



Smt. N.P. Savithramma
Govt. College for Women
Chittoor. (A.P.)



స్వచ్ఛ భారతి
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శ్రీమతి ఎన్.పి. సావిత్రమ్మ ప్రభుత్వ మహిళా కళాశాల

చిత్తూరు. (ఆం. ప్ర)



సృజన భారతి

Magazine 2024-2025

ప్రధాన సంపాదకులు

డా॥ జి. ఉషారాణి, తెలుగు శాఖధ్యక్షులు

సంపాదకులు

అన్ని శాఖల అధ్యాపక బృందం

టైపింగ్ సహాయకులు :

వి. మాలతి, కంప్యూటర్ ఆపరేటర్

డి.టి.పి & ముఖచిత్రం :

ఎం. సంధ్యశ్రీ, ఎన్.పి. సావిత్రమ్మ కళాశాల పూర్వవిద్యార్థిని

వైస్ ప్రెసిపాల్

ఎ.ఎం. నరేంద్ర కుమార్

ప్రిన్సిపాల్

డా॥ కె. మనోహర్

Foreword

Dr. K. Manohar,

Principal,

Smt. N.P.S. Govt. Degree College,

Chittoor.



I am truly proud to declare that our Smt.N.P.SavithrammaGovt Degree College for Women is an institution that constantly strives to create responsible women with all the above defined qualities. institution instills modern education with well-established ethical values. Every human being in this world needs basic necessities like food, clothing, and shelter. To make life more meaningful and fruitful, one also needs knowledge, wisdom, honesty, morals, and sincerity. We at our institution instill modern education with well-established ethical ideals because we firmly think that today's students will be tomorrow's country builders. Our highly skilled, experienced, and committed teaching community makes all of these possible. I am thrilled to write a few words about the college magazine, which has student and instructor contributions in the form of essays, poems, stories, and other artistic creations that are considered to be noble works. I sincerely appreciate them and wish them luck in all of their future endeavors.

Dr. K. Manohar

Principal

Foreword

A. M. Narendra Kumar,

Vice - Principal,

Smt. N.P.S. Govt. Degree College,

Chittoor.



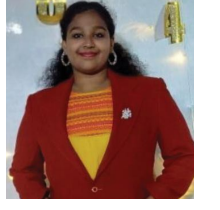
Every human being needs food, clothing, and shelter, among other basic necessities, in order to survive in this world. A more successful and satisfying life also requires knowledge, intelligence, honesty, integrity, and sincerity. I am proud to state that Smt. N. P. Savitharamma Government Degree College for Women consistently strives to produce responsible women who exhibit all of the aforementioned qualities. Our institution upholds moral values in addition to contemporary education because we genuinely believe that today's students will be tomorrow's nation-builders. We have a very talented, committed, and experienced teaching community that makes all of things possible. It gives me great pleasure to write a few words about the college magazine, which features articles, poetry, stories, and other artistic creations that are considered wonderful works and are contributed by both teachers and students. I sincerely thank you and wish you luck in all of your future pursuits.

A.M. Narendra Kumar

Vice - Principal

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శ్రేష్ఠమైన మా ఎన్.పి. సావిత్రమ్మ ప్రభుత్వ డిగ్రీ కళాశాల



A.C. Ashnah
II B.Com [C.A]

N.P. సావిత్రమ్మ మహత్తర ఆలయం,
జ్ఞానదీప్తి వెలిగించే ఆకాశదీపం
NAAC 'A' గ్రేడ్ తో వెలుగొందే,
మహిళలకు వరముగా నిలిచే.

గుణవంతులైన ఉపాధ్యాయుల మేలిమి మార్గదర్శనం,
ఎల్లలు లేని విజ్ఞాన సాగరం
మహా వృక్షములు మమత నింపగా,
తరగతి గదుల్లో విద్యార్థుల స్వప్నాలు వికసించి

ఆకాశాన్ని తాకే క్రీడామైదానం,
సంతోషంతో పరుగులు తీసే ప్రదేశం
రసాయనశాస్త్ర, విజ్ఞాన శాస్త్ర ప్రయోగశాలలు,
ప్రతిభను వెలుగులోకి తెచ్చే మార్గాలు

150 కంప్యూటర్లు కాంతులీనగా,
టెక్నాలజీకి తలమునకలయ్యే చోటుగా
NSS, రెడ్ రిబ్బన్ క్లబ్ సేవలకు నిలయం,
జవహర్ నాలెడ్జ్ సెంటర్ లో ఉద్యోగవకాశాలు సుగమం

డిజిటల్ తరగతుల్లో బోధన
అక్షరాల వెలుగుతో భవిష్యత్ నిర్మాణం
ప్రేమతో, ఆశయాలతో కలల ప్రపంచంలో
సావిత్రమ్మ కళాశాలలో మేము వెలుగొందుతాం సర్వోన్నతంగా!

ప్రకృతిలో అందం

M. Sathya Lakshmi

II B.Com [C.A]

ప్రకృతి మనకు శాంతిని, ఆనందాన్ని ఇస్తుంది. ప్రకృతి అందాలను అనుభవించే ప్రతి క్షణం మన జీవితం ఎంత అద్భుతమో గుర్తించగలుగుతాం. ప్రకృతి అనేది సౌందర్యానికి, జీవానికి మూలాధారం. నదులు, పర్వతాలు, అడవులు, సముద్రాలు, పక్షులు, జంతువులు - ప్రతి జీవరాశి ప్రకృతి భాగమే. ఇది మనకు గాలి, నీరు, ఆహారం, నివాసం వంటి అనేక అవసరాలను అందిస్తుంది.



ప్రకృతి కవిత : ప్రకృతి శ్వాస

ఉదయమైన వేళ చుక్కలు మాయమై,

ఆకాశంలో సూర్యుడు వెలుగులిచ్చి

పక్షుల గానం మధురంగా మారి

నదులు పరిగెడతాయి అనందించి

పర్వత శిఖరాలు మేఘాలను తాకగా,

నీలాకాశం నదిని అల్లరి చేయగా,

చెట్లు తమ నీడను విస్తరించగా,

పక్షులు నెమ్మదిగా పాటలు పాడగా.

సూర్యుని కిరణాలు భూమిని ముద్దాడగా,
కనువిందైన ప్రకృతి మోములో నవ్వుగా
మొగ్గలు వికసించి పరిమళం పంచగా,
నదులు మృదువైన సంగీతం ఆలపించగా

ప్రకృతి ప్రేమను మనం గెలుచుకుందాం,
దానిని కాపాడి భవిష్యత్తును వెలిగిద్దాం.
నీరు, గాలి, భూమి మనకు వరం,
ఈ అందాన్ని రక్షించటమే మన ధర్మం!

“ ప్రకృతిని గమనించండి, అది మనకు ఎలా జీవించాలో నేర్పిస్తుంది ”

कबीर के दोहे – नारी (Women) संबंधी



एम. अखिला
I BSC (C.S)

कपास बिनुथा कापड़ा, कादे सुरंग ना पाये
कबीर त्यागो ज्ञान करि, कनक कामिनि दोये।

जिस प्रकार गंदे कपास से सुन्दर वस्त्र नहीं बन सकता है-कबीर ज्ञान की बात कहते हैं की हमें स्वर्ण और स्त्री दोनों का लगाव त्यागना चाहिये।

Kapas binutha kapra, kaade surang na paye
Kabir tyago gyan kari, kanak kamini doye.

Dirty cotton cannot weave beautiful cloth
Sacrifice gold and woman, if you seek wisdom, so says Kabir.

कबीर नारी की प्रीति से, केटे गये गरंत
केटे और जाहिंगे, नरक हसंत हसंत।

कबीर का कथन है की नारी से प्रेम के कारण अनेक लोग बरबाद हो गये और अभी बहुत सारे लोग हंसते-हंसते नरक जायेंगे।

Kabir naari ki priti se kete gaye garant
Kete aur jahinge, narak hasant hasant.

Kabir says many have been ruined due to the love for women
Many more will go to the hell laughing all the way through.

कबीर मन मिरतक भया, इंद्रि अपने हाथ
तो भी कबहु ना किजिये कनक कामिनि साथ।

कबीर कहते हैं की अगर तुम्हारी इच्छायें मन मर चुका हो और तुम्हारी विषय भोगों की इन्द्रियाँ भी तुम्हारे हाथ में नियंत्रित हों तब भी तुम धन और नारी का साथ मत करो।

Kabir man mirtak bhaya,indri apne haath
To bhi kabahun na kijiye,kanak kamini saath.

Kabir says even if the mind is dead and senses are in the control of hands
Even then you should never keep the company of both wealth and woman.

कलि मंह कनक कामिनि, ये दौ बार फांद
इनते जो ना बंधा बहि, तिनका हूँ मैं बंद।

कलियुग में जो धन और स्त्री के मोह में नहीं फंसा है-भगवान उसके हृदय से बंधे हुये हैं
क्योंकि ये दोनों माया मोह के बड़े फंदे हैं।

Kali manh kanak kamini, ye dou bar fand
Inte jo na bandha bahi, tinka hun mai band.

In the age of kaliyug, wealth and woman are the two great traps
I am bound to one who is not bound with these.

शंकर हु ते सबल है माया येह संसार
अपने बल छुटै नहि, छुटबै सिरजनहार।

यह संसार एक माया है जो शंकर भगवान से भी अधिक बलवान है।
यह स्वयं आप के प्रयास से कभी नहीं छुट सकता है। केवल प्रभु ही इससे आपको उबार
सकते हैं।

Shankar hu te sabal hai, maya yeh sansar
Apne bal chhutai nahi, chhutbai Sirjanhar.

This world is an illusion, even mightier than Lord Shankar, You can not get rid of this
illusion on your own. Only the creator can get you rid of it.

संतो खायी रहत है, चोरा लिनहि जाये
कहै कबीर विचारी के, दरगाह मिलि है आये।

संतो पर किया गया धन का खर्च बचा रहता है। शेष धन चोर ले जाता है।
कबीर का सुविचारित मत है की धर्म सतकर्म पर खर्च किया गया धन प्रभु के दरवार में
वापस मिल जाता है।

Santo khayee rahat hai, chora linhi jaye
Kahai Kabir vichari ke, dargah mili hai aaye.

The wealth spent on saints remains, rest all is taken away by the thieves.
The wealth spent in for good reasons, returns back in when one rests in final abode.

कबीर के दोहे – माया (Illusion) माया संबधी दोहे



एस.समीरुन्निसा

I BSC (C.S)

कबीर पशु पैसा ना गहै, ना पहिरै पैजार
ना कछु राखै सुबह को, मिलय ना सिरजनहार।

कबीर कहते हैं की पशु अपने पास पैसा रुपया नहीं रखता है और न ही जूते पहनता है। वह दूसरे दिन प्रातः काल के लिये भी कुछ नहीं बचा कर रखता है ।
फिर भी उसे सृजन हार प्रभु नहीं मिलते हैं। वाहय त्याग के साथ विवेक भी आवश्यक है।

Kabir pashu paisa na gahai,na pahiray paijar
Na katchhu rakhai subah ko,milay na sirjanhar.

Kabir says that animals niether keep money nor wear shoes
It neither keeps any thing for the next morning even then they do not realize God.

कबीर माया पापिनी, फंद ले बैठी हाट
सब जग तो फंदे परा, गया कबीरा काट।

कबीर कहते हैं की समस्त माया मोह पापिनी है। वे अनेक फंदा जाल लेकर बाजार में बैठी है।

समस्त संसार इस फांस में पड़ा है पर कबीर इसे काट चुके है।

Kabir maya papini,fand le baithi hat
Sab jag to fande para,gaya Kabira kat.

Kabir says all the illusions are vices, sitting with traps in the market
The whole world has been trapped but Kabir has cut the trap.

कबीर माया डाकिनी, सब काहु को खाये
दांत उपाकन पापिनी, संनतो नियरे जाये।

कबीर कहते हैं की माया डाकू के समान है जो सबको खा जाता है।
इसके दांत उखार दो। यह संतो के निकट जाने से ही संभव होगा।
संतो की संगति से माया दूर होते हैं।

Kabir maya dakini,sab kahu ko khaye
Dant uparun papini, santo nearey jaye.

Kabir says the illusions are dacoits,it devours everyone
Extract the teeth of vices by keeping the company of the saints.

कबीर माया पापिनी, हरि सो करै हराम
मुख कदियाली, कुबुधि की, कहा ना देयी नाम।

कबीर कहते हैं की माया पापिनी है। यह हमें परमात्मा से दूर कर देती है ।
यक मुंह को भ्रष्ट कर के हरि का नाम नहीं कहने देती है ।

Kabir maya papini, Hari so karai haram
Mukh kadiyali kubudhi ki,kaha na deye nam.

Kabir says illusions are vices, these keep us far from god
The mind is blackened with corrupt nature, the lips do not utter god.

कबीर माया बेसबा, दोनु की ऐक जात
आबत को आदर करै, जात ना पुछै बात।

कबीर कहते हैं की माया और वेश्याकी एक जाति है।
आने वालो का वह आदर करती है, पर जाने वालों से बात तक नहीं पूछती है।

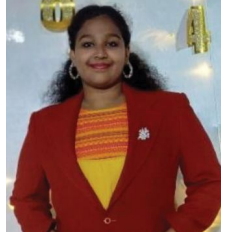
Kabir maya besba,donu ki ek jat
Aabat ko aadar karai,jat na puchhai bat.

Illusions and prostitutes belongs to the same caste, so says Kabir
Both flatter the incoming but do not care for the one leaving out.

कबीर माया मोहिनी, जैसे मीठी खार
सदगुरु की कृपा भैयी, नाटेर करती भार।

कबीर कहते हैं की समस्त माया और भ्रम चीनी के मिठास की तरह आकर्षक होती है।
प्रभु की कृपा है की उसने मुझे बरबाद होने से बचा लिया।

The Glory of N.P. Savithramma Govt. Degree College



A C Ashnah

II B. Com [C.A]

In N.P. Savithramma, I am Proud and bright,
A temple of learning, a guiding light.
The only women's college so grand,
With the NAAC 'A' Grade, the best in the land.

Our lecturers, wise, with hearts so true,
Guide us well in all we go through,
With digital rooms and books galore,
We dream big and grow and grow more.

With classrooms wide and breeze so free,
Surrounded by lush green trees, we see.
A vast playground where dreams take flight,
Under the sun, so warm and our path right.

Our labs of science and chemistry shine,
With knowledge deep, so rich, divine.
150 computers in labs are so neat,
Where tech and learning always meet.

The NSS and the Red Ribbon Clubs,
Kindling service strong, Our future hubs.
At Jawahar Knowledge Centre's gate,
New skills we learn to innovate.

Oh! Savithramma, our pride, our grace,
A beacon bright, a cherished place.
With friends and hopes, we walk this lane,
A journey rich, a golden gain.

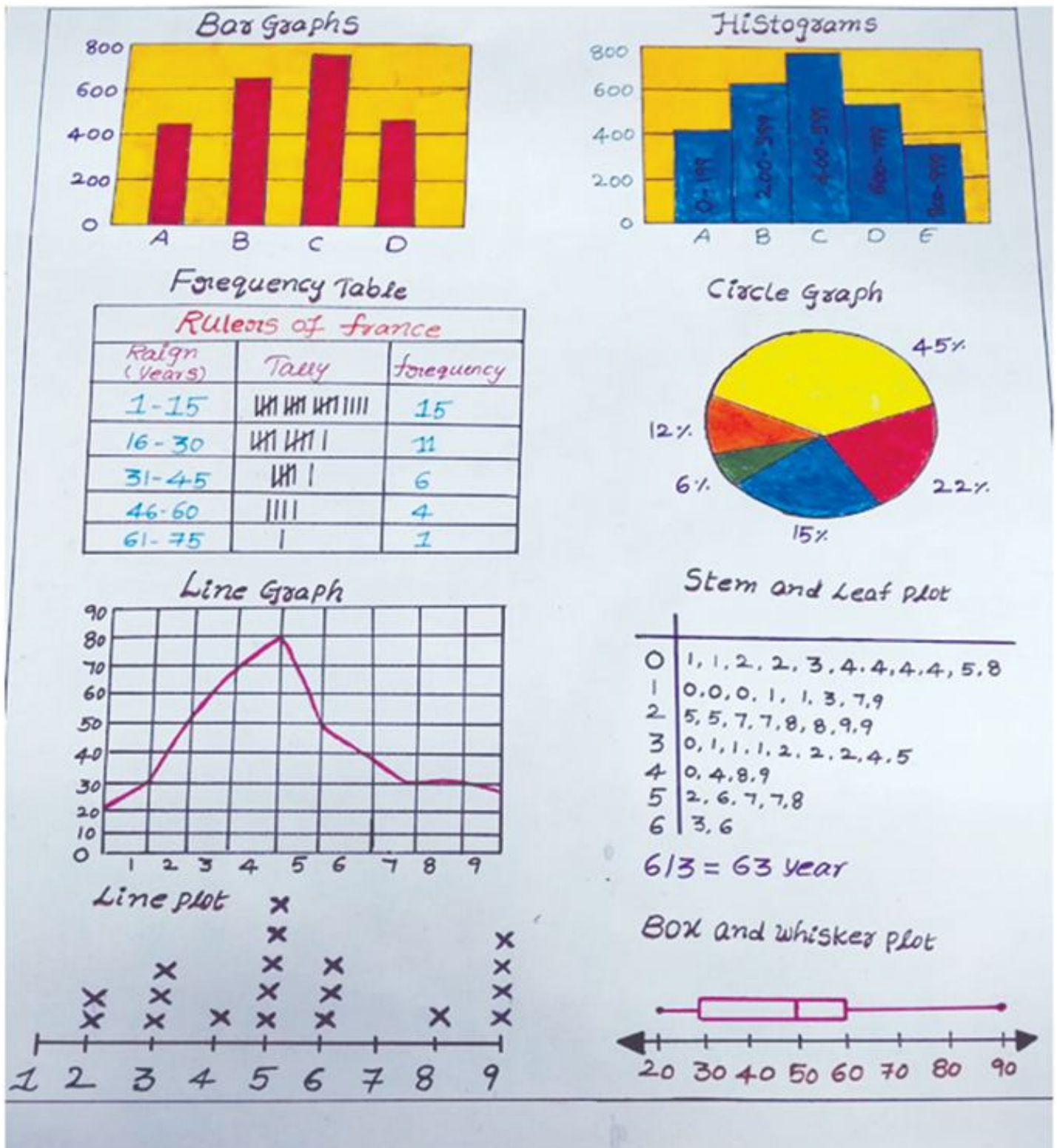


G. Pavithra
I BSC [MSCS]

Diagrammatic and Graphical Representation of Data



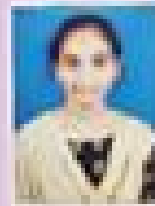
R. Preethima
I BSC [MSCS]



Shakuntala Devi



*Shakuntala devi was a brilliant mathematician from India
She was born on November 4 , 1929,in Bangalore India
Shakuntala devi was also known as the human computer
She had an exceptional ability to solve complex mathematical problems mentally
A very young age she displayed her mathematical genius
Shakuntala devi amazed people with her incredible calculations and speed
She held a guinness world record for correctly multiplying two 13-digit numbers in just 28 second
Shakuntala devi wrote book on mathematics and traveled the world to show case her talents
Shakuntala devi legacy as a mathematical prodigy will always be remembered
She was died on 21 April 2013*



Apatani
Ist Bse es
2024-25

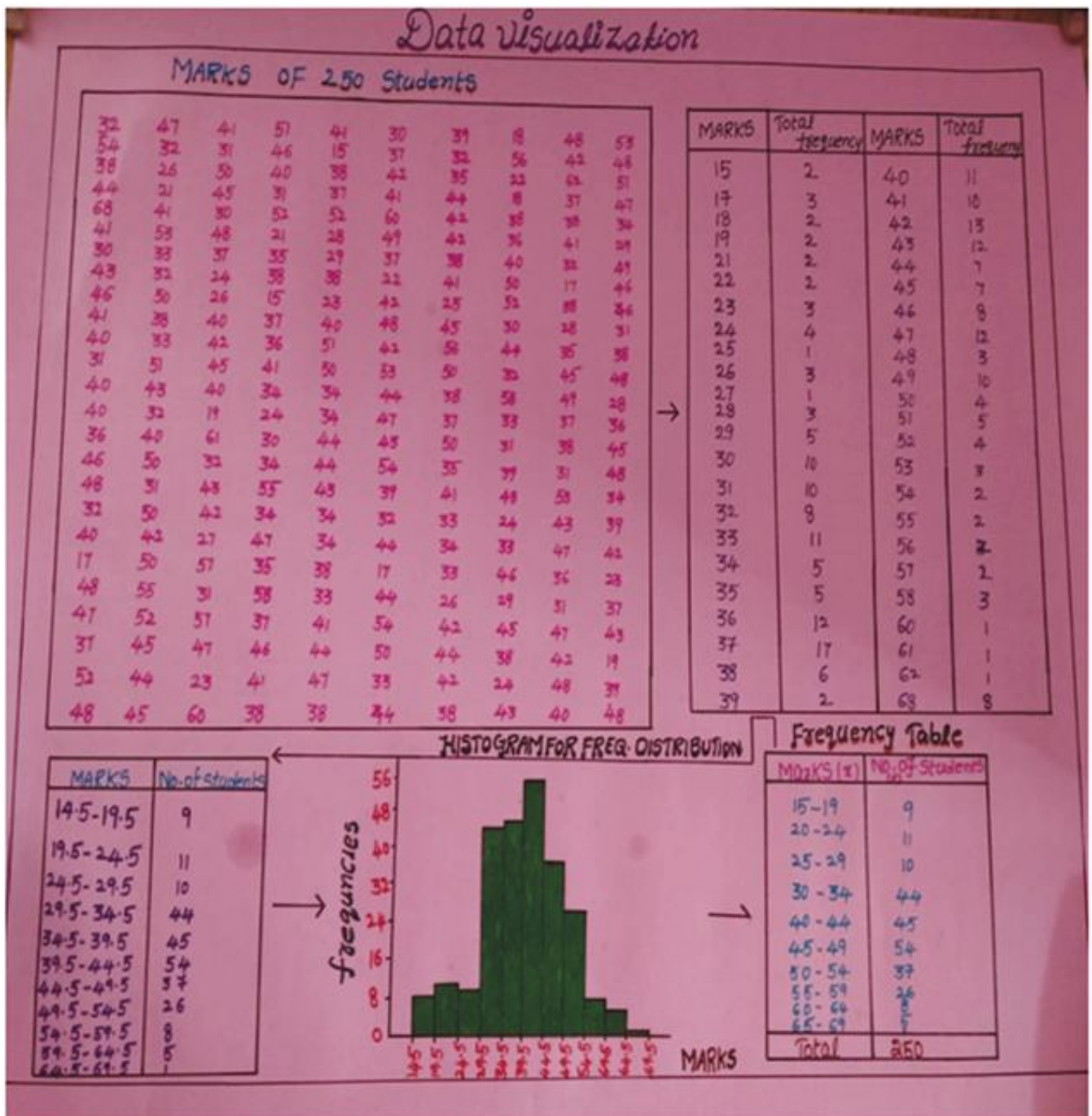
Data Visualization



N. Rohini
I BSC [MSCS]



M. Akhila
I BSC [MSCS]



Ramanujan's Magic Square



S. Sasikala

I BSC [CS]

DD	MM	CC	YY
YY	CC	MM	DD
MM	DD	YY	CC
CC	YY	DD	MM

+

0	0	0	0
+1	-1	-3	+3
-2	+2	+2	-2
+1	-1	+1	-1

→

DD	MM	CC	YY
YY+1	CC-1	MM-3	DD+3
MM-2	DD+2	YY+2	CC-2
CC+1	YY-1	DD+1	MM-1

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

Sum of Any
Square = 139

Sum of Any
Column = 139

Sum of Any
Row = 139

Sum of Any
Diagonal = 139

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

Sum of Middle
Square = 139

Sum of Corners
PS = 139

Sum of
digits = 139
 $88+12+23+16=139$
 $10+86+18+25=139$

Sum of any
digits with opposite
sides = 139
 $88+10+25+16=139$

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

22	12	18	87
88	17	9	25
10	24	89	16
19	86	23	11

12
+
18
+
86
+
23
11
139

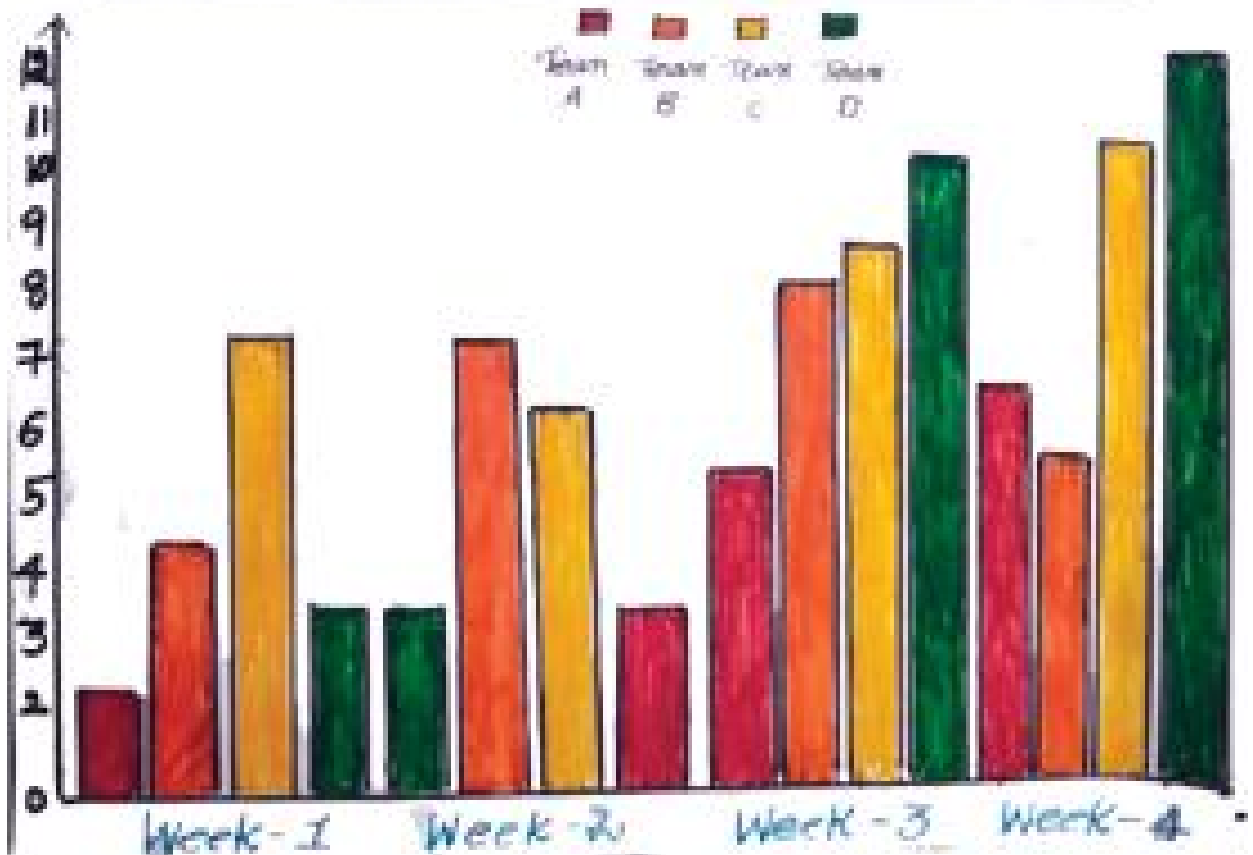
Bar Graph



R. Preethima
I BSC [CS]

Representation of data in bar graph

	A	B	C	D	E
1		Team A	Team B	Team C	Team D
2	Week-1	2	4	7	3
3	Week-2	3	7	6	3
4	Week-3	5	8	9	11
5	Week-4	6	5	10	12



Mathematical Riddles



G. Chandana

I BSC [CS]

1) How can you get 720 by using six zeros and mathematical operations?

A) $(0! + 0! + 0! + 0! + 0! + 0!)!$

Explanation:-

$$(1+1+1+1+1+1)! = 6!$$

$$6! = 5 \times 4 \times 3 \times 2 \times 1 = 720$$

2) Abin has a box of ornaments that he uses to decorate his tree on Christmas each year. All of them are blue (except for six), all of them are green (except for six), and all of them are red (except for six). How many ornaments are there of each colour?

A) 3 Blue

3 Green and 3 Red

3) $20+20+20=60$. Make it 60 again by using a number three times (it can't be 20).

A) $55+5=60$

4) What three positive numbers after addition and multiplication give the same result?

A) 1, 2 and 3

Explanation:-

$$1+2+3=6 \text{ and } 1 \times 2 \times 3=6$$

5) Can you write down eight so that they add up to one thousand?

A) $888+88+8+8=1,000$

Q) A couple went for a picnic. They have 5 sons and each son has three sisters. Each sister has one baby. In total how many people went for the picnic?

A) A couple has 5 sons and each son has three sisters, which means that the couple has three daughters. Now each daughter has a baby; meaning, three babies in the family.

Q) A merchant can place 8 large boxes or 10 small boxes into a carton for shipping. In one shipment, he sent a total of 96 boxes. How many cartons did he ship if there are more large boxes than small boxes?

A) 11 cartons

Explanation:-

Large Boxes: 7 [$7 \times 8 = 56$]

Small Boxes: 4 [$4 \times 10 = 40$]

$$56 + 40 = 96$$

Q) How many times can you subtract five from twenty five?

A) once

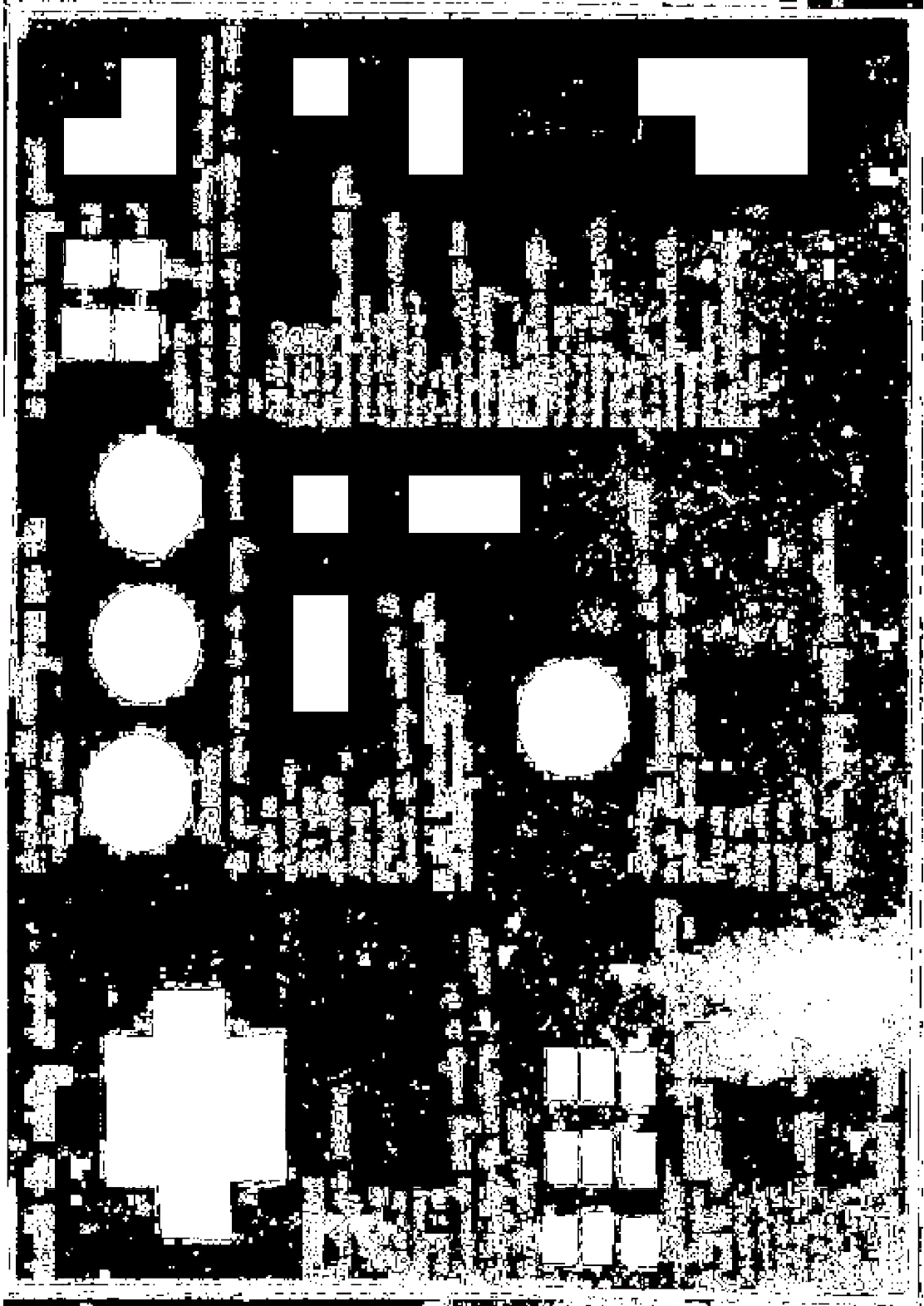
Explanation:-

It is because once you subtract 5 from 25, you get 20 as the answer. Now you no longer have 25

Maths Puzzles



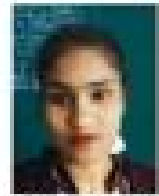
V. Bhoomika
I BSC [MSCS]





DR A.P.J ABDUL KALAM

THE MISSILE MAN OF INDIA



S.G. Hornawath
B.A. Honours in
(History - 2024 - 25)

BIOGRAPHY

APJ Abdul Kalam is full first name Jaiarabdeen Abdul Kalam
He was born October 15, 1931 Rameswaram India He was died
July 27, 2015 brilliant Indian scientist and politician who played a leading role in
the development of India's missile and nuclear weapon
Programs He was president of India from 2002 to 2007
He is a man of vision who is always full of ideas aimed at the development of the country.

EARLY LIFE

Dr. APJ Abdul Kalam father Jaiarabdeen was a boat owner and imam
of local mosque and his mother Ashiamma was a house wife Kalam was the
youngest of four brother and one sister in his family

EDUCATION OF APJ ABDUL KALAM

Secondary school Rameswaram He graduated in physics 1954 from Saint
Joseph college Thachinipalayam He moved to madras in 1955 to study
Aerospace Engineering in madras Institute of Technology

WORK OF DR. APJ ABDUL KALAM

- Defence research and development organisation
- Indian space Research organization (ISRO)

STRUGGLE OF APJ ABDUL KALAM

- Failed in launching SLV (satellite launch vehicle) for the first time
- But finally he achieved success in the next time
- The Scientific India A Twenty first Century ride to The world around us
- 2002 You are unique: Scale New Heights by Thoughts and Actions
- 2002 Indomitable spirit, spirit of India, major key: Transforming dreams into Actions
- 2004's Governance for Truth in India, manifesto for change
- Beyond 2025: Vision for Tomorrow
- 2005 the widing Light & selection of his.

A.P.J ABDUL KALAM AS HONOURABLE PRESIDENT OF INDIA

Dr. APJ Abdul Kalam had become The 11th President of India on 25th July 2002

AWARDS

Dr. APJ Abdul Kalam Won Many Awards Both From the Indian Government
and From The International Community His Most Notable Awards Were
The Padma Vibhushan Won in 1990 and Bharat Ratna Won in
1997 for His Contributions to Science and Engineering and
Service to the Government

MESSAGE OF A.P.J ABDUL KALAM FOR YOUTHS

My Message Especially if Young People who Have Courage to Think
Differently Courage to Invent to Travel the Unexplored Path Courage
to Discover the Impossible and to Conquer the Problems and Succeed
These are Great Qualities That They Must Work towards This is
My Message to The Young People

BOOKS & DOCUMENTARIES OF A.P.J ABDUL KALAM

- Developments in Fluid Mechanics and Space Technology by
A.P.J Abdul Kalam and Roddam Narasimha: **Indian Academy of 1998**
- Indian 2020: A Vision for the New Millennium** by A.P.J Abdul Kalam
- Kalam Y.S Rajan New York
- Mission India by A.P.J Abdul Kalam, Paintings by Manjupriya 2005
- 2007 Inspiring Thoughts Quotations Series
- 2011 You are Born to Blossom Take my Journey Beyond

**Conclusion:- India has Produced hundreds and thousands of
great leader and Dr. A.P. J. Kalam one among them and the
Nation always Salutes Such an honest and Selfless leaders.**

Prasanta Chandra Mahalanobis

(29-06-1893 to 28-06-1972)



He was an father of Indian scientist and applied statistician. He is best remembered for the Mahalanobis distance.

A statistical measure He made pioneering studies in anthropometry in India. He founded the design of large scale sample surveys.

On 29th June, the Birth anniversary of Prof. Prasanta Chandra Mahalanobis is celebrated as National Statistics day.



N. Rohini
I BSC [MSCS]



Art by
D. Thulasamma
II BA [HON]

DURGADEVI...



ART BY..
K. Saidurga
Ist year BSc.

బాల కృష్ణుడు



M. Ranya
Ist. BSc (MScs)
2024 - 2025



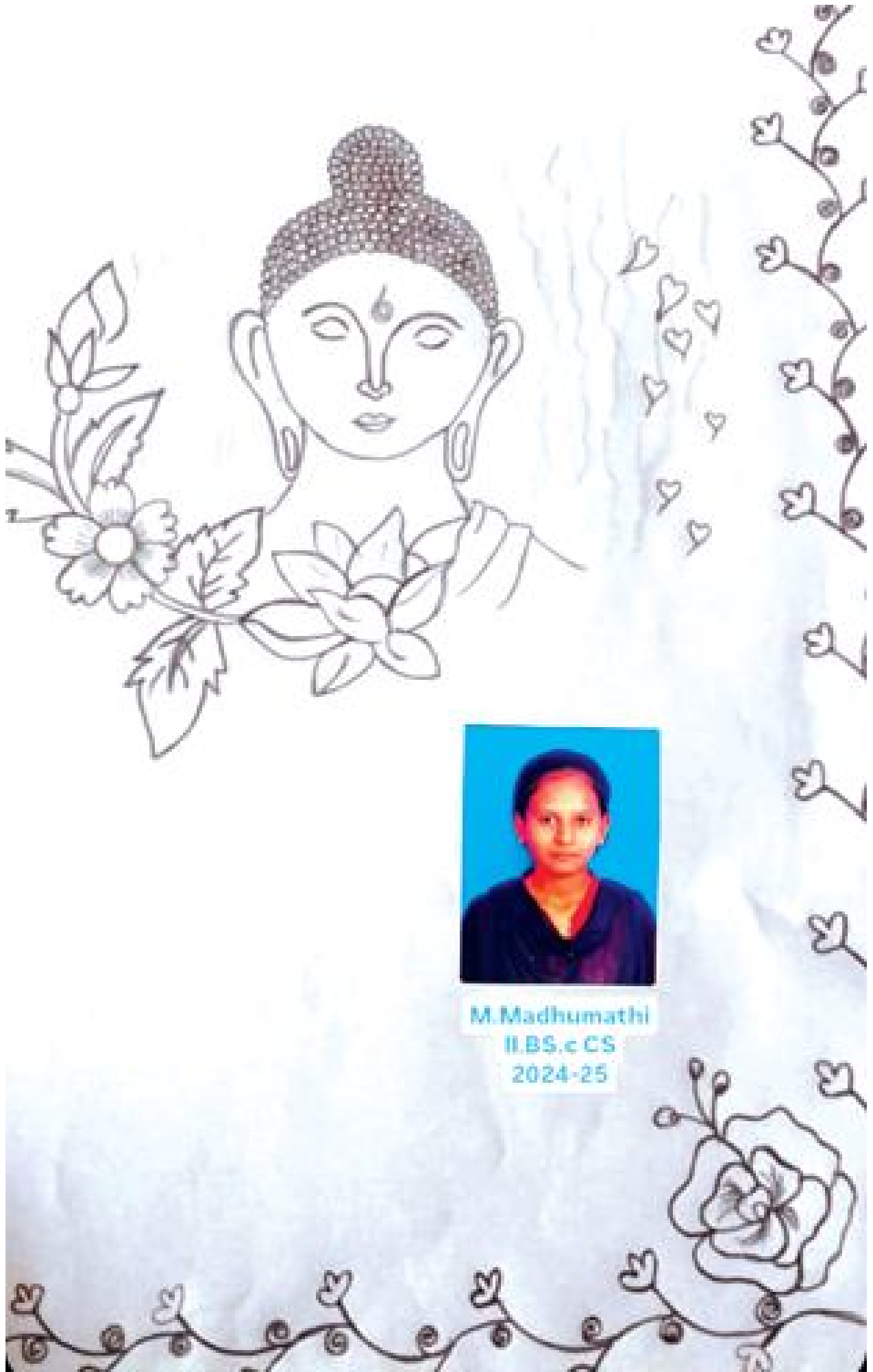
పెం జుర్రోనా భాగ్యవతు
భాగ్యవతు
వెది జుర్రోనా
శిశి ని ముందరి జుర్రోనా
-భాగ్యవతు

Little Krishna



Art by

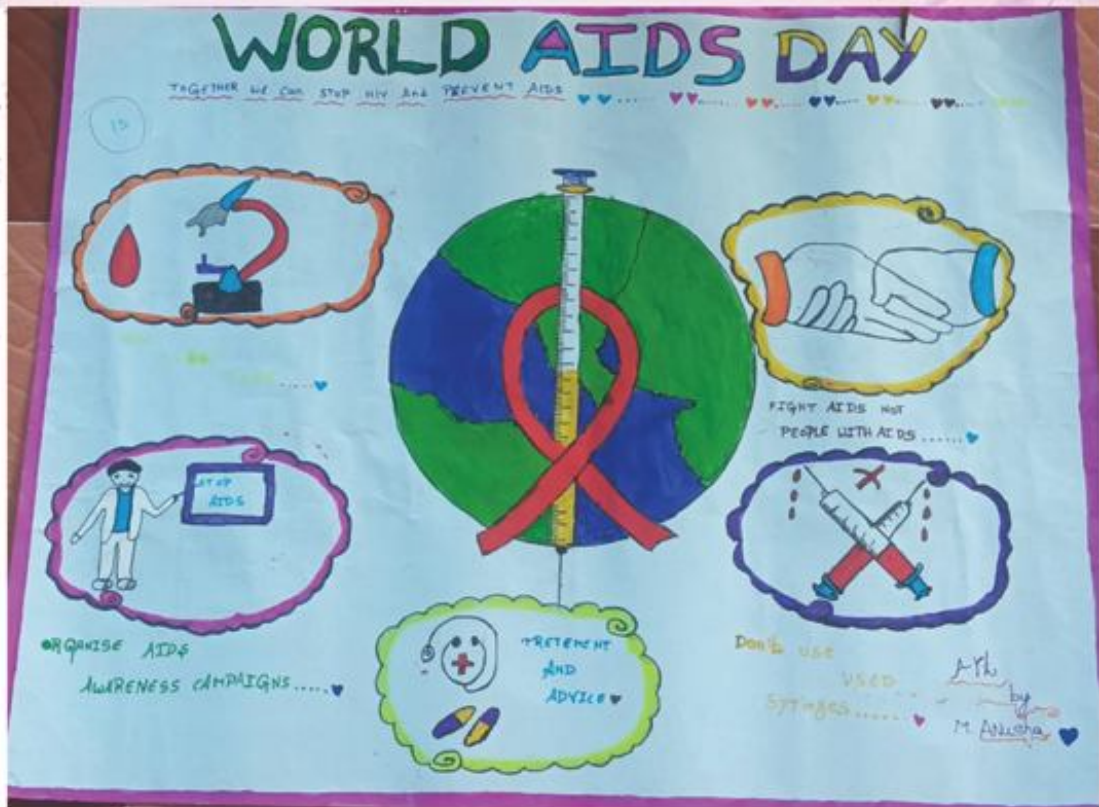
M. Tharusha
I BSC [Comp.,]



A.P.J. ABDUL KALAM



N. Dhanayanthoni
Ist B.Sc (MSCS)



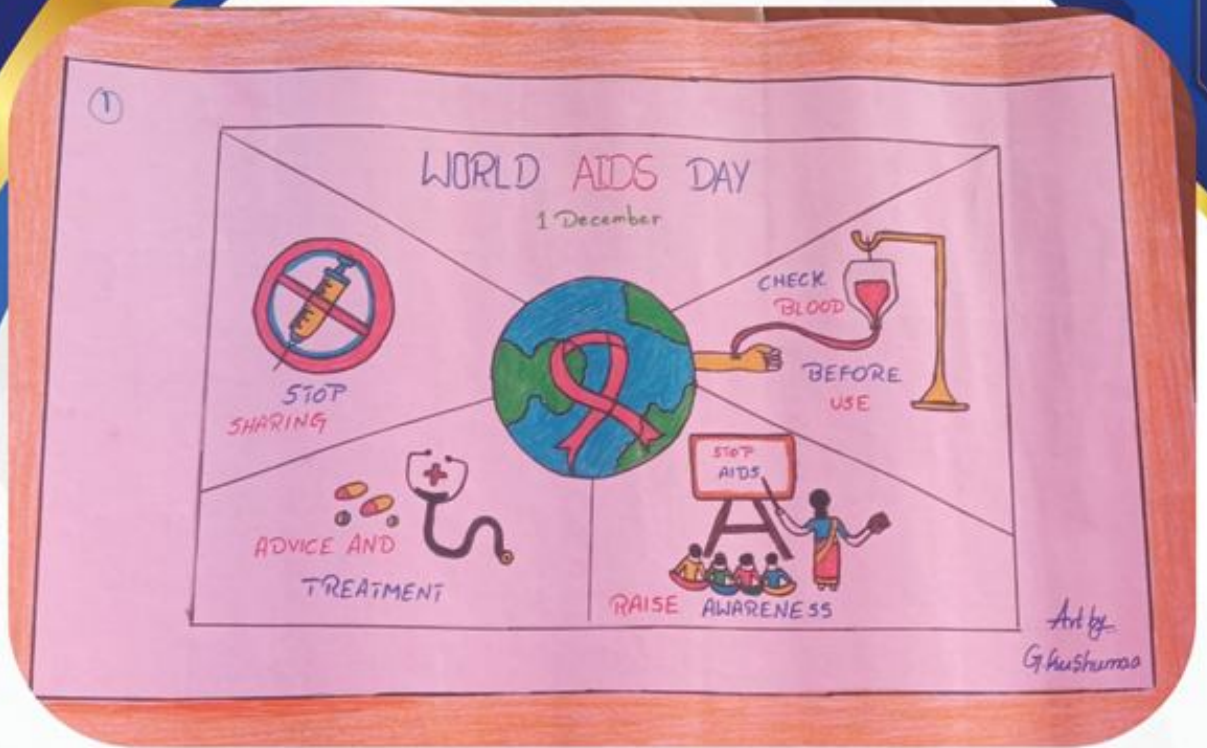
M. Anusha
1st BSC
(zoology)
World Aids
Day





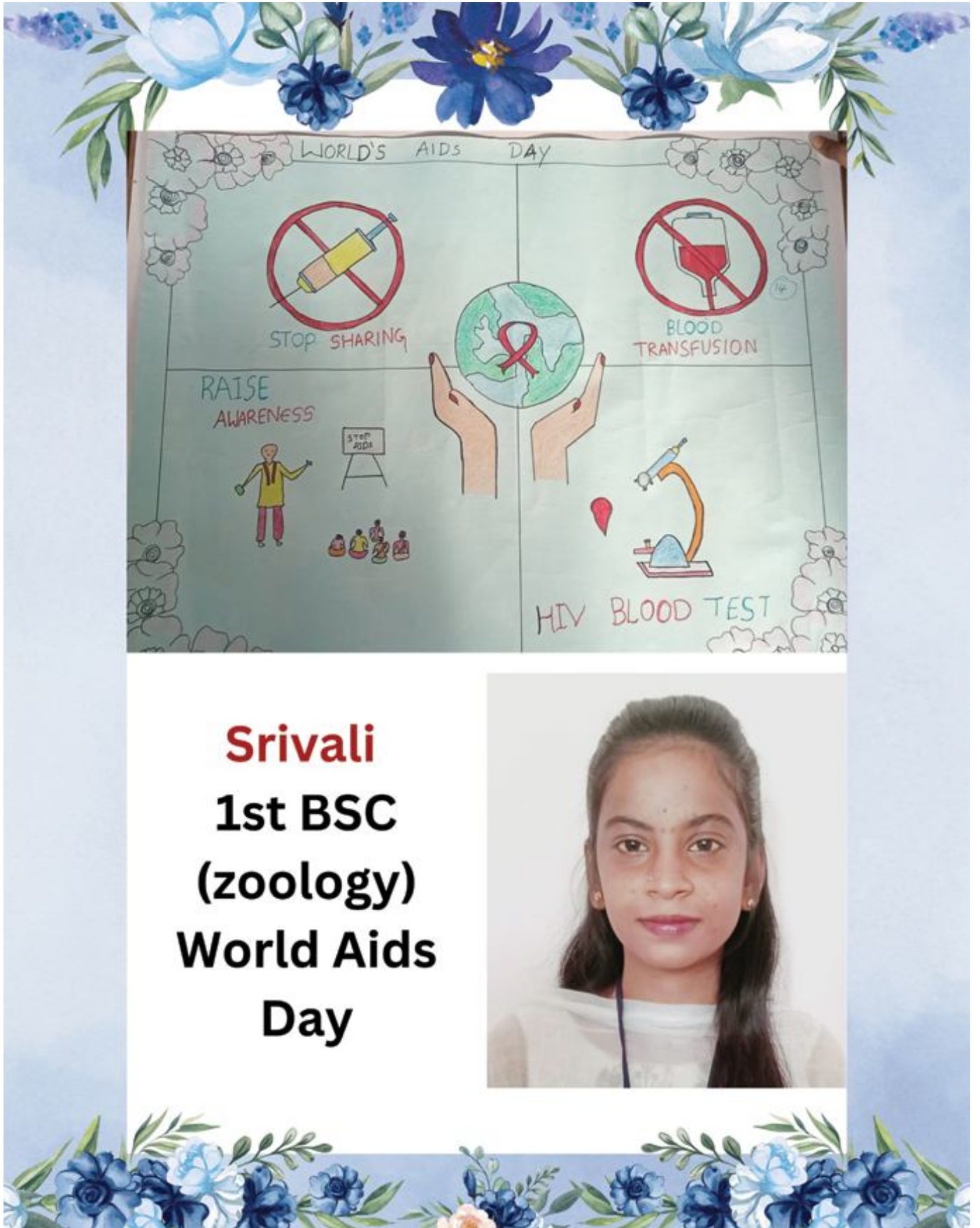
B. Poojitha
1st BSC
(zoology)
World Aids
Day





G. Kushumaa
1st BSC
(zoology)
World Aids Day





Srivali
1st BSC
(zoology)
World Aids
Day





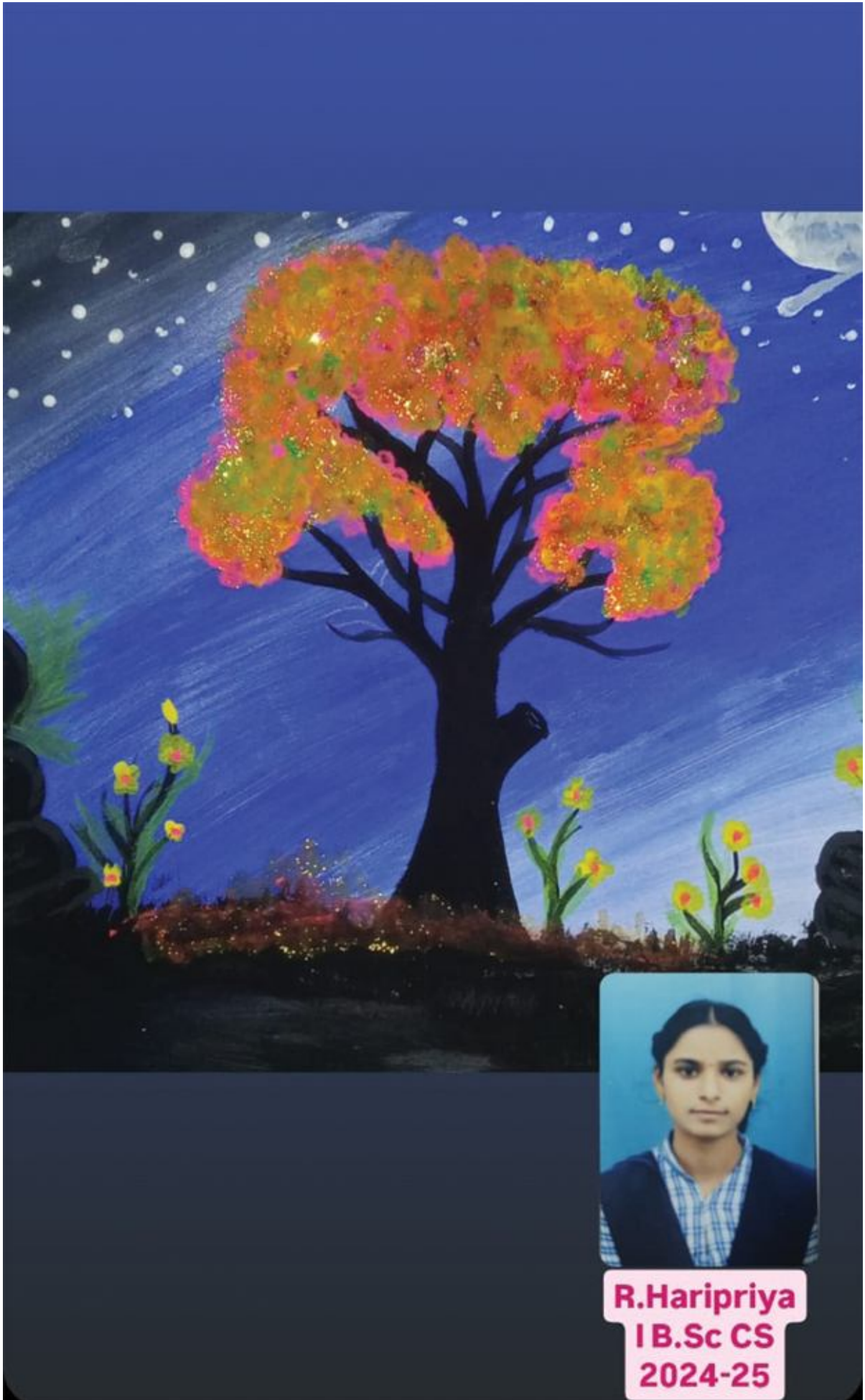
S. Ankitha
1st BSC
(zoology)
World Aids
Day





P. Ankitha
BSC
(zoology)
World Aids
Day







V.sravanthi
IIB.Sc CS
2024-25

The Beauty and Power of Mathematics



Smt. P. Sobha Latha
Lecturer in Mathematics

Introduction

Mathematics is frequently seen as the language of the universe, molding our perception of reality through logical reasoning, patterns, and structures. Mathematics has played an important part in scientific discoveries, technical progress, and everyday living, from ancient civilizations to contemporary breakthroughs. This article explores the relevance of mathematics, its uses, and its limitless beauty.

The Universal Language

One of the most fascinating aspects of mathematics is its universality. Whether it is the Fibonacci sequence observed in nature, the golden ratio in art and architecture, or the equations governing physics, mathematics connects diverse fields and provides a framework for understanding the world. It transcends cultural and linguistic barriers, offering a common ground for scientific exploration and problem-solving.

Real-World Applications

Mathematics has numerous and significant practical applications; it is not just limited to theoretical ideas. The following are some important domains in which mathematics is essential:

- 1. Engineering and Technology:** Mathematics is the cornerstone of engineering advancements, from building bridges and skyscrapers to creating artificial intelligence systems.
- 2. Finance and Economics:** Probability, statistics, and calculus are employed for market analysis, risk management, and financial model optimization.
- 3. Biology and Medicine:** Mathematical modelling aids in the study of genetic codes, the design of medical imaging methods, and the prediction of disease outbreaks.
- 4. Cryptography and Cyber security:** Sensitive data is protected and digital transactions are made secure using mathematical encryption techniques.

The Visual Aspect of Mathematics

In addition to its usefulness, mathematics has a natural beauty. Mathematics lovers and mathematicians alike are enthralled by the harmony of mathematical patterns, the symmetry in geometric shapes, and the beauty of a well-written argument. Prime numbers, chaos theory, and fractals are some of the ideas that show the captivating order concealed in complexity.

The Prospects for Mathematics

With developments in quantum computing, artificial intelligence, and space exploration, mathematics remains at the forefront of innovative research. Mathematical concepts are fundamental to emerging fields like data science and machine learning, which emphasizes their applicability in the digital age.

Conclusion

Mathematics is a strong instrument that influences how we perceive the world; it is more than simply numbers and equations. Its beauty continues to stimulate creativity and curiosity, and its uses cut across many fields. As our world becomes more complicated, mathematics continues to be a fundamental component of knowledge that propels humanity toward new discoveries and opportunities.

Duckworth-Lewis-Stern (DLS) Method



Dr. Kousar jaha begum
Lecturer in Statistics.

The Duckworth-Lewis-Stern (DLS) method is a statistical formula used in limited-overs cricket (ODIs and T20s) to adjust target scores when a match is interrupted due to weather or other unforeseen circumstances. It was originally developed by Frank Duckworth and Tony Lewis in 1997 and later improved by Professor Steven Stern. DLS calculates revised targets based on the resources available to the batting team at any point in the match. The resources are measured as a combination of:

1. **Wickets remaining** – A team with more wickets left has a better chance of scoring runs.
2. **Overs remaining** – More overs mean more opportunities to score.

The method uses pre-determined tables that estimate the percentage of total resources remaining under different match conditions.

Application of DLS Method:

The DLS method is applied when:

- Rain or bad weather interrupts a match, reducing the number of overs available.
- The first innings is completed, but the second innings is affected by rain.
- Other interruptions occur (e.g., poor lighting, wet outfield, dangerous pitch conditions).

The revised target for the second team is calculated using the formula:

$$\text{New Target} = \text{Team 1's Score} \times \left(\frac{\text{Resources Available to Team 1}}{\text{Resources Available to Team 2}} \right)$$

*Example 1: One-Day International (ODI) Match

Scenario:

Team A scores 250 runs in 50 overs.

Team B's chase is interrupted after 20 overs, with 8 wickets remaining.

The DLS method calculates that Team B had 60% resources left at the start, but only 40% resources remaining now. A revised target is set based on available resources.

Outcome:

If Team B's revised target is 180 runs in 30 overs, they must reach it to win.

Example 2: T20 International Match

Scenario:

Team X scores 180 runs in 20 overs.

Rain interrupts play before Team Y starts batting, and the match is reduced to 15 overs.

Using DLS, a new target (e.g., 140 in 15 overs) is set based on the percentage of resources lost.

Outcome:

Team Y now has to chase 140 instead of 180 due to the reduced overs.

Criticism and Alternatives:

- The DLS method sometimes favors the chasing team, especially in high-scoring games.
- It doesn't consider external factors like pitch conditions or player form.
- The VJD method (used in India's domestic cricket) is another rain rule system, but DLS remains the global standard.

Pros and Cons of the Duckworth-Lewis-Stern (DLS) Method

Pros (Advantages) of DLS System:

Fair Adjustments for Rain-Affected Matches

The DLS method provides a structured and logical way to revise targets in interrupted matches, ensuring that both teams get a fair chance based on available resources.

Considers Wickets and Overs Remaining

Unlike simpler methods (e.g., run rate-based calculations), DLS factors in both the number of wickets left and overs remaining, making it more accurate.

Prevents Teams from Exploiting Rain Interruptions

Without a proper system, teams could manipulate the game (e.g., slowing down if ahead or accelerating if rain is expected). DLS discourages such tactics.

Dynamic Target Setting

DLS adjusts targets based on how much play is possible, preventing scenarios where the chasing team has an impossible or unfair task.

Cons (Disadvantages) of DLS System:

Complex and Hard to Understand

Many players, commentators, and fans find the DLS formula complicated. Unlike a simple run rate method, DLS requires advanced calculations using resource tables and algorithms.

Disadvantages the Team Batting Second in Some Cases

In high-scoring matches, the revised target can sometimes be too high or too low, affecting the fairness of the chase.

Example:

A team chasing 350 in 50 overs might get a revised target of 200 in 25 overs, which could be harder to achieve.

Doesn't Consider Match Context

DLS doesn't factor in conditions like pitch deterioration, dew factor, or momentum shifts in the game, which can impact fairness.

Chasing Team Sometimes Gets an Unfair Advantage

If a rain interruption happens when the chasing team is already scoring quickly, they might get an easier target than they would have faced in a full match.

Less Effective in T20 Cricket

In T20 matches, where every over is crucial, DLS can sometimes set unrealistic targets because it was originally designed for ODIs.

Requires Software and Pre-Set Tables

The method isn't easy to calculate manually, and teams rely on official match referees or software to get revised targets.

The DLS method is the best available system for rain-affected matches, but it isn't perfect. While it ensures fairness by considering overs and wickets left, it can sometimes be too complex and favor one team unfairly. Cricket authorities continue refining it, but alternatives like the VJD method (used in India) and other predictive models are also being explored.

Aims and Goals: A Road map to Success

Dr. P. Sivaraagini

Lecturer in Micro-Biology.

Every great achievement begins with a dream, but dreams alone are not enough. They must be transformed into aims and goals that give direction, purpose, and motivation. For students, setting clear goals is not just about academic success—it is about shaping a meaningful and fulfilling future.

Why Are Goals Important?

Imagine boarding a train without knowing your destination. You may enjoy the journey for a while, but eventually, you will feel lost. This is what life without goals looks like. Having a clear aim provides:

- **Direction** – It helps you focus on what truly matters.
- **Motivation** – It keeps you inspired to work hard and overcome challenges.
- **Self-Discipline**– It builds the habit of perseverance and consistency.
- **Personal Growth**– It pushes you to learn new skills and gain confidence.

Setting SMART Goals

A common mistake students make is setting vague or unrealistic goals. The **SMART** method ensures that goals are:

- **S** – Specific (Clearly define what you want to achieve)
- **M** – Measurable (Track progress effectively)
- **A** – Achievable (Realistic within your abilities)
- **R** – Relevant (Aligned with your future aspirations)
- **T** – Time-bound (Set deadlines for motivation)

For example, instead of saying, “*I want to get better at science,*” a SMART goal would be: “*I will score above 85% in my next exam by studying two hours daily and practicing past papers.*”

Overcoming Obstacles

The journey towards achieving goals is rarely smooth. There will be distractions, failures, and moments of doubt. However, success lies in how you handle these obstacles.

- **Stay Consistent**– Small efforts every day lead to great results.
- **Seek Guidance**– Teachers, mentors, and parents can provide valuable advice.
- **Learn from Failures**– Mistakes are stepping stones, not roadblocks.

Success is not about luck—it is about having a clear aim and working towards it with determination. Set your goals wisely, work towards them passionately, and never stop believing in yourself. Your future is in your hands!

The History of Education in India : From Gurukuls to Universities

Dr M. SANDHYA RANI
Assistant Professor of History

Education in India has undergone a remarkable transformation over centuries, evolving from the ancient system of Gurukuls to the establishment of modern universities. This journey reflects the nation's cultural and intellectual growth, shaping generations and influencing global thought.



In ancient India, education was imparted through the Gurukul system, where students, or shishyas, lived with their gurus in forest hermitages. Knowledge was passed down orally, encompassing subjects like philosophy, mathematics, astronomy, and medicine. These centers of learning emphasized holistic development, focusing not only on academics but also on moral and spiritual growth.

The advent of Buddhism and Jainism led to the establishment of renowned learning centers such as Nalanda and Takshashila, attracting scholars from across the world. These universities were some of the earliest examples of organized higher education, fostering an environment of intellectual exchange and research.

With the arrival of Islamic rule in India, the education system saw the introduction of madrasas, where subjects like theology, science, and literature were taught. The Mughal era further enriched educational institutions, blending Persian and indigenous knowledge traditions.

The colonial period marked a significant shift, as the British introduced the modern university system. Institutions like the University of Calcutta, Bombay, and Madras were established, laying the

foundation for contemporary higher education. However, this system primarily aimed to produce administrative personnel rather than fostering critical and independent thinking.



Post-independence, India prioritized education as a means of national development. The establishment of premier institutions such as the Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) positioned the country as a global knowledge hub. Government initiatives like the Right to Education Act further strengthened the accessibility and quality of education.

Today, India boasts a diverse educational landscape with world-class universities and online learning platforms. While challenges like unequal access and outdated curricula persist, continuous reforms and digital advancements promise a brighter future.

From the sacred Gurukuls to cutting-edge universities, India's educational journey showcases resilience, adaptability, and an enduring pursuit of knowledge. As the nation strides forward, education remains the cornerstone of its progress, shaping the minds of tomorrow.

Finding your Passion : The Key to a fulfilled Career

Dr J RAMA DEVI

Assistant Professor of Commerce

In today's fast-paced and competitive world, finding your passion is more important than ever. Passion is the driving force that transforms a career from a mere source of income into a journey of fulfilment and purpose. For students and young professionals, identifying what truly excites them can pave the way to a rewarding career and a meaningful life. This article delves into the importance of passion, how to discover it, and how it leads to a fulfilling career.



Here is an inspiring image that complements the article, illustrating the journey of finding one's passion and the opportunities it brings.

Why Passion Matters



Passion is the spark that fuels motivation and resilience. When you're passionate about your work, it doesn't feel like a chore; instead, it becomes a source of joy and personal growth. Passionate individuals tend to perform better, innovate more, and find greater satisfaction in their achievements.

Moreover, pursuing a career aligned with your passion reduces the likelihood of burnout. It fosters a sense of purpose, making challenges seem like opportunities rather than obstacles. As the famous saying goes, *"Choose a job you love, and you will never have to work a day in your life."*

HOW TO DISCOVER YOUR PASSION



Finding your passion isn't always straightforward. It requires self-reflection, exploration, and patience. Here are some steps to guide you:

1. Reflect on Your Interests

- Ask yourself: What activities make you lose track of time? What subjects or topics excite you the most? Reflecting on your hobbies, favourite classes, or past experiences can reveal clues about your passion.

2. Identify Your Strengths

- Your passion often aligns with your natural talents. Consider the skills you excel at and how they can be applied in different fields. For example, if you're good at problem-solving, you might thrive in engineering or analytics.

3. Experiment and Explore

- Don't be afraid to try new things. Internships, volunteering, or participating in clubs and workshops can expose you to various career paths. These experiences can help you identify what resonates with you the most.

4. Seek Guidance

- Talk to mentors, teachers, and professionals in fields that interest you. Their insights can provide valuable perspectives and help you navigate your journey.

5. Listen to Your Inner Voice

- Sometimes, external pressures can cloud your judgment. Listen to what your heart truly desires, even if it doesn't align with societal expectations or traditional career paths.

Turning Passion into a Career

Once you've identified your passion, the next step is to align it with a career. Here's how you can do it:

1. Research Opportunities

- Explore industries and roles that match your passion. Use online resources, attend career fairs, and network to understand the scope of opportunities available.

2. Build Relevant Skills

- Equip yourself with the necessary skills and qualifications. Enrol in courses, attend workshops, and seek hands-on experience to enhance your expertise.

3. Start Small

- Pursuing your passion doesn't always mean making drastic changes. You can start by dedicating time to your passion outside of work or studies and gradually transition into a full-time career.

4. Stay Resilient

- The journey may not always be smooth. Stay committed, embrace failures as learning experiences, and keep refining your path.

Real-Life Examples

Many successful individuals have built fulfilling careers by following their passion. For instance:

- **Steve Jobs:** Co-founder of Apple, Jobs turned his passion for technology and design into revolutionary products that changed the world.
- **Malala Yousafzai:** A Nobel laureate, Malala transformed her passion for education into a global movement advocating for girls' rights.
- **Virat Kohli:** The renowned cricketer turned his love for the sport into an illustrious career, inspiring millions around the world.

The Impact of Passion on Society

When individuals pursue their passion, they don't just benefit themselves; they contribute to society. Passion-driven professionals innovate, inspire, and address critical challenges. Whether it's an artist creating transformative works, a scientist making groundbreaking discoveries, or an entrepreneur solving societal problems, their dedication leaves a lasting impact.

Conclusion

Finding your passion is the cornerstone of a fulfilled career and a meaningful life. It requires self-discovery, courage, and perseverance, but the rewards are worth the effort. As you embark on this journey, remember that passion is not just about finding a career—it's about creating a life that excites and inspires you every day. So, take the time to explore, dream, and act. The key to a fulfilled career lies within you.

“Follow Your Passion, Build Your Dream Career!”

N.P.S.GDC (W) JOURNEY – A Case Study



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“A mathematical formula for happiness: Reality divided by Expectations. There were two ways to be happy: improve your reality or lower your expectations.”

- *Jodi Picoult, Nineteen Minutes*

The concept of happiness in a work environment is key to understanding how workplace culture, relationships, and job satisfaction contribute to an employee's well-being. A positive work environment not only enhances individual happiness but also contributes to the overall success of the organization. Here's a breakdown of how happiness in the workplace can manifest and why it matters. The 2023 World Happiness Report provides valuable insights into national well-being, highlighting how different factors, including economic stability, social support, and workplace happiness, shape happiness across nations. Finland is ranked as the happiest country in the world, followed by Denmark and Iceland in the top three positions; India is currently ranked 126th out of 137 countries in the report.

This article discusses a study focused on the history and environment of Smt. N.P.S.G.D.C (Women's College), exploring its contributions and the attitudes of faculty and students through a random sampling approach. This type of article would likely aim to provide insight into how the college has evolved over time, the impact it has had on its community, and how both students and staff perceive its environment.

Keywords : Education, Happy, Environment.

Objectives:

Outlining the objectives for a study or survey regarding faculty and student attitudes towards their college.

➤ **Examine the Attitudes of Faculty and Students towards the College:**

This objective aims to understand the general perception, satisfaction, and emotional connection that both faculty members and students have towards the institution.

➤ **Compare the Opinions of Students and Faculty:**

This objective will focus on identifying similarities and differences in how students and faculty perceive the college, its environment, teaching methods, facilities, and overall experience.

➤ **Measure Happiness and Stress Factors in the College Environment:**

Here, you will explore how happy both faculty and students are with their college experience, as well as identify the key stressors or obstacles that impact their well-being, such as workload, academic pressures, or campus conditions.

➤ **Provide Meaningful and Feasible Suggestions to Reduce Stress:**

Based on the findings, this objective will aim to propose actionable recommendations to alleviate stress and improve the working and learning environment for both students and faculty.

Methodology :

The methodology adopted for this study involves a direct interactive approach through a Google Form. This method enables efficient collection of data from both faculty and students in a convenient and time-effective manner. Below are the key steps involved:

Development of Google Form:

A structured questionnaire was designed to capture various aspects of the attitudes and experiences of both faculty and students towards the college. The questionnaire consisted of multiple-choice questions

Distribution of the Form:

The Google Form was shared with participants (students and faculty members) via email or direct links. The form was distributed to a representative sample of students and faculty members within the college.

Collection of Responses:

Participants were encouraged to fill out the form voluntarily. The responses were automatically collected and stored in a spreadsheet, ensuring an organized dataset.

Data Analysis:

Once the responses were gathered, data was analyzed using basic statistical tools (like frequency distributions, averages, and cross-tabulations) to compare the attitudes and opinions of students and faculty. Qualitative responses were analyzed thematically to identify common trends and feedback regarding stress factors, happiness, and suggestions for improvement.

Interpretation of Results:

The data was interpreted to evaluate the overall satisfaction levels, areas of concern, and specific obstacles that contribute to stress in the college environment. Based on the findings, feasible recommendations were formulated to reduce stress and improve the college experience for both faculty and students.

History of the College :

Smt. Nalagampalli Papudesi Savithramma Govt. College for women has a rich history of community contributions. They contributed corpus fund to start the college in Govt. land. The college established in the year 1982-83, with support from N.P.Savithramma family members, marks a significant milestone in providing education to women in the Chittoor district. The donations from their family, including contributions from her grand daughters Smt.Lagadapati Sirisha donated canteen for the students in the year 2013 and Sruti Sreerema contributed students waiting hall in the year 2014 with 15 lacs reflect a deep commitment to ensuring that students have the best opportunities. The ongoing support through the fixed deposit of 50 lacs for gold medals for meritorious students by Ex.MLA.Sri.N.P.Venkatewara Chowdary garu.

The college is well-equipped, with a 23.62 Acre campus, Modern classrooms, digital facilities, play ground and a gym, computer labs, science labs making it a key institution for women's education in Chittoor and the infrastructure improvements are particularly noteworthy.

It's also impressive that the college has been guided by a succession of 30 principals, and Dr. K.Manohar serves as the current principal. This institution has become an important hub for women's education in the Chittoor district and the most impactful contribution to the college over the years and accredited by NAAC 'A' Grade in 2023 and granted an autonomous status and recognized as NRC and Research Center.

Data Collection & Analysis :

The data is collected from 91 respondents on random basis through google form including the faculty and students of Smt.N.P.S GDC(w)

TABLE 1 : Age of the Respondents:

The table 1 appears to be a summary of the age distribution of a particular group of individuals. The data is presented in a frequency table format, showing the count and percentage of individuals within each age range. The age ranges are categorized into three groups: 17-19 years old, 20-60 years old, and "No Answer" (which likely refers to individuals who did not provide their age).

Based on the data, it can be concluded that the majority of the individuals in this group are between 17 and 19 years old, with a frequency of 66 and a percentage of 72.53%. This suggests that the group is likely composed of young adults, possibly students or individuals in their early twenties. The second largest age group is between 20 and 60 years old, with a frequency of 24 and a percentage of 26.37%. This suggests that there may be a smaller number of older individuals in the group. The "No Answer" category has a frequency of 1 and a percentage of 1.1%, indicating that very few individuals did not provide their age.

S.NO	Age	Count
1	17 to 19	66
2	20 to 60	24
3	-	1
	Total	91

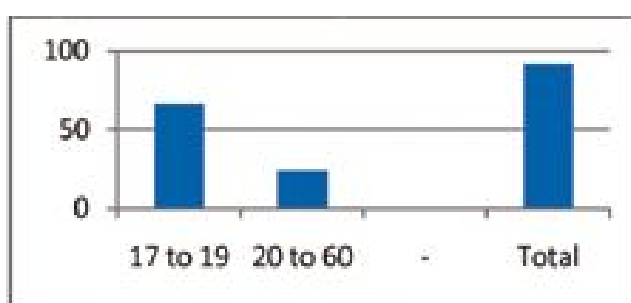


TABLE 2 : Designation of the Respondent:

The table 2 enlightens the distribution of different designations within a particular institution, likely an educational setting. The data shows the number of individuals holding each designation, as well as the percentage of the total count. The designations include Student, Teaching Faculty, Principal, and Non-Teaching.

Based on the data, we can see that the majority of individuals (78 out of 91) are Students, making up approximately 85.71% of the total count. The Teaching Faculty make up the next largest group, with 11

individuals, accounting for around 12.09% of the total. There is only one individual in each of the Principal and Non-Teaching designations, making up a small percentage of the total count (1.1% each).

This data suggests that the institution is primarily focused on education, with a large student body and a smaller number of teaching staff. The presence of a Principal and Non-Teaching staff members indicates that there are administrative and support roles within the institution.

S.NO	Designation	Count
1	Student	78
2	Teaching Faculty	11
3	Non Teaching	1
4	Principal	1
	Total	91

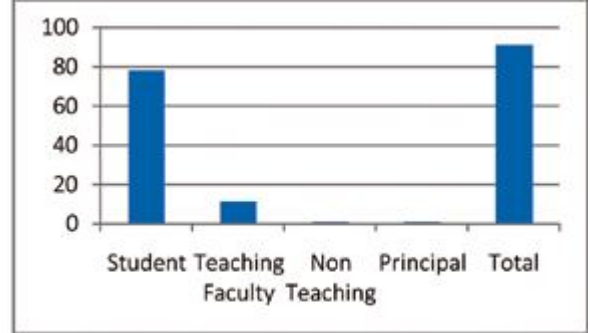


TABLE : 3 : How many of them are happy with :

The table shows the summary of a survey that asked participants to rate their level of happiness with various aspects of their life. The table shows the number of participants who are happy with each aspect, as well as the percentage of participants who fall into each category.

The data suggests that the majority of participants (35.16%) are happy with all aspects of their life, while a significant number (30.77%) are happy with their family. The education and friends categories also receive a relatively high level of satisfaction, with 8.79% and 10.99% of participants, respectively, reporting happiness with these aspects.

On the other hand, the profession and colleagues categories receive relatively low levels of satisfaction, with only 1.1% and 3.3% of participants, respectively, reporting happiness with these aspects. The children category also receives a relatively low level of satisfaction, with only 4.4% of participants reporting happiness with this aspect.

Overall, the data suggests that participants are generally happy with their family and friends, but may be less satisfied with their profession and colleagues.

S.NO	How many of them are happy with	Count
1	All	32
2	Children	4
3	College	3
4	Colleagues	3
5	Education	8
6	Family	28
7	Friends	10
8	None	2
9	Profession	1
	Total	91

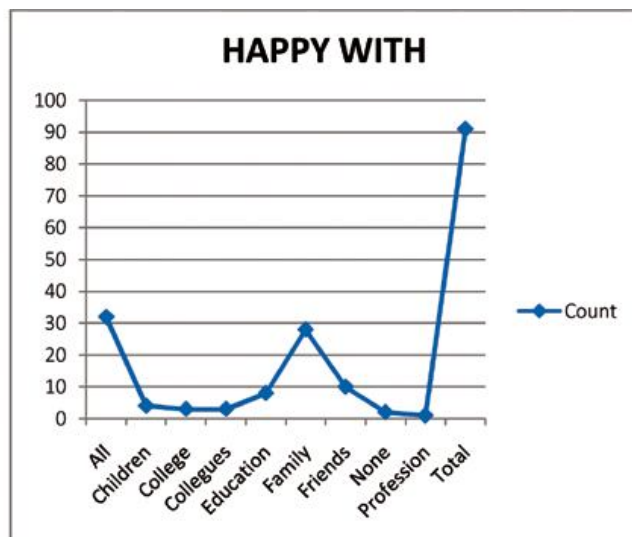


TABLE : 4 : Most of the time Respondent spent with :

Based on the data, it seems that the majority of respondents (30.77%) spend more time with their friends. This is followed closely by respondents who spend more time on education (15.38%) and family (15.38%). The remaining categories, including profession, colleagues, and children, make up a relatively small percentage of respondents. One notable observation is that the top three categories (friends, education, and family) account for over 61% of respondents. This suggests that these categories are the most important or significant in terms of how people spend their time.

Another observation is that the categories with the lowest percentages (profession, colleagues, and children) are also the ones with the smallest count of respondents. This may indicate that these categories are less relevant or less significant in terms of how people spend their time.

S.NO	You spend more with	Count
1	All	24
2	Children	1
3	Colleagues	5
4	Education	14
5	Family	14
6	Friends	28
7	Profession	5
	Total	91

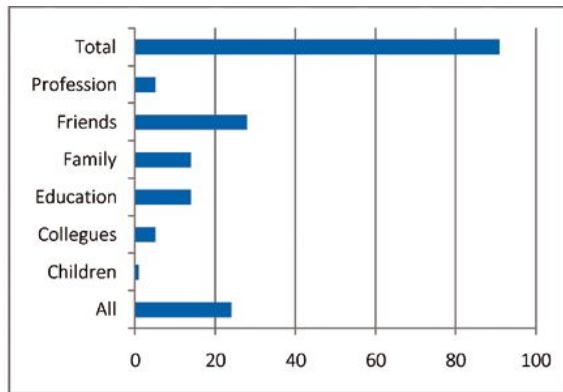


Table : 5 : Years of Experience:

The table appears to be a frequency distribution of the years of experience of employees and students in the NPSGDC. The data is categorized into different ranges of experience, from 0-5 years to 20-25 years. The table provides the count of employees in each experience range, as well as the percentage of employees in each range. Based on the data, it can be observed that the majority of employees (76.92%) have 0-5 years of experience in the NPSGDC. This suggests that the company has a relatively young workforce. The next largest group is those with 5-10 years of experience, accounting for 9.89% of the employees. The remaining experience ranges have significantly fewer employees, with 10-15 years and 15-20 years having 4.4% and 6.59% of the employees, respectively. The smallest group is those with 20-25 years of experience, accounting for only 2.2% of the employees. This distribution suggests that the company may have a high turnover rate, with many employees leaving the company after a few years of experience. Alternatively, it could indicate that the company has a rapid career progression policy, where employees are promoted quickly and move on to other roles.

S.NO	Years of experience in NPSGDC(w)	Count
1	0-5	70
2	5-10	9
3	10-15	4
4	15-20	6
5	20-25	2
	Total	91

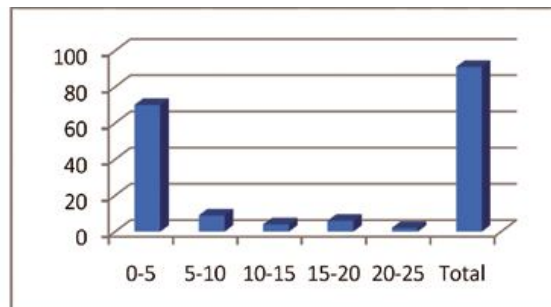


TABLE : 6 : Level Of Happiness

The table shows faculty members and students at Smt. N.P.S GDC(W). The survey asked respondents to rate their level of happiness when they are in the college. The ratings are on a scale of 0.25 to 1.0, with 1.0 being the highest level of happiness. The table shows the distribution of responses across three categories: “No Answer”, “0.9 to 1.0”, and “0.25 to 0.5”. The majority of respondents (54.95%) chose not to answer the question, while 42.86% of respondents reported feeling very happy (rating of 0.9 to 1.0) when they are in the faculty. Only 2.2% of respondents reported feeling somewhat happy (rating of 0.25 to 0.5). From this data, we can conclude that the majority of faculty members at Smt. N.P.S GDC(W) are either not willing to share their feelings about their happiness in the faculty or are very happy when they are in the faculty. However, there is a small group of faculty members who are not as happy, but still report feeling somewhat happy.

Table: 7 Reason for happiness:

The table provided appears to be a summary of a survey conducted among faculty members of Smt.N.P.S GDC(W) College. The survey aimed to understand the reasons behind the faculty members' happiness in the college. The table presents the responses to the question “Reason for happiness in Smt.N.P.S GDC(W) College.

The data shows that the majority of faculty members (47.25%) responded with “No Answer”, indicating that they may not have found the question relevant or may not have had a clear reason for their happiness. However, a significant number of faculty members (20.88%) responded with “All”, suggesting that they are happy with various aspects of the college.

Other reasons mentioned by faculty members include the environment (15.38%), teachers (2.2%), colleagues (2.2%), infrastructure (1.1%), friends (4.4%), teaching values (2.2%), cooperativeness (2.2%), and placements (1.1%). The fact that environment is the second most common reason for happiness suggests that the college's physical space and atmosphere play a significant role in faculty members' happiness.

The data also suggests that faculty members are not extremely satisfied with their job, as only a small percentage of them mentioned specific reasons for their happiness.

Table : 8 :

The data shows that the majority of faculty members (76.92%) responded with “No Answer”, indicating that they did not provide a clear response to the question. A smaller percentage (18.68%) of faculty members responded with “yes”, indicating that they are happy to be in the college. Only 4.4% of faculty members responded with a clear “No”, indicating that they are not happy to be in the college. The main conclusions that can be deduced from this data are:

The majority of faculty members are not providing a clear response to the question, which may indicate a lack of satisfaction or a neutral attitude towards the college.

A significant minority of faculty members (18.68%) are happy to be in the college, which suggests that there are some positive aspects of the college that are valued by its faculty members.

The low percentage of faculty members who responded with a clear “No” (4.4%) suggests that the college may not be experiencing a high level of dissatisfaction among its faculty members.

Conclusion:

Finally each individual have their own suggestions from getting relief from stress like meditation,music,peace of mind,positive thinking,sports,health,yoga etc....thus the journey in Smt.N.P.S GDC results in very positive way showing happiness by both the faculty and students and few of them shows unhappiness due to their family distance. Finally we can conclude that the work place in Smt.N.P.S is happy to all of them who respondent is a happy journey.

ఉగాది

డా॥ జి. ఉషారాణి,
తెలుగు శాఖాధ్యక్షురాలు

వచ్చించి వచ్చింది ఉగాది
తెలుగువారికిది సంవత్సరాది
ముంగిట వేసిన ముత్యాల ముగ్గులు
ముత్తైదువుల గాజుల సవ్వడులు
యువతుల వాల్చెడలోని మల్లెల పరిమళాలు
తుమ్మెద ఝుంకారాల మంగళవాద్యాలు
కోయిల పాటల నాదస్వరాలు
చిట్టి చిలుకమ్మల కవి సమ్మేళనాలు
గుమ్మంలోనే ఎదురయ్యే మామిడి తోరణాలు
వచ్చే అతిథులకు పలికె స్వాగతాలు
పట్టుపరికిణీల్లో ముద్దులొలికే అమ్మాయిలు
పట్టలేని ఉత్సాహంతో గంతులేసే లేగదూడలు
చూడ ముచ్చటేసి చైత్రరథమెక్కాడు
భూలోక స్వర్గానికి దిగివచ్చాడు వసంతుడు
పుడమి మీద అడుగుపెట్టి, భూమండలమంత చుట్టి
ప్రకృతి సౌందర్యమంత ఏమాయె!
చుట్టూ పరికిస్తే అంతా మాయె
వాసంతుడదిచూసి ఆశ్చర్యపోయె!
పచ్చనిపంటల్లేవు - పదహారంతస్తుల భవంతులు తప్ప
పట్టు పరికిణీలు లేవు - ప్యాంటు, షర్టులు తప్ప
మల్లెపూల జడల్లేవు - బాబ్స్ హెయిర్లు తప్ప
ఉగాదిపచ్చడి లేదు - పిజ్జా బర్గర్లు తప్ప
అత్తామామ అన్న పిలుపు ఆత్మీయతకు నెలవు
మమ్మీడాడీ పిలుపులతో చెప్పారుగా ఎప్పుడో నెలవు
సంవత్సరాది అంటే “హ్యాపీ న్యూయియరే”
ఉగాది అంటే ఈ తరానికి ‘బాపురే’
తెలుగుకోయిల విదేశాలకు వలసవెళ్ళింది.
తెలుగుయువత మన సంస్కృతిని పాశ్చాత్యుల వద్ద తాకట్టుపెట్టింది
అక్కడే తిష్టవేసుకొన్న తెలుగుదనము
ఇక్కడికి రానని చేస్తోంది మారాము
అయినా మనమెప్పుడు ‘మారాము’?
ప్రకృతే మన గురువు! ప్రకృతే మన పరువు!
ఆ ప్రకృతి సంపదే మనకిప్పుడు కరువు!
చూస్తే అవుతోంది గుండెచెరువు!

DIGITAL LIBRARY IN OUR COLLEGE

