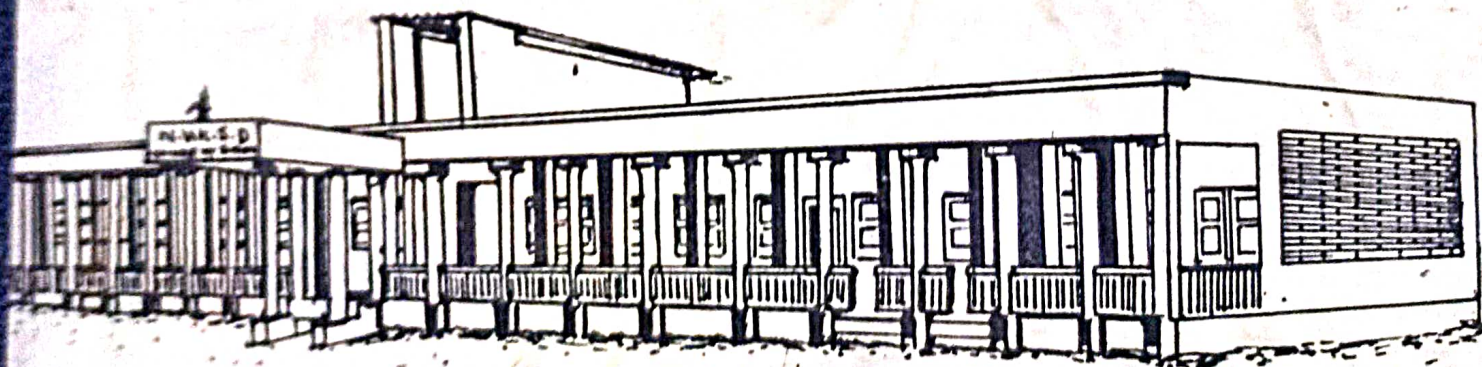


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# Magazine



N. V. K. S. D. COLLEGE OF  
EDUCATION,  
ATTOOR, KANYAKUMARI DISTRICT.



1990

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The N.V.K.S.D. College of Education

Vol. XVII



1990

MAGAZINE

ATTOOR

KANYAKUMARI DISTRICT.

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# EDITORIAL



The Editorial Board feel great pleasure in releasing the twenty seventh volume of the magazine of the N. V. K. S. D. College of Education, Attoor.

By education anything and everything can be achieved. For this, real education is required. To have real education, sincere and dedicated teachers are needed. In this respect, the mission of service that we render as well as to be rendered are notable

Demand for education leads to expansion in education. This expansion tends to several needs. If the needs are not satisfied, the standard in education will fall. Collectively, we all try to uplift the standard of education of our students. In this respect our college is found to be a first rate college among all the colleges of Education of the Madurai Kamaraj University

The Board attempted for the inclusion of several standardised articles, poems and the like. It doesn't mean that all that are included in this volume are highly standardised. However the Board appreciate all the authors who have contributed their mites in different forms and extend their best wishes for contributing a lot in the long run

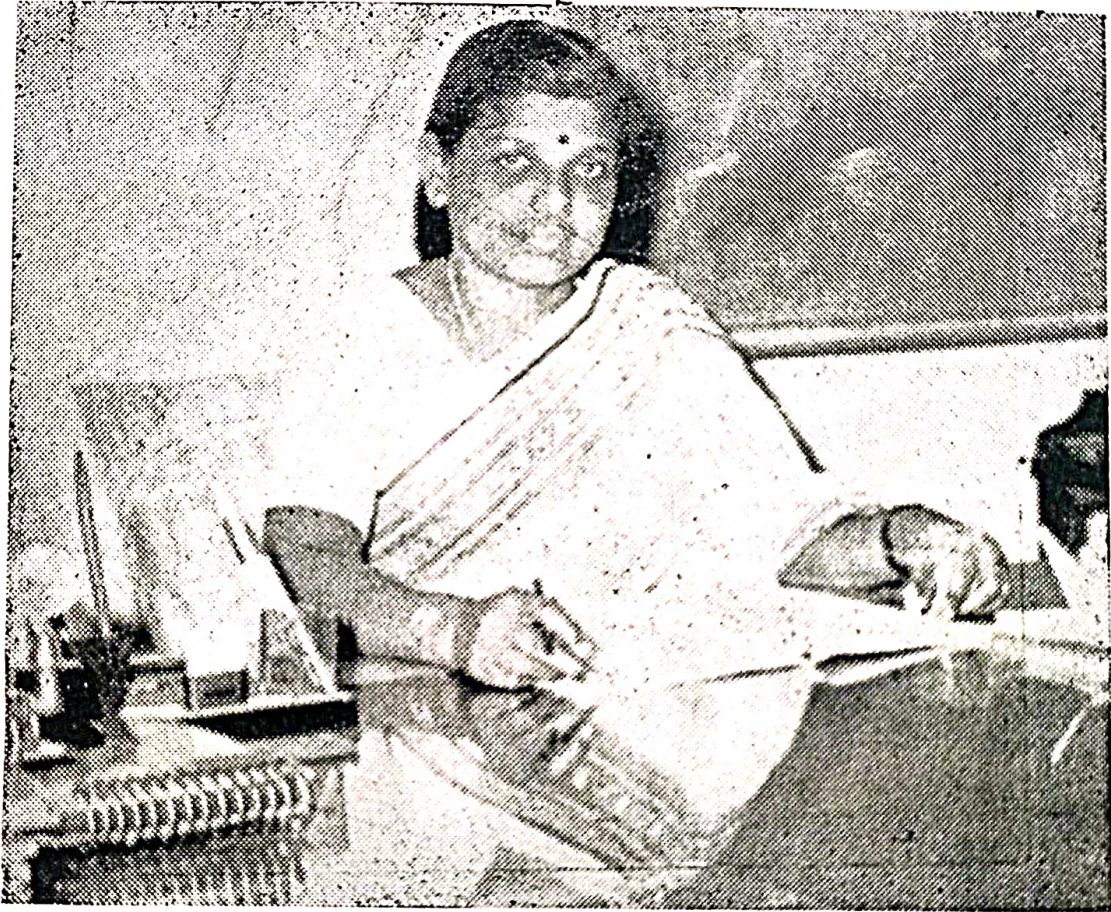
The members of the Board also extend their gratitude to Dr. K. V. Radha, Principal of our College for extending her scholarly guidance, timely helps and needed suggestions.

Thanks are also due to the members of the teaching faculty the non-teaching staff, the students, the contributors and Mr. D. Dorry Isaac of Chittenden Printing Press, Thuckalay for their kind cooperation and neat execution of work in connection with the present magazine.

We wish all success in the forthcoming B.Ed as well as M.Ed. examinations.

**Dr. G. Hudson Retnaraj,**  
Chief Editor,  
Editorial Board

## **OUR PRINCIPAL**



**Dr K.V. Radha, M. Sc., M Ed , Ph.D.**

**EDITORIAL BORAD**



**EXECUTIVE COMMITTEE**



**ATHELTIC ASSOCIATION**



# **TWENTYSEVENTH ANNUAL REPORT OF THE COLLEGE,**

**Presented by the Principal on the College Day Celebration,  
held on 21st March 1990**



Esteemed chief guest Thiru. C. Harichandran, the President, the Secretary, Members of the Managing Committee, members of different faculties, students of B Ed. and M.Ed courses, ladies and gentlemen, it is my proud privilege to present before you the twentyseventh annual report of the college for the year 1989 '90

This year the college reopened on 21st June 1989 after the summer holidays with the strength of 100, 14 men and 86 women students. The college offered both B Ed. and M Ed. courses. Later on, the strength of the students at the B.Ed. level was raised to 127 with 27 additional seats. The classes for M Ed. course was started on 3rd July with the strength of 15, 7 men and 8 women students.

Prof. K. P. Ramachandran Nayar, Principal retired from service on May '89 after serving 20 years in this institution. According to the norms of the university, as well as the Government, the Management filled up the vacancy by promoting the senior most member of the staff, Tmt. Dr. K. V. Radha. In addition, Principal K. P. Ramachandran Nayar has proposed to start an endowment of Rs. 5000/- in his name after his retirement. The annual interest of the endowment shall be utilised for giving cash awards for two B Ed. and one M Ed student who scores highest marks in the first semester internal assessment. Thiru B Azhagappa Pillai, Physical Director voluntarily retired from service because of his health conditions and his place was filled by the appointment of Thiru. A. Ravi. Apart from these, there is no change in the pattern of teaching and non-teaching staff members.

The members of the teaching and non-teaching staff extended their sincere co-operation in all academic and administrative works of the college. Hence I extend my sincere thanks to them all.

The percentage of pass for the B Ed. degree examinations of the previous year was 77.2 % with 66 first classes for theory and 20 first classes for practicals.

I am very proud to present before you the result of the M.Ed. degree examination. All the students who appeared for the public examination secured first class in both theory and dissertation

The College Association elected Thiru. M. Jayaraj, as Chairman and Thiru. N. Muthayyan as Secretary. The following students were elected as Executive Members: Selvi. R. Kala Devi from M. Ed Course, Thiru. N.K. Ramesh,

Thiru C Edwin Joseph Raj, Tmt. D P Jancy Rani and Selvi M. N. Kasthuri from B. Ed course. The Magazine Editors are Selvi D. Mano Siella Charling for English section, Thiru K. Manoharan for Malayalam section and Thiru. M Selvakumar for Tamil section. The games captains of the year are Thiru. S. Antony and Tmt. P. Vimala.

The College Association was inaugurated on 18th August 1989 by Thiru R S. A. Sunder Singh, Principal, Scott Christian College, Nagercoil. Eminent speakers of different faculties addressed the students on different occasions.

The learned members of the teaching faculty attended many seminars and refresher courses, organised by different agencies to enrich their knowledge. Thiru. Mukundan and Thiru S. Sathiamoorthy attended the Enrichment Course in Learning and Development for Secondary Teacher Educators, held at Madras. Mr. K. M. Simon and Tmt. Uma Natarajan participated in the Asian Regional conference on Education Technology, held at Trivandrum. Refresher Course in computer Programme, organised by the Regional College of Education, Mysore was attended by Thiru. R. Mukundan, Tmt. Uma Natarajan and Thiru. B Krishna Prasad. They also participated in the National Seminar on Aquatic Pollution sponsored by the Department of Aquatic Biology and Fisheries, University of Kerala.

The Community Camp was organised at Vivekananda Kendra, Kanyakumari from 23rd to 27th October 1989. All the trainees participated in different activities, which provided them opportunities to bring out their hidden talents and associate themselves with the community outside. We thank all those who have helped us in making the Community Camp a great success.

Intensive teaching practice was provided to the trainees in different schools in the month of January, 1990. Trainees were given enough practice in teaching, by organising micro-teaching classes and criticism classes. They were also made to observe enough number of classes conducted by senior teachers of the respective schools. We take this opportunity to thank all the Heads of the teaching practice schools for their co-operation and valuable guidance. Our special thanks are also due to the Principal of the N. V. K. S. H. S. Attoor for helping us by providing students whenever we require them for criticism classes and other practical aspects.

The general study tour of this year was conducted in February 1990 to different places such as Ooty, Mysore, Bangalore, Madurai etc. Short field trips were also arranged by different Departments of this college to nearby places of importance. These activities enabled the trainees to acquire knowledge about planning, organising and executing various kinds of academic works.

The Annual Sports Meet was held on 22nd and 23rd of February 1990. Thiru. N. Muthayyan and Selvi. A. R. Usha were declared as individual

champions for men and women respectively. The Green House for women and Gandhi House for men scored the maximum points and were adjudged as the best houses.

The long cherished dream of the former Principal, members of the college Managing Committee and teachers was fulfilled by the completion of the main building of the college. The new building was inaugurated by Dr. M. Lakshmanan, Vice Chancellor, Madurai Kamaraj University on 15th February 1990. The college is also blessed with a Computer Centre which was also inaugurated on the same day by Thiru. Hanz Raj Varma, Sub-Collector, Padmanabhapuram.

In fact the development of the college in various aspects shows the members of the Managing Committee in making the college a full-fledged institution of advanced learning.

Before concluding this report, I take this opportunity to thank all our well-wishers and friends. I may be failing in my duty if I do not express my thanks to the President, the Secretary and other members of the Management for their sincere co-operation and interest that they are extending to the development of this institution.

Now I thank all my trainees and wish them success in all walks of life. May the God, Almighty shower upon us His Choicest Blessings.

Thank you,

**PRINCIPAL.**



## THE HOUSE - WARMING CEREMONY OF OUR NEW COLLEGE BUILDING

DR. A. KRISHNAN, M.A., M.E.D., LL.B., PH.D.

Nallor Vettuvanni Kandan Sastha Devaswom College of Education at Attoor in the Kanyakumari District of Tamil Nadu is a proud and dignified temple of advanced learning in the discipline of education. Since its inception, it has been producing trained and talented teachers who have been serving society in that capacity all over India and even abroad to some extent.

Education is the only discipline of learning wherein we can trace a comprehensive medley of all subjects from board to God, from craft to art of delicacy and sophistication because education concerns with the development or strengthening of the powers and abilities of body and mind. Gandhiji added "spirit" also along with body and mind, making the gamut of education wider and more exhaustive. An institution that deals with such a vast and wide subject matter has a glorious dignity to stake a claim to superiority. Nowadays, no subject is left out of the ambit of education. Once education was deemed the preparation for life; now it is viewed not merely preparation, but the very life itself! Life and

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education have such a close knit interdependence. Above all, education is considered to be the noblest profession devoid of transgression. It is education that creates engineers, doctors, nurses, lawyers, teachers, scientists, technicians, accountants, managers, administrators and so on and so forth who form the backbone of society, the masterminds that lead and guide life towards its destination to render the world an Eden of delight.

After the existence of twenty five years and more, our College has had a new building of its own with more facilities and added amenities. It is an invaluable asset of much significance. The former Principal, Prof. K. P. Ramachandran Nayar prepared layout with the help of experts years ago, but it took time to take shape. Then the Managing Committee came forward daringly, took pains to carry out the blueprint with modifications. Anyhow, the new edifice stands majestic as a monument to the grand and hard task shouldered by the Managing Committee and hence they deserve the heartiest kudos and tributes for the same. The new building

is charmingly attractive and trimly fascinating! The inauguration of a Computer Centre in the new building is another achievement in the list of making great strides When the M Ed course was started in our college, we were in dire need of more space and classrooms. Therefore, the construction of the new building under the appellation "The Silver Jubilee Building" is the fulfilment of a long-felt need and the materialization of an ideal dream to the satisfaction of all!

On 15th of February 1990, the house-warming ceremony of the new building took place in a heart-warming manner with due pomp and pageantry. Dr. Lekshmanan, the Hon. Vice Chancellor of the Madurai Kamaraj University expressed his desire while delivering the presidential address to see

this institution rise to the status of a research centre; we long for his wish to come true in the near future by starting the new courses of M. Phil, Ph.D. et cetera.

I congratulate Prof. K. P. Ramachandran Nayar and the esteemed Members of the Managing Committee for having rendered an immense and remarkable service by dint of constructing a palatial fabric for our college. I meekly suggest to put up further floors above in due course in order to make the construction an accomplished completion.

I pray to Lord Sastha to shower His choicest blessings upon this as well as His institution for its day to day progress and its never fading prosperity.



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## A WORD OF THANKS



The Management, Principal, Staff and students extend their sincere and wholehearted thanks to those who extended their best wishes in different forms for the grand success of the Silver Jubilee Celebration of this college.

## An Approach to Environmental Education

Dr. K. V. Radha  
Principal

Man is a part of the environment and awareness of his physical environment was not something new to him. He observed and enjoyed the Nature. He got everything from the Nature for his well being. He started utilising his environmental resources to meet his ever increasing wants. At the same time he is ignorant about the damages caused to the environment by his actions. He is responsible for causing serious ecological and environmental imbalances. Indiscriminate cutting down of forests has led to the extinction of many a species of flora and fauna. Deforestation has led to erosion which in turn has caused floods. The lack of periodical rainfall and the expansion of deserts are also the results of deforestation. The use of insecticides, pesticides and the industrial and nuclear effluents increases the percentage, of  $\text{CO}$  and  $\text{SO}_2$  in the atmosphere thereby polluting the atmosphere in alarming proportions. These are just a few examples to illustrate how human activities have created imbalance in the environment.

Now man has realised that the time has come to take remedial measures to protect the environment. He felt the need to live in tune with the environment. The whole world is concerned about it. Our late Prime Minister, Smt. Indira Gandhi has said "environmental problems of developing countries are not the said effect of excessive industrialisation but reflects the inadequacy of development". The Modern Man must reestablish the broken link of nature with life".

It is therefore necessary to educate the masses about the environment and efforts are being taken to do the same. Many conferences and seminars were organised by the UNESCO and UNEP to promote Environmental Education. It was felt that the people will have an awareness about their environment only if it is based on and linked with education. But it may not be possible to introduce a separate course on environment at any particular level of education. It could be imparted through both curricular

...to curricular activities. The integrated or inter disciplinary approach may be more feasible one and it can be experimented with different types of schools. It is evident from the remarks made by the Director General of the UNESCO "if environmental education is to achieve its objectives, it is not enough for it to be an adjunct to normal curriculum, environmental concern must be seen as an ever present dimension and function of education in the broadest sense of the term 'Education', utilising the findings of science and technology should play a leading role in creating an awareness and a better understanding of environmental problems.

Environmental education can be defined in any one of the following ways.

a) It is a way of implementing the goals of environment protection. Environment education is not a separate branch of science or subject of study. It should be carried out according to the principle of lifelong integral education.

b) Environmental education is the educational process which deals with man's relationship with his natural and man-made surroundings.

c) Environmental education involves teaching about value

judgement. It also enables to develop the ability to think clearly about complex environmental problems.

d) Environmental education enables people to enjoy good health and a high quality of life. The harmful effects to human health and damage to environment caused by pollution etc should be prevented to lead a healthy life. The environment includes animals and plants and their ecological systems which are closely bound to the livelihood of people.

From these various definitions the following objectives of environmental education can be stated.

Developing an awareness and sensitivity to the ecosystem and its problems. Developing an understanding about the ecosystem, its problems causes, consequences and the possibility of their solutions. Developing appreciation of the balanced ecosystem. Developing values with reference to the ecosystem and its stability. Developing sense to maintain the balance and improve the quality of the ecosystem.

To impart environmental education, the more feasible approach would be to integrate the concepts of environmental education at appropriate places in the existing curriculum. The

pupils may be initiated, guided, and involved in a variety of activities like maintaining a school garden, aquarium, herbarium museum, rearing pets, sweeping the classrooms, growing flowering and fruit plants, bird watching, visit to zoo, garden and parks, sea, rivers, lakes etc., visit to drought, flood and famine hit areas, visit to slums, health resorts etc.

Who will impart environmental education at the school level is

the another aspect and which has to be considered seriously. It may not be possible to have a special teacher for this purpose. So all teachers must share the responsibility and there must be a multi-disciplinary approach to impart environment education. Teachers with experience, expertise resourcefulness, and with a sense of ommitment are essential for the implementation of this programme.



## VALUE - ORIENTED EDUCATION

M. VAMANAN NAIR,  
M.A., M.Ed., B.Lib.Sc., M.Phil.,

In this world of rapid modernisation and advanced technology, knowledge is increasing by leaps and bounds. Man is touching the realm of space, leaving nothing unexplored. If the edifices which man is building have to thrive in prosperity, a balance should be maintained proportionally between knowledge and wisdom. It is wisdom or values which makes a distinction between man and beast. Man becomes a mere barbarian if the rift is closed which is maintained only with the inculcation of morals.

Value-orientation has often been considered in the narrow context of imparting moral education. Values, in fact cover the entire domain of human personality and its integrated development.

The National Policy on Education (1986) points out that the growing concern over the essential values and an increasing cynicism in society has brought to focus the need for re adjustments in the curriculum in order to make education a forceful tool

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for the cultivation of social and moral values. According to the Policy, value education has a profound positive content, based on our heritage, national goals and universal perceptions. Moreover, in our context, education has to foster universal and eternal values, oriented towards the unity and integration of the people to eliminate religious fanaticism, violence, superstition and fatalism.

### What is a value ?

A value is a conception explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action.

### Kinds of values :

Values, at the outset, are divided into two types :

- i) Subjective or Internal and
  - ii) Objective or External.
- That is, some educators hold the view that educational values are biological and psychological in origin. They satisfy the wants and desires of the student. Other educators regard educational

values as external and objective. They do not believe that they are just internal or private concern of the teacher or the pupil. The other kinds of values are: Social value, Cultural value, Intellectual value, Practical value, Moral value, Psychological value, Vocational value, Aesthetic value, Religious value, Biological value, Health value, Altruistic value, Spiritual value, Recreational value, Political value, Economic value, Theoretical value, etc.

### Teacher and Value-Education :

Dedicated teachers of moral calibre are a sine qua non for the success of value-oriented education. Inculcation of desirable values in the pupils is also the expected duty of a teacher. The values are one area, where there should be no gap between preaching and practising. Unless the teacher himself practises the values, he preaches, he would not carry any conviction with his students. The thoughts and actions of the teacher influence the students to a great extent.

### Reference :

1. Mohanty, J., Indian Education in the Emerging Society. Sterling Publishers Pvt Ltd, New Delhi, 1982.
2. Taneja, V. R., Educational Thought and Practice, Sterling Publishers Pvt Ltd, New Delhi, 1976.
3. Wingo, Max, G., Philosophies of Education, Sterling Publishers Pvt. Ltd New Delhi, 1975.

The teachers should be given effective training in value-oriented education.

### Inculcation of Value Education :

Human values are both caught and taught. They are caught from the environment, from the social ethos and from the learning society.

They can be taught through the following activities :

- a) Redesigning the curriculum
- b) Organising festivals
- c) Games and dramas
- d) Exhibiting artistic creations
- e) Arranging inter - university sports and cultural meets
- f) N C C., N S S., A E E P. etc.

### Conclusion :

Value - oriented education develops intellectual maturity, moral uprightness, emotional stability and social commitment. It equips students better to fight communalism and fanaticism, promotes national cohesion and work ethics. It acquaints them with India's ancient heritage and culture.

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## OUR COLLEGE IN MAXIMS

A. STANISLAUS, M.B.E.

No one is absolutely good or bad.  
Action speaks louder than words  
Love makes one blind.  
Little drops of water make the mighty ocean.  
Out of debt, out of danger  
One stich in time saves the nine  
Rolling stone gathers no mass

Victories are glorious.  
Example is better than precept.  
The path of duty is the way of glory.  
Time and tide wait for no man.  
Uneasy lies in the head that wears the crown.  
Manners maketh man.  
One who is loved by all will die soon.  
No man's life is to be trusted with.  
Increase of knowledge increases sorrow.

Kindle the lamp when it is dark.  
Appearances are deceptive.  
No water is pure than your tears.  
Don't dress in borrowed robes.  
One man's food is another man's poison.  
Necessity has no law.

Suspicion is the poison of friendship.  
All alive to die and rise to fall.  
Silence makes stark mad.  
Train up a child in a way he should go.  
Haste makes waste.  
Anger makes one as animal.

Don't have too many irons in the fire.  
Arts are more times feeling.  
Very few care for others betterment.  
All help the unhappy man to fall.  
Suspicion has no limit.  
One can't know everything.  
More things are wrought by prayer than in the world of dreams.

Crown and glory of life is character.  
Opportunity makes man  
Life is a children play.  
Life is to live to the end.  
Every rose has a thorn.  
God helps those who help themselves  
Each man's belief is right to his own eyes

Old friends and old wine are the best.  
For the fool rushing where the angels fear to go.

Empty vessal makes the most sound.  
Death is the greatest leveler.  
Union is strength.  
Circumstances alter the cases  
All that glitters is not gold.  
The straight or crooked are in the observer.  
It is no use crying over spilt milk.  
One learns to live with all the misconceptions about oneself.  
Nothing lowers the level of conversation than raising the voice.

A constant gust will never welcome.  
The living dog is better than a dead lion.  
The child is the father of man.  
One swallow does not make a summer.  
One lie leads to another.  
Rome was not built in a day.

## N. V. K. S. D. COLLEGE OF EDUCATION

C. Edwin Joseph Raj, B.Ed.

**N**o rains, no grains  
**V**iolence is just where kindness is vain.  
**K**nowledge is power.  
**S**pare the rod and spoil the child  
**D**o not robe peter to pay paul.

**C**ast pearls before swine  
**O**ld fools are more foolish than young ones,  
**L**ove is blind.  
**L**ook before you leap.  
**E**ast or west, home is best.  
**G**ood Homer sometimes nods  
**E**very bird must hatch its own eggs.

**O**nly few men think but all have opinions.  
**F**air words butter no parsnips.

**E**very tide has its ebb.  
**D**o in Rome as Romans do.  
**U**nion is strength.  
**C**hristmas comes but once a year.  
**A**s is the king so are the subjects  
**T**ime and tide wait for none.  
**I**t is better to die on your feet than to live on your knees  
**O**ld is gold.  
**N**ecessity knows no law.

## WHAT IS EDUCATION?

D. MANO STELLA CHARLING, B.Ed.

### Education is:

- 1) 'To dispel error and to discover truth' - Socrates
- 2) 'Attainment of virtue in the individual' - Plato
- 3) 'Attainment of happiness through perfect virtue' - Aristotle
- 4) 'The development of character' - Quintillin
- 5) 'Development of a free, enlightened personality' - Petrarch
- 6) 'Development of moral character' - Asham
- 7) 'Preparation of ordinary duties of life' - Luther
- 8) 'Attainment of a sound mind in a sound body' - Locke
- 9) 'Development of the whole man' - Comenius
- 10) 'To foster the growing activities and interests of the child's nature' - Rousseau
- 11) 'Harmonious development of all the powers' - Pestalozzi
- 12) 'Many-sided interests for morality' - Herbart
- 13) 'Preparation for complete living' - Spencer
- 14) 'Understanding the world in which one lives' - Huxley
- 15) 'Self-realization' - Adams
- 16) 'Mastery of tools indispensable to the race' - Moore
- 17) 'To develop individuality' - Nunn
- 18) 'For social efficiency' - Dewey



## Contribution of Shakespeare

Referring to the imperial Caesar Cassius explains "Why man, he doth bestride the narrow world like a colossus". It would be no exaggeration to make the same claim on Shakespeare in the world of English literature. Shakespeare is more a great poet than a dramatist. He is one of the greatest makers of English language and has left it richer than he found it. Living in the golden days of Queen Elizabeth I, he felt like the pioneer on the vast ocean of literature. His experiments and explorations have brought incalculable wealth to the English language. The freedom and freshness, the energy and exuberance of the Elizabethan age are reflected in Shakespeare's language too.

The most striking feature of Shakespeare's language is the amplitude of its vocabulary. The number of words found in Shakespeare's writings has been approximately estimated as 21,000. Even the vocabulary of Milton, the scholar poet is only about a third as that of the man who knew "little Greek and less Latin". The vastness of Shakespeare's vocabulary may be explained by

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the fact that he wrote about a great variety of subjects and touched upon so many human emotions and feelings. The world of his plays is peopled by kings and queens, generals and soldiers, lovers and lasses, old men and fools and scoundrels and villains.

Shakespeare's contribution to the stock of English vocabulary is remarkable. To him we owe numerous words, phrases and idiomatic expressions which have become house-hold words. Even the expression household is Shakespeare's contribution. We have phrases and expressions like 'tower of strength', 'Primrose park', 'milk of human kindness', 'life's fitful fever', 'full of sound and fury', 'mind diseased', 'to make assurance', 'to be or not to be', 'doubly sure', 'time is out of joy', 'resty - silence', 'Frailty thy name is woman', 'brevity is the soul of wit', 'a foregone conclusion', 'green-eyed monster', 'Sabbath day's', 'Yeoman service', 'single-blessedness', 'music the food of love', 'Sir-Oracle', 'a Romeo', etc.

Shakespeare has introduced dialectical words which had it not

been for him would have become absolute. In *Macbeth* we have the expression 'blood-battered Benguo'. Another example is the phrase 'dwindle peak and pine'. Both the words 'peak and dwindle' are from the west midland dialect and peak is used in the sense of wasteway.

Another interesting thing that we notice in Shakespeare is the new significance given to ordinary words. The word *air* is used in the sense of 'aspect' or 'manner' or in the sense of 'melody'. The freedom with which Shakespeare altered the parts of speech is remarkable. He used adjectives as verbs. 'Happy' is used as a verb in a sonnet and 'safe' as a verb in *Antony and Cleopatra* and 'better' as a verb in several of his plays. Nouns are changed to verbs like *to food*, *to begger*, etc.

It is in the multitude of phrases and in inversions of them that this language continues to live even today. Shakespeare's greatest contribution lies in these picturesque and telling words and phrases which have literally passed into household expressions. Many people use the expression 'past-praying for' do not realise that it is a phrase first used by Falstaff in *Henry IV*. Similarly when we speak of a person that "nothing in his life became him like the leaving it". We may not aware

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that we are making a quotation from *Macbeth*. "I like patience a monument" is an expression first used by Viola in *Twelfth Night* to describe how a girl pines away on account of her unrequited love. The play *Hamlet* is perhaps the most abounding in well-known phrases of Shakespeare which are on the lips of many who have never read a line of his writing. The play is full of expressions which have become part of the machinery of literature and a collection of these including: 'too solid flesh', 'more in sorrow than in anger', 'rich not gain', 'the undiscovered country', 'hold a mirror up to nature', 'speak daggers', 'cruel only to the kind', 'to cuggle one's brains', 'ministering angel', 'a palpable hit', etc., when read will sound like a recitation of clichés.

Shakespeare has coined a number of new words with prefixes, *em*, *en*, *un* and *so on*. They are *empoison*, *embattle*, *entrance*, *enkindled*, *unchanged*, etc.

In short Shakespeare is the greatest and the most influential of writers who have left their mark on the English language. In its bravery and freedom, freedom and force and flexibility Shakespeare's contribution to English phraseology is ten times greater than that of any writer to any language in the history of the world.

## RECENT ADVANCES

Today, we are leading an advanced life. The reason for this is, due to the hard work of the scientists. The scientists are trying to invent more and more, based on the needs of the peoples. Some of the recent advances, made in the field of science are given below :

Scientists of the Rockefeller University have found a new drug called "Aminoguanidine" which may retard aging.

Deaf peoples can hear by using a computer system, developed in Bristol University.

A giant computerised "thinking machine" was first invented by the scientists of Ahmedabad.

Scientists are now using satellites to predict where Malaria will strike next.

Ophthalmologists can repair and even replace certain parts of the eye, allowing older people to continue normal activities.

An Indian - American Athoracic Surgeon has found recently that, his fingers were more useful in plugging the holes in a man's heart than holding a scalpel.

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M. N. Kasthoori B.A., B.Ed.

An Artificial nose has been created by Dr. Krishna Persaud. This copies the Principles by which the human nose functions.

All the functioning organs of our body like heart, kidneys, liver, etc can be harvested from the dead person and used for suffering patients.

A living person can donate the liver tissue for transplantat-ion.

A liver machine has been produced by a London doctor, which can take over the function of the liver.

A new method was followed to obtain petrol and disel fuel from vegetable wastes.

The old new techniques known as raised field agriculture have been discovered by the Archeologists. It is simple, cheap require little more than human labour and no chemical fertilizer or modern machinery.

LDL and HDL cholesterol in human serum can be measured through an advanced system.

Banana contains chemicals which may prevent stomach ulcers.

A new high yielding variety of gram named 'Pusa 267' has been evolved at Indian Agricultural Research Institute.

Us researchers in Minnesota have found a molecule that may be important in the development of the most common variety of diabetes.

The genetic disease, chronic Granulomatous can be cured by using the drug called "Interferon gamma".

In addition to the Gastric acid a bacterial agent 'Compylobacter Pylori' is also responsible for stomach ulcer.

Aerobic exercises like swimming, jogging, walking etc have lower blood pressure.

The tiny water fern named 'azolla' is grown in rice field for the better growth of the rice.

Our scientists are actively doing their research work at various fields. They can utilise the waste materials in useful ways. Due to the development of science even the various organs of our body can be removed or replaced as that of removing and replacing the various parts of a machine. Now, we are all accepting the fact that "God creates man", but after some years, due to the development of science, that fact will change as "Man creates man".



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## Education and Student Unrest

India is passing through a critical period. More than forty years have passed since we got independence. Yet the people continue to ask where is the promised land. Our political leaders are playing the dirty game of power politics. They have no time to care for the pressing problems of the nation. They are busy with political adjustments and propagandas. Education has been the most stagnant and neglected. It was the Britishers who introduced the western system of education in India. Their only aim was to produce some clerks and secretaries to serve in the East India Company. Unfortunately, the system remains unchanged. In the present political system mass is uneducated. This is a threat to democracy. It is hightime to bring democratic principles at grass root level.

After independence several commissions have been appointed. They have put forward several suggestions. The commission who advocated for the equalisation of educational opportunities was only the Kothari Commission. Some plead for a thorough change in every field of education. Some people find fault with the system

of examination. What may be it has no value in life. The educational system become a laboratory for called educationist to experiments. In fact the government has not taken any steps towards this direction.

Student unrest or indiscipline is not an problem. If the behavior individual is against the norms of the society is as indiscipline. Student involves the violent indisciplinatory activities among students. Generally they are restless. They have no sense of security and faith in the existing system. Their energies are misdirected to activities and violence. Some parties exploit the students to achieve their own ends. Some time to channelise their energies into meaningful ways. Some also be according to the needs of the society.

The number of educational institutions are increasing. But they lack enough accommodation and facilities. Examination system especially the competitive examinations have become mere. Some argue for the introduction

of semester system. Those who argue in favour of semester system advocate that a three hour test can not measure the talent and skill of a student. But at the same time most of the universities in India are trying to put an end to this system.

Much of the unrest among the youth is due to insecurity of job prospects. Deterioration in the standard of education and the absence of better teacher pupil relationship also lead to indiscipline among students. In certain occasions the teachers themselves of the same institution can not take a unanimous decision. Some parents also never show much interest towards their children. Teachers and educationists go on strike and take mass leave in certain issues. So if the students are properly guided and made to do creative works their energies will not be misdirected to other activities. But nothing is done towards this direction.

In the present day educational set up the rich becomes richer and the poorer the poorer. Therefore what is needed is a revolutionary change in the very system of education in India. Economic inequality also causes educational inequality. Instead of different policies there should be one educational policy.

It should be made the portfolio of central government. This

will unify the nation and save it from degradation in an over populated country like India. Educational reforms may be a Herculean task. Yet we will be able to do a lot.

The basis of democracy is education. It is the foundation of modern civilization. So education is a field which needs urgent attention. The young students are to be the ideal citizens of tomorrow. They should not wander about in foreign countries begging for jobs. Therefore our education should be job oriented. Gandhiji could foretell about the importance of job-based education in India. The teachers also should be competent enough and the syllabus must be well planned, in order to suit the requirements of the nation and what the society expects from the school may also be taken into consideration.

But present day job of the degree holders in India is job hunting, hooliganism and other antisocial activities. We can be selfsufficient in every field, if we mould our education to suit the requirements of the nation. An ideal college should produce ideal citizens. But the ideal university which would work out solutions for all problems of the society is still a dream. But let us remember that education is the only key to the brave new world.

## LAUGH AWHILE

(Child Psychology)

D. MANO STELLA CHARLING, B.L.D.

Mother and daughter were in the kitchen washing dishes; while father and 7 year old Ganesh were in the front room. Suddenly father and son heard a crash falling dishes. They listened expectantly.

"It was mother", Ganesh finally said  
"How do you know?" father asked.  
"Because", answered Ganesh firmly, "she isn't saying anything"



## கூவிதைகள்

அ. விக்டர்  
இளங்கல்விமயம்

### 1. வேலும்

ஆண்கூப்பிப் பெண் அடிவாழில்லை  
செலிக்க மாட்டேன் வரதட்சணை  
மேனாயில் குழந்தையினால் ஒருதலைவி  
நிறைமாத மருமகள் பெற்றெடுத்தாள் ஒன்று  
அழகான ஆண் மகவு  
அடித்ததய்யா இரண்டு வட்சம்  
ஆகாயத்தில் பறந்தாள் மாமியார்  
அடுத்த சிலநாள்களில் அழுதது  
இன்னொரு குழந்தை இன்னும்  
இரண்டு வட்சமா குதித்தவர் ஏமாந்தாள்  
பிறந்ததோ பெண் மகவு  
முகத்தில் பொங்கியது கோபம்  
சண்டாளி தீர்த்து விட்டாள்  
இரண்டு வட்சத்தை  
பிள்ளையைக் கொல்ல தேடுகிறாள் ஒரு திட்டம்  
ஒரு வயிற்று குழந்தைகளிடம் இனக்கலவரம்  
சமத்துவத்துக்கு சரியான விளக்கம் இங்கே  
இவளன்றோ பெண்ணுரிமை போற்றும் பெருந்தலைவி

### 2. மலரும் மங்கையும்

மலரும் மங்கையும் என்றும்  
வாரும் வாழ்க்கையில் ஒன்றாம்  
மணமில்லா மலர்கள் வண்டுகளால் தீண்டப்படுவதில்லை  
பணமில்லா மங்கை கணவனால் கைப்பிடிக்கப்படுவதில்லை

### 3. சுதந்திரம்

அன்று ..  
வெள்ளையன் கொள்ளையடித்தான் இந்தியாவை  
அது தந்திரக் கொள்ளையாம்  
இன்று ..  
இந்தியனை இந்தியனே அடிக் கிறானே கொள்ளை  
இதற்குப் பெயர்  
ஓ... இதுதான்  
சுதந்திரக் கொள்ளையோ!

#### 4. பெண்

நானும் தட்சத்திரமும் ஐந்தகம் பொருத்தமும் பார்த்து  
பணம், பெண், வாகனம் என்ற மூன்றீட்டும் எடுத்த  
பெண் என்ற படம் கதாநாயகனின்  
குணம் என்ற பாத்திரத்தை கவனிக்காததால்  
வாழ்க்கைத் தீயெட்டில் மூட முடியாமல்  
விடய என்ற கோர்ட்டால் பாதிக்கப்பட்டோ  
நடை செய்யப்பட்டு விட்டது

#### 5. ஏமாற்றம்

உன் வீழிகள் ஒரு தடவை திறந்தால்  
பிறத்தினும் ஆயிரம் கனிவைகள் - அழில்  
உதித்தினும் நம் எண்ணங்கள்  
கண்டு மகிழ்த்தினும் ஆசை உள்ளங்கள்  
அதுவே காதலின் சின்னங்கள்

கண்ணொளி பட்டால் மின்னொளி அணைந்தினும்  
மின்னல் இடைகண்டால் இன்னல் இறந்தினும் என்று  
கடற்கரை காற்றில் கவிவாய் பேசியே இன்று  
இதயத்தை அழித்து விட்டவனே!

ஆசைகளை அடுக்குமொழி மாலையாய் அணிவித்தாய்  
மணமாலை தட்ட அழைக்கையில் மறுக்கின்றாய் - ஏன்  
தூக்குக் கயிறை தூக்கித் தருகின்றாய்  
வார்த்தை மாலை தட்டிய நீ ஏன்  
வாழ்க்கை மாலை தட்ட தயங்குகின்றாய்!

பேரா மையாலே என்னை பூணை செய்துவிட்டு  
நானா என்று நழுவிட துடிப்பவனே  
என் கண்ணொளி பட்டால் உன்  
கண்விழி எரிந்திடுமென்றோ என்  
கண்களையே குத்தி குருடாக்கிவிட்டாய்

16 கா. கஸ்தூரிபாய்  
இளங்கல்விரிபாய்.

#### படைப்போர் புதிய பாரதம்

கல்லை	காணி	பாய்வுவிவால்
கழனி	கொழிக்கூம்	பாரதத்தில்
இந்நியம்	நமக்குள்	போட்டியிட்டு
இரத்த ஆறு	ஒட்டுதல்	ஏனோ?

அன்பே	இறைவன்	என்பதையே
அனைத்து	சமயமும்	செய்யினாலும்
நாமக்குள்	சண்டை	நிகழ்வது
நாணம்	அளிக்கூம்	செயலன்றோ

உணவும்	உடைபும்	மாறினாலும்
உணர்வு	நம்பில்	ஒன்றாகி
இணக்கம்	கொண்டு	வாழ்ந்திட்டால்
இன்பம்	என்றும்	நிலைத்திருமே!

அன்பும்	அறமும்	இருகண்ணாய்
அன்பர்	வாழ்வில்	கைக்கொண்டு
துணிவுடன்	வீரச்	செயல்புரிந்தால்
துன்பம்	ஒடி	ஒளித்திருமே!

எழுமின்	விழுமின்	என்றியம்பி
ஏற்ற	முடனே	உழைத்திருவாம்
பாரினில்	வாழ்வோம்	மாண்புடனே
படைப்போம்	புதிய	பாரதமே!

ஏம். செல்வகுமார்  
இளங்கல்விருப்பம்

### கேள்விக்குறி (கவிதை)

தீவனயாத நான் தினைத்து விட்டேன்  
என்று நான் சொல்லு முன்னே  
'அவளைத் தானே' என்கிறது என்மனம்  
ஆம் அவள்தான் என் கனவுக நாயகி  
அவள் என்றால் அவள் என்னவள்  
என் மனக்கண்ணை மகிழ்விக்கும் கன்னியவள்  
என்னையும் அறியாமல் என்னுள் கலந்தவள்  
அசையாத என்னை அசைவித்தவள்  
பாடாத என்னை பாடுவித்தவள்  
எழுதாத என்னை எழுதுவித்தவள்  
இத்தனையும் என்னுள் செய்த அவனாள்  
என்னால் ஏதேனும் செய்ய முடிந்ததா?  
விடை சொல்வது அவள் பொறுப்பு  
என்னுள் இது ஒரு கேள்விக்குறி

### பணம்தான் கடவுள்

காதலியை கைபிடிக்க  
அவள் தந்தையிடம்  
பென் கேட்டு சென்றபோது,  
'பணமில்லாதவனுக்கா' எனக்கேட்டார்  
பணம் தேட  
வேலை தேடி சென்ற போது  
'பணமில்லாதவனுக்கா'  
என விரட்டினார்  
வேலைக்காய் கடவுளை வேண்ட  
கோயில் சென்றபோது,  
'பணமில்லாதவனுக்கா சாமி தரிசனம்'  
எனக் கேட்டு  
கடவுளை மறைத்தனர்  
இப்போதுதான் உணர்ந்தேன்  
'பணம்தான் கடவுள்' என்று

### சமாதானத் தாயே!

- 1 சமாதானத் தாயே! சமாதானத் தாயே!  
சத்தமிட்டு தேடினேன் நான்  
அமைதியாய் நீதாங்கிட காரண மெதோ  
அடிமையாக்கி விட்டனரோ வன்னையும்  
சமாதானமாய் நீயிங்கு தாங்கி விட்டால்  
சகல மாந்தரும் மீள்வதெப்படி?  
சமாதானத் தாயே கூறுகின்றேன் நானிங்கு  
சாவிலிருந்து நீமீளும் வழியை
- 2 இறுதி வரையா மாண்டிருவோ மென்று  
இறுமாப்பு கொண்டுகொரு கூட்டம்  
சிறுமை யாக்கிநமை அடக்கிடலா மென்று  
சீறிப் பாய்கின்றதக் கூட்டம்  
பொறுத்தது போதும் பொங்கியெழுந்த திங்கு  
போரிடப் போலோம் நாமொன்றாய்  
வெறுக்கு மப்பெருங் கூட்ட முன்னை  
வேதனைப் படாதே வினாய்
- 3 சிங்கமாய் சீற்றமுடன் நிற்கின்றா நிலங்கையிலே  
சிதைவுண்டாக்கும் மொழி வெறியால்  
தங்கமாய் ஒளிவீசும் மனித நேயத்தை  
தரணிவிட்டு தூரத்தி முனைகின்றார்  
தொங்கவிட்டு கொல்லுகின்றான் கறுப்பு மனிதரை  
தோல்மட்டும் வெண்தந்த வெள்ளையன்  
மங்காமல் நீதியொளி என்று மொரிந்திட  
மாந்தரிடம் இதையெதிர்க்க தூதுசெல் நீ
- 4 பெருகு திங்கே அணுஅயுத உற்பத்தி  
பேசிடு முன்னை ஊமையாக்க  
குறையுதிங்கே உலக சமாதானம்  
குறுகிய மனமுள்ள வல்லரசால்  
வருவாய் நீயு மன்பெனு மாயுதமேந்தி  
வலுவுள்ள பொதுவுடைமை வாழ்ந்திட  
கருவீனிலே யழிப்போம் போர்வெறி யாதனை  
காலமெல்லாம் சமாதானம் நிலவீட

காதலையும் தீரவும் உலகையும் அகத்தமாக்க  
காலமெலாம் செய்தீடு மணுசக்தியை  
சோற்றுக்கு பலப்படுத்த நாமென்றும் முயன்று  
சோலை யாக்குவோம் உலகமதை  
வேற்றுமையை மறந்து ஒற்றுமையாய் நின்று  
வேசியிலே மொழிப்போ முலகப் போரினை  
போற்றுவோ மென்று மூலக சமாநாயகதை  
எத்துமேலும் சமத்துவக் கொடியதனை

### சிரிப்புக் கவிதை

திருடஞ் (சாதி சிவலிங்கம்) :

"அப்பனே! தின் பொன்னுரு மேலிடுவர்  
அழகோ அழகு  
தின் மதிப்போ எண்ணியறிய முடியாதது  
தின் பொன்விற அதுள் ஒளி  
என் இல்லம் பரவிட  
நீ எழுந்தனரும் நான் எந்தாளோ

### சிரிப்பு

மேலு : என்டா பாவு உன் பையன் ஸ்கூட்டர் வாங்கி  
தந்தாதான் காலேஜ் போவேன்னு ஒத்தக்காலிலே  
நின்னாளோ அவன் இப்ப என்ன செய்கிறான்  
பாவு : இரண்டு காலிலே நிற்கிறான்  
மேலு : ...!!...? !...?...!!...?  
நிருபர் : உங்களுக்குத்தான் லாட்டரியிலே 10 லட்சம் பரிசு  
கிடைச்சிருக்கே நிறகு ஏன் இன்னும் பரிசை எடுப்  
பென்று சொல்லிங்க.  
பரிசைக்காரர் : என்ன இதுந்தாலும் செய்யும் தொழில்தானே தெய்வ  
முங்க  
நிருபர் : ...? !...!!...?...

அ. வீக்டர்,  
பொருளறிவியல்.

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# KANYA TYRE WORKS

PADANTHALUMOODU.

தரமான முறையில் டயர்கள் புதுப்பிக்கப்பட்டு (Rebutton) குறிப்பிட்ட நேரத்தில் அளித்திட சிறந்த ஸ்தாபனம் கன்யா டயர் ஒர்க்ஸ், படந்தாலுமுடு, குமரி மாவட்டம்.

எங்களிடம் ஸ்கூட்டர் (3.50 x 8, 3.50 x 10) ஆட்டோ (400 x 8), மாருதி (4.50 x 12), டால்பின் (2001) கன்டசா (5.60 x 13), பியட் (5.20 x 14), கார் (5.99 x 15), ஜீப் (600 x 16), டிரக்கர் (6.40 x 15), டெம்போ (6.90 x 15, 6.50 x 16, 700 x 15, 7.50 x 16), லாறி (900 x 20, 1000 x 20) போன்ற வாகனங்களுக்குரிய புதிய டயர்கள் உள்ளன.

நீண்ட உழைப்பு அதிக தூரம் (Milage) கொடுக்கக்கூடிய முறையில் டயர்கள் புதுப்பிக்கப்படுகிறது. ஆகவே டயர்கள் புதுப்பிக்க இன்றே நாடுவீர்.

**கன்யா டயர் ஒர்க்ஸ்,**

**படந்தாலுமுடு,**

**குமரி மாவட்டம்.**

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# പ്രശ്നസങ്കുലിതമായ വിദ്യാഭ്യാസ സമ്പ്രദായം

അനിൽകുമാർ പി. M. Ed.

ആർക്കും അഭിപ്രായം പറയാവുന്നതും വിമർശിക്കാവുന്നതുമായ ഏതെങ്കിലും ഒരു രംഗം ഉണ്ടെങ്കിൽ അത് വിദ്യാഭ്യാസമാണെന്ന് തോന്നുന്നു. "മർമ്മം അറിയാവുന്നവന് അടിക്കാൻ പററില്ല; അറിഞ്ഞു കൂടാത്തയാൾക്ക് എവിടെ വേണമെങ്കിലും അടിക്കാം" എന്ന് ഒരു മുൻ വിദ്യാഭ്യാസമന്ത്രി പറഞ്ഞതുപോലെ വ്യക്തിമുദ്ര പതിപ്പിച്ചിട്ടുള്ള ആളുകളുടെ സേവനം ഉപയോഗപ്പെടുത്താതെ, 'കീഫിഗർ' ആകാൻ വേണ്ടി മാത്രം കാര്യങ്ങൾ തട്ടിമുളുന്ന ചിലരുടെ കൈകളിൽ അമർന്നിരിക്കുന്നു ഇന്ന് വിദ്യാഭ്യാസം. 'വിദ്യാഭ്യാസത്തിന്റെ വെല്ലുവിളികൾ എന്ന രൂപരേഖ പുതിയ വിദ്യാഭ്യാസനയരൂപീകരണത്തിന്റെ മുന്നോടിയായി പ്രുറത്തിറക്കിയപ്പോൾ അത് 'ഒരു കുംഭസാരം പോലെയായി ഇതിൽ പോംവഴി ശരിക്കും നിർദ്ദേശിച്ചിട്ടില്ല. 'കുറും പറയാൻ പ്രാപ്തമാണ്'; പരിഹാരം നിർദ്ദേശിക്കാൻ പ്രയാസവും" എന്ന് സമ്മതിച്ചാൽ അത് മതിയോ?

## സാർവ്വത്രിക പ്രാഥമിക വിദ്യാഭ്യാസം

സ്വാതന്ത്ര്യം കിട്ടി നാല്പത്തിരണ്ട് വർഷം പൂർത്തിയായിട്ടു പോലും ഭാരതീയ മായൊരു വിദ്യാഭ്യാസ സമ്പ്രദായം ഇല്ലായെന്നതൊരു ദുഃഖസത്യമാണ്, മാത്രമോ നിരകൃഷ്ണരുടെ എണ്ണം 1947-ലേതിന്റെ ഇരട്ടിയായിരിക്കുന്നു. ആശ്വാസം പകരുന്ന ഒരു കാര്യം സ്കൂൾ പ്രവേശന കാര്യത്തിലും കൊഴിഞ്ഞുപോകാൻ ഫലപ്രദമായി തടയുന്നതിലും ഒരു പരിധിവരെ നാം വിജയിച്ചു എന്നതാണ്.

## ഇംഗ്ലീഷ് മീഡിയം സ്കൂളുകൾ

ഇംഗ്ലീഷ് മീഡിയം സ്കൂളുകൾ ഒരു ഫാഷൻ ആയിരിക്കുകയാണ്. പട്ടിണിക്കാരാണെങ്കിലും അയൽക്കാരെ അനുകരിച്ച് 'മമ്മി-ഡാഡി' സംസ്കാരത്തിന്റെ അടിമകളാക്കുകയാണ് അവർ അവരുടെ കൃത്രിമകളെ. "ഇത് ഒരു തരം അഹങ്കാരമാണ്, അജ്ഞതയല്ല".

## എന്ത് വേണം? എങ്ങനെ വേണം

ഇതുവരെയുള്ള വിദ്യാഭ്യാസ സമ്പ്രദായത്തെ വിലയിരുത്തി ഇരുപത്തൊന്നാം നൂറ്റാണ്ടിലേക്ക് സാമൂഹ്യ പ്രതിബദ്ധതയും, ജീവിതവീക്ഷണവും, ആശയഗതികളും ആലോചിച്ച് നിശ്ചയിക്കേണ്ടതുണ്ട്. അതിനാൽ ഓരോ തലത്തിലും ഉള്ള വിദ്യാഭ്യാസചലകക്ഷ്യങ്ങൾ വളരെ വ്യക്തമായി ആസൂത്രണം ചെയ്യപ്പെടണം. ഇതിന് വിദ്യാർത്ഥികൾ മുതൽ വിദഗ്ദ്ധരുമായുള്ള ചർച്ചയ്ക്കു ശേഷമേ നിർണ്ണയിക്കാവൂ. പുരോഗമനപരവും പ്രാവർത്തികവുമായിരിക്കണം വിദ്യാഭ്യാസനയങ്ങൾ അവ നടപ്പിലാക്കുന്നതിന് ഉണ്ടായേക്കാവുന്ന തടസ്സങ്ങൾ കാലേകൃട്ടികണക്കിലെടുത്ത് പ്രതിവിധികൾ കൂടി കാരുതിയിരിക്കണം. പരസഹസ്രം വിദ്യാർത്ഥികളുടേയും തദ്ദേശ രാഷ്ട്രത്തിന്റെ തന്നെയും ഭാവി കരുപ്പിടിപ്പിക്കുന്ന വിദ്യാഭ്യാസ സമ്പ്രദായം "കുറങ്ങന്റെ കൈയിലെ പൂമാല" ആകാതിരിക്കട്ടെ. അങ്ങനെ ഭാരതവും ഒരു വികസിത രാഷ്ട്രമായി തീരട്ടെ എന്നാശംസിക്കുന്നു.



# യാത്ര ചോദിക്കുന്നു....ഞാൻ

റ. ഇ. പ്രീത രമണി M. Ed.

വിട ചോദിക്കട്ടെ ഞാനന്ത്യ  
നിമിഷത്തിലീ പ്രശസ്തമാം,  
കലാലയത്തോടൊരിക്കൽക്കൂടി,  
വിതുമ്പുനോരൂള്ളവുമായി  
എന്റെ ഓർമ്മയിനുദ്യാനത്തിലൊരു  
രൂളിലയാണല്ലോ നീ,  
ഓർക്കാതിരിശില ഞാൻ നിന്നെ വല്ലപ്പോഴും,  
മരക്കാൻ ശ്രമിക്കില്ലൊരിക്കലും ഞാൻ.

ഈ വേർപിരിയൽ ദുഃസഹമാണെങ്കിലും,  
പിന്നെ പിരിയാതെ വയ്ക്കല്ലോ ഇപ്പോൾ  
കുളിർത്തെന്നൽ വീശിയങ്ങു ചുറ്റിലും  
തണലേകിടും നൽ മാവുകളേ,  
കുളിരേകാനുന്മേഷമേകിടുവാൻ,  
വീശുക കാര്യം നിങ്ങൾ എന്നുമെന്നും,  
ഒത്തരിയുള്ളങ്ങരക്കായിനിയും  
ശീതമാം കാര്യകൾ വീശി നിങ്ങൾ-  
മെല്ലെ യാത്രയാക്കീടുകയീയെന്നെയുമിപ്പോൾ.

കാലത്തിൻ തുടിപ്പുകൾ കൊത്തങ്ങു  
മാറിടാൻ വെമ്പുന്ന ഭിത്തികളോടും,  
'സിൽവർ ജൂബിലി ബിൽഡിംഗി' നോടും  
അന്ത്യമായ് ചോദിക്കട്ടെ ഞാൻ വിട.

പിന്നെ യെൻപ്രിയ സഹപാഠികളെ  
വിട്ടു പിരിയാനും വേദന-  
യുണ്ടെന്റെ ഉള്ളിന്റെ യുള്ളിലായി  
എങ്കിലും പിരിയുവാൻ വേണ്ടി യങ്ങു-  
വേർപിരിയുവാൻ വേണ്ടി മാത്രം  
ഒരുമിച്ചോരാണല്ലോ ഞങ്ങൾ  
പിന്നെ, പിരിയട്ടെ, പിരിയട്ടെ,  
പിരിയട്ടെ ഞാനൊത്തിരി-  
സ്മരണകൾ തൻ ചുട്ടു നിശ്വാസങ്ങളുമായി നി.  
യെന്നെങ്കിലുമി മാവിൻ ചുവട്ടിലെ  
ശീതളത പങ്കുവെയ്ക്കാമെന്ന പ്രതിക്ഷയോടെ  
അന്ത്യോപഹാരമായ് ഒരു പുഞ്ചിരി മാത്രം  
തരുന്നിതാ ഞാനിന്ത്യ നിമിഷത്തിൽ  
നാടിനായ് നല്ലൊരെ വാർത്തെടുക്കാനായി,  
നിനക്കേകിടുന്നു നിശബ്ദമായ് ഞാനിതാ,  
ഒരായിരം ആശംസകളെന്നന്തരംഗത്തിൽ-  
നിന്നും പ്രൗഢമാം കലാക്ഷേത്രമേ.

# ശ്രവണം

ചരുകഥ

എൽ. ശ്രീകല B. Ed.

ബന്ധോദ്ദേശിക്ക് സയൻസ്

ഉൾച്ചായുടെ ശോണിമ പടർന്നുപിടിച്ചു. പാകൽ വിളയുന്ന മണലുകൾക്കു വരണ്ടു. മണൽക്കാരറുവിശുന്ന, വിഷക്കാരറു വിശുന്ന ഭൂമിയാണിത്. മണ്ണിന്റെ ചുട്ടേരിയ ഉള്ളുകളിൽ നിന്നും നീട്ടിയ ഹസ്തങ്ങളുമായി നീരാളികൾ കിടക്കുന്നു. അധികാത്തിന്റെ അധഃപതനം ഏറ്റവും വാങ്ങിയ മനസിന്റെ തേങ്ങലുകളോടൊന്നിച്ച് പൊക്കുന്ന കാട്ടുപൂവിന്റെ ദീനരോദനമോ വിശപ്പിന്റെ വിളിയോ, തൊഴിലില്ലായ്മയുടെ മൃഗമൃഗപ്പുകളോ, മനുഷ്യമനസിന്റെ ദൃത്യഹതകളോ ഏതിനെയാണ് അവയ്ക്കാവശ്യം പറയുകവയ്യ. കരിഞ്ഞ പുല്ലുകളും വെടിച്ച പാറകളും ഉള്ളമണലാറണ്ണങ്ങളേ വയ്യ വയ്യ ..

ഇവിടെ, ഈ മണൽക്കാട്ടിൽ, ഉൽക്കകളുടെ ഭൂമിയിൽ ഞാൻ, മോഹങ്ങളുടെ മാറാലയിൽ നീണ്ട കാലുകളുറപ്പിച്ചു വിഷം വമിച്ചിച്ചിരിക്കുന്ന ചിലന്തികളുടെ വായിലായി ഒപ്പായ ഞാൻ, ഈ അഭിശപ്തൻ ഇവിടെ ഉഴറുന്നു. ദുഃഖത്തിന്റെ അന്തർവാഹിനികൾ ഉഷ്ണവാഹിനികളായി ചുട്ടു പ്രസരിപ്പിച്ചുകൊണ്ട് എന്നിലൂടെ ഒഴുകുന്നു. അധോമണ്ഡലഭീഷണികൾ ചുട്ടുള്ള സ്രോതസുകളായി എന്നിലൂടെ പായുന്നു. പരാജയത്തിന്റെ സൗരയൂഥത്തിൽ ഒരു ഗോളമായി ഞാൻ കറങ്ങുന്നു. നിശ്ചലതയുടെ വിരസത എന്നെ ചുഴ്ത്തുന്നു. നിസംഗശൂന്യതയ്ക്കും കെട്ടി നിൽക്കുന്ന ഈ പൊള്ളുന്ന മണൽഭൂമിയിൽ വെന്ത ശവമായി ഞാൻ കിടക്കുന്നു. എന്തെന്ന് സ്വപ്നമുട്ടു മൃത്യുവല്ല. ഇഷ്ടമുള്ളപ്പോൾ മരിക്കാൻ എനിക്കു സാധ്യമല്ല. മരണത്തിന്റെ വരവുകാത്തു ഞാനിരിക്കണം. ചീറുന്ന അഗ്നിഗോളമായി അവ വന്നെന്നെ പൊതിയും.

ഇന്ന്, ഈതനിമ ബാധിച്ച കണ്ണുകളുമായി വെന്ത ശരീരവുമായി വസൂരി വടുകൾ പോലുള്ള ആ ഓർമ്മകളുടെ ശവമഞ്ചവാഹകനായി ദാഹാർത്തനായി ഞാൻ നിൽക്കുന്നു. മധുരീക്കുന്ന ഓർമ്മകൾ കിട്ടാൻ ഞാൻ അർഹനല്ല. കാരണം എനിക്കു വായിക്കുവാൻ അറിയില്ല. ഓർക്കാൻ വേണ്ടി എഴുതാനും അറിയില്ല. അറിവില്ലായ്മയുടെ അത്യുഷ്ണ മേഖലയിൽ കുടുങ്ങിപ്പോയിരിക്കുകയാണ് ഞാൻ, അഭിശപ്തനായ ഞാൻ, ഞാൻ ഇതനുഭവിക്കേ തീരൂ. ഉപ്പുതിന്നവൻ വെള്ളം കുടിക്കണം, കുടിക്കാം. ഞാൻ ഈ കണ്ണീർക്കടൽ കുടിച്ചു വററിക്കൊ. ക്ഷീരപഥങ്ങളിലൂടെ ഞാൻ പോകാം. കറുത്ത നിഴലുകളാൽ മറയ്ക്കപ്പെട്ട ഈ ഭൂമിയിൽ മരിച്ചുവീഴാം.

ഈ അത്യുഷ്ണ മേഖലയിൽ നിന്നു എറന്ന മോചിപ്പിക്കുവാൻ അറിവിന്റെ ലോകത്തിലേക്ക് കൈപിടിച്ചുകയറാൻ അവൻ വന്നു. അവനാണ് എന്നെ ജീവിപ്പിച്ചത്. പക്ഷെ അന്നു പ്രസരണം ഉണ്ടാക്കി അവനെ നശിപ്പിച്ചു. ഇന്ന്, ഇവിടെ അതിന്റെ യെല്ലാം പരിണിത ഫലവും പേറി ഓർമ്മകളുടെ ശവവാഹകനായി ഈ ഉഷ്ണഭൂമിയിൽ ഞാൻ നീൽക്കുന്നു. [ഞാനിതിന്റേതാണ്. ഉൾച്ചായുടെ കണ്ണുനീരിൽമുങ്ങി ഞാൻ വായുവിനുവേണ്ടി നിലവിളിക്കുകയാണ്. ഈ വിഷ ബീജങ്ങളുടെ മധ്യത്തിൽ രക്തപ്പെടാൻ പഴുതില്ലാതെ അലറുകയാണ്. വിഷക്കാരറിൽ ശ്വാസം മുട്ടുന്നു. ഇനി രക്തയില്ല. പഴുതുകൾ അടയ്ക്കപ്പെട്ടിരിക്കുന്നു.

“നീ തകരണം, നശിക്കണം ഇത് ശ്രവണമാണ്. ഇനി നിന്റെ ഉഴുമാണ്”.

# യാത്രമൊഴി

വി. ബി. രാമൻ

അവസാന യാത്രാമൊഴിയും പറഞ്ഞു ഞാൻ  
 ഈ കൂട്ടിൽ നിന്നും പറഞ്ഞു പോകുന്നിതാ  
 ജീവന്റെ യംശമാം ഹൃദയ സഖാക്കളേ  
 ഐത ചേരിവിട്ടുണ്ണു പോയിരിക്കുന്നു  
 ഐത ചേരിരിന്നിയും വരാനിരിക്കുന്നു  
 ഐതിവ്യം വേർപാടു തീർക്കുമീ ഗദ്ഗദ്  
 കരളിനെ തീഞ്ചാതിരിക്കുമോ തോഴരേ  
 ജീവന്റെ യംശമാം ഹൃദയസഖാക്കളേ  
 തെല്ലൊരു മയവും ഹൃദയത്തുടീപ്പുമായ്  
 വന്നൊരാൾ ദിവസമോർപ്പു ഞാൻ  
 രമ്പളിൽ ഗമനടിപ്പിച്ചൊക്കെ നടന്നതും  
 പിന്നെ നാമൊക്കെ സുര്യത്തുക്കളായതും  
 ശാസ്ത്രത്തിൽ പച്ചത്തിയറികൾക്കപ്പുറം  
 സൂക്ഷ്മ ഭാവങ്ങളെ കാത്തു സൂക്ഷിച്ചതും  
 എല്ലാമെൻ മുന്നിലോടിയെത്തുന്നു  
 ജീവന്റെ യംശമാം ഹൃദയസഖാക്കളേ  
 സഹജരോടും പിന്നെ ഗൂരുനാഥരോടും  
 ഉറബന്ധത്തിനവസരം നൽകാത്ത  
 ഉഷ്ണിച്ച ഹാളിൽ പാിച്ചൊരാ  
 ദിവസങ്ങളോർപ്പു ഞാൻ.  
 സുമോഹനമായൊരു ടൂറിൻ ദിനങ്ങളും  
 ഉട്ടിയും ബാംഗ്ലൂറും വ്യന്മാവനവും  
 അവിടെ നാം കാണിച്ച കുസൃതിത്തരങ്ങളും  
 പൊട്ടിച്ചിരികളും സന്തോഷഭേരിയും  
 എല്ലാമെൻ മുന്നിലോടിയെത്തുന്നു  
 ജീവന്റെ യംശമാം ഹൃദയസഖാക്കളേ  
 അവസാന യാത്രാമൊഴിയും പറഞ്ഞു നാം പോകുമ്പോൾ  
 കലാലയദ്ദേവികു നോവാതിരിക്കുമോ  
 ഹൃദയത്തിലഗ്നി പടരാതിരിക്കുമോ  
 ജീവന്റെ യംശമാം ഹൃദയസഖാക്കളേ  
 ജീവന്റെ യംശമാം ഹൃദയസഖാക്കളേ

# വിടതരൂ

ജെ. ശ്രീകല B. Ed.

ആകാശ ഗംഗയിൽ ഓളങ്ങല തുള്ളുമ്പോൾ  
 പുഞ്ചിരി തൂകുന്ന പുനിലാവെ  
 നിലപുത്താൻ ജീവിത പാതയോരത്തിലെ  
 നീങ്ങിടും വൃക്ഖ ശിഖരമൊന്നിൽ  
 മധുരിക്കുമോർമ്മയാം പൂക്കൾ വിടരുന്നൂ  
 നമതാരിലുണരുന്നൂ ദൃഢബിന്ദു  
 ഞെട്ടരുവീണീടാം ചേരിൻ കയത്തിൽ ഞാൻ  
 മാഞ്ഞൊടി തന്നിലെ മരണിപോൽ  
 വിടതരൂ വിടരുന്ന പൂങ്കിനാവേ നിന്റെ  
 വിടരുന്ന മുഖവുമായ് മാറിവില്ലെ  
 കാഹളധ്വനികളൂൾ കാമ്പിൽ മുഴങ്ങുന്നൂ  
 കാലമാമണ്ടത്താൽ പാറിടുന്നൂ  
 വേർപാടിൻ നേരത്ത് വിരഹിയാമെൻ കണ്ണിൽ  
 രണ്ടിററു കണ്ണുനീർ തുള്ളിയുണ്ട്  
 വിലപിക്കാൻ മാത്രമറിയുന്നഅാനിന്  
 കരകാണ കടലിലേയ്ക്കാത്രയാവു  
 കുതിരകുളസടി, കേരക്കുന്നൂ ദൂരത്ത്  
 പൊടിപടലങ്ങളുയർന്നിടുന്നൂ  
 എത്തുമോ കാഞ്ചന തേരൊമ്പെനിയ്ക്കായി  
 എത്തുമോ ഞാൻ ദന്തഗോപുരത്തിൽ  
 അശ്വരഥത്തിന്റെ ചക്രമുരളുന്നൂ  
 വിശ്വത്തിലെങ്ങൊത്തൻ തീർത്ഥയാത്ര

