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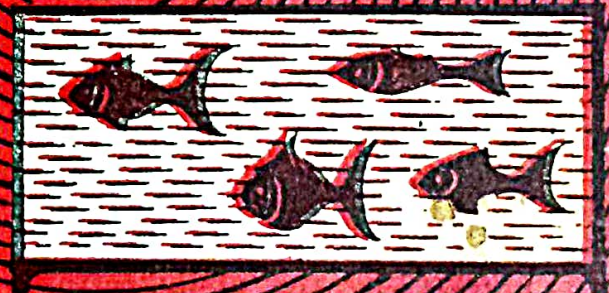


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# NEWKSD TEACHERS COLLEGE

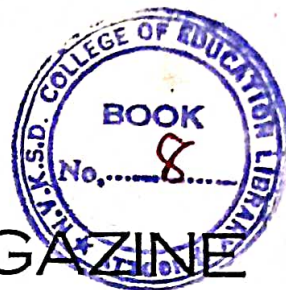
## Magazine



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N. V. K. S. D.  
TEACHERS' COLLEGE MAGAZINE



ATTOOR  
K. K. DISTRICT



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**Vol XII**

**1974—'75**

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## **EDITORIAL BOARD**

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# Editorial

Another academic year has come to an end; the usual routine of lecturing and listening has ceased.

The 12th Volume of our College Magazine is placed before the readers with great pleasure. Although we have received a good number of articles from our students, we are able to publish only a limited number of them due to paucity of funds and space. We thank all for their contributions.



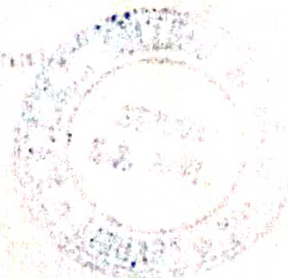
Our School with Classes I to VI has been shifted to the new Campus in addition to the old one. We are proud to have from the previous year a large number of our veteran Principals, M. A. Ed. Thanks to his leadership, the College has been achieving a lot of progress in its academic activities.

We are in a difficult position and there are bound to be some difficulties to plough our way through to the end. Our staff, young and old, past and present, like bricks for a building, let us engage ourselves in building a new future for this College.

The Editor expresses his deep sense of gratitude to the members of the Magazine Committee, the Staff of the College and the 'South India Press, Martandam' for helping to bring out this issue in its present form.

We conclude by wishing good luck to our outgoing trainees.

M. Vamanam  
Editor



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This year an English Medium School with Classes I to VI has been started within the College Campus in addition to the 'Kinder Garten' School which is functioning from the previous year. The chief architect behind these schools is our veteran Principal, Prof K P. Ramachandran Nayar, M. A., M. Ed. Thanks to his earnest and sincere endeavour our College has been achieving a lot of improvement in both academic and non academic activities.

We are living in a period of transition and there are bound to be problems. But undauntedly we have to plough our way through to realise our aims. As students and staff, young and old, past and present, like bricks forming a building, let us engage ourselves in building a glorious future for this College.

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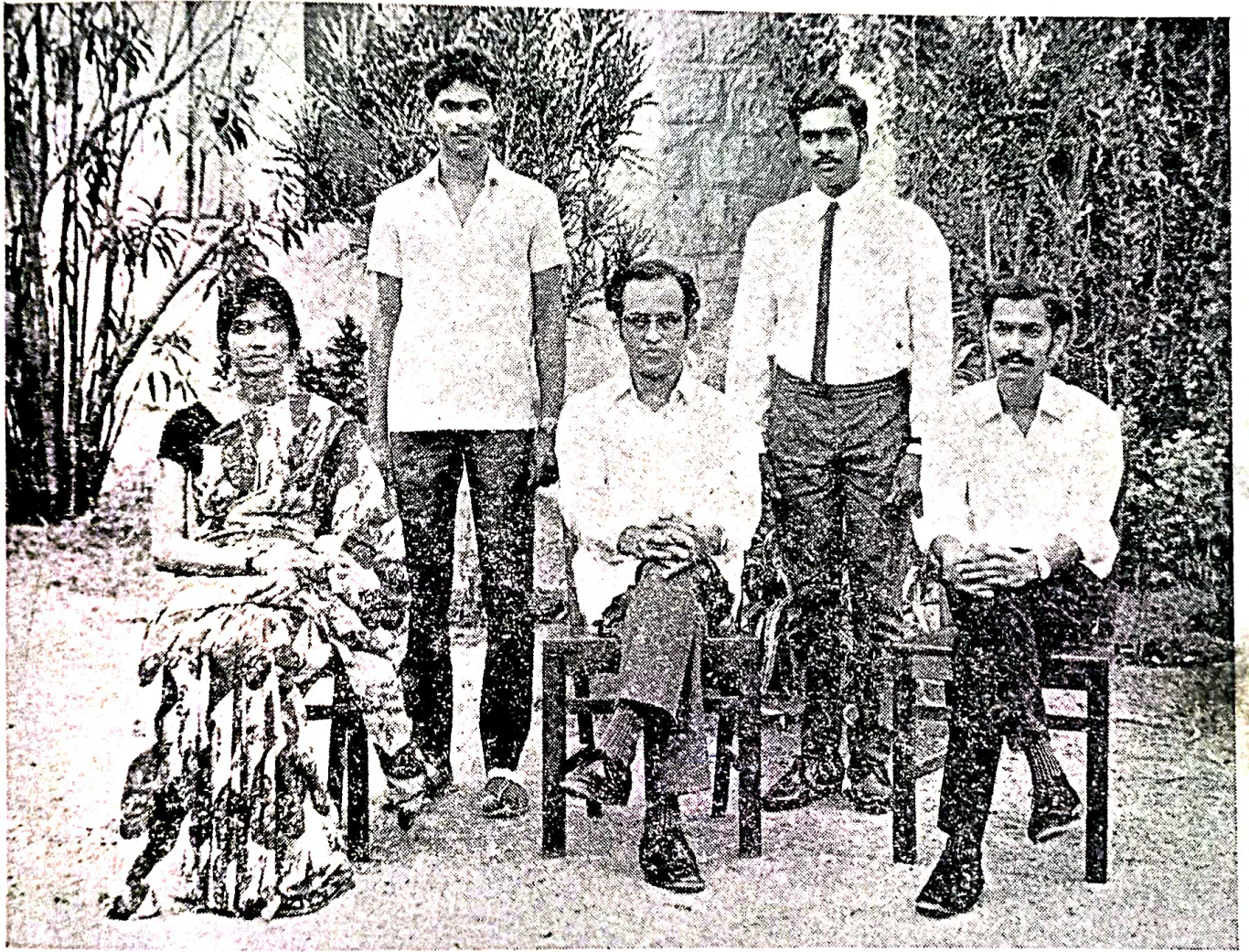
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m vamanan nair  
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Magazine Committee



# PRINCIPAL'S ANNUAL REPORT

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Mr. President, Mrs. Padmanabhan, Esteemed guests, Ladies and Gentlemen.

I am very happy to extend a cordial welcome to all those who are with us this evening to participate in the 12th College Day Celebrations. It is my pleasant duty to present on this occasion a brief report of the activities of the College during the academic year.

*Admissions:* The College reopened on 5-6-1974 with a strength of 80, 43 women and 37 men students. One lady student left the College in August to join Sri Ayyappa College as Lecturer.

*Staff:* Our teaching fraternity totalling 9 consists of 2 Professors, 4 Assistant Professors, 1 Physical Director, 1 Instructor and 1 Librarian. Tmt. K. N. Lalithamma, Asst. Professor, left this College for better prospects to join the Department of Education, Kerala University. Thiru K. M. Simon, M. A., M. Ed., and Thiru K. R. Sivadasan, M. A., M. Ed., joined the staff as Assistant Professors in Education. I take this opportunity to thank the members of the staff for their fullest co-operation in all matters concerning the working of the College.

*Results:* Out of 85 candidates presented from this College for the B. Ed. Degree Examination in April 1974, 79 passed, 6 of them securing first classes in Part I and II in part II. The percentage of pass is 93 while the University percentage is only 72.8. I congratulate the trainees of the last year for their remarkable performances, and hope that this high standard will be kept up by the trainees of this year also.

*Teaching practice:* The Teaching Practice course was conducted this year for a period of 5 weeks in October and November. The following schools

were selected for this purpose (1) High school, Thiruvattar (2) High School Yettacode, (3) Govt. Boys' High School, Martandam. (4) Govt. Girls' High School, Martandam (5) L. M. S. Boys' High School, Martandam (6) L.M.S. Girls' High School, Martandam and Govt. High School, Vilavancode. The Heads of these schools and their teachers showed considerable interest in the programme and helped us a lot to evaluate ability of the trainees objectively. I extend them our hearty thanks for their co-operation.

*College Associations:* The following students were elected to the various offices:

- |                                     |  |                 |
|-------------------------------------|--|-----------------|
| 1. Executive Committee:             |  |                 |
| Thiru. P. Malayappa Sekaran Shroffe |  | Secretary       |
| " A. Mariadhas                      |  | Member          |
| " P. Yesudhas                       |  | "               |
| Selvi S. Sakuntala                  |  | "               |
| " V. Nageswari                      |  | "               |
| 2. Magazine Committee:              |  |                 |
| Thiru P. Iyaswami                   |  | English         |
| " C. K. James Raj                   |  | Malayalam       |
| Selvi L. Pansy Bai                  |  | Tamil           |
| 3. Athletic Association:            |  |                 |
| Thiru D. Kanakaraj                  |  | General Captain |
| Tmt. C. Glory Saradha Bai           |  | Ladies Captain  |
| 4. Planning Forum:                  |  |                 |
| Thiru S N K. Ganesan                |  | Secretary       |
| 5. National Integration Samithi:    |  |                 |
| Thiru G. Hudson Retnaraj            |  |                 |
| Selvi L. Pansy Bai                  |  |                 |

The College Association was inaugurated on 31-7-1974. Prof. N. Balasubramonian, Principal, Vivekananda College, Agastheeswaram, presided over the function and inaugurated the Association. Under the auspices of the Association a few meetings and a number of discussions were arranged. Thiru Samuel Sobitharaj, Headmaster, High School, Palliyadi, addressed the

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students on 31st January. Tmt. Roselet Daniel, District Educational Officer, Thuckalay, addressed the Scout Masters and Girl Guides of this College at the closing function of the Scout Camp. The Valedictory address of the Science Association was delivered by Prof. J. S. Chandrasen, Head of the Department of Zoology, Christian College, Martandam. The International Population Year was celebrated on 26th July. Many of our students participated in the Inter-Collegiate Essay and Oratorical competitions. The Planning Forum and the National Integration Samithi did not function this year due to lack of funds.

*Excursions:* The General excursion was conducted from 29th November to 4th December. Important places of interest and beauty spots in Tamil Nadu, Kerala and Karnataka were visited. This programme was organised immediately after the Teaching Practice so as to give the students a needed relief. The science Department conducted a Study Tour to Cape Comerin and Muttom. The History Department had a fieldtrip to the Chitharal caves and a study tour to Padmanabhapuram Palace. The Rare Earths at Manavala-kurichi and Capecomerin.

*Annual Sports:* The Annual Sports Meet was held on 13th and 14th February. Thiru P. Iyaswami and Selvi L. Pansy Bai were declared Champions of this year. Gandhi House and Vivekananda House scored maximum points in Sports and Games respectively.

*Hostels:* 24 Women and 25 men students are living in the College Hostels which are housed in rented buildings. This year we are expecting the U. G. C. Aid to build the Women's Hostel inside the College Campus.

Let me now conclude. Before that I would like to thank all our well wishers and friends who are giving us encouragement and strength in our endeavour. I also take this opportunity to thank the members of the Managing Committee for the sincere co-operation and guidance they have extended to me.

Now I thank all my students and wish them success in every walk of life. May the Almighty shower upon us His choicest blessings.

PRINCIPAL

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எல்லாவித பட்டு, பருத்தி ஜவுளிகள்  
வாங்க சிறந்த இடம்

சித்ராஸ்

மேயிளரோடு — மார்த்தாண்டம்

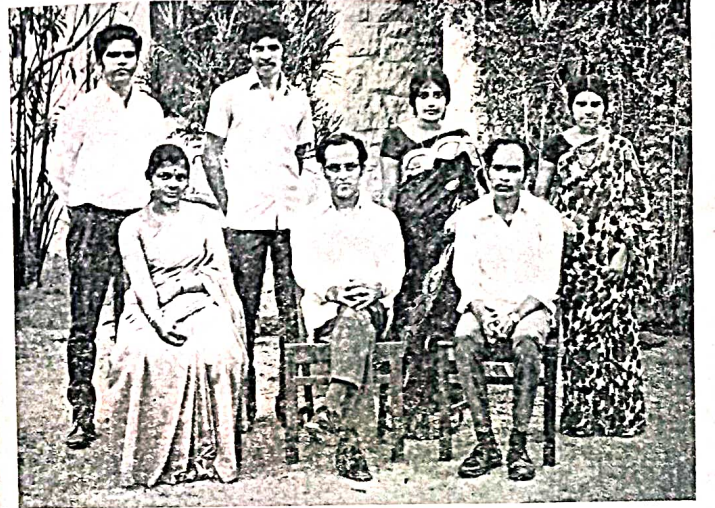
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கட்டிடங்களுக்குத் தேவையான, ஆஸ்பெஸ்டாஸ் சீற்று  
கள், லைட்டுப், சானிட்டரி பிற்றங்கல், கம்பி,  
பெயின்ட் மற்றும் இரும்புச் சாமான்கள்  
குறைந்த விலையில் கிடைக்கும்  
ஒரேஸ்தாயனம்

C. சுந்தர் ராஜ்

காந்தி மைதானம்

மார்த்தாண்டம்



Executive Committee

# Discipline

—A. Mariadhas

We got our independence from dependence through interdependence. Twenty seven years have passed since we got our independence. Much water has flown under the bridge. Our country needs men of virtue and vision. Our democracy requires men of duty and discipline to face the troubles and tribulations in its stormy history.

Discipline must be the watch word of our democracy. A nation without discipline is like a ship without compass. In the words of Pandit J. Nehru, "Tomorrows' India will be what we make it by todays labours....."

Each century produce a few men who tower above their fellows in spirit and in intellect who distinguish themselves as men of action and makers of history. Lincoln, Gandhiji and Kennedy were men of discipline. Discipline should not be merely repressive. It should aim at eventual self-control and self sacrifice. Lincoln, the great disciplinarian fought against slavery. He won the fight, but lost his life. Gandhiji fought for the Hindu-Muslim unity. He fell victim to an assasin's bullet. He died but his deeds are not dead. J. F. Kennedy fought heroically

against racial feeling. He was assassinated but his name was not.....

Education is the best instrument for instilling discipline in the minds of young students. Unfortunately education in India is in the meltury pot. Our schools and colleges are producing men like matches in the match factory. Discipline and rules should be consistent. The standard of conduct expected should not rise too suddenly. The world produced great Generals like Alexander the Great, Julius Caesar and Napoleon. They shaped the destiny of their country with their disciplinary actions. They were the torch-bearers of discipline. When Alexander died at the age of 32, half the world was at his feet. No doubt, Caesar striked duty and followed beauty. Napoleon fought sixty battles and won forty battles. His mental discipline was indeed remarkable.

Our democracy is at cross roads. Agitation is the order of the day. There is a dismal picture before us. If we follow duty and discipline sincerely and seriously we will attain the goal of prosperity. Discipline is like a silver lining in the dark political clouds of our country.

# Parents influence on Schools

—L. P.

## Introduction:

Education is a joint concern of parents and schools. Many parents seem to believe that their responsibility in educating the children is over the moment the child is put in the school. It is an undesirable fact that most of the evils and ills of the present day education in India are due to the lethargy and negligence of parents in following up the progress of the child at school. While many parents are just interested in the grades got by their children most of them seem to be concerned about the child's progress only at the time of promotion from one class to another. An efficient co-operation between the teachers and the parents is the immediate necessity of the day.

## Who are the members ?

The common interests and activities of family and school are a necessary condition for the harmonious and continuous development of children. The co-operation between school and parents proceeds from a common starting point, that is the basic state of identity of interests in education.

This identity of interest is not all a matter of course as would be expected at first sight. An educational system is a social institution which should represent the interest of the majority of parents. Hence basically the interests of parents and school are identical. That is why parents have to involve themselves practically in the day today work in the school.

Every school can have democratically elected parent committees at school levels. Naturally their members would be executives, workers, clerks, artists, housewives, etc. Their activities are focused in the common interest in their children's education. More over this council would be to co-ordinate school activities with social activities that pertain to education.

## Interest of parents

The interests of parents and teachers being the same, the parent interference can bring about only a creative atmosphere. It might happen that the shortcomings of the school might be sternly criticised in the committees. The parent committee always make the parents realise his responsibilities and influence on education.

## How to conduct meetings?

It is necessary to have meetings atleast once in 8 weeks. Major questions arising in the class room work and general education might be the topic of discussion but the council should primarily be concerned in helping to encourage children to learn and make them to behave with responsibility and discipline. For example respect for social property actually starts with the school furniture.

## What are the duties ?

The class group can be elected by the parents concerned when

teaching starts again after summer holidays. The group's duty is related to problems arising in the class. This group can even give vocational guidance to the pupils. With proper co-ordination with the school agenda of work the parent council may even plan co-curricular and extra-curricular activities.

## Conclusion

Education in India can become effective and meaningful only if educationists direct their efforts to get maximum parent participation.

## Character - Building

"We must have life-building, man-making, character making assimilation of ideas, if you have assimilated five ideas and made them your life and character you have more education than any man who has got by heart a whole library"..... swami Vivakananda.

Education is a misnomer unless it helps one to build one's character. By character is meant training of the will, which implies strengthening the will and directing it properly. Will may be said to be a force on the mental plane, having both magnitude as well as direction, and character building signifies increasing the magnitude and adjusting the direction of this mental force. A man of character will loftily and honestly, as well as effectively-he has the firmness to execute his will in spite of resistance from within or without.

It is interesting to note that character-building was given a prominent place in the Hindu scheme of education. It was recognized by our ancient educators to be the immediate aim of education; for

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—P. Iyengar

without character, no one can utilize in life any knowledge that may have been imparted to him. Moreover, they found that even to qualify any one for acquiring knowledge of any kind a preliminary training of the will, to a certain extent, was a necessity. The mind as an important instrument of knowledge and the main-spring of all actions demands the devoted attention of our educators more than anything else, and they have left for us a precious lore about mental training, which we can ill afford to ignore.

The will is strengthened by the practice of concentration and self-control and chastened by a culture of refined and lofty sentiments. This is all that our ancients found essential for character building, and perhaps modern educationists can add a word to this so far as the principle is concerned.

In the light of our ancient teaching, we should attach more importance to character building than to the stuffing of information in the pupils' brain, which is tending to be the sole concern of the educational institutions of our country.

For strengthening the will, the systematic practice of concentration and self-control must be provided for, and it should be of immense help in sharpening intellect and developing different faculties. This must be looked upon as an indispensable factor of any healthy education.

Pupils should be made conscious of their environment and helped to feel that their education is meant not for the good of themselves alone, but also for the good of people of the country and religion. They must be made to feel that their development is intended for the benefit of their environment. A healthy education must let them know that "no man liveth to himself alone", and it must stir up in them "the desire to serve the longing to better conditions, advance their fellows, and lift the whole". No education can be called national unless it inspires love for the country.

More important than any one of these forms of love as a purifier of

the heart is the love of God. All the remaining forms are comprehended in the sincere love for God. One who can love surely feels for all. Systematic efforts for developing love for God and religion should be made. This should be made the central gem, as it were, of the characteristic Hindu heart.

Education of sacred texts, exposition of the lives and sayings of saints and seers, presentation of ideal spiritual lives from puranas and History, excursion to holy places and holy men, spiritual lives of the teachers themselves and the spiritual environment of the school or residence of the students—all these are necessary for awakening this love.

Moreover, the students have to be disciplined through specific courses of spiritual practice consisting of regular prayers, hymns and worship, graded according to their age and capacity. These different forms, as it were, of love will go to chasten the heart and give a proper direction to the will.



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## The future of English in India

S. Thangath

The deterioration in the study of English language is a natural development. The study of English is now no longer given the highest priority in the school curriculum, because it is felt that it is educationally unsound to make a foreign language the means of acquiring knowledge. A foreign medium adds immeasurably to the pupil's labour and lames his mind in its freedom of movement.

The decision of the Central and the State Governments to speed up the study of Hindi, the national language and the vernacular has caused the position of English in our country to be a topical question. It is an important national problem, to which the statesmen, the educationists and citizens who are conscious of their responsibilities should give their serious attention.

Communication between the intellectuals of one region and another, co-ordination of all research and knowledge throughout India will be impossible. The universities, instead of widening the intellectual horizon, would be narrowing it to the region.

The switch-over to the regional languages at all stages and in all subjects within a short time is an empty dream. The world has progressed tremendously in science and technology. The 20th century is the century of electronics. The most dynamic field of science has revolutionised human activity.

English was chosen as a world language because of its vast influence. "English" says H. G. Wells, "enable an educated Indian to talk to an educated West African Negro. It can bring all the thought and learning in the world within their understanding as no other language can do."

The study of English is an opening to the treasures of the cultures of the west, not only in science, but also in religion, philosophy, literature and the arts, enriching thereby our social and cultural life.

We have learnt a lot from the English language that has deeply influenced our national life. The first generation of Indian nationalists was inspired by the ideals of the English romantic poets and the ideas of the English political philosophers

The study of English has a permanent utility, which we should not forego, and so, in our educational system, English should have a place, at the earliest stage possible, as a compulsory second language or third language.

The English language can carry the message of our culture all over the world. Mahatma Gandhi has said in noble words: "I do not want my house to be walled on all sides and my windows to be closed. I

want all the cultures of all the lands to be blown about my house as freely as possible. ....I would have our young men and women with literary tastes to learn as much of English and other world languages as they like and then expect them to give the benefits of their learning to India and to the world.

It is through English that we shall achieve the realization of a perfect synthesis of cultures of the East and West.

## The Philosophy of Valluvar

Deiva Pulavar Thiruvalluvar's eminent work, 'Thirukural' is one of the oldest or extant Tamil books. It consists of one thousand three hundred and thirty couplets. all give expressions to the Philosophical outlook of Thiruvalluvar. It is a grand mosaic of cultural creation, a repertory of universal thoughts and truths. It gives the light of life, the wealth of practical wisdom, the milk of hearts abundance, the honey of conjugal bliss, and the joy of peace and harmony at home and the wider homeland.

As a spiritualist, Thiruvalluvar identifies the nature of the Lord as 'A' leads letters; the ancient Lord leads and lords the entire world. He says that as deep we learn, the knowledge grows and the aim of education is to reach the foot of God who knoweth all.

According to him the only wealth which exists ever, cannot be destroyed by others is learning.

He says that self control is the best control and says 'one who senses

E. Balasubramonian

five like tortoise hold their joy pro- longs to birth seven fold.

Valluvar's notion about marriage life is that in grace and gain the home excels, where love with virtue sweetly dwells. And the wife should keep herself in such a way that there is no necessity of worshipping God in the morning; instead of this she should wake up in the early morning before husband and should worship him. If she possesses such a kind of behaviour, the cloud will pour rain by her request.

His views on economy is as important as his other notions. He says that the economy of the whole world is based upon agriculture then there will come a great fall in economy of the country. There is no better sword than plough.

He gives some suggestions for one's family welfare. He points out that ardent and ripe wisdom are very essential for a family's welfare or betterment.

Valluvar's notion about friendship is that 'friendship is not mere smile on face; it is the smiling heart's embrace'. One who comes forward to help the other person when that man is in danger is the best friend.

Affection is the training for Bhakthi, and out of Bhakthi will come true enlightenment which is the goal of all endeavour.

The world in which a man who lives today is not seen tomorrow. Life of man is also uncertain. He may die to-day or tomorrow. One cannot say when will he die. The relationship between the man and the soul is just like the relation of the bird with the nest. The bird lives in the nest for some time, then leaves it and flies somewhere else without caring the nest. Ours also is like this.

Let the attachment to one's Lord be his one and only attachment; and this attachment will help him to be free from all other attachments. There is no problem of birth in such persons.

If one follows the philosophy of Thiruvalluvar, there is no need of fear of life and failure in this world. His success is carved in stones.

With the best compliments of:-

**C. SELVARAJ**

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Branch:- KUZHITHURAI



## PUZZLE IN MATHEMATICS

V. Christu Dhas.

The magic square given here is a remarkable one. Here are 40 ways of making the added number 264.

98 A	11 B	86 C	69 D
66 E	89 F	18 G	91 H
19 I	96 J	61 K	88 L
81 M	68 N	99 O	16 P

Now let us see in how many different ways this number 264 be arrived at. For convenience each square has been given an alphabet. Now,

$A + B + C + D = 264$ . Similarly EFGH, IJKL and MNOP make 264.  $A + E + I + M = 264$ . Similarly BFJN, CGKO, and DHLP make 264. Also the corner cells ABEF, CDGH, IJMN and KLOP make 264. The central cells FGJK make 264. If you add the numbers in the diagonals i.e. AFKP and MJGD make 264. Further, the cells BCNO, EIHL, EBOL and INCH make 264. Also ADMP make 264.

Now the remarkability of the magic square comes. Now just turn this magic square up side down and you will see all the numbers are changed. Apply the above rules and you will see that you can get 264 in another 20 ways.

## Understanding Classroom Interaction

K. R. Sivedasan, M. A.; M. Ed.

It has been said that civilization began when some people sat in a circle and took turns to work together, to divide labour and to specialize in meeting the needs of the people. There are abundant evidences to show that no human qualities develop apart from human influences. The individual cannot exist in a vacuum. All human behaviour is social; it involves other people. The human being reflects upon his experiences and contemplates his activities in terms of other persons.

"The distinctive human activities—valuing, aspiring, planning—are in consideration of others."<sup>2</sup> Human learning occurs in a social context and human personality is built by the individual's responses to other people. A child separated from his family, from his social environment and from the cultural heritage of his country will be a retarded one. "The neonate is in contact with, dependent on, and nurtured by the physician, nurse and

mother as soon as it emerges from the uterus. From that moment on, most of the individual's knowledge, ideas, feelings, goals, values and ways of behaving are developed in interaction with other persons. Most of the knowledge anyone of us possesses derives from direct or vicarious interaction with our fellows in the psychological and social context"<sup>6</sup>

The child, who usually has his first interaction with his mother, gradually comes into contact with others. He begins to interact with members of his family. The world of the child enlarges as he is in communion with persons outside his family—with members of the play group, his classmates in the school and his teachers.

Great changes are occurring in the field of education in our country. There has been a considerable increase in the number of school- and college-going population. Though financial stringency generally poses one of the main hurdles, the significance of education can hardly be exaggerated in an underdeveloped country like India. We live in an age of amazing achievements in science and technology. The role of education in the advancement of science and technology has been widely recognized, but one must remember that education improves man himself. And this improvement takes place through the process of interaction. Herein lies the significance of interaction.

Teachers can explore various patterns of interaction and discover for themselves which patterns they can use for the improvement of classroom instruction. The quality of teacher-pupil interaction is a crucial dimension of effective classroom teaching. Teachers in the past had no method of understanding the phenomenon of their instructional behaviour and the nature of classroom interaction.

In order to plan appropriate classroom situations and experiences and understand more perfectly, the study of classroom interaction is essential. Flanders who developed the system of interaction analysis as a classroom observational technique summarises the purpose of classroom interaction: "Teachers can analyze their classroom interaction in order to obtain information about the chain of events and especially their own acts of behaviour. Experienced teachers who wish to improve classroom instruction, and especially college students who seek to become teachers can use their information to identify patterns and then proceed to develop and to control their teaching behaviour in a continuing programme of self-development. Those who assist in pre-service education can learn the skills of interaction analysis to improve their own teaching behaviour as well as to help others learn the same skills." 1

Interaction in the classroom is a recent development. Thelen's

monograph elaborates concepts and principles that would help in understanding, predicting and controlling teacher-pupil interaction. He gives some principles to guide the study of classroom teaching and learning. "Classroom learning and learning experiences (1) serve to meet the psychic (affective, interpersonal and socio (achievement) needs of the learner; (2) have potency for the learner to the extent they help meet his needs; (3) deal with the basic problem of learning the experimental method; (4) which is structured and planned, provide goals and limits for the learner; (5) are highly susceptible to anxiety pressures arising from interpersonal conflicts; (6) are only a fraction of the total life of the learner; (7) can best be guided through an assessment of group effect and group problems; and (8) will be most effective when governed by the principle of Least Group Size." 5

Interaction takes place between individuals and groups. To cite an example, in a classroom the teacher influences the pupils as a group. We notice different forms of interaction between the teacher and pupils. The forms of interaction change according to the task assigned to the classroom group. No one form of interaction is the best in all situations. Oeser classifies the different forms of interaction in the classroom into five situations

**Situation 1. Lecture: The Passive Learning**

"In this situation the teacher

speaks, the pupils listen and there is no interaction between the pupils. Moreover the interaction between the pupils and the teacher is confined to the process of listening, perceiving and assimilating. This situation may be characterized as teacher-centred, task-directed and autocratic with passive learning."

**Situation 2. Emergence of Leadership: The Lecture Discussion**

"Here the teacher encourages the pupils to ask questions... In this situation there will be competition between pupils who give the right answer or who want to catch the teacher's eye. Hence this situation may be characterized as teacher and task-centred, autocratic, moving in the direction of cooperation and active learning."

**Situation 3. Active Learning**

In this situation the teacher permits discussion between pupils. The teacher begins to assume also the role of 'expert'.

"This situation may, therefore, be characterized as being task- and pupil-centred, and begin to have a cooperative structure."

**Situation 4. Active Learning: Independent Planning.**

Here the social structure of the classroom is entirely different. The class is divided into small groups of

pupils and the teacher functions in the role of expert consultant. "In this situation the groups map out their work, adopt to each other's pace discuss their difficulties and agree on solutions. There is independent exploration, active learning and a maximal development of task-directed leadership in each group... It may therefore be characterized as pupil- and task-centred, and as having pupil-syncretic structure."

**Situation 5. The Discussion Group, Syndicate, Seminar.**

In this situation the group deals with a specific issue or problem. The activities of the group are focused on the task itself. The pupils are actively engaged in the elucidation, clarification, formulation and solution of the problem. The teacher plays the role of a wise and experienced member of the group.

"Situation 5, then, may be characterized as being group-task centred, and having a syncretic structure."

Oeser gives a new situation "Where nothing happens."

Interaction analysis is a specialized research procedure. It helps for capturing quantitative and qualitative dimensions of teacher's verbal behaviour in the classroom. In order to test the effect of social-emotional climate on student attitudes and learning, Flanders developed a classroom observational technique which

included ten categories, seven assigned to teacher-talk, two to students and one to silence or confusion. The ten categories are (1) accepting student feelings (2) giving praise (3) accepting or using ideas of student (4) asking questions (5) lecturing (6) giving directions (7) criticizing (8) student response (9) Student initiation and (10) silence or confusion. Manuel and Sivadasan prepared a schedule containing fourteen categories to determine the extent of interaction between teachers and pupils in different situations in the classroom. The categories are (1) instructs (2) stimulates (3) helps (4) responds (5) encourages (6) accepts (7) rapport (8) draws attention (9) controls (10) directs (11) autistic (12) initiative [P] (13) responds [P] and (14) Disciplining [P]

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## A POEM ON POEMS

Poem is passion flown  
From hearts of thinking men  
Who dab with graceful word  
The all, that good and bad.

The bee the mind of man  
That flies no scheme, no plan  
That sucks the honeyed thought  
And poems made well wrought.

It is a biz of mind:  
The whims and thoughts in kind  
A make of poet sane  
Who lives in wisdom's zone.

The nature seems to tune  
The flute of life in turn  
In fields, and storms, and rills,  
We hear the song of thrills!

The sweetish words of charm  
Give poems hot and calm  
For men of taste and art  
To read, enjoy, and wit.

Surcharg'd are words in verse  
With warmth and terms all terse,  
Unlike in weary prose  
They lift and grant repose!

By A. Krishnan.  
Asst. Professor of English.

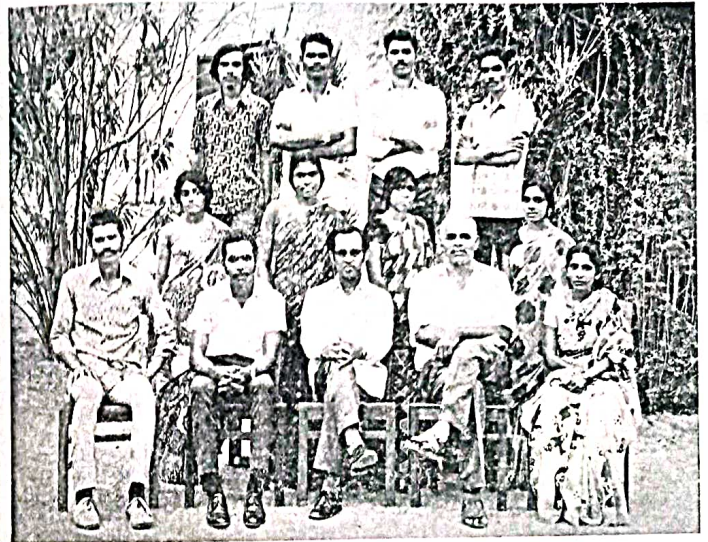
## N. V. K. S. D. TEACHERS COLLEGE.

\*\*\*\*\*

- N— No man is free who is not a master of himself.
- V— Virute is its own reward.
- K— Knowledge is power
- S— Sending his blessings to reach our goal.
- D— Debt is a bottomless sea.
- T— The best and most lasting self defence is self purification.
- E— Evil words corrupt good manners.
- A— A thoughtless life is like that of a beast.
- C— Cultivation to mind is necessary as food is to the body.
- H— He who has God on his side has all.
- E— Even a minute that runs to waste is irrecoverable
- R— Reason is the life of the law.
- S— Silence is one of the best arts of conversation.
- C— Charity begins at home, service next door.
- O— Our character is our will, for what we will we are.
- L— Learned fools are greatest fools.
- L— Love is the greatest of Educators.
- E— Each tree is known by it's fruits.
- G— Good manners and knowledge maketh a man.
- E— Education is the cheap defence of nations,

by

S. A. Pillai.



Athletic Committee

## LOVED OR LOST



I stood alone at the bar of 'love'  
In the hush of twilight dim  
Facing the question with piercing heart,  
"Will what you do with me ?"  
Loved or lost ? Which shall it be?  
No other choice offered to me!

Looked her face; I, marred with tears  
That were shed in agony,  
Broke my heart in her eyes  
'T was full of love for me  
"The Crown or the Cross?" it seemed to say  
"For or against me ? Choose thou to-day".

I knelt in tears at her feet  
In the hush of twilight dim  
And all that I could hope or feel  
Surrendered unto Soul for her;  
Loved! Loved! not lost-felt my heart  
None but India loveth me so.



### THE ROLE OF WARMING-UP

- \* -

What is warming-up? Warming-up is mental and physical preparation of an individual for the coming events. In other words, it is the preliminary activity that precedes an event.

What is the effect of warming-up? Even after a lot of research and controversies the subject has once again come back to the starting point. Some are in favour of warming-up as it is a preparation and adjustment for the ensuing exercise but studies have not shown any authentic results of the beneficial effects of doing so.

The warming-up gives raise in temperature of the organs. The muscular co-rodination, muscular contraction and neuomuscular co-odination also take place. The warming-up reduces the possibility of muscle injuries. It helps the individuals to adjust to activity, situation and conditions. Psychologically the athlete forgets about better people in the competition, and confidence is created.

Although warming-up does not directly improve performance it helps the participant to reach his optimum level of performance right from the beginning of regular activity. As it is conventional to do warming-up, let as continue to do it.

### GENERAL KNOWLEDGE

- 1 .....ant A boarding house
- 2 .....ant A beautiful bird
- 3 .....ant A small dried grape
- 4 .....ant One fourth of a circle
- 5 .....ant An officer in the Army
- 6 .....ant A trader
- 7 .....ant The biggest animal
- 8 .....ant Any young baby
- 9 .....ant A dweller
- 10 .....ant A learned man

- 10 Savant
- 9 Inhabitant
- 8 Infant
- 7 Elephant
- 6 Merchant
- 5 Lieutenant
- 4 Quadrant
- 3 Currant
- 2 Pycasant
- 1 Restaurant

ANSWER

N. Thangaraj

## IT'S TIME

See the Child is well;  
Oh! the mind is dull;  
Open with knowledge bell;  
Let outshine like opals;  
It's time oh! lively teachers.

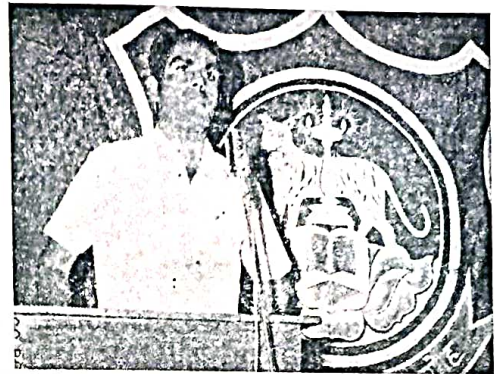
Owls do cry in the night,  
Warrior wins in the fight.  
Pearls glitter in the light,  
Oh! my lovely teachers  
It's time to do your work.

See the mind is brave;  
Deal with orthodox waves;  
Peel with knowledge pave;  
None is ready to serve  
It's time to save.

Clouds can give rain;  
God can give brain;  
Man can drive train;  
You take a little strain;  
It's the way to your shine.



## Inauguration of the College Association



By Prof: N. Balasubramonian



Vote of thanks by the Secretary

## You taught Sir

Teacher: What is the formula for Hydrogen Sulphide. ?

Student: H, I, J, K, L, M, N, O, P, Q, R, S,

Teacher: Who taught this formula ?

Student: You did Sir, you said that 'HtoS' ( $H_2S$ ).

by

S. Thangathurai.



*P. Jesudhas.*

### MAGIC SQUARE OF YEAR "1975"

Add vertically or horizontally or diagonally. The sum will be 1965.

287	297	305	258	267	276	285
295	304	264	266	275	284	287
303	263	265	274	283	293	294
262	271	273	283	291	293	302
271	272	281	290	299	301	261
278	280	289	298	301	260	269
279	288	298	306	259	268	277



with the best compliments from

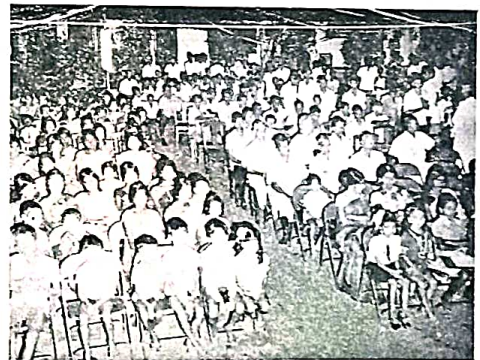
\* \* \*

G. Keruna Dhas, B. Sc  
PROP: SOUTH INDIA PRESS  
MARTANDAM

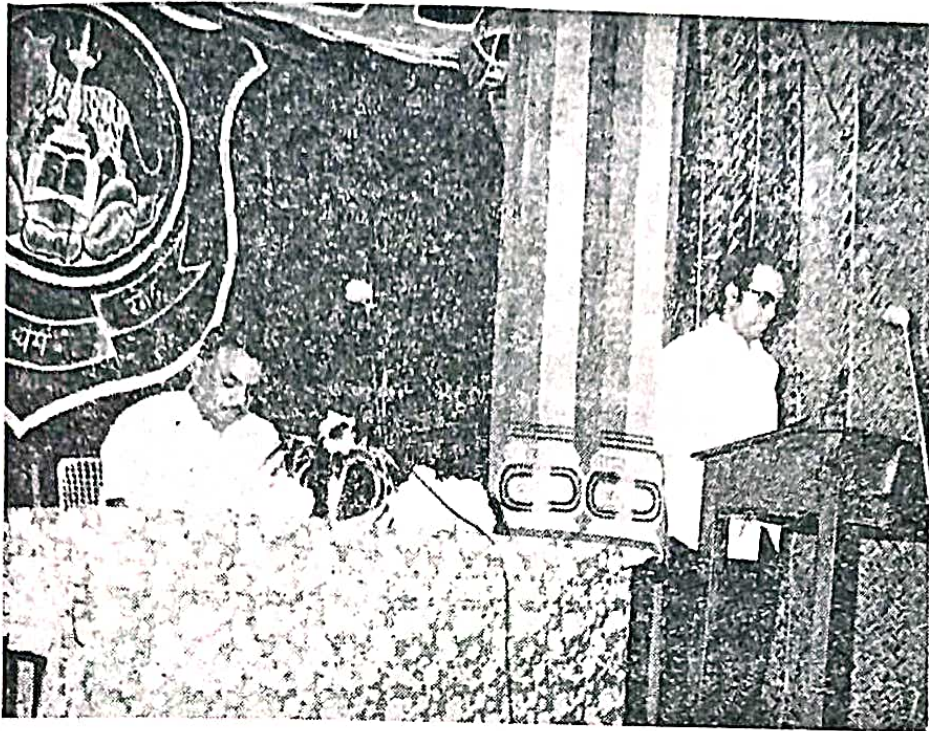
## COLLEGE DAY CELEBRATION



Dr. K. Padmanabhan, M.B. B. S.  
(Member of the Syndicate, Madurai University)



A Section of the audience



**Annual Report by our Principal**



**Prof. K. V. Radha thanks the guests**

# பயிற்சி நாட்கள் பதினைந்து



சின்னம் சிறிய பயிற்சி  
சிறப்பான பயிற்சி  
பதினைந்தே நாட்கள்  
பள்ளிக்கூடம் சென்று

மாணவர் முன் நின்று  
பாடம் தன்னை கூறி  
அகவிருள் நீக்க  
அறவொளி ஊக்கி,

பாடம் தன்னை புகட்டி  
கடமை தன்னை காட்டி  
எதிர் காலம் ஒன்று  
நமக்கெதிரே உண்டு,

சமுதாயம் வளர நம்  
கடமைகளைக் கூறி  
இறுதி இரு நாட்கள்  
தேர்வு தனை நடத்தி,

உலக வாழ்வு முடித்து  
உண்மை வாழ்வு அடைய  
உரிய வழியினைக் கூறி  
அரிய விடையினைப் பெற்றோம்.

சா. தேவசந்திர ராஜ்.

## துப்பாக்கி முனையில்

ஆடி யடித்த ஆதவன் ஆழியில்  
கூடக்கொண்டிருந்தான். இவன் அன்னை இவன்  
கொட்டாத எழுச்சி எங்குப் பார்த்தது.  
கூடிய இரவுகள் கோரத் தோற்றம் உல  
கின் ஒய்வொரு படியிலும் ஒட்டியிருந்  
தது. அவ்வளவு விளையாட்டுடைய ஆண்ட  
வன் அயர்ந்து தூங்கி விட்டான், அன்று  
வும் சலியேன் என்று "டிக்க... டிக்க...  
டிக்க... டிக்க" என்ற ஒய்ப்புடன் டிக்க  
கொண்டிருந்த அவரம் மணிகாட்டி அடித்  
துக்கொண்டே இருந்தது. கங்கையணிந்த  
சிவனின் சடாமுடியின் மேல் வீற்றிருக்  
கும் வளர்மதிபோல் சி. ஐ. டி. சிங்காரத்  
தின் மேசை மீது அமைந்திருந்து அந்ந  
கடமை தவறாத் சபுகாரம்.

சிங்காரம்; பெயரில் மட்டுமல்ல,  
அவர் உடமையிலும் சிங்காரத்தான். சிறு  
வதல் சிங்காரம்; பாய்வதில் புலி  
.....; பழக்கத்தில் குழந்தை .....  
.....; ஆனால் கடமையில் கட்டுக் கோப்பை.  
சிவ கந்தரி மர்மக்கொலை வழக்கில் எங்  
கும் புழமணக்க தங்கக்ஷரம் பெற்ற அதே  
சி. ஐ. டி. சிங்காரம் தான்.....

மறுநாள் காலை யில் துப்புதலக்க  
வேண்டிய வழக்குப் படிவங்களைப் புரட்டு  
வதற்காக நாற்காலியில் அமர்ந்தார்..... !  
அமர்ந்தவர் அயர்வில்லை அப்படியே மேசை  
மீது இருந்த "பைலை" புரட்டினார். திடீ  
ரென்று மேசைமீது இருந்த தொலைபேசி மணி  
அடித்து சி. ஐ. டி. சிங்காரம் நினைவரை

எடுத்து காதோடு பொருத்தினார்.  
என்ன அதிரச்சி! மறு நிமிஷம்  
லிருந்து ஒருவர் பேசினார்.....  
..... யாரது சி. ஐ. டி. சிங்காரம்  
..... இன்னல்கள் என்று தகைந்துள்ளே  
..... பக்கெறிந்து என்று படபடக்க  
கேட்டது. சிங்காரமும் அவ்வளவு  
என்றார், உடனே மறுமுனை, சார்.....  
சார்..... இங்கு ஒரு மர்மக்  
நடந்திருக்கிறது. சார்! சிங்காரம்  
..... நம்பர் 10; நெசவாளர்  
..... என்று படபடத்தக் குரலில்  
யவுடன் சிங்காரமும் இதோ வருகிறேன்  
என்று பதில் கொடுத்துவிட்டு நிமிஷ  
அதன் ஸ்டாண்டில் வைத்துவிட்டு நிமிஷ  
மீதிருந்த அவரம் மணிகாட்டியை  
கினார். மணி சரியாக பத்தொன்று  
காட்டியது.

சி. ஐ. டி. சிங்காரம்  
கேட்டடை எடுத்து மாட்டிக்கொண்டிருந்த  
நேராக தன் காரை நோக்கி நடந்த  
ஒரே அமைதி..... ! ஊரே யாரு  
றது போல் அடங்கி இருந்தது  
மீனகன் மட்டும் தங்கள் தூங்காத  
களை கொட்டிக்கொட்டி விழித்துக் கொ  
டிருந்தன. காரிருழில் காட்டில் வ  
விட்டில் பூச்சிகள், கீர்..... கீர்.....  
கீர் என்று ஒலித்துக்கொண்டிருந்  
காரில் ஏறி அமர்ந்த சிங்காரம்  
லேட்டரை நெசவாளர் காலணியை நே  
அழுத்தினார்.

கொடிய இரவில் சிங்காரத்தின்  
பின்னொட்டென பாய்ந்து கொண்டிரு  
ந்தது. இதற்குள் சிங்காரத்தின் சிந்தனை  
களில் சிறகடித்துப் பறந்தது.....  
..... ண்ண அலைகள் அவர் மனதில் முட்டி  
பாதிக்க கொண்டிருந்தன கடந்த கால  
..... ணுபவங்கள் அவர் மனக்கண் முன்னை  
நினைவிட்டு நின்று. சிவகந்தரி கொலை  
முக்கில் மர்மக் கொலைபாளியைக் கண்ட  
பிடித்த மர்மச் செயலை ஒருகணம் என்  
..... ணுபவங்கள் அப்பப்பா..... எத்  
..... ண்ணல்கள் என்று தகைந்துள்ளே  
..... ண்ணல்கொண்ட சிங்காரம்; மறுகணம்  
..... ண்ணவாளிக் கூண்டில் நின்றுகொண்டு  
..... ணிய குப்புசாமியின் மறுப்பு மொழி  
..... ணை எண்ணிப் பார்த்து தன்னை மறந்து  
..... ணினை விட்டார்..... ! திடுக்கென்று  
..... ண்ண நினைவு திரும்பிய சிங்காரம், சார்  
..... ண்ணவாளர் காலணியில் சென்று கொண்  
..... ண்ண புகைபைத கவனித்தார்.

திமரென பத்தார் நாயர் வீட்  
..... ண்ண முன் 'பிரேக்' அடித்து நிறுத்திய  
சிங்காரம் கம்பிரமாக காரின் கதவைத்  
..... ண்ண அடைத்துவிட்டு மெதுவாக அடி  
..... ண்ண யடுத்து வைத்தார்..... விடு.....  
..... ண்ண முடிக்கிறதது..... ஒரு சிறு  
..... ண்ண கூடக் கேட்க வில்லை..... ! சி. ஐ. டி.  
சிங்காரத்தின் செருப்பு சக்தம் மட்டும்தான்  
..... ண்ண டொக்..... டொக்..... என்று கேட்  
..... ண்ண மெதுவாக தட்டுத்தடுமாறி வீட்  
..... ண்ண வராந்தாவை அடைந்த சிங்காரம்  
..... ண்ண கதவை மெதுவாக காலால் தள்ளி  
..... ண்ண கதவு தள்ளினால் திறக்கக்கூடிய  
..... ண்ண ண்ணவில் சாத்தியிடப்பட்டிருந்தது.



உள்ளே சென்ற சிங்காரம்  
அறையில் வெளிச்சமில்லாமல் திடீரென  
ஒர், திடீரென எதிரொலி மொழி கிழி  
விழந்து எழுந்து கொண்ட சிங்காரம். எத்  
தில் ஒரு கறுத்த உருவர் நின்று கொண்டு  
இருப்பதைக் கண்டார் திடீரென உரகத  
குரலில்..... "டேய் சிங்காரம்" நீ, இது  
வரை எங்கள் கூட்டத்தினரையே பிடித்துக்  
கொடுத்துப் பெயர் பெற்றுக்கொண்டிருக்  
கிறாய்..... ! இன்று நீ..... தப்பாடி  
யாது....." என்று கூறிய உருவம்  
கைத்துப்பாக்கியை நீட்டியது.

சிங்காரத்தின் உயிர் பரவித்  
தது..... வாயில் வந்த உயிர்நீரை  
வீழ்ப்பக் முடியாத சிங்காரத்தின் உடல்  
வியர்வையால் நனைந்தது..... உயி  
ருக்காக மண்ணுபவமாக இரு கைகூடியும்  
மேலே தூக்கினார்..... ! மறுகணம்  
அறையின் மின்-விளக்குகள் எரிய ஆரம்  
பித்தன..... சிங்காரம் தன் ஏக்கமுற்ற  
பார்வையை அந்த கறுத்த உருவத்தின்  
நீறு பாய்ச்சினார்..... அந்த உருவம்  
ஒரு பழைய பட்டாசற்ற தீபாவளி துப்  
பாக்கிபுடன் நின்று கொண்டிருந்தது..... !  
சிங்காரம் புன சிரிப்புடன் கட்டிப் பிடித்  
தார்..... இருவரும் தழுவிக்கொண்ட  
வர்..... ! துப்பாக்கிபுடன் நின்று  
கொண்டிருந்தவர் வேறு யாருமல்ல; அவ  
ருடைய அன்பு நண்பர் ராஜு தான்.  
ராஜு ஏன் இத்தனை வேலைகூடியும் செய்  
தார் என்றால் அன்றுதான் ஏப்பிரல் மாதம்  
ஒன்றும் தியதி.





தண்மதி மிளிரு மாலையிலே—தளிர்  
தருக்கள டர்ந்த ஆற்றோரம்  
ஒண்கதிர் முழுமதி ஒளிமுகத்தாள்—சந்தில்  
ஒளிந்து வந்தனள் எழில் மிகைத்தாள்.  
புண்மனத் தோடும் குடமேந்தி—மிகு  
புலல்பெருக் இடக்கண் கலங்கியவள்  
கண்மு டுங்கணஞ் சுணக்கமென்றால்—அவனைக்  
கண்டுமன் றலுக்கீழுத் துச் செல்வார் !

கொட்டுமு ழங்கிடும் மன்றலிலே—மனம்  
கொள்ளா ஒருவனை ஏற்காமல்  
கட்டழ கன்தன் காதலனைச்—சேரக்  
கடிதின் விரைந்தனள் காரிகையே  
மட்டிலா ஆற்றுப்புனலாடு—நல்ல  
மட்கலம் கவிழ்த்தும் புணையாக  
விட்டுமி தந்து நீந்தினளே—காதல்  
வேட்கை யுத்தமேற் போந்தனளே !

மண்டுநீ ரின்கடுஞ் சுழியினிலே—சிக்கி  
மங்கை தவித்தனள் மனங்கலங்கி  
விண்டது பெரும்புணை; மட்கலசம்—அந்தோ !  
மிகுந்தனள் இடுக்கண் மெல்லியலாள்  
மன்றற் கொட்டொலி காதலினிலே—ஆனால்  
மனதிலொ லித்தது காதலிசை  
விண்மதி மறைந்தது மஞ்சினிலே—இனி  
மீளான் மங்கை தஞ்சினளே !

சுணங்கு — தேமல்  
புணை — வள்ளல்  
மஞ்சினிலே — மேற்குத்திசை

1. காதல் மனதைப் புவிதமாக்கும். இதயத்தை விரிவு படுத்தும், அழிவு அனை வாழ்விடும். பகுத்தறியும் பான்மை அதற்குண்டு. காமத்தில் ஆழ்ந்துவிடாது. இறையனாயிற்று ஒற்றும் ஏணி அதுவாகும். —மீட்டர்
2. அழகான பெண்கள் காதலிக்கப்படுகிறார்கள் என்பது அல்ல. காதலிக்கப் படுபவன் ஒவ்வொரு பெண்ணுமே அழகிதான். —ஜெர்மன் பழி
3. முறிந்த காதலால் உண்டாகும் காயத்தை எதைக் கொண்டும் ஆற்றிக் கொள்ளவே முடியாது. —கண்டு
4. காதல் ஓட்டத்தில் படிந்த வேட்கை. அத்தகைய வேட்கை பிறிதொன்றில் தகழாது. காயம் பல இடங்களில் தோன்றும் விருப்பம். —தீரு. வீ
5. பணக்காரர் மானிகையைவிட எழைகள் குடிலில் தான் உண்மையான காதல் வளருகிறது. —மு. வரதா
6. காதல் என்பது கானல் நீர், வெறிபிடித்த மான்கள் அதை நோக்கி ஓடி வயிறு வீங்கிச் சாகின்றன. —கனடா நாட்டும் பழி
7. காதலித்தவன் அரைமனிதன். காதலிக்கத் தெரியாதவன் மனிதனே அல்ல. —மு. வரதா
8. காதல் துன்பத்தையே கொண்டு வந்தாலும் காதலையே நம்பு. —த
9. துணிவற்ற காதல் செயலற்ற கல்வியை ஒக்கும். எவரிடமிருந்து எத் தோல்வியும், அவரையும் அதனையும் தூ வெனத்தள்ளும் பெருமை தாய்மயக்காதலுக்கு இயல்பில் அமைந்தது. —டாக்டர். வ. பெ. மானிக்க
10. காதல் என்பது ஆடவர் மகளிர் இருவரும் உலக வாழ்க்கையில் அறநெறி பிறழாது ஒழுகி இன்பம் நுகர்வதற்குச் சாலசிறந்த குணமாகும். —மு. கதிரேசன் செட்டி

11. கலபமாக வெற்றிபெறும் காதலால் கவர்ச்சி இல்லை, தடைகள் தாம் காதலுக்கு அதிக மதிப்பைக் கொடுக்கின்றன.
12. காதல் நிகழும் இடத்தில் வீரம் செறியும்; வீரம் செறியும் இடத்தில் காதல் திகழும். அஃது இல்லாத இடத்தில் இஃது இருக்காது. இஃது இல்லாத இடத்தில் அஃது இருக்காது. காதலின் தொடர்ச்சி வீரம். வீரத்தின் அடிப்படை காதல். —தீரு. வீ. க
13. காதல் என்பது ஒரு ஜன்ஷன். பெண்மையின் தாகமும், ஆண்மையின் வேகமும் அதில் எப்படி ஒன்று கலக்கின்றன. —மு. வ.
14. காதல் என்பது ஒரு போர்க்களம். அங்கு ஆண்பெண் இருவரின் உணர்ச்சிகளும் மோதுகின்றன. சந்திக்கின்றன. இதில் சமாதானம் உடன்படிக்கை எல்லாம் உண்டு. —பெர்னாசா
15. ஊழியும் உணர்வையும், உயிர்வையும் தாண்டி அப்பால் தொடர்வதே காதல். —நாமக்கல் கவிஞர் இராமலிங்கம் பிள்ளை
16. காதல்பாதை பூ மெத்தை யன்று. கல்லும் முள்ளும் நிறைந்த பள்ளத்தாக்கு. —சுத்தானந்த பரத்யார்
17. காதல் என்பது காதுக்கினியசொல், கருத்திற்கினிய பொருள். காதல் உண்டாயின் இவ்வுலகில் எல்லாம் உண்டு. காதல் இல்லையேல் ஒன்றும் இல்லை. —ராபி. சேதுப்பிள்ளை





## ஒழுக்க முடமை (குறள்)

ஒழுக்கம் விழுப்பம் தாலான் ஒழுக்கம்  
உயிரினும் ஒம்பப் படும்.  
பரிந்தோம்பிக் காக்க ஒழுக்கம் தெரிந்தோம்பித்  
தேரிலும் அஃதே துணை.

ஒழுக்கம் உடைமை குடிமை இழுக்கம்  
இழிந்த பிறப்பாய் விடும்.

மறப்பினும் ஒத்துக் கொளலாகும் பார்ப்பான்  
பிறப்பொழுக்கங் குன்றக் கெடும்.

அழுக்காறுடையான் கண் ஆக்கம்போன்று இல்லை  
ஒழுக்கமில்லான் கண் உயர்வு.

ஒழுக்கத்தின் ஒல்கார் உரவோர் இழுக்கத்தின்  
எதம் படுபாக் கறிந்து.

ஒழுக்கத்தின் எய்துவர் மேன்மை இழுக்கத்தின்  
எய்துவர் எய்தாப் பழி.

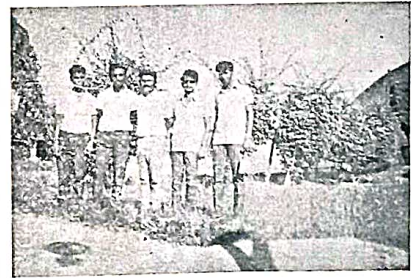
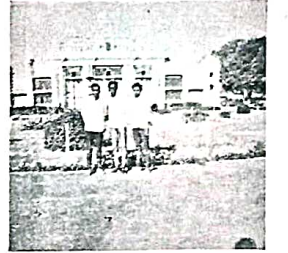
நன்றிக்கு வித்தாகும் நல்லொழுக்கம் தியொழுக்கம்  
என்றும் இடுப்பைத் தரும்.

ஒழுக்க முடையவர்க்கு ஒல்லாவே தீய  
வழுக்கியும் வாயாற் சொல்ல.

உலகத்தோடு ஒட்ட ஒழுக்கல் பல கற்றும்  
கல்லார் அறிவிலாதார்.

எம். கி. கி.  
நாலக உதவு.

## STUDY TOUR TO COCHIN, MALAMPUZHA, MYSORE, BANGALORE, OOTY & MADURAI



# നല്ലൊരു ജീവിതം

കെ. എച്ച്. വിജയപ്രസാദ്.

ചിട്ടകളാടുന്നോരല്ലലറിയാത്ത  
ചിട്ടക്കുരുവികളില്ലസിഷ്ടന്നിതാ  
പുല്ലുകൾ കൊണ്ടു നല്ലതായ് തീർത്താരു  
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ഇല്ലവർക്കില്ലൊരു മല്ലടിപ്പില്ലയി  
ചിട്ടയിലെന്നമാ ഇല്ലത കാണുന്നു.

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ഇല്ല നില്ക്കില്ലി ചിട്ടതൻ ചുവട്ടിൽ ഞാ-  
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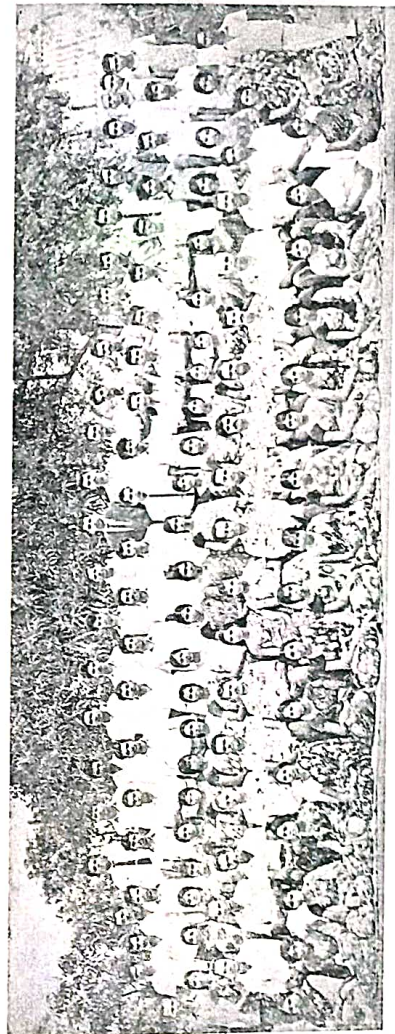
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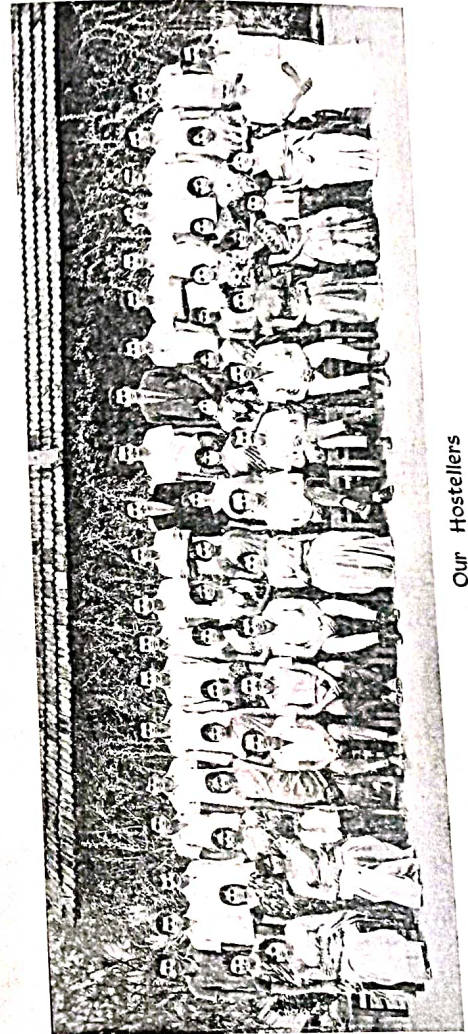
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