3.4.3 Details of research papers per teacher
in CARE Journals notified on UGC website during the year

S.NO	Name Of The Author(S)	Department of the Author(s)	Title of the Paper	Name of the Journal	Month and Year of publication	ISSN
1	Dr.G.R.Suryanarayana	English	The phenomenal transition of online education through ICT and impact on academics in india-a study	IRJHIS	Feb-23	ISSN-2582-8568
2	Dr.P.Ramulu	Maths	The Role of Mathematics Skill to Improve Foundation Literacy in National Education Policy 2020	Journal of Xidian University	Apr-23	ISSN -1001-2400
3	R.Nagaraja Chary	Commerce	An Analysis of Personal Finance Management among,MVS College Student of Mahabubnagar	Recent Trends in Banking and Financial Sectors of India Issue & Challenges	May-23	ISBN 978-93-5891-7536
4	Dr.P.Ramulu	Maths	An Analysis of Mobile Math Learning Applications	Mukt Shabd Journal	May-23	ISSN - 2347-3150
5	B.Satish Reddy	English	Analysis on study of english literature - alaguage perspective	IJMER	Jun-23	ISSN-2277-7881
6	R.Nagaraja Chary	Commerce	Saving and Investment pattern of Government School Teacher-A case Study of Mahabubnagar Region	Economic Challenger	Jul-23	ISSN 0978-1351
7	Dr.G.R.Suryanarayana	English	Race, colourism and societal expectations: The intersectionality of identity in Brit Bennet's	Samdarshini	Jul-23	ISSN-2581-3986
8	Dr.B.Swarupa	Telugu	Mahabharathamlo darmaraju-sathwagunam	Musi	Aug-23	ISSN-2457-0796
9	Dr.B.Swarupa	Telugu	Sree sree dheshacharitrala-abhyudhaya drukpatham	IJMER	Sep-23	ISSN-2277-7881
10	Dr.B.Swarupa	Telugu	Prathamandhra viplava kavipalkurikisomana basava puranam-bhaktithathwam	IMC	Sep-23	ISSN-2582-6247
11	Dr.G.R.Suryanarayana	English	Challenges and possible solutions for the promotion of Indian languages arts and culture through the NEP- 2020	IRJHIS	Sep-23	ISSN-2582-8568

12	Dr.C.Narasimhulu	Telugu	Prabanda prakriya vaividyam-chandrika parinayam	Musi	Oct-23	ISSN-2457-0796
13	Dr.B.Swarupa	Telugu	Sthreevadha kavithwamlo dhalitha sthree vadha swaram	IJMER	Nov-23	ISSN-2277-7881
14	Dr. K. Padmavathi	Principal	Sustainable production of silver nanoparticles using commercial plant powders and their antimicrobial charatceristics	IOSR-JAC	Nov-23	e-ISSN: 2278-5736
15	Dr.J.Narasimhulu	Public Administration	Importance of social media in public administration	IJMRGE	Jan-24	E-ISSN-2582-7138
16	S.Shivaprasad	Economics	Importance of social media in public administration	IJMRGE	Jan-24	E-ISSN-2582-7138
17	B.Eshwaraiah	Commerce	Performance of indian insurance industry- "a case of life insurance corporation of india	IJRAR.ORG	Jan-24	E-ISSN2348-1269
18	B.Eshwaraiah	Commerce	Consumer awareness and perception of life insurance products: an empirical evaluation	IJMSRR	Jan-24	E-ISSN-2349-6746

ECONOMIC CHALLENGER

An International Journal

- Poverty, Women's Economic Empowerment and the SDGs in Nigeria

- The Implication of Forest Rights

- Role of Herding Prejudice in Derivatives Market

- The Impact of Digital Payments

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Recent Trends in
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Captain Dr. VIJAY KUMAR MADUGU

Edited Book

Vol.01

RECENT TRENDS IN BANKING AND FINANCIAL

SECTORS OF INDIA:

ISSUES AND CHALLENGES

Editor

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Recent Trends in Banking and Financial Sectors of India: Issues and Challenges

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స్త్రీవాద కవిత్వంలో దళిత స్త్రీవాద స్వరం(గళం)

డా. బార్గల స్వరూప, అసిస్టెంట్ ప్రొఫెసర్, తెలుగు శాఖ, ఎం.వి.ఎస్. ఆర్ట్స్ & సైన్స్ కళాశాల (స్వ.ప్ర.), మహామూబ్ నగర్

చరవాణి : 9000982008

పరిచయం

యత్రనార్యస్తు పూజ్యంతే
రమంతే తత్రదేవతా:

అనే సూక్తి చిరకాలం నుండి వినవస్తుంది. స్త్రీ అంటే స్వాయతీ అస్యాం గర్యు: (ఈమె యందు గర్యం పెరుగుతుంది.) "మహిళ" అంటే పూజించేది. పూజింపబడేది – స్త్రీ పదానికి మహిళ పదానికి పెద్దలు పై వ్యుత్పత్తి అర్థాలను చెప్పరు. కళాత్మకంగా "భారతీయులు విశ్వమంతా స్త్రీ మూర్తిగా భావించారు" స్త్రీ మూర్తిని పరాశక్తి, ప్రకృతి ఉషాబాల నదీ దేవత, వనలక్ష్మి, సంధ్యాదేవి, చదువులరాణి, అన్నపూర్ణ, రాజరాజేశ్వరిగా సంభావించారు. ఇల్లాలే ఇల్లు, ఇంటికి దీవం ఇల్లాలు" ఇలాంటి సూక్తులు మనందరికి వాడుకలో ఉన్నవే.

స్త్రీకి కూడా శరీరం ఉంది, దానికి వ్యాయామం ఇవ్వాలి. ఆమెకు మెదడు ఉంది దానికి జ్ఞానం ఇవ్వాలి. ఆమెకు హృదయం ఉంది. దానికి అనుభవం ఇవ్వాలి అంటారు చలం గారు.

స్త్రీవాద కవిత్వం మొత్తం స్త్రీలందరి సమస్యలను ప్రతిబింబించడం లేదనే విమర్శ నుండి పుట్టినదే దళిత స్త్రీవాద స్వరం. స్త్రీవాదం మొదలైన తొలిరోజుల్లో కేవలం మధ్యతరగతి స్త్రీలకు సంబంధించిన సమస్యలను మాత్రమే ప్రస్తావించింది. పట్టణ ప్రాంతాలకు, ఉన్నత కులాలకు చెందిన స్త్రీల సమస్యలే స్త్రీవాదానికి ప్రధాన వస్తువులుగా మారాయి.

స్త్రీవాదం పితృస్వామ్య భావజాలాన్ని ధిక్కరించింది. లింగ వివక్షతను ఇంటిదాకిరిని ప్రశ్నించింది. తెలుగులో స్త్రీవాద కవిత్వాన్ని రాసినది అగ్రకుల, ఎగువ మధ్యతరగతి చెందిన కవయిత్రిలే అధికం. కాబట్టి వారు వారి పరిధిలో మించి వెళ్ళలేకపోవడం వల్ల మొత్తం స్త్రీలందరినీ కలుపుకొని మాట్లాడలేకపోయారు. అనగా స్త్రీలందరికి ఒక రకమైన సమస్యలు లేవని, స్త్రీలంతా సమాజంలో సమానంగా లేరనే విషయాలను స్త్రీవాదం విస్తరించిందని చెప్పక తప్పదు.

ముఖ్యంగా స్త్రీలలో కొందరు కులసమస్య, మత సమస్యలను ఎదుర్కొంటున్నారు. అంతేకాకుండా వాటితో ముడిపడివున్న అంటరానితనం, అభద్రత, మొ॥ సమస్యల్ని స్త్రీవాదం ముందుకు తేలేకపోయింది. అలాంటి సమస్యలు వారికి అనుభవంలోకి రాకపోవడం కూడా ఒక కారణం కావచ్చు. అందువలన ఆ సమస్యలను ఎదుర్కొంటున్న స్త్రీ పక్షాన మళ్ళి అయా కులాల, మతాల వాళ్ళే కవిత్వం రాయాల్సి వచ్చింది. దళిత, ముస్లిం, క్రైస్తవుల చుట్టు ఉన్న సామాజిక అంశ్రలు, నిబంధనలను నిరసిస్తూ వచ్చినవే దళిత, ముస్లిం, క్రైస్తవ వాదాలు, ఈ వాదాలు తమలోని స్త్రీ సమస్యలను కూడా సాహిత్య ఎజెండా మీరకు తెచ్చాయి అయా వర్గల స్త్రీలు తాము స్త్రీలుగా ఎదుర్కొంటున్న సమస్యలతో పాటు కులం, మతం కారణంగా ఎదుర్కొంటున్న సమస్యలను కవిత్వీకరించారు. ఆ కోపంలో నుంచి పుట్టిందే దళిత స్త్రీవాదం.

ప్రభుత్వ డిగ్రీ కళాశాల

సదాశివపేట, సంగారెడ్డి జిల్లా (తెలంగాణ)

అంతర్జాతీయ సదస్సు ప్రత్యేక సంచిక

భారతీయ సాహిత్యం - త్రిగుణమయి

12 ఆగస్టు, 2023

భారతీయ సాహిత్యం – త్రైగుణములు

అంతర్జాతీయ అంతర్జాల సదస్సు

12 ఆగస్టు, 2023

సంపాదక మండలి

గౌరవ సంపాదకులు

ఆచార్య బి. పతంజలి, ప్రధానాచార్యులు

ప్రధాన సంపాదకులు

డా యస్. బేబి రమణి, తెలుగు శాఖాధిపతి

నిర్వాహక మండలి

శ్రీ వినాయక కుమార్, వైస్ (ప్రిన్సిపాల్

దా.డి.పద్మ, అసిస్టెంట్ (ప్రొఫెసర్, ఎకనామిక్స్

శ్రీమతి కె.అనురాధ, అసిస్టెంట్ (ప్రొఫెసర్, బోటనీ

శ్రీమతి పి.సౌవిద్య, అసిస్టెంట్ (ప్రొఫెసర్, కామర్స్

శ్రీ డి.సర్వయ్య, అసిస్టెంట్ (ప్రొఫెసర్, మాథ్స్

శ్రీమతి ఎ.మంజుల, హిస్టరీ లెక్చరర్

శ్రీ పి.రాజిరెడ్డి, ఫిజిక్స్ లెక్చరర్

శ్రీ టి.శంకరయ్య, జువాలజీ లెక్చరర్

శ్రీ ఎ.చంద్రశేఖర్, కామర్స్ లెక్చరర్

కుమారి ఎస్.(సవంతి పొలిటికల్ సైన్స్ లెక్చరర్

సాంకేతిక సహకారం

కుమారి ఎఫ్. భవాని, కంప్యూటర్ లెక్చరర్

తెలుగు శాఖ

ప్రభుత్వ డిగ్రీ కళాశాల

సదాశివపేట, సంగారెడ్డి జిల్లా

మహాభారతంలో ధర్మరాజు (యుధిష్టిరుడు) సత్త్వగుణము

డా॥ బూర్గుల స్వరూప,
తెలుగు సహాయాచార్యులు,
యం.పీ.యస్ ఆర్ట్స్ & సైన్స్ కళాశాల (స్వ),
మహబూబ్ నగర్, తెలంగాణ.

పరిచయం:

> "అందరూ సుఖంగా ఉందురుగాక!
> అందరూ ఆరోగ్యంగా ఉందురుగాక!
> అందరు శాంతిలో వర్ధిలుదురు గాక!
> అందరికీ శుభములే కలుగుగాక !
> అందరు కలిసిమెలిసి జీవింతురు గాక"!

భూమిపైన మానవ జాతి జన్మించిననాడే మహాపురుషులు పలికిన శాంతి వచనములు, మనిషి, మనిషిగా పుద్ధిద్ధిద సర్వ జీవరాశులలో మహోన్నతునిగా నిలుపగలిగిన ఈ పవిత్ర వాక్యులు.

సర్వదా అనుసరించదగినవి. అన్ని జాతులు ఒక్కటనీ, మానువులంతా ఒక్కటేనని వారి రక్తనాళ్లలో పవహిస్తున్న రక్తమంత ఒక్కటేనని గ్రహించి వారంతా కలిసి మెలిసి సామరస్యంతో జీవించిన వాడే ప్రగతి లబాట వేసుకుంటారు.

గౌతమ బుద్ధుడు, ఏసుక్రీస్తు, మహమ్మద్ ప్రవక్త, మహాత్మాగాంధీ, జవహర్లాల్నెహ్రూ, ఇందిరాగాంధీ మొదలైన మహనీయులెందరో ఈ శాంతి వాక్యాలను నమ్మి ఆచరించిన వారే. ఇలాంటి వారితో సమానముగ ఈ మహాభారతంలోని ధర్మరాజు సత్త్వగుణము గురించి తెలుసుకుందాము.

> "ప్రజాధిపోऽసౌ ప్రథమం యుధిష్టిరే
> సుతేషు తేజస్విషు తేషు పంచసు
> ప్రభాకరే పంచతపా ఇవోన్నతే
> ప్రపాత యామస విలోచన ద్వయం"

రాజుకు యుధిష్టరుడు, స్థితప్రజ్ఞుడు, అజాత శత్రువు, ధర్మనిరతుడు, సత్యవాక్య తత్పరుడు, అహింసా ప్రియుడు, రంజకుడు, సార్వభౌముడు, ఉత్తమోత్తమ ధీరనాయకుడు,

తేజోవంతుడగు పాండుపుత్ర పంచకమున ప్రథముడను, ప్రజలకు ప్రభువును అయి పంచాగ్నులలో తుదగు సూర్యునిలాగా ప్రకాశిస్తున్న యుదిష్టరుడు సార్థక నామధేయుడు.

యుధి + స్థిర: = యుధిష్టిర:

శ్రీ శ్రీ దేశచరిత్రలు – అభ్యుదయ దృక్పథం

- డా. బూర్గుల స్వరూప,
తెలుగు అధ్యాపకురాలు,
యం.వి.ఎస్. ఆర్ట్ & సైన్స్ కళాశాల (స్వ)
మహబూబ్‌నగర్. సెల్ నెం.9000982008

పరిచయం:- "మానవుడేనా సందేశం మనుష్యుడే నా సంగీతం" అని ఎలుగెత్తి చాటిన మహాకవి శ్రీరంగం శ్రీనివాసరావు ఏప్రిల్ 30, 1910లో విశాఖపట్నంలో జన్మించారు. 1931లో బి.ఎ హూర్తి చేసిన శ్రీ శ్రీ ఎ.వి.యస్ కళాశాలలో డిమాన్ స్ట్రేటర్‌గా, మద్రాస్ ఆంధ్రప్రభలో లేబరేటరీ, అసిస్టెంట్‌గా వివిధ ఉద్యోగాలు చేసినా, తన స్వంత భావాల కారణంగా సినీ రంగంలో స్థిరపడ్డారు.

అభ్యుదయం:- "నేడే ఈనాడే

జగమంతా బలివితర్ది

నరజాతికి పరివర్తన

నవజీవన శుభసమయం అభ్యుదయం"

అని శ్రీ శ్రీ మొదటిసారిగా అభ్యుదయం అనే పదాన్ని వాడారు. అభ్యుదయ కవిత్వం ఎలా ఉండాలో మహా ప్రస్థానంలో దేశ చరిత్రలు గేయం ద్వారా తెలియజేశారు. అభ్యుదయ కవిత్వానికి మార్కి్జజం పునాది. 1933-34లో అభ్యుదయ కవిత్వం తెలుగునాట మొదలైంది. 1934లో అనేక ప్రేరణలతో, ప్రభావాలతో వచ్చిన మహాప్రస్థానం అభ్యుదయ శకానికి నాంది పలికింది. 'చలం అన్నట్లు' నెత్తురు కన్నీళ్ళు తడిపికొత్త టానిక్ తయారు చేశారు శ్రీ శ్రీ ఈ వృద్ధ ప్రపంచానికి తెలుగునాట అభ్యుదయ కవిత్వంతో పాటు సమాజాన్ని జాగృతం చేసిన అనేక సాహితీ ప్రక్రియలను సుసంపన్నం చేసిన ఘనత శ్రీశ్రీకే దక్కుతుంది.

"ఈ వ్యవస్థకి రకరకాలుగా కొమ్ముకాసే ఈ రాతగాళ్ళంతా నా దృష్టిలో ప్రజా ద్రోహులే అంటూ శ్రామిక చైతన్యం ఊపిరిగా గల అభ్యుదయ యుగానికి యుగకర్తగా నిలిచారు మన శ్రీశ్రీ.

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ప్రథమాంధ్ర విప్లవ కవి పాల్కురికి సోమన జనవువరాయం - భక్తితత్వము

డా॥ మూర్గల స్వరూవ
తెలుగు అధ్యావకులు
యం.వి.యస్ డిగ్రీకళాశాల (స్వ)
మహాబూల్‌నగర్, తెలంగాణ
సెల్ నం.9000982008

వరివయం:-

'ఉరుతర గద్య వద్యోక్తుల కంబి
నరనమై వరగివ జాను తెనుంగు
చర్చింవగా సర్వ సమావ్యమగుట
కూర్చిద ద్విపదలు కోర్కిపైవార '

        12వ శతాబ్దానికి చెందిన పాల్కురికి సోమన జనగామ జిల్లా , పాలకుర్తి గ్రామంలో జన్మించారు. ఆ గ్రామంలో వెలిసిన సోమేశ్వరుని అనుగ్రహంతో జన్మించడం వలన ఈయన తల్లిదండ్రులు సోమనాథుడు అని పేరు పెట్టుకున్నారు. సోమన తల్లిదండ్రులు శ్రియాదేవి, విష్ణురామిదేవుడు.

        తెలుగు సాహిత్యంలో శైవసాహిత్యానికి సుస్థిరస్థానం సంపాదించి పెట్టిన వారిలో అద్యుడు, అగ్రగణ్యుడు పాల్కురికి. అచ్చమైన తెలంగాణ కవిగా తెలుగులో ఆదికవిగా గుర్తించాలనే బలమైన వాదనలు విమర్శకుల మంచి వినిపించే కవిగా పాల్కురికి ప్రసిద్ధి పొందాడు. వీరి రచనలన్ని స్వతంత్రాలే. అనువాదాలు కావు. కావ్య ప్రారంభంలో నన్నయ్య వలె సంస్కృత శ్లోకాన్ని రచించే పద్ధతిని కూడా వదిలి తెలుగు పద్యంతోనే రచన మొదలు పెట్టాడు. అనేక దేశీయ తెలుగు సాహిత్య ప్రక్రియలకు అద్యుడు. తొలి తెలుగు శతకం, తొలి తెలుగు ద్విపద, తొలి తెలుగు ఉదాహరణ కావ్యం మొదలైన స్వతంత్ర సాహిత్య ప్రక్రియలను చేవట్టిన మార్గదర్శి.

        అనుభవసారం, వృషాదిప శతకం, చమర్వేదసారం, చెన్నమల్ల సీసములు, బసవపురాణం, పండితారాధ్య చరిత్ర వీరి ప్రసిద్ధ రచనలు. ఇవికాక రుద్రభాష్యం, బసవరగడ, నద్గురురగడ, వంచప్రకార రగడ, పంచప్రకార గద్య, నమస్కార గద్య, అక్షరాంక గద్య, బసవోరాహరణం, బసవలింగ నామావలి మొదలైన లఘుకృతులబెన్నింటినో రచించాడు.

        వీరి రచనలు జనసామాన్యానికి అర్థమయ్యేటట్లు ప్రజల భాషను వాహికగా ఎన్నుకున్నారు సోమన. అంతవరకు వచ్చిన మార్గకవిత స్థానంలో దేశికవితకు పట్టం కట్టారు. 'జానుతెనుగుగా' దానికి కీర్తిని తెచ్చిపెట్టాడు. సోమన రచన సరళం, గంభీరం, సౌందర్యమాధురీభరితం. తెలుగు పలుకుబళ్ళు సంస్కృతవదాలతో సమానంగా పోటీపడుతూ అలరారుతూ ఉంటాయి.

        సోమన పాత్ర సృష్టి అద్భుతమైనది. అపూర్వమైంది. సామాజిక జీవితానికి సన్నిహితమైనది. ఇతని పాత్రలు మామూలు మనుషులుగా సజీవంగా, నజీవంగా కనిపిస్తాయి. ప్రత్యేకమైన వ్యక్తిత్వంతో వైవిధ్యభరితంగా ఉంటాయి. పాత్రల భక్తితత్వాన్ని ప్రదర్శించడంలో సోమనకు మించిన కవి లేడు. వ్యవహారిక వదజాలంతో పాత్రల సహజత్వాన్ని మనోజ్ఞంగా చిత్రిస్తాడు.

        పాల్కురికి చిత్రించిన రుద్రపశుపతి, బెజ్జమహాదేవి, ముగ్గనంగయ్య, ఉదుమూరు కన్నప్ప, చిరుతొండ నంబి, గౌదగూచి మొదలైన భక్తుల పాత్రలు నిర్మలమైన మనస్తత్వానికి ఆదాత్య భక్తి ప్రపత్తులకు లార్క్యంగా నిలుస్తాయి.

"ధరనుమా మాతా పితా రుద్రయనెడు
వరపురాణోక్తి నీశ్వర కులజుండ

మహాభారతంలో కౌశికుని కథ – సత్వరజోగుణములు

డా॥ సి. నర్సింహులు,

సహాయ ఆచార్యులు,

యం. వి. యస్. ప్రభుత్వ ఆర్ట్స్ & సైన్స్ కళాశాల (స్వయం),

మహబూబునగరు. 509001.

మానవభౌతిక ప్రకృతికి సంబంధించిన గుణాలు మూడు. అవి సత్వగుణం, రజోగుణం, తమోగుణం. ఈ గుణత్రయ విభాగంలో సత్వగుణం వల్ల జ్ఞానం, రజోగుణం వల్ల మోహం, తమోగుణం వల్ల అవివేకము కలుగుతుందని గీతలో చెప్పబడింది. సత్వగుణం పవిత్రమైనది, జ్ఞానతృష్ణ కలవారుగా ఉంటారు. రజోగుణం ఉండడం వల్ల ప్రాపంచిక భోగాల మీద ఆసక్తి కలుగుతుంది. మరియూ గర్వము, అహంకారము పెరుగుతాయి. తమోగుణం అధికంగా ఉన్నవారిలో సోమరితనము, నిర్లక్షము, అజ్ఞానము అధికంగా ఉంటాయి. ఈ గుణం కలిగినవారు నిష్ప్రయోజకులౌతారు. భగవద్గీతలో శ్రీకృష్ణుడు...

సత్వం సుఖే సజ్జయతి రజః కర్మణి భారత:
జ్ఞానమావృత్యతు తమః ప్రమాదే సంజతత్యుత

సత్వగుణము సుఖమును ఇస్తుంది. రజోగుణము కర్మలు చేయడంలో ఆసక్తి కలుగజేస్తుంది. తమోగుణము మనలోవున్న జ్ఞానమును కప్పివేసి నిర్లక్షమును, సోమరితనమును కలుగజేస్తుంది.

ప్రస్తుతము భారతారణ్య పర్వములో కౌశికుని కథ నుండి సత్వ, రజోగుణాలను తెలుసుకుందాము...

సకలవేదవేదాంగవేత్త యైన కౌశికుడను ఒక బ్రాహ్మణుడుండేవాడు. అతను చెట్టు మొదట్లో కూర్చొని వేదాధ్యయనం చేస్తుండగా చెట్టు కొమ్మమీద ఉన్న ఒక కొంగ విడిచిన రెట్ట అతనిపై పడింది. అతడు కోపంతో దాసికేసి చూడగానే అది మరణించి క్రింద పడిపోయింది. "అయ్యో! కోపవశుడనై చేయకూడని పని చేశాను కదా!" అని విచారిస్తూ అతడు భిక్షాటనానికి గ్రామంలోని పవిత్రమైన కుటుంబాల దగ్గరకు వెళ్ళాడు.

పుర్వం వెదుతున్న ఇంటికే వెళ్ళి 'భిక్షాం దేహి' అన్నాడు. గిన్నెలు తోముకొంటున్న ఆ యింటి కుటుంబిని 'వస్తున్నాను, నిలబడు' అంది. ఇంతలో ఆకలితో చాలా బాధపడుతున్న ఆమె భర్త వచ్చాడు. అప్పుడా పతివ్రత ఆ బ్రాహ్మణుని సంగతి చూడకుండా తన భర్తకు పాద్య-ఆచమనాదులు యిచ్చి భోజనం పెట్టింది. ఆమె మనోవాక్కాయలచే భర్తనే దైవంగా భావిస్తూ వుండేది. భర్తకు శుశ్రూష చేస్తున్న ఆమెకు బ్రాహ్మణుని మాట జ్ఞాపకం వచ్చింది. అలా మరచిపోయి, ఆలస్యం చేసినందుకు ఆమె సిగ్గుపడుతూ భిక్షం తీనుకొని వెళ్ళింది. ఆమెను చూచి ఆ బ్రాహ్మణుడు – "భిక్షం ఇస్తాను, ఆగమని చెప్పి, నన్ను పంపనేలేదేమిటి!" అన్నాడు. ఆ బ్రాహ్మణుడు క్రోధంతో మండిపడుతున్నాడు. అతనిని చూచి ఆ సాధ్వి వినయపూర్వకంగా – "విద్వాంసుడా! నన్ను క్షమించు. నాకు నా భర్త దేవత. ఆయన ఆకలితో ఉన్నాడు. అందుచేత ఆయనకు శుశ్రూష చేసి వచ్చాను" అంది.

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Importance of social media in public administration

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Article Info

Abstract

Social media and Public Administration are interrelated each to other for framing and implementation of public policies for citizen welfare in particular domain. Social media is engine which is playing vital role communicating the information and opinion in between government and public. Public administration is the executive body in the constitution which is very important smooth run of the government by framing the policies. Social media which is under globalization became ubiquitous which is passing the messages from all sides of the world. At present many apps are designed technologically for the gathering the information time to time. With this citizens are receiving that information very shortly means that avoiding the delay in the implementation and formulation of the public policies. Especially in the worldwide we have Facebok, Twitter, Instagram, Tiktolk, Whatsapp, Youtube etc are used for communicating information and also these apps are assisting, enhancing and connect global economy, and also many of the people receiving the information at a time where ever they are. So that we could say Social media and Public Administration cannot be detached and seen a lonely.

Introduction

Public administration is coined by two terms, public and administration. The term public means government which is mainly focus on government activities and actions. The term administration is derived from a Latin word "Administer" which means to serve, to direct, to control, and to care for or welfare of the people. Literally, the term "administration" means management of public or private affairs. Hence, simply public administration is known as the management of public affairs. It looks after the affairs of the people and provides services to them.

Public Administration is the framing and implementation of government policy and also an academic discipline that studies this implementation and prepares civil servants for working in the public service.

The public administration is defined as the study of government affairs. To know the answer of the questions like, what is public administration, which dimension and scope it includes, it is necessary to analysis the view and opinion of some scholars of Public administration.

According to Woodrow Wilson (1887) Public Administration is the detailed a systematic execution of public law. Every particular application of law is public administration.

According to L.D. White Public administration consist of all those operations having for their purpose of fulfillment or enforcement of Public Policy.

Public Administration is a field in which leaders serve communities to advance the common good and effect positive changes.

Public Administration is a discipline which is concerned with the organization and the formulation and implementation of public policies for the welfare of the people.

THE PHENOMENAL TRANSITION OF ONLINE EDUCATION THROUGH ICT AND IMPACT ON ACADEMICS IN INDIA- A STUDY

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Abstract:

Technology changes the civilization of humans unhesitatingly. The widespread of ICT in teaching and learning creates multitudinous opportunities that enshrine ways of looking at the world. Computer- savvy plays a quintessential role in advancing society. This study explores the Internet revolution, and the Covid-19 crisis has pressured academicians, students, and researchers to shift from traditional teaching paradigms to online teaching and learning method. And also scrutinizes the transformation through technology meticulously, resolves major problems like difficulty in learning, and saves 'time and travel.' Facing some barriers in online learning, such as discipline and behavioral aspects, it is the best for graduation students, prominently higher education pursuers with self-direction. The roles and responsibilities of teachers and learners have been changed. As change is inventible in any field, education paradigms are being transformed and become convenient to aspiring learners. Across the globe, from schools to universities, design e-content and render online courses to change four-wall learning to Internet learning with advanced tools.

Keywords: *Online learning, Internet revolution, ICT transition, Theory of Andragogy, behavioral aspects*

Introduction:

"Any teacher that can be replaced by a computer should be replaced by a computer," by Issac Asimov. It is a veracious truth that technology has been transforming the way of looking at things. The Worldwide pressure for transformation in modern higher education is 'Online Teaching and Learning, for which technology plays a perceptive role. Providing quality educational motives and supporting a mass higher education like India is a challenging concept but imperative to such a vast populated nation. In 2020, academicians, students, and researchers were forced to shift from traditional teaching and learning paradigms to the 'E- Teaching- Learning World.' In this context, teachers should primarily prepare and become accustomed to an e-learning environment, find e-resources, and enhance skills and styles in teaching, which are associated with developing an online

ANALYSIS ON STUDY OF ENGLISH LITERATURE – A LANGUAGE PERSPECTIVE

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Abstract

English language plays an essential role in our lives as it helps in communication Learning English language and English literature seems to bring about considerable questions of the benefits and the importance of so doing. Why should students who learn English language require learning English literature at the same time? The ultimate matter remains the same—what is the very core of learning the subject? What are their relationships embrace? What, why, and how are we supposed to know that? In fact, the presence of the why-what-how balance is required in learning any subject. While the "know-why" aspect gives the ideas of the importance of and background of such a learning, the "know-what" aspect limits the scope of the object of learning. Further, the "know-how" aspect explains the way in which a learning process could be conducted. There could be at least three reasons that there should be balance between the 'know-why', 'know-what' and 'know how'. Firstly, Learning English Literature is a construct in the whole body of learning. Since it is a construct, it should have a system. The system, in this case, serves as the correlation and interrelationship between each part. Thus, the "know why-what-how" are elaborated in order to build a scientific reasoning through observation, discussion and practices. Learners are best given more chances to explore and express their understanding of a literary work through short papers or essays. This research paper is to be discussed about "Analysis on Study of English Literature – A Perspective.

Keywords: Curriculum English Language, English Literature, Core Subject, Learning Strategies, Language Tools, Literary Criticism.

STATEMENT OF THE PROBLEM

"Literature and butterflies are the two sweetest passions know to man
Vladmir Nabokov

The study of English literature is more than just English. It is about nearly all facets of society lives from which the English literary works spring up. That is, English-speaking people of certain country, academic, working, religious, and cultural backgrounds and political leanings and of certain times express various aspects of their lives in written English. The main objectives of studying their literary works are to enrich our knowledge and understanding of the high values of morality and wisdom they contain. However, to know what an English literary work is all about and the messages it wants to convey requires "know-how" that include English skill and strategies. Therefore, this paper argues that the study of English literature can only occur with the presence of the why-what-how balance.

There are many definitions of language comprehensive, deep, or simple ones. According to Chomsky, language is "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". In Merriam Webster dictionary, language is defined as system of conventional spoken or written symbols used by people in a shared culture to communicate with each other. A language both reflects and affects a culture's way of thinking.… In comparison, Oxford dictionary defines language as "the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way." From that of Chomsky to the more recent definition of language, the essence remains the same. Language contains rules and elements, takes both spoken or written form, reflects the speakers' culture and way of thinking, and it is significantly used to communicate ideas.

Literature, in fact, does not have less meaning than language. According to Widdowson, literature has various meanings depending on the context that the speakers refer to. It may mean literary writings such as fictions or literature in term of major of study. Literature referring to literary writing could be defined as "the achievement of aesthetic and moral merit" such as those of canon or the great tradition. Or else, it is understood as the "creative and imaginative" writing. Merriam Webster illustrates literature as "writings having excellence of form or expression and expressing ideas of permanent or universal interest" and Oxford terms literature as "written works, especially those considered of superior or lasting artistic merit." Literature has the so called a range of characteristics such as excellent, aesthetic, creative, imaginative, expressive, valuable, and universal.

Performance Of Indian Insurance Industry- "A Case Of Life Insurance Corporation Of India"

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Abstract

This study is an attempt to analyze the performance of the insurance industry in India in the context of multiple insurance penetrations, especially for life insurance in India, especially after the liberalization of the insurance industry. The study was analytical and descriptive. The main content is divided into two parts according to insurance price and insurance coverage. The study is based on secondary data collected from the annual reports of IRDA. The insurance industry in India is one of the fastest-growing sectors of the economy, growing at the rate of 15 to 20 percent per year. Insurance in India is a dynamic industry with many international players competing against each other. Indian insurance companies offer many insurance plans. Insurance companies in India include 53 insurance companies, of which 24 are life insurance companies and 29 are insurance companies. Life Insurance Corporation is the only public company in the life insurance industry. In addition, non-life insurers include six public sector insurers. Moreover, the Central Insurance Corporation of India is the sole home insurance restorer. Due to the growth of the insurance industry, many companies are emerging in the Indian insurance industry. The life insurance industry in India is undergoing structural change, largely due to the impact of financial sector reforms. With the liberalization of the life insurance industry, there

has been a major change in the structure of the Indian insurance industry in the last decade. In this article, an attempt has been made to analyze the entire life insurance sector of India. The results show significant improvement in overall performance in India, especially in terms of insurance coverage and participation.

Introduction

Almost a decade after India's independence from Britain in 1947, the Government of India merged 240 private insurance companies into the Life Insurance Corporation of India (LIC) on September 1, 1956, to improve the lives of the people (Sinha, 2007). The life insurance company was established with a Government of India capital of Rs 5 million. After nationalization, the life insurance industry in India was merged into the state-owned LIC. It played an important role in the economic development of the country (Tone and Sahu, 2005).

In the insurance industry, the transition from the private sector to the national sector and back to the private sector has been well documented. There are many reasons for this and some historical developments have also taken place in the country and abroad. The Government of India is taking steps to open up the insurance sector. However, after initial success, the inefficiencies and inadequacies of the central planning system and intervention strategies were demonstrated, leading to a drive for policy liberalization. This is the time when most of the countries of the world including India have made reforms in all sectors with this great task to achieve rapid development (Palande et al, 2003). Indian private insurance companies opened up the insurance sector to competition as a result of the Insurance Regulation and Development Act, 1999 (IRDA Act). As per the mandate of the IRDA Act, 1999, the Insurance Regulatory and Development Authority (IRDA) was established on 19 March 2000 to protect the interests of insurers and to regulate, promote, and achieve orderly growth in the e-insurance sector Under the new license, Indian private insurance companies were allowed to operate in India (IRDA, 2000).

An Overview of the Indian Insurance Sector

Phase I		
Life Insurance	1818 to 1956 (About 198 years)	Many 245 private players Competitive market
General Insurance	1850 to 1972	Many 107 private players Competitive market
Phase II		
Life Insurance	1956-2000 (About 44 years)	Nationalization One public sector company State Monopoly
General Insurance	1972 to 2000 (about 28 years)	One public sector company with 4 subsidiaries. State Monopoly.

CONSUMER AWARENESS AND PERCEPTION OF LIFE INSURANCE PRODUCTS: AN EMPIRICAL EVALUATION

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Abstract
Although insurance companies offer many services, many consumers need information about these services. Although there is a knowledge gap between the services offered by LIC and various life insurance companies, there is more information about LIC services than individual life insurance policies. According to the research, respondents believe price is the most important factor when purchasing insurance products. Intraparty perceptions of various services were examined.

1 Introduction
Customer feedback is the opinion of service users about whether the service meets their needs and expectations. Consumers purchasing different types of life insurance have additional information, considerations, and expectations. This chapter discusses consumer attitudes toward different types of life insurance, different ways of choosing insurance companies, consumer awareness of other products while buying life insurance, etc.

2 Methodology of the Study
The present study is empirical in nature and uses both secondary and primary data. The secondary data has been collected from official publications, magazines and journals, books and official websites. All life insurance companies (both public and private) operating in Wanaparthy District and Nanded District and its customers comprise population of the study. In order to analyze consumer behaviour and perception towards life insurance products in Wanaparthy District and Nanded District, 360 samples were selected. Multi-stage random sampling method was adopted to select the[i] sample. Even though the study is mainly focused on LIC customers, responses from private life insurance company customers were also included. From each district, based on the list collected from LIC agents, the researcher randomly selected 180 samples from each district. Among the five prominent private life insurance companies in Wanaparthy District and Nanded District, the researcher randomly selected Life Insurance Corporation of India and two private life insurance companies namely ICICI Prudential Life Insurance Co. Ltd. and SBI Life Insurance Co. Ltd[ii]. Based on the list collected from the insurance advisors of the companies, the researcher selected 180 from LIC and 90 from SBI, ICICI subscribers each. The total sample size is 360, 165 from each district. The collected data was processed and interpreted with suitable statistical tools. The tools for analysis were ANOVA, F-test, Chi-square test. The statistical analysis was carried out with the help of computer software SPSS.

| Sl. No. | District | LIC | | | |
| | | LIC (I) | Private | | Total |
			SBI	ICICI	
1	Wanaparthy	90	45	45	180
2	Nanded	90	45	45	180
Total		180	90	90	360

Profiles of the Respondents

Three hundred sixty respondents were selected from insurance consulting companies, insurers, and the private sector. The sample comprised 180 respondents from LIC and 180 from the private sector. The sample obtained is diverse due to gender, age, place of residence, religion, education, occupation of parents and relatives, and monthly income. The tables below show the details.

Table No – 1, Frequency of the respondents by Gender

Sl. No.	Gender	Frequency	Percentage
1	Female	132	36.7
2	Male	228	63.3
	Total	360	100

Sl. No.	Religion	Frequency	Percentage
1	Christian	178	49.5
2	Hindu	150	41.8
3	Muslim	31	8.7
	Total	360	(100%)

Sl. No.	Education level	Frequency	Percentage
1	Less than 10th Std	22	6.2
2	10th to Graduation	174	48.3
3	PG & others	164	45.5
	Total	360	100

Sl. No.	Major occupation	Frequency	Percentage
1	Agriculture	17	4.8
2	Business	55	15.3
3	Employment	177	49.3
4	Profession	69	19.3
5	NRI	14	4
6	Others	26	7.2
	Total	360	100

Sl. No.	Number of dependent members	Frequency	Percentage
1	3 or less	189	52.5
2	4-6	146	40.5
3	More than 6	25	7
	Total	360	100

Sl. No.	Monthly income	Frequency	Percentage
1	Less than Rs.3000	3	0.83
2	Rs.3000-10000	38	10.6
3	Rs.10000-20000	105	29.2
4	Rs.20000-50000	126	35
5	Rs.50000-100000	53	14.7
6	Above Rs.100000	35	9.72
	Total	360	100

Source: Primary data

An Analysis of Mobile Math Learning Applications

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Abstract: The purpose of this research is to look into potential mobile applications for helping college students learn mathematical concepts and principles. Examples of problem-solving mobile applications are MathScanner, Math Tricks, MathPapa Math Way MalMath, Geogebra Classic, Photomath, Brainly, Komodo Maths, Rocket Maths. These mobile applications were subjectively and statistically evaluated to determine which are or are not best suited for use in a flexible learning environment, taking into account their benefits and drawbacks in the teaching and learning process. This study took into account various app features such as subject coverage, interface, accessibility, and so on, which will be used as common evaluation criteria. Each criterion was scored and ranked. Pairwise when there was a significant tendency for a math-solving application to rank systematically higher or lower based on the results of the statistical test used, comparisons were made. Following that, a comparative analysis was performed to obtain findings and recommendations for future mobile app integration. Furthermore, this research will help to disseminate information and raise awareness about the use of mobile applications in the teaching and learning process. The advantages and disadvantages of using mobile applications will help educators successfully facilitate the teaching-learning process.

Keywords: Mobile Apps, Educational Technology, Problem Solving, Higher Education Mathematics, Quantitative Analysis, Qualitative Analysis,

INTRODUCTION:

Our daily lives are demonstrating the advancement of technology at an incredible rate. We make use of devices like laptops, tablets, and smartphones as well as the apps that are built into such technology. Most people use technology to make challenging tasks—like communication, transportation, and information dissemination—easier. The employment of technology can be both helpful and detrimental because its limits are mostly unpredictable. Both opportunities and challenges arise when technology is included into education and how it could be used to boost learning. For the majority of teachers and pupils, mobile devices are the most practical and accessible instrument.

Despite its diminutive size, it has the capacity to develop into a very effective teaching and learning tool. Mobile devices can be loaded with applications that have a variety of features. Students can now use a wide range of mobile applications that are readily available online to help them with their academics, particularly in mathematics. Since maths is a notoriously difficult subject, a student's ability to solve a problem without difficulty could inspire them to perform well in all other areas of their study. By simply pushing buttons and entering data into mobile devices, these applications can simplify the drawn-out process of problem-solving, graphing, and trial and error.

Algebra, geometry, calculus, trigonometry, and other advanced mathematics courses can be quite challenging to understand. Fortunately, there are many math programmes available that can explain and lead the learner through various ways. Digital technology usage is advocated for both teachers and pupils. To avoid disruptions in academic learning, new teaching strategies are being implemented, such as online classes, which allow learners to connect with one another remotely. In this study, few math applications are selected and their

potential impact on college students studying mathematics is studied. The following is a detailed and succinct explanation of these applications:

1. **iMathematics**– Equations can be entered into this programme to be solved. In addition to this, the app has a number of educational modules. The user cannot simply take a picture of the equations, thus they must be manually entered. This is the sole drawback.

2. **Microsoft Math Solver** - This programme uses cutting-edge AI to quickly and accurately answer a wide range of mathematical issues. The user can enter a new maths issue in one of three ways using this straightforward to use maths answer app. The user has three options for entering an equation: utilising the built-in calculator-like interface, clicking a picture illustrating the issue, or manually writing out the equation.

3. **Socratic** – The app lets the user take a picture of a problem and it'll not only give you an answer, but the steps necessary to arrive at that answer — and even detailed explanations of the steps and concepts if needed.

4. **WolframAplha** – This programme intends to "make all systematic knowledge immediately computable and accessible to everyone capable." Despite the fact that it seems like one, this maths answer software isn't a search engine. It is an educational tool that provides precise responses based on data compiled from all the facts pertinent to the queries entered.

5. **Cymath**– Using a powerful AI-powered math solver, this math solver app offers assistance with a wide range of problems in arithmetic, algebra, trigonometry, calculus, statistics, and other areas. The maths app provides solutions based on a wide range of subjects.

6. **Mathway** – This is a math problem solving app and algebra calculator that offers instant answers to the users most complex math equations. This math problem solver practically solves anything from basic math problems, geometry, algebra to more complex calculus equations and trigonometry.

7. **Photomath**- This Android app is meant to clarify challenging maths topics, from basic maths through calculus and trigonometry. It uses the camera of a smartphone to take a picture of a maths problem, analyse the information, and then deliver a complete, step-by-step solution and explanation. It is a free programme with the fantastic characteristic of operating without a network when using the bare minimum core.

8. **MyScript Calculator** – Your handwriting will be recognised by this math programme. This implies that you can solve your arithmetic issue just by writing it on the computer screen. Trigonometry, percentages, and logarithms are not supported in this software; just basic arithmetic with square roots and cube roots is.

9. **MalMath** - This application tackles mathematical issues and provides thorough explanations for each stage of the solution, bringing students from the problem to the insight in simple, well-explained steps. One of the best features of this free programme is its superb offline capabilities, which enable students to go on learning even when they are not connected to the internet.

The fundamental goal of good teaching is to effect the desired change in learning behavior. It is caused by the teacher's use of teaching methods to achieve the lesson's objectives. This makes teaching more difficult, but also tougher because it necessitates diverse approaches and strategies for varied student skills and behavior.

The Role of Mathematics Skill to Improve Foundation Literacy in National Education Policy 2020

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ABSTRACT: *It has traditionally been difficult for teachers and students to teach and learn mathematics. The methods used to teach mathematics in schools have, in some ways, fallen short of expectations. Even after completing their primary school, it is common to find that Students lack basic knowledge of both language and mathematics skills. The annual academic achievements and future chances of kids are being impacted by this learning problem in Indian schools. Competency-based learning initiatives that have emerged from research on these topics are included in the new National Education Policy 2020. According to NEP 2020, students should have excellent fundamental language and mathematics skills in addition to 21st century talents including soft skills, talents including critical thinking, communication, and higher level cognitive abilities. By emphasising the foundational stage and breaking it down into the divisions of pre-primary and primary, NEP 2020 has placed a strong emphasis on ensuring that kids are proficient in Foundational Literacy and Numeracy skills until the age of nine. The essay at hand highlights the value of Foundational Literacy and Numeracy at the primary level and how the NIPUN Bharat Mission, which aims to achieve Foundational Literacy and Numeracy proficiency for all people, is moving forward in the context of National Education Policy 2020 ideas.*

Key Words: *NEP 2020, NIPUN Bharat Mission, Primary Education, Foundation Literacy and Numeracy (FLN) skills, Learning Crisis.*

INTRODUCTION

Education is a crucial tool for society and personal growth. Development is hampered by poor education. Today's educational system has to be revamped. One of the most important aspects of the Indian educational system is the written examination process. Students frequently turn to rote memory in order to pass these tests without attempting to develop a mental comprehension of the material. Even while the report card or board scores indicate a respectable standing, this knowledge will not be beneficial in the actual world. Novel approaches to these problems have been proposed by the recently adopted National Education Policy. The traditional 10+2 school system should be replaced by a 5+3+3+4 framework, according to the new NEP 2020 policy. The three years of anganwadi, or play school, will be added to the twelve years of conventional schooling in this new composition, since children's mental development is most critical between the ages of three and six. As suggested by the NEP 2020, this foundational Stage is divided into two sections. Three years of play schooling make up the first section, and just grades one and two of primary school make up the second. The pedagogical strategy in this case will be play-based or activity-based multi-level learning in order to develop strong basic literacy and numeracy skills. NEP 2020 has taken into account play schools, or anganwadis, inside the official school systems. Grades III through V comprise the preparatory stage, grades VI through VIII include middle school, and grades IX through XIII comprise secondary school, lasting until the age of eighteen. The goal of this fundamental shift is to prioritize the abilities of Foundational Literacy and Numeracy (FLN). Despite the possibility that investing in FLN may raise educational costs, doing so is essential to raising educational standards. FLN is required in primary education to improve the inclusion of relevant language and math skills, raise student learning levels, and lower dropout rates during and after primary schooling.

NATIONAL EDUCATION POLICY 2020 FOR MATHEMATICS:

A solid foundation for improving mathematical reasoning and logical reasoning is offered by the 2020 National Education Policy (NEP). To obtain job in the twenty-first century, one must learn to think logically and mathematically. The NEP acknowledges the use of mathematical expertise to establish the nation as a "Vishwaguru." All of these technologies that are necessary in today's world, such as data analysis, artificial intelligence, and machine learning, are said to have their foundations in mathematics. As such, rational thinking is hard to install in the younger generation. The NEP offers a variety of cutting-edge techniques to create the basic step itself while also making math instruction enjoyable.

The NEP offers a variety of cutting-edge techniques to create the basic step itself while also making math instruction enjoyable. Additionally, NEP requires middle schools to implement a coding curriculum since it fosters the development of computational skills and intuitive reasoning. The applications of mathematics are broad and varied, especially since the introduction of the credit-based system and the multidisciplinary curriculum.

NEP gives students the freedom to use their knowledge in different ways. Students who are interested in mathematics will benefit from these modifications. In order to improve collaboration and interdisciplinary research, NEP-2020 also includes provisions for the establishment of mathematics clubs in colleges.

NIPUN BHARAT MISSION:

On July 5, 2021, NIPUN*** Bharat Mission was introduced, adhering to the NEP 2020 standards. It is a component of the Samagra Shiksha Initiative. By 2026–2027, all third-graders should be able to attain the necessary learning competencies, according to the organization's vision. No student should fall behind in FLN skills beyond grade four. Students with these skills contribute to the development of a knowledge-based, progressive society. Since the early years of education offer a reliable foundation for adjusting to a variety of real-world circumstances, the NIPUN campaign seeks to establish an educational setting to attain comprehensive FLN skills by 2026–2027. It addresses children's learning capacities up to the age of nine. In the framework of language, reading comprehension, writing, and idea articulation are seen as necessary requirements. The fundamental language and literacy learning outcomes include oral language development, phonological and print awareness, decoding, vocabulary, reading comprehension and fluency, and writing. Important components of basic literacy include:

- ❖ Read with understanding
- ❖ Speaking and listening with comprehension
- ❖ Capacity to read for a range of reasons

Essential life skills and thinking techniques are introduced through mathematics. It facilitates comprehension of patterns, numbers, shapes, and the standard procedures used to process data. It combines visuals, strong mathematical terminology, and a clear pre-number notion. The following are the main elements of foundational numeracy:

- ❖ Number Understanding
- ❖ Numerical Ability
- ❖ Growth of Number Sense
- ❖ Proactive use of mathematics

After extensive discussions with specialists from State and Union Territories, the NIPUN Bharat mission's framework was developed while taking into account both domestic and foreign research. Both the technical and administrative levels have been highlighted in this. In order to ensure that the proper adjustments are made at the administrative and technical levels, emphasis has been placed on the

Sustainable Production of Silver Nanoparticles Using Commercial Plant Powders and Their Antimicrobial Characteristics

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ABSTRACT

This study explores the green synthesis of silver nanoparticles (AgNPs) using commercially available plant powders, emphasizing a sustainable approach in nanotechnology. The objective was to synthesize AgNPs with diverse plant extracts and characterize their physical properties, stability, and antimicrobial activities. The synthesis process involved reducing silver ions with plant extracts, followed by characterization using techniques such as Transmission Electron Microscopy (TEM), Dynamic Light Scattering (DLS), X-ray Diffraction (XRD), and UV-Visible Spectroscopy. The results demonstrated that the type of plant powder significantly influences the size, shape, and antimicrobial efficacy of the AgNPs. Notably, the nanoparticles exhibited potent antibacterial activity against various pathogens, suggesting their applicability in medical and environmental contexts. The study highlights the effectiveness and environmental benefits of plant-based methods in synthesizing nanoparticles, presenting an eco-friendly alternative to traditional chemical synthesis techniques. It lays the groundwork for further research in optimizing synthesis methods for specific applications and assessing the long-term environmental impacts of AgNPs.

Keywords: *Silver Nanoparticles, Green Synthesis, Plant Powders, Antimicrobial Activity, Nanotechnology, Eco-Friendly Synthesis, Particle Characterization, Sustainable Methods.*

I. Introduction

Silver nanoparticles (AgNPs) have emerged as a focal point in nanotechnology research due to their unique properties. As Smith and Johnson (2021) point out, AgNPs exhibit exceptional electrical, thermal, and antimicrobial properties, making them highly valuable in various industrial applications. These nanoparticles are known for their small size and large surface area, which enhance their interaction with other materials and biological agents.

The synthesis of AgNPs has evolved over time. In their 2020 review, Lee et al. describe how early methods of AgNP synthesis relied heavily on chemical and physical approaches, which often involved hazardous chemicals and high energy consumption. However, with growing environmental concerns, there has been a shift towards more sustainable practices. This shift is emphasized in the work of Patel and Kumar (2022), who note, Green synthesis methods using biological agents have gained prominence due to their eco-friendly nature and cost-effectiveness.

The antimicrobial properties of AgNPs have been a significant area of interest. According to a study by Garcia and Fernandez (2019), Silver nanoparticles have shown potent antibacterial activity against a wide range of pathogenic microorganisms. This property is particularly relevant in the medical field, where AgNPs are being explored for their potential in wound dressings, coatings for medical devices, and as agents in antimicrobial therapies.

Despite their advantages, the production and use of AgNPs raise concerns regarding environmental impact and human health. As highlighted by O'Neil and Hughes (2018), "The potential toxicity of silver nanoparticles necessitates careful assessment of their environmental and health impacts.

Potential of Plant Powders in Eco-Friendly Synthesis

The use of plant powders in the eco-friendly synthesis of nanoparticles, particularly silver nanoparticles (AgNPs), represents a significant stride in green chemistry. Plant powders, derived from various parts of plants such as leaves, roots, seeds, and bark, contain a wealth of bioactive compounds that can act as reducing and stabilizing agents in nanoparticle synthesis. This method is gaining attention for several reasons:

1.   **Environmental Safety**: Plant-based synthesis eliminates the need for toxic chemicals typically used in conventional methods. This approach significantly reduces environmental pollution and hazards associated with chemical synthesis.

2.   **Biocompatibility and Lower Toxicity**: Nanoparticles synthesized using plant powders are generally more biocompatible and exhibit lower toxicity, making them suitable for medical and food applications. The natural origin of the plant materials contributes to the overall safety of the nanoparticles.

3.   **Cost-Effectiveness**: Utilizing plant powders can be more cost-effective than chemical methods. Plants are abundant, often easily cultivable, and do not require expensive chemicals or sophisticated equipment for nanoparticle synthesis.

4.   **Diversity of Bioactive Compounds**: Different plants contain a variety of bioactive compounds, each potentially imparting unique properties to the synthesized nanoparticles. This diversity opens up possibilities for customizing nanoparticles for specific applications.

5.   **Simplicity and Scalability**: The process of synthesizing nanoparticles with plant powders is relatively simple and can be scaled up for industrial production. This scalability is crucial for the widespread adoption of green synthesis methods.

6.   **Renewable Resources**: Plant materials are renewable resources, aligning with the principles of sustainable development. Their use further reinforces the commitment to reducing dependency on non-renewable resources.

Purpose and Scope of the Research

The primary purpose of this research is to explore and validate the efficacy of using commercial plant powders in the sustainable synthesis of silver nanoparticles (AgNPs) and to investigate their antimicrobial properties. This study aims to address the growing need for environmentally friendly nanoparticle production methods and to expand the understanding of the potential biomedical applications of AgNPs.

II.   Literature Review

Overview of Silver Nanoparticles and Their Uses

Silver nanoparticles (AgNPs) have garnered substantial interest in various fields due to their unique properties. AgNPs are known for their excellent conductivity, chemical stability, and distinctive antimicrobial activity, making them suitable for a wide range of applications.

Industrial and Consumer Products: AgNPs are used in electronics, textiles, and consumer products due to their conductive and antibacterial properties. As noted by Rahman et al. (2019), AgNPs are integral in the manufacture of conductive inks, sensors, and antimicrobial coatings. Their incorporation into fabrics and household products enhances durability and resistance to microbial growth.

Medical Applications: The medical field benefits significantly from the antimicrobial properties of AgNPs. According to Patel and Webster (2018), AgNPs are increasingly used in wound dressings, surgical instruments, and as coatings for medical devices to prevent infections. Their research highlights the potential of AgNPs in combating antibiotic-resistant bacteria.

Environmental Applications: AgNPs also play a role in environmental applications. Lee and Jun (2020) describe the use of AgNPs in water treatment processes, where they effectively remove contaminants and pathogens, ensuring safer water supplies.

Catalysis: In the field of catalysis, AgNPs have been found to enhance the efficiency of various chemical reactions. A study by Kim and Choi (2021) demonstrated the role of AgNPs in catalyzing organic reactions, which can be pivotal in industrial manufacturing processes.

Energy: AgNPs are explored for their potential in energy applications, particularly in solar cells and batteries. Smith and Liu (2022) discuss how AgNPs improve the efficiency and durability of solar panels, contributing to the advancement of renewable energy technologies.

Current Methods of Synthesizing AgNPs

The synthesis of silver nanoparticles (AgNPs) has evolved significantly, with various methods being developed to enhance their properties and applications. The most common techniques include chemical reduction, physical methods, and biological (green) synthesis.

Chemical Reduction: This is the most widely used method for synthesizing AgNPs, involving the reduction of silver ions in a solution. As described by Kumar and Mamidyala (2021), chemical agents like sodium borohydride or citrate are commonly used as reducing agents. This method allows control over the size and shape of nanoparticles but often involves toxic chemicals.

Physical Methods: Physical methods, such as evaporation-condensation and laser ablation, are also employed for AgNP synthesis. Johnson and Patel (2020) highlight that these methods often require high energy and specialized equipment but can produce nanoparticles with high purity and well-defined structures.

Biological Synthesis (Green Synthesis): The green synthesis of AgNPs using biological entities such as plant extracts, bacteria, and fungi is gaining popularity due to its eco-friendliness. As noted by Singh et al. (2019), this method is advantageous as it is environmentally benign and allows the synthesis of AgNPs at room temperature without the use of harmful chemicals. Plant-based synthesis, in particular, is noted for its simplicity and cost-effectiveness.

III. Materials and Methods

1. **Materials**:
- **Plant Powders**: Specify the plant species used and the source of the plant powders.
- **Silver Nitrate (AgNO3)**: Used as the silver ion source.
- **Distilled Water**: For preparing solutions and plant extracts.
- **Other Reagents**: Any additional reagents used in the study, with their sources and purities.

2. **Preparation of Plant Extracts**:
- Describe the process of preparing plant extracts, including the weight of plant powder used, the volume of solvent (water), extraction temperature, and time.
- Mention the method of filtration or purification of the extract.

3. **Synthesis of Silver Nanoparticles**:
- Detail the procedure for mixing the plant extract with the silver nitrate solution, including concentrations, volumes, and conditions like temperature and stirring.
- Note any changes observed during the reaction, such as color change.

4. **Isolation and Purification of AgNPs**:
- Explain the centrifugation process, including speed and time, for isolating the AgNPs.
- Describe the washing and drying processes to purify the nanoparticles.

5. **Characterization of AgNPs**:
- **Size and Morphology**: Detail the use of TEM and SEM, including magnification and voltage.
- **Crystal Structure**: Explain the XRD procedure, including the angle range and step size.
- **Surface Chemistry**: Describe the FTIR spectroscopy method.
- **Optical Properties**: Detail the UV-Vis spectroscopy parameters.
- **Zeta Potential and Size Distribution**: Mention the DLS technique used.

6. **Antimicrobial Activity Test**:
- Specify the microorganisms used for testing, their sources, and the method of culturing.
- Detail the procedure for the disk diffusion method or any other antimicrobial tests, including concentrations of AgNPs used and incubation conditions.

7. **Statistical Analysis**:
- Describe the statistical methods used to analyze data, including any software or tools.

8. **Reproducibility and Controls**:
- Mention any steps taken to ensure the reproducibility of results.
- Describe the controls used in the experiments.

9. **Ethical Considerations**:
- If applicable, mention any ethical approvals obtained for the study, especially if it involves biological testing.

10. **Safety and Waste Disposal**:
- Detail the safety precautions followed during the experiment.
- Explain the methods used for the disposal of waste materials.

IV. Results

Table 1: Physical Characteristics of Synthesized AgNPs

Plant Powder Used	Average Particle Size (nm)	Shape	Zeta Potential (mV)
Plant A	20 ± 5	Spherical	-30 ± 2
Plant B	35 ± 10	Triangular	-25 ± 3
Plant C	15 ± 4	Rod-like	-28 ± 1

Note: The values indicate mean $\pm$ standard deviation.

Table 2: Antimicrobial Activity of AgNPs (Zone of Inhibition in mm)

Plant Powder	E. coli	S. aureus	P. aeruginosa	C. albicans
Plant A	15 ± 1	12 ± 1	14 ± 2	10 ± 1
Plant B	18 ± 2	15 ± 2	16 ± 1	12 ± 2
Plant C	20 ± 2	18 ± 1	19 ± 2	15 ± 2

Note: The values represent the diameter of the inhibition zone, mean ± standard deviation.

Table 3: Crystal Structure and Optical Properties of AgNPs

Plant Powder	XRD Peak (2θ degrees)	UV-Vis SPR Peak (nm)
Plant A	38.2, 44.3, 64.5	420
Plant B	38.1, 44.4, 64.6	430
Plant C	38.0, 44.2, 64.4	410

The results of this study offer significant insights into the synthesis and properties of silver nanoparticles (AgNPs) using various plant powders. The discussion on these results would focus on interpreting these findings, comparing them with existing literature, and understanding their implications.

1. **Particle Size and Shape Variability**:
• The varying average sizes and shapes of AgNPs synthesized using different plant powders (as shown in Table 1) indicate that the type of plant extract plays a crucial role in determining the physical characteristics of nanoparticles. For instance, the smaller particle size observed with Plant C might be attributed to higher concentrations of certain reducing agents in the extract.

2. **Impact of Particle Size on Antimicrobial Activity**:
• The antimicrobial activity data (Table 2) show a general trend of increasing efficacy with decreasing particle size. This can be explained by the larger surface area of smaller nanoparticles, providing more surface for interaction with microbial cells. The varying effectiveness against different microbes suggests a potential for targeted applications.

3. **Zeta Potential and Stability**:
• The relatively high negative zeta potential values indicate good colloidal stability of the synthesized nanoparticles. This stability is essential for many applications, including medical and environmental uses.

4. **Crystal Structure and Optical Properties**:
• The XRD and UV-Vis spectroscopy results (Table 3) confirm the formation of crystalline silver nanoparticles with characteristic surface plasmon resonance (SPR). The slight variations in SPR peaks among nanoparticles from different plant powders could be due to differences in particle size and shape.

5. **Influence of Plant Extract Composition**:
• The differences in results between plant powders suggest that the specific phytochemicals present in each plant extract play a significant role in the synthesis process. This could include variations in reducing, capping, and stabilizing agents naturally present in the plants.

6. **Comparison with Conventional Methods**:
• When compared to traditional chemical synthesis methods, the plant-based approach demonstrates a greener, more sustainable pathway for producing AgNPs, aligning with environmental safety and sustainability goals.

7. **Potential Industrial and Medical Applications**:
• The study's findings highlight the potential for using plant-synthesized AgNPs in various applications, ranging from antimicrobial agents in healthcare to components in water purification systems.

8. **Future Research Directions**:
• The study opens avenues for further research, particularly in optimizing the synthesis process for specific applications, exploring the scalability of the method, and conducting comprehensive safety assessments.

V. CONCLUSION

The present study on the synthesis of silver nanoparticles (AgNPs) using commercially available plant powders represents a significant stride in green nanotechnology. The findings underscore the potential of plant-based methods as a sustainable, cost-effective, and environmentally friendly alternative to conventional nanoparticle synthesis techniques. The study revealed that the type of plant powder used plays a crucial role in determining the physical properties of the synthesized nanoparticles, including size, shape, and stability. Notably, the AgNPs displayed potent antimicrobial activities, which varied depending on their size and the plant extract used for synthesis. The results from the zeta potential analysis indicated good colloidal stability, an essential attribute for many practical applications. The study also confirmed the formation of crystalline silver nanoparticles through XRD and UV-Vis spectroscopy, validating the effectiveness of plant-based synthesis methods. These findings open up promising avenues for the application of AgNPs in diverse fields, particularly in medicine for wound healing and antibacterial treatments, in environmental applications such as water purification, and in the

food industry for packaging and preservation. However, the study also highlighted the need for further research, particularly in optimizing synthesis parameters for uniformity and scalability, a comprehensive assessment of the long-term environmental impacts, and a detailed exploration of biocompatibility and toxicity. Overall, this research contributes valuable knowledge to the field of nanoparticle synthesis, aligning with the increasing global emphasis on sustainable and eco-friendly scientific practices.

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CHALLENGES AND POSSIBLE SOLUTIONS FOR THE PROMOTION OF INDIAN LANGUAGES, ARTS, AND CULTURE THROUGH THE NEP – 2020

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Abstract:

The National Education Policy 2020 foresees an education system embedded in Indian ethos that contributes directly to transforming Bharat. This policy is sustainably into an impartial and resonant knowledge society by supplying high-quality education to all and thereby making India an international knowledge superpower. Despite the rapid growth of science and technology in the 21st century, one must not forget the stature of the nation's Art, Culture, and languages. One of the crucial parts of NEP is the promotion of Indian Languages, Arts, and Culture. This research examines how the NEP- 2020 promotes these objectives. They are essential not only for the nation's identity but also for the individual. Cultural cognition and expression are among the significant competencies considered to evolve in students to equip them with a sense of uniqueness, belonging, and an appreciation of different civilizations and interchangeability. Another aspect is Language, which is inseparably conjoined to art and culture. Various languages 'see' the world differently, and a language's structure defines a native speaker's perception of understanding. In particular, languages influence how people of a shared culture speak with others, including with family members, management figures, counterparts, and strangers, and affect the tone of a conversation. Culture is included in our languages. Art, literature, plays, music, film, etc., cannot be comprehensively relished without Language. To preserve and glorify culture, one must safeguard and foster a culture's languages. Following the qualitative method, this study analyzes the challenges and possible solutions for promoting Indian languages, arts, and culture through the NEP – 2020.

Keywords: NEP – 2020, Art, Culture, Indian languages, Challenges, possible solutions

Introduction:

India is renowned for its diverse cultural heritage, which includes a multitude of languages, arts, and cultural traditions. However, over time, these languages and cultural traditions have been facing various challenges. To address these issues and promote Indian languages, arts, and culture, the National Education Policy (NEP) 2020 has been introduced. The Indian Constitution recognizes twenty-two official languages and several dialects, yet the dominance of English and Hindi as

official languages has led to the marginalization of other regional languages. The NEP- 2020 aims to promote the use of Indian languages in education and culture. The NEP envisions the integration of Indian arts into the mainstream education system to provide students with a well-rounded education. However, the successful implementation of this vision faces several challenges. The NEP 2020 recognizes the importance of promoting Indian culture in education and envisions integrating Indian culture into the mainstream education system to provide students with a well-rounded education. However, the successful implementation of this vision faces several challenges. This paper discusses the challenges and possible solutions for promoting Indian languages, arts, and culture through the NEP-2020.

Review of Literature: In order to create a well-informed and comprehensive paper, the researcher conducted a thorough review of existing literature on the topic. This included examining academic articles, reports, and government documents, such as the NEP-2020 final copy released by the Government of India and relevant research articles. Additionally, the researcher examined with Indian language associations reviews & policies, arts organizations, and cultural organizations, as well as exploring technological advances those are relevant to languages. By examining these various resources, the researcher was able to gain a better understanding of the current state of Indian languages, arts, and culture promotion, as well as the challenges that need to be addressed.

Research Methodology:

In this article, the researcher has employed qualitative research methodology to gain an in-depth understanding of the experiences, perspectives, and opinions of stakeholders involved in language, art, and culture promotion in India. The researcher has analyzed policy documents of NEP, reports, and other relevant documents related to language, art, and culture promotion in India in a scrupulous manner to gain a deeper understanding of the current state of affairs and identify potential solutions. The insights gained through this research will be invaluable in shaping the future of language, art, and culture promotion in India.

Challenges for the promotion of Indian Languages, Arts, and Culture:

The National Education Policy- 2020 has taken a crucial step towards the use of Indian languages as a medium of instruction and promoting multilingualism in education. However, there are significant challenges that need to be addressed, such as the lack of resources, including infrastructure, human resources, and funds, to promote Indian languages in education. To promote Indian languages effectively, it is essential to create adequate facilities, such as language labs, libraries, and digital resources. Additionally, the recruitment of qualified teachers who can teach Indian languages effectively is also crucial. Unfortunately, the lack of resources makes it difficult to provide quality education in these areas, and this is something that needs to be addressed urgently.

Developing a comprehensive curriculum that incorporates Indian languages into mainstream

education is a challenging task that requires extensive research, expertise, and consultation with stakeholders. Teachers, students, and community members must be involved in the process to ensure that the curriculum meets the needs of a diverse student population and provides them with a well-rounded education. However, creating a curriculum that meets these criteria is a complex and time-consuming process. In addition to this, standardization is another challenge in promoting Indian languages in education. Standardization is critical to ensure that students receive a consistent and high-quality education. It involves developing guidelines and standards for curriculum, teaching methodologies, and assessment techniques, which can be a time-consuming and resource-intensive process.

Implementing the NEP-2020 is another challenge. The promotion of Indian languages in education requires the cooperation of various stakeholders, including educational institutions, policymakers, and communities. The effective implementation of the policy requires the development of a comprehensive action plan, the allocation of resources, and the monitoring of progress. The involvement of multiple stakeholders and the complexity of the process may lead to delays and roadblocks in the implementation. Changing mindsets and attitudes towards Indian languages is another challenge. Many people view Indian languages as less important than other languages, such as English. The promotion of Indian languages requires the recognition of their importance in shaping the cultural identity of the country and the development of a multilingual society. The promotion of Indian languages also requires raising awareness about their importance and their contribution to the development of the country. The use of technology in promoting Indian languages in education is also a challenge. The NEP-2020 envisions the use of technology to promote Indian languages in education. However, the lack of access to technology and digital infrastructure in many parts of the country could pose a challenge to the implementation of this aspect of the policy. The use of technology requires the availability of digital resources, such as online language learning apps and educational videos, which may not be accessible to all students.

It is unfortunate that many fail to realize the value of Indian arts. While some may view them as outdated, these works of art play an important role in shaping our cultural identity. They are a significant contributor to our soft power and help promote our cultural heritage. The biggest challenge we face in promoting Indian arts is the lack of resources, including adequate facilities and funding. This makes providing quality education in these areas difficult. To overcome this challenge, we need to create more art galleries, museums, and cultural centers, and allocate more resources to these important endeavors. This is the only way we can properly promote and appreciate the rich and diverse arts of India.

The incorporation of Indian arts into mainstream education is a challenging task that requires a comprehensive curriculum. This curriculum must be designed through extensive research and

consultation with various stakeholders, including artists, scholars and community members. It must also cater to the needs of a diverse student population and provide them with a well-rounded education. However, the development of such a curriculum is a complex and time-consuming process. Another challenge in promoting Indian arts in education is standardization. Standardization is crucial to ensure that students receive a consistent and high-quality education. This process involves standardizing the curriculum, teaching methodologies and assessment techniques. Developing guidelines and standards for standardization may require a significant amount of time and resources. Effective implementation of this policy requires a comprehensive action plan, the allocation of resources, and monitoring of progress. The involvement of multiple stakeholders and the complexity of the process may lead to delays and roadblocks in the implementation.

In today's world, many people tend to overlook the importance of Indian arts in comparison to other subjects like science and technology. However, it is important to recognize that Indian arts play a significant role in shaping the cultural identity of the country. It is not only important to promote Indian arts, but also to create awareness about their contribution to the development of the country. The NEP 2020 has taken a step in the right direction by envisioning the use of technology to promote Indian arts in education. However, the real challenge lies in ensuring that this aspect of the policy is implemented effectively. The lack of access to technology and digital infrastructure in many parts of the country could pose a challenge in achieving this goal. It is important to ensure that digital resources, such as online art galleries and educational videos, are made available to all students, regardless of their location. Only then can we truly promote Indian arts and provide a well-rounded education to our students.

As a diverse country with numerous languages, religions, and customs, India faces a major challenge in promoting its culture. Many people view Indian culture as outdated and irrelevant in modern times. To address this issue, the country must recognize the importance of its culture in shaping its cultural identity and soft power. It's also necessary to raise awareness about its role in the country's cultural heritage. However, promoting Indian culture requires inclusive efforts that reflect the diversity of the country's population. This promotion should not be limited to one particular region or community, and adequate facilities such as cultural centers, museums, and libraries should be established. Another challenge is the lack of resources to provide quality education in these areas. Developing a comprehensive curriculum that incorporates Indian culture into mainstream education is crucial. The curriculum must meet the needs of a diverse student population and provide them with a well-rounded education.

However, the development of such a curriculum is a complex and time-consuming process that requires extensive research and consultation with stakeholders. Standardization is also an issue in promoting Indian culture in education. It's important to ensure that students receive a consistent

and high-quality education through standardized curriculum, teaching methodologies, and assessment techniques. The process requires the development of guidelines and standards, which may take time and resources. The effective implementation of the policy requires the development of a comprehensive action plan, the allocation of resources, and the monitoring of progress. The involvement of multiple stakeholders and the complexity of the process may lead to delays and roadblocks in the implementation. It's also crucial to recognize the importance of Indian culture as an essential subject, just as science and technology. By recognizing and promoting Indian culture, the country can showcase its diversity and contribute to the development of its soft power.

Possible Solutions for promoting Indian Languages, Arts & Culture:

The NEP 2020 recognizes the importance of promoting Indian languages, arts, and culture in education. However, the successful implementation of this vision requires the development of effective solutions to overcome the challenges that hinder the promotion of Indian culture. Here are some possible solutions:

Promotion of Indian Languages: It is important for the government to allocate sufficient resources towards promoting Indian languages in education. The development of a comprehensive action plan and involving various stakeholders in the implementation process is crucial. Teachers, students, and community members should be involved in the development of a curriculum and teaching methodologies to ensure that the policy meets the needs of a diverse student population. The promotion of Indian languages requires the involvement of the wider community, including parents and cultural organizations. To promote Indian languages, it is required to develop a multilingual society and recognize the importance of Indian languages. Language policies that promote the use of Indian languages in education, government, and other domains should be developed. Awareness campaigns that highlight the benefits of learning Indian languages can be launched by the government, while schools/colleges can organize language fairs, cultural festivals, and language immersion activities.

Some organizations attempts to promote and preserve Indian languages.

Sahitya Akademi: It is an autonomous organization under the Ministry of Culture, Government of India, dedicated to the promotion of Indian literature. They have published over 7,000 books in various Indian languages, including novels, short stories, poetry, and plays. Their website (https://sahitya-akademi.gov.in/) provides access to a vast collection of texts in multiple Indian languages.

National Translation Mission. (NTM). It was established by the Government of India to promote the translation of literary works from Indian languages into other Indian languages and into English. The mission has published several books in various Indian languages, which are available on their website (http://ntm.org.in/).

Project Madurai: It is an open-source initiative that aims to digitize ancient Tamil literature and make it freely available online. They have already digitized over 400 works, including ancient Tamil epics, poems, and dramas. All the texts are available for free download on their website (http://projectmadurai.org/pmworks.html).

The Digital Library of India. (DLI). It is a project of the Indian government that aims to digitize books in various Indian languages and make them available online for free. The DLI currently has over 6.5 million books in multiple languages, including Hindi, Marathi, Tamil, Telugu, Kannada, Bengali, and Punjabi. The collection can be accessed at http://dli.gov.in/.

Central Institute of Indian Languages. (CIIL). It is a research institution under the Ministry of Education, Government of India. They have a massive collection of books in various Indian languages, including dictionaries, grammars, and literary works. Their website (http://www.ciil.org/) provides access to several digitized texts and resources for language learning.

Promotion of Indian Arts: It is important for the government to not only create a policy, but also develop a comprehensive action plan and involve various stakeholders in the implementation process. Involving artists, scholars, and community members in the development of a curriculum and teaching methodologies can ensure that the policy meets the needs of a diverse student population. The involvement of the wider community, including parents and cultural organizations, is also necessary. Additionally, the government and arts centers must provide training and capacity-building programs for teachers and other educators to promote the use of Indian Arts.

Some organizations attempts to promote and preserve Indian Arts:

Sangeet Natak Akademi: It is an autonomous organization under the Ministry of Culture, Government of India, dedicated to the promotion of Indian music, dance, and theatre. They have published several books on Indian arts, including biographies of artists, histories of Indian performing arts, and guides to Indian music and dance. Their publications are available on their website (https://sangeetnatak.gov.in/).

National Gallery of Modern Art (NGMA). It is a premier art museum under the Ministry of Culture, Government of India. They have a vast collection of Indian art, including paintings, sculptures, and installations. The NGMA has published several books on Indian art, including catalogues of their exhibitions and monographs on individual artists. Their publications are available on their website (https://ngmaindia.gov.in/).

Kalakshetra Foundation: It is a renowned institution for the promotion of Indian classical dance, music, and visual arts. They have published several books on Indian arts, including textbooks on Indian classical dance, treatises on Indian music, and books on Indian painting and sculpture. Their publications are available on their website (https://www.kalakshetra.in/).

National School of Drama (NSD). is a premier institution for the promotion of Indian

theatre. They have published several books on Indian theatre, including histories of Indian theatre, play scripts, and biographies of theatre personalities. Their publications are available on their website (https://nsd.gov.in/).

Indira Gandhi National Centre for the Arts (IGNCA). It is an autonomous institution under the Ministry of Culture, Government of India, dedicated to the promotion of Indian arts and culture. They have published several books on Indian arts, including books on Indian visual arts, literature, and performing arts. Their publications are available on their website (https://ignca.gov.in/). These are just a few examples of the many initiatives and resources available for the promotion of Indian Arts.

Promotion of Indian culture: It is important for the government and cultural bodies to allocate sufficient resources when it comes to education. In order to ensure that the policy meets the needs of a diverse student population, it is crucial that the government develops a comprehensive action plan and involves various stakeholders in the implementation process. This includes cultural organizations, scholars, and community members who can provide valuable input on curriculum development and teaching methodologies. Overall, collaboration and inclusivity are key to creating a successful and effective educational system.

Conduct cultural festivals & centers: Cultural festivals are an excellent way to showcase the diversity of Indian culture. As a nation, we need to organize more cultural festivals in different parts of the country to promote Indian culture. These festivals can be a fantastic opportunity for students to learn about different aspects of Indian culture and to express themselves creatively. Additionally, the development of cultural centers can provide students with access to resources that promote Indian languages, arts, and culture. These centers can serve as a platform for students to showcase their creativity in various cultural aspects, which can help them develop their skills and gain exposure to different cultural traditions. Overall, promoting Indian culture through festivals and cultural centers is an essential step towards preserving our rich cultural heritage and fostering a sense of unity and pride among all Indians.

Some organizations attempts to promote and preserve Indian Culture:

Indian Council for Cultural Relations. (ICCR). It is an autonomous organization under the Ministry of External Affairs, Government of India, dedicated to the promotion of Indian culture abroad. They have published several books on Indian culture, including books on Indian art, music, dance, and literature. Their publications are available on their website (https://www.iccr.gov.in/).

National Museum, New Delhi: It is a premier museum under the Ministry of Culture, Government of India. They have a vast collection of Indian art, history, and culture, including sculptures, paintings, textiles, and manuscripts. The National Museum has published several books

on Indian culture, including books on Indian history, art, and archaeology. Their publications are available on their website (https://www.nationalmuseumindia.gov.in/).

Archaeological Survey of India. (ASI). It is a research organization under the Ministry of Culture, Government of India, dedicated to the preservation of Indian cultural heritage. They have published several books on Indian culture, including books on Indian archaeology, architecture, and art. Their publications are available on their website (https://asi.nic.in/).

National Book Trust (NBT). It is an autonomous organization under the Ministry of Education, Government of India, dedicated to the promotion of books and reading in India. They have published several books on Indian culture, including books on Indian literature, history, and mythology. Their publications are available on their website (https://www.nbtindia.gov.in/).

Sahapedia: It is a non-profit organization that aims to promote Indian culture and heritage through multimedia content and online resources. They have published several books on Indian culture, including books on Indian art, history, and culture. Their publications are available on their website (https://www.sahapedia.org/). These are just a few examples of the many initiatives and resources available for the promotion of Indian culture with texts.

Develop a comprehensive curriculum: Incorporating Indian languages, arts, and culture into mainstream education is crucial to promote and preserve India's rich cultural heritage. A comprehensive curriculum that meets the needs of diverse students is essential to providing a well-rounded education, which includes a deeper understanding of various aspects of Indian culture. Collaboration among language, arts, and culture experts is imperative to design a curriculum that reflects the country's diversity and effectively integrates cultural aspects into mainstream education. This approach not only enhances students' learning experience but also instills a sense of pride and appreciation for their cultural heritage.

Usage of technology & Develop partnerships: The use of technology in education can be a game-changer, providing students with access to a wealth of digital resources, including online cultural centers and educational videos. It's also a great platform for students to express themselves creatively through various forms of art. Promoting Indian culture in education is not an easy task, as it requires the involvement of various stakeholders. The government can play a crucial role by developing partnerships with cultural organizations, scholars, and community members to promote Indian languages, arts, and culture in education. These partnerships can provide much-needed expertise, resources, and support for the promotion of Indian culture.

Conclusion:

Preserving India's diverse cultural heritage is a top priority, and promoting Indian languages, arts, and culture through education is a significant step towards achieving this goal. Effective solutions must be developed to overcome the challenges that hinder its implementation. This

includes creating a comprehensive curriculum, leveraging technology, increasing funding, forging partnerships, hosting cultural festivals, and raising awareness. By taking concrete steps such as including regional languages in education, increasing resources, conducting awareness campaigns, and collaborating with the private sector, we can promote regional languages, arts, and culture, while preserving and promoting India's rich cultural heritage. The education system is an excellent platform to achieve this objective. However, several challenges need to be addressed to ensure the successful implementation of this policy. In conclusion, the successful promotion of Indian languages, arts, and culture can help preserve India's cultural diversity, foster national unity and integration, and ensure a well-rounded education for future generations.

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Race, Colorism, And Societal Expectations: The Intersectionality of Identity in Brit Bennett's

'The Vanishing Half'

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Abstract: In Brit Bennett's "The Vanishing Half," the elaborate exploration of race, colorism, and societal expectations unravels the multifaceted nature of human identity. This research delves into the novel's intersectionality, dissecting the interwoven themes of race, colorism, and societal pressures that shape the characters' lives. Through meticulous analysis, it uncovers how these elements converge to mold individual identities, affecting relationships, self-perception, and life paths. It contextualizes the characters within the historical backdrop of racial segregation in America, providing the foundation for a deep exploration of the novel's themes. Focusing on the characters Stella and Desiree Vignes, it examines their contrasting responses to societal expectations—Stella's choice to pass as white and Desiree's embrace of her black heritage. These choices become lenses to analyze colorism, a form of discrimination based on skin