCS)  
Common to all Branches*

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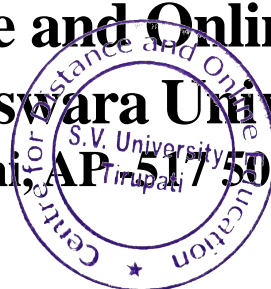
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## *Personality Enhancement & Leadership*

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### **Learning Outcomes**

By successful completion of the course, students will be able to:

- Develop comprehensive understanding of personality
- Know how to assess and enhance one's own personality
- Comprehend leadership qualities and their importance
- Understand how to develop leadership qualities

#### **Unit-I**

Meaning of Personality – Explanations of Human Personality – Psychodynamic Explanations – Social Cognitive Explanation – Big Five traits of Personality

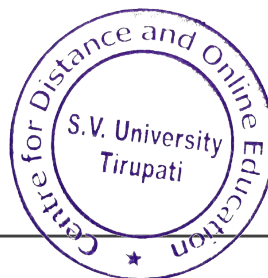
#### **Unit-II**

Assessment of Personality - Projective & Self Report Techniques - Building Self-Confidence – Enhancing Personality Skills

#### **Unit-III**

Leadership Characteristics – Types of Leaders – Importance of Leadership – Leadership Skills – Building and Leading Efficient Teams – Leadership Qualities of Abraham Lincoln, Mahatma Gandhi, Prakasam Pantulu, Dr. B. R. Ambedkar & J.R.D. Tata

  
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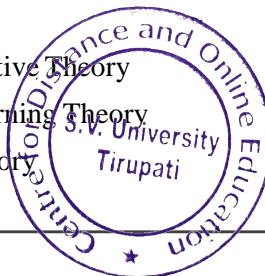
  
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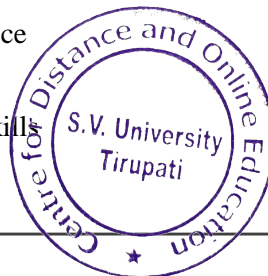
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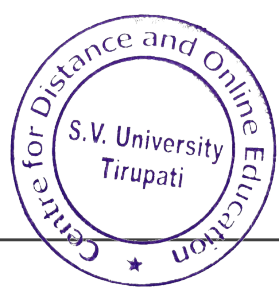


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Skill Development Course  
***Office Secretaryship***  
As per Choice Based Credit System (CBCS)  
Common to all Branches

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# Office Secretaryship

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## Learning Outcomes

By the successful completion of course, the student will be able to;

1. Understand the organizational hierarchy and outlines of functioning.
2. Comprehend the role of office secretaryship in a small and medium organization.
3. Acquire knowledge on office procedures and interpersonal skills.
4. Apply the skills in preparing and presenting notes, letters, statements, reports in different situations.

### Unit-I: Introduction

Introduction - Organisational structure of a small and medium organization - Types of offices - Kinds of secretaries - The scope of office secretaryship.

### Unit-II: Office Secretary

The role of an office secretary - Duties and responsibilities - Usage of different devices - Flowchart and office manuals - Coordinating different wings of an office/organisation - Arranging common meetings - Operations of banking and financial services - travel and hospitality management services.

### Unit-III: Office Procedures

Office procedures - Filing - Circulating files - Preparation of notes, circulars, agenda and minutes of meetings - Issue of press notes - Maintenance of files and records - Inventory, office, human resources, financial and confidential - maintaining public relations.

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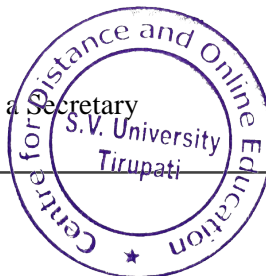
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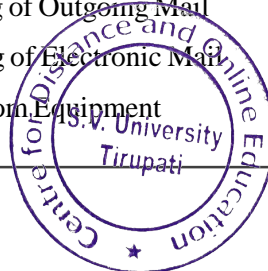


  
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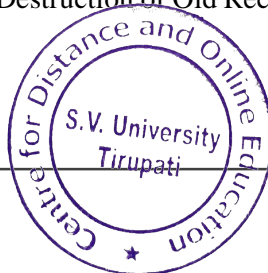


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# *Advertising*

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## **Learning Outcomes**

After Successful completion of this course, the students are able to;

1. Understand the field of Advertising
2. Comprehend opportunities and challenges in Advertising sector
3. Prepare a primary advertising model
4. Understand applying of related skills
5. Examine the scope for making advertising a future career

### **Unit-1**

Introduction of advertising concepts- functions - Types of advertising - Creative advertising messages - Factors determining opportunities of a product/service/Idea

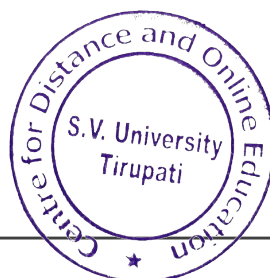
### **Unit-2**

Role of advertising agencies and their responsibilities - scope of their work and functions - Ethical issues - Identifying target groups -Laws in advertising. Advertising Statutory Bodies in India - Role of AAAI (Advertising Agencies Association of India), ASCI (Advertising Standard Council of India)

### **Unit-3**

Types of advertising - Basic characteristics of a typical advertisement - Reaching target groups - Local advertising - Feedback on impact of advertisement - Business promotion.

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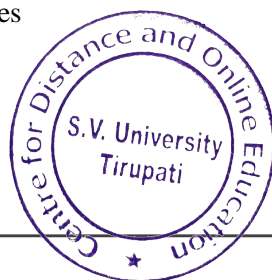


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Skill Development Course  
***Logistics and Supply Chain Management***  
*As per Choice Based Credit System (CBCS)*  
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# *Logistics and Supply Chain Management*

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## **Learning Outcomes**

At the successful completion of the course, the student will be able to;

1. Summarize relationship between marketing and Logistic Management
2. Understand the concepts of Supply Chain Management in connection with products.
3. Understanding various types of seller and suppliers
4. Evaluate best logistic method among all means of transport operations
5. Analysis of different distribution strategies - online and physical distribution
6. Compare the Logistics in National and International Scenario.
7. Design and develop new methods and models of Logistics in SCM

### **Unit-1: Introduction to Logistics and Supply Chain Management (SCM)**

Functions of Logistics - Structure of logistics - Logistics Costs - Modes of Logistics - Logistics in 21st Century - Role of Supply Chain Management - Design and Development of Supply Chain Network - Different types of Supply Chain Networks

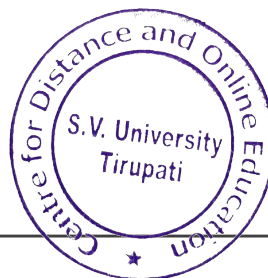
### **Unit-II: Logistics**

Customer Selection - Process -Customer Service and Customer Retention - Relationship Management - Integrating Logistics and Customer Relationship Management

### **Unit-III: Supply Chain Management**

Managing and Estimating Supply Chain Demand - Forecasting Techniques - Supplier Networks – Skills to Manage SCM - Recent Trends in SCM

  
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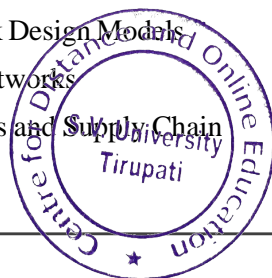
  
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# Content

## *Logistics and Supply Chain Management*

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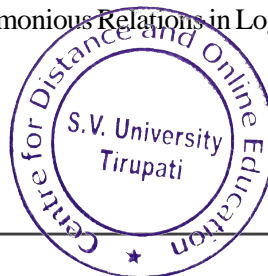
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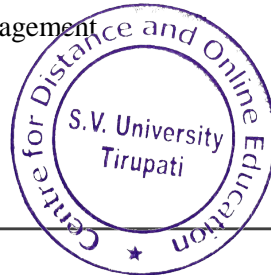
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Skill Development Course

# *Disaster Management*

*As per Choice Based Credit System (CBCS)*

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# *Disaster Management*

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## **Learning Outcomes**

After successful completion of the course, the students are able to;

1. Understand the nature, cause and effects of disasters
2. Comprehend the importance of Disaster Management and the need of awareness
3. Acquire knowledge on disaster preparedness, recovery remedial measures and personal precautions
4. Volunteer in pre and post disaster management service activities

### **Unit-I**

Introduction of Disaster - Different types of disasters- Natural- (flood, cyclone, earthquake, Famine and pandemic) - Accidental- (Fire, Blasting, Chemical leakage, Rail, Aviation, Road boat tragedies and nuclear pollution) - Disaster Management Act 2005

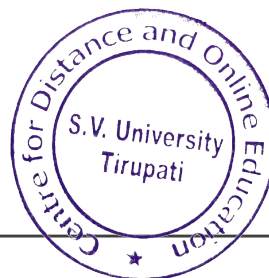
### **Unit-II**

Causes and immediate effects of Disasters - Preparedness of disasters –Precautions – Dissemination of information - Nature and concepts - Role of National Disaster Management Authority and Role of Government and non governmental organizations in protecting human livestock and natural resources.-Use of technology -Role of Citizens and Youth in the prevention.

### **Unit-III**

Post disaster effects - short term - Procedures for Rehabilitation and Recovery - Role of volunteers and Safety Precautions - Long term remedial and preventive measures – Collection, filing and storage of information - Case studies.

  
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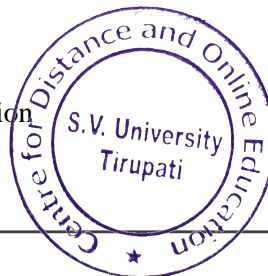
## *Disaster Management*

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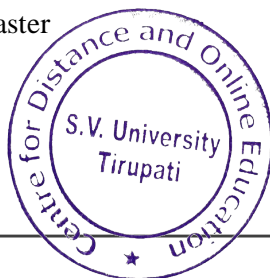




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