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**COLLEGE OF EDUCATION**  
ATTOOR, KANYAKUMARI DISTRICT



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UNIVERSITY OF CALIFORNIA

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*Secretary NVKS Educational Institution*

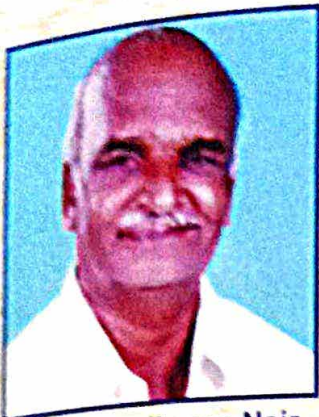




**Dr. B. Krishna Prasad**  
**M.Sc., M.A., M.Ed., M.Phil., Ph.D**  
**Principal**



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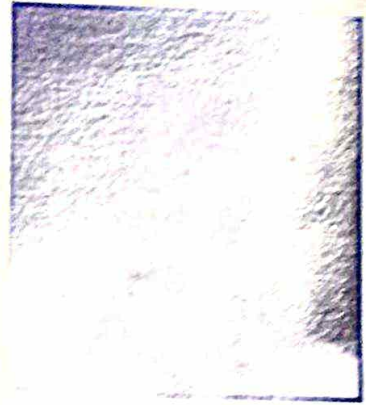
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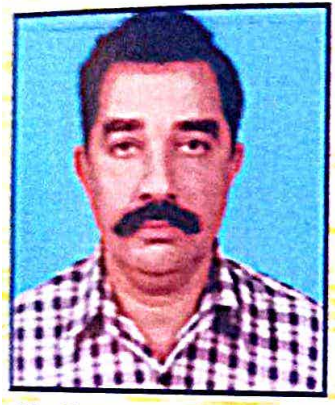
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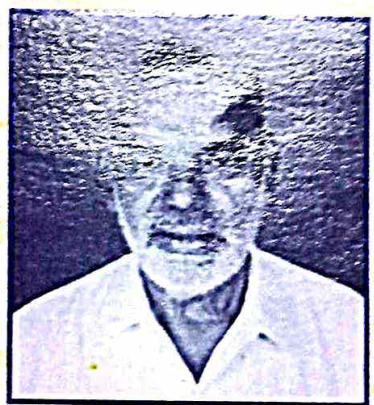
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(Executive Member)



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# Editorial



It gives me immense pleasure and joy in bringing out the NVKSD Annual for the academic year 2008-'09. This issue is sweeter and richer as it is enriched with scholarly articles written both by the staff and students. Poems, short stories, reports, quotations, drawings ticklers and anecdotes included in this issue are carefully selected and edited.

The staff and students of our College took a sincere effort in contributing and making this annual a successful one in every aspect. I thank them for their creative talents and sincere cooperation.

My thanks are due to all the magazine committee members.

I thank all the members of the college management committee for the continuous support and encouragement. Mr. K. Gopinathan Nair, Secretary, deserves special thanks for his earnest moral support.

The well wishers and the business community who helped generously and with a noble spirit for the production of this annual deserve my heartfelt thanks and gratitude.

The principal Dr. B. Krishna Prasad, and the Magazine Committee have inspired me a lot, and their timely guidance and suggestions helped to this issue into a fruitful one.

I thank the teaching and non-teaching staff of this college for the encouragement and support they rendered in bringing out this annual in a successful manner.

The meaningful and attractive symbolic graphics presented with the write-ups have been designed by the Evans Printers. Evans Printers deserve our special thanks for their earnest effort in releasing this annual as a colourful one.

C. Bright  
Lecturer (Senior Scale)  
Chief Editor



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

## ANNUAL REPORT 2008 - 2009

Distinguished Chief Guest Dr. P.K.Ratheesh, MBBS,MS (Ortho), D (Ortho), Principal, Govt Medical College Asaripallam, Nagercoil kanyakumari Dist Shri.K.Gopinathan Nair, Secretary of N.V.K.S.D.College of Education, Beloved guests, Respected Members of Managing Committee, dear colleagues, administrative staff and students,

It gives me immense pleasure to welcome you all in this fine morning on the special occasion of the 46th College day celebrations. I am indeed grateful to our reputed Chief Guest who has very graciously agreed to be present with us on this auspicious occasion in spite of his very hectic schedule. He is an eminent Surgeon in Ortho and a good administrator. He is a native of Attoor and well-wisher of this institution. And on this precious occasion, I welcome you Sir on behalf of the Management, the staff and the students of N.V.K.S.D.College of Education.

I welcome Shri.P.Sridharan Nair, President, Shri.K.Gopinathan Nair, Secretary and other honourable members of the managing committee. Indeed the development of a college greatly rests on the role played by the management. It is their vision and commitment that has made the institution to be a centre of excellence. I take this opportunity to welcome them on behalf of all those who are gathered here. I also welcome the learned staff, guests and the students of our college.

For all achievements and laurels, I bow before our guiding spirit of Sree Dharma Sri of Nalloor Vettuvanni.

Now, let me present a brief report on the activities and achievements of this college during the academic year 2008-2009.

In the academic year 2007-2008, our students came out with outstanding performance in the public examination conducted by Manonmaniam Sundaranar University, Tirunelveli. The total 85 B.Ed. students who appeared for the University exams in April 2008, fifty got first class in theory papers and eighty got first class in practical.

In M.Ed., Thirty nine students appeared for the final exams in April 2007, seven students passed with first class marks and the others passed with high second class marks.



In M.Phil, seven students appeared for the final exams in April 2008, all the seven students passed with first class.

### UNIVERSITY RANK HOLDERS

Last year we had University rank holders in B.Ed. and M.Ed course. Let me proudly inform you the names of the rank holders.

1. S. Padmakala (B.Ed.)

AND

2. K.J. Shalini (M.Ed.)

Let me take this opportunity to congratulate the rank holders and thank the teaching faculty for having inspired the rank holders to work hard and achieve excellence in their studies.

Fortunately during this academic year, the UGC has sanctioned Rs. Three lakhs Sixteen thousand for books and equipments for our College. I extend my sincere thanks to the UGC.

### STUDENTS' ASSOCIATIONS

The election for the students' association was held in the month of December. The following students were elected as office bearers.

Chairman - Jebalin Paul.P.H (M.Ed)

Secretary - Subash R.

Arts Club Secretary - Saranya S.R.

Sreedevi R.K is the representative of M.Ed. course.



### ASSOCIATION INAUGURATION

The College Union Association was inaugurated by Dr R. Mukundan, Principal, Universal College of Education, Valliyoor on 20th December, 2008 and the function was presided over by our Student Secretary, Subash R.

### TEACHING PRACTICE

The teaching practice was organized for B.Ed. students for a period of one month from 4<sup>th</sup> November 2008 to 12th December 2008. The students had their intern programme in 15 schools of our district.

They did practice teaching in the above schools and they were supervised both by the college faculty and also by teachers of the schools concerned.

I take this opportunity to thank all the head masters and the subject teachers of those schools who extended their full co-operation in making the practice teaching programme a great success.



## COMMUNITY CAMP

Education is said to be meant for preparation for a good social life. Taking this into account, a community camp was organized at Vivekananda Kendra, Kanyakumari for 5 days from 24th to 28th February 2009. Programmes on First Aid and personality development were organized in this camp. The students were also given practice in making socially useful productive works and they were given practice in Yoga in the morning. The main aim of this camp was to make the students well adjusted and co-operative. For bringing out their hidden potentialities, different variety entertainment programmes were also conducted. All the students participated in all the activities of the camp.

## EDUCATIONAL TOUR

An educational tour was organized in the month of 17<sup>th</sup> March 2009. It was a 4 days tour to Ooty, Kodaikanal, Malampuzha, and Veega land in Kochi. All the B.Ed. students and some teaching faculty members and non-teaching staff participated in the tour. Dr.B.Krishna Prasad, Principal of our College was the leader of the party and Thiru. V.S. Pavithra Kumar acted as the coordinator of the tour programme.

The other staff representatives were Thiru. P.S. Prasad, Mrs.Sobha B.C. and Mrs.Sreelakshmi S. and the non-teaching staff were Mr.Thankappan and Mr.Balu.

## PHYSICAL EDUCATION

The achievement of our physical education department was noteworthy. Our physical education officer Thiru.A.Ravi does an excellent job in giving sports, games and yoga training to our students. In the evening they are given training in the above items for more than one hour. To give the above training, students are divided into six houses – four houses for women and two houses for men. The names of the women's houses were Jasmine house, Rose house, Lotus house and Dahlia house. The men's houses were Tiger house and Lion house.

The college sports day was conducted on 8th May 2009. Dr. B.krishna Prasad, Principal of N.V.K.S.D.College of Education, hoisted the national flag. Our Secretary, Sri.Gopinathan, inaugurated the event. Various athletic contests were held and prizes were distributed to the winners by our teaching faculty.

For the overall competitions of the house members among women, Santhya from Jasmine house emerged as College champion. From men's side, Edwin Jose from Tiger house emerged as College champion. The champion house was Dahlia house for women and Tiger house for men. I would like to congratulate the college champions and champion houses. Apart from the activities, house wise quiz competitions were conducted.

## LIBRARY

We have got an excellent library with a collection of more than 12000 books on education. We also subscribe more than 28 journals both in education and general subjects regularly.



nty. Sheela. P. has been doing a wonderful job in maintaining the Library in a fantastic way with the sincere support of Thiru. N.Jeyamohan. this year more number of books are added to our department library. I extend my thanks to him on this occasion.

Our College is one of the approved B.ED study centers of the Indira Gandhi National Open University. Mrs. S.SreeLatha, Lecturer in Early Childhood Education, is the Programme In-charge of BNOU, Mr. Prasad is the Assistant Programme In-charge, Mr. V.S. Pavithra Kumar is the Faculty member and Mr. V.Predeep is the Assistant for the same.

## ACTIVITIES

Independence Day was celebrated on 15<sup>th</sup> August 2008. Our Principal hoisted the National flag on that day and all the teaching faculty members participated.

On 5<sup>th</sup> September 2008, Teacher's day was celebrated in a nice manner.

Foundation stone for women's hostel under the special scheme of UGC was laid by Sri K.A.Nair Principle Secretary to the Honourable Prime Minister of India in the presence of Shri Kapil Kumar.C.Saratkar I.P.S (Superintendent of Police, kanyakumariDist) and Shri.D.Sahayadas M.A, M.Phil. (Joint Director of Collegiate Education, Tirunelveli Region) on 17<sup>th</sup> November 2008.

On 6<sup>th</sup> March 2009 Dr. Dawn Dharma Roy, Vice Principal, N.M.C.C.College; Marthandam gave a talk on Introduction to Nano Technology to our students of Physical Science Department.

On 6<sup>th</sup> and 7<sup>th</sup> March 2009 our M.Ed. students participated a National Seminar on Enhancing Quality in Education through Research, organized by Department of Education, M.S. University, Tirunelveli.

On 1<sup>st</sup> April 2009 our M.Ed. students participated a District level seminar on Awareness Education in Elementary Schools held at DIET, Therroor.

On 18<sup>th</sup> April 2009 M.Ed. student's participated and present papers on Value Education in First National Conference of Teacher Educators organized by Kanyakumari Academy of Arts and Science held at Pon Jesly College of Education, Nagercoil.

On 22<sup>nd</sup> April 2009 Dr. V.Wilfred, H.O.D, of Mathematics St.Judes College of Arts and Science, Thoothoor gave a talk on Qualities of a Mathematics Teacher to our students of Mathematics department. This was arranged by Mathematics club.

On 23<sup>rd</sup> April 2009 Dr. Sam Raj, Rtd. Principal, Scientist Central Soil and Water Conservation, Research and Training Institute, Ooty gave a talk on Conservation of Nature to our Biological Science Students.



On 24<sup>th</sup> April 2009 Quiz programme was organized for B.Ed. students by Thiru. A.Ravi, Director of Physical Education.

On 25<sup>th</sup> April 2009 Mr. Murali, Block Resource Person of Munchirai Zone gave talk on Qualities of a Teacher to our students of History Department. This was arranged by History Club.

On 8<sup>th</sup> May 2009 Sports Day was celebrated in our college.

### CAMPUS INTERVIEW

With pleasure I place on record that a good number of prestigious schools are coming to our college for campus selection. This year, three campus interviews were conducted. The schools which came to select our students through interviews were, N.M. Vidya Kendra, Chitharal, Government Higher Secondary School, Kandanpalayam and N.V.K.S. Higher Secondary School, Attur.

### TEACHING STAFF

During this academic year, Mr. K.Gireesh Kumar has joined as Lecturer in History Education in our college.

Now I wish to present before you the career of our teaching faculty in this academic year.

Let me proudly inform that Two of our Faculty members namely Mr. A.Ravi Director of Physical Education and Tmt. Sreelatha. S., Lecturer in Early Childhood Education have submitted their Ph.D. Thesis in the month of February and April 2009.

**Dr. B.Krishnaprasad** acted as a visiting team member of NCTE for the new colleges. He also acted as a University visiting team member for a New Community college.

He was awarded Jewel of India on 13<sup>th</sup> March 2009 by Indian Solidarity Council of Delhi.

He served as Chairman of B.Ed. Practical Board Examinations conducted by State College of Education, Palayamkottai (Autonomous) on 24<sup>th</sup> and 25<sup>th</sup> March 2009.

He also served as a Chairman of M.Ed. and M.Phil. Viva Voce conducted by State College of Education, Palayamkottai.

He acted as a moderator on District level seminar on Awareness Education in Elementary Schools held at DIET, Therroor on 1<sup>st</sup> April 2009.

**Thiru. A.Ravi** served as a Selection Committee member in the Badminton University team of Manonmaniam Sundaranar University, Tirunelveli.

He participated and presented a paper on Means and Measures to Achieve Ideal Body Weight in the First International Conference of KAAS on 5<sup>th</sup> and 6<sup>th</sup> December 2008 held at W.C.C., Nagercoil.



He gave a talk on the Importance of Yoga on Mental Health to the students of Holy Trinity College of Education, R.P.L. College of Education, Mamoottukadai and N.V.K.S. Teacher Training Institute, Attoor.

**Dr. V.S.Minikumari, Tmtty. Sobha. B.C. and Tmtty. Bindu Gouri. V.P.** participated a National Seminar on Best Practices in I.T. enabled Teacher Education and Knowledge Management Organized by Department of Education, University of Kerala, Thiruvananthapuram on 17<sup>th</sup> and 18<sup>th</sup> October 2008.

Tmtty. Sobha. B.C. published a Research paper on Effect of Vedic Mathematics in Problem solving ability in Guru Jothi Research and Reflections.

**Tmtty. S.Sreelatha** served as Chairman of B.Ed. practical board of examinations conducted by Manonmaniam Sundaranar University held at Muslim College of Education, Thiruvithamcode.

She served as a member of B.Ed. Practical Board Examinations conducted by St.Xaviers College of Education, Palayamkottai (Autonomous) on 24<sup>th</sup> and 25<sup>th</sup> March 2009.

She published an Article helping children with Dyslexia on the proceeding of National Seminar on Innovative Practices in Elementary Education organized by the Directorate of Teacher Education Research and Training, Chennai.

She also published a Article on Constitutional rights of Young Children on District level seminar on Awareness Education in Elementary Schools held at DIET, Therroor on 1<sup>st</sup> April 2009.

**Tmtty. BinduGouri. V.P.** Attended the Orientation Programme held in Academic Staff College conducted by Special Summer School 2008 sponsored by UGC from 23<sup>rd</sup> July to 12<sup>th</sup> August 2008.

She presented a paper on Blended Learning in a UGC sponsored National seminar on Impact of Brain dominants and cognitive self management on Learning organized by St. Xavier's College of Education, Palayamkottai.

She presented a paper on value education and Stress coping in the first National conference of Teacher Educators organized by Kanyakumari Academy of Arts and Science held at Pon Jesley College of Education, Nagercoil on 18<sup>th</sup> April 2009.

**Tmtty. Deepa. R.P.** participated and presented a paper on Effect of concept Attainment model in learning of Mathematics on a National Seminar on Enhancing Quality in Education through Research, organized by Department of Education, M.S. University, Tirunelveli on 6<sup>th</sup> and 7<sup>th</sup> March 2009.

She participated and presente a paper on Value inculcation through co-operative learning in the first National conference of Teacher Educators organized by Kanyakumari Academy of Arts and Science held at Pon Jesley College of Education, Nagercoil on 18<sup>th</sup> April 2009.



**Tmy.Sheela.P** presented a paper on Modern Trends in Libraries and Librarian ship Librarians Day seminar held at Lekshmipuram College of Arts and Science, Neyyattur on 20<sup>th</sup> September 2008.

She participate State level seminar on Resent Trends in Library and Information Science on 26<sup>th</sup> December 2008.

She participated in the first National conference on Library Science organized by Kanya Academy of Arts and Science held at W.C.C. Nagercoil On 5<sup>th</sup> and 6<sup>th</sup> December 2008.

**Thiru.V.S.Pavithrakumar** presented a Research paper on Copper Stainless Steel Aluminum Nitrate coated Evacuated tube – Termal characteristic and performance on level seminar on Role of Chemistry in Environmental Protection conducted by Department of Chemistry, V.V. Vanniaperumal College for Women, Virudu Nagar On 4<sup>th</sup> and 5<sup>th</sup> August 2008.

He presented a paper on efficiency of Evacuated Tube based Water heating system. A lumped Capacitance model approach on a Regional level seminar on Non conventional application conducted by Department of Physics , N.M.C.C., Marthandam on 22<sup>nd</sup> August 2008.

**Thiru. P.S.Prasad** participated the workshop on Research Guidance held in Sri Lanka College of Education, Palayamkottai on 12<sup>th</sup> September 2008.

He participated and presented a paper on Teacher Education Today – Teacher Education – Some Issues in the National Seminar held on the theme of “Appropriate Technology, Innovation and Challenges in Teacher Education” organized by the Department of Education, Government of Tamil Nadu, on 12<sup>th</sup> December – 2008 at Gandhigram Rural University, Gandhigram.

### **A WORD OF THANKS**

I am thankful to my versatile and committed academic team for their contribution to enhance the standards of this college. Also I want to express my sincere thanks to the Secretary and other members of the managing committee for their keen interest, support and operation they are generously extending for the total upcoming of their institution.

I would like to convey my whole hearted appreciation to our teaching staff, Non-teaching staff, B.Ed., M.Ed., M.Phil. Students and also wish them a very great success in every life. I bow before our Almighty Sree Dharma Sastha in deep gratitude for His infinite grace.

One again I thank you all and our Chief guest Dr.P.K.Ratheesh

Thank you,

**Jai Hind!**





# 20 Language Teaching Games

C. Bright  
Lecturer in English

Whenever possible, the pupils should use English because they need to in order to communicate. Language learning then becomes much more effective. The effectiveness is increased if the situation is enjoyable, or at least interesting. Language teaching games can often provide this kind of situation.

The following is a selection of language teaching games which many teachers have found effective, particularly with younger children. Some of these games are included in the Pupil's Books. Others are referred to in the teaching notes. Others are listed here for teachers to use whenever convenient, for reinforcement or revision of vocabulary or language structures. A game can often be played when there are a few spare minutes at the end of a lesson.

Please note that one game may be used to practise a number of language items. Some of the guessing games that follow, for example, could be used to practise the names of objects, the use of a or an, or the use of such structures as What is it? Is it a \_\_\_\_\_? I think it's a \_\_\_\_\_. What is she holding? Do you know what this is?

Interest can often be increased by making the game a contest between teams. This requires a little organization at first, for example, the class will need to be divided into groups of different sizes for different purposes, and each group given a name, but this need only be done once, and the effort will prove well worthwhile.

- 1 **Guessing objects in a bag.** The pupils can be allowed to feel the object, or the teacher can put it in her hand and say: What am I touching?
- 2 **Guessing an object while blindfolded.** Pupils like this but it tends to be a little slow since changing the blindfold from one pupil to another takes time.
- 3 **Guessing an object behind one's back.** This is quick and easily organized. A pupil stands with his/her back to the class. The teacher, or another pupil, puts an object into his hand behind his back. He has to guess what it is. Everyone enjoys the game and all the pupils watching learn as much as the child doing the guessing.



- 4 **Guessing a wrapped object.** This has to be prepared by the teacher before the lesson.
- 5 **Guessing an object hidden on the teacher's desk.** This is useful in the early stages. The teacher has some objects in her desk and she puts one on her desk, hidden behind some papers, perhaps a large book. The pupils have to guess which one. This is pure guessing because there are no clues. Children like the game and it involves continual repetition of vocabulary structures ranging in difficulty from It's a \_\_\_\_\_. to I'm not sure but it might be a \_\_\_\_\_.
- 6 **Draw and guess.** The teacher or a pupil draws an object step by step. At any point a pupil guesses what the object is. If he is right, he takes over and draws something else. If he is wrong, the first pupil continues drawing. This involves a conversation between two people which could be quite simple:

Is it a \_\_\_\_\_? No.  
 Is it a \_\_\_\_\_? Yes.

or more complex:

Well, what do you think I'm drawing?  
 I'm not sure but I think it's going to be a \_\_\_\_\_.  
 I'm afraid you're wrong. It's not a \_\_\_\_\_. It's a \_\_\_\_\_.

- 7 **Draw and guess with circles, straight lines etc.** This is similar to the last game. The person doing the drawing has certain restrictions. He may be asked to use circles, straight lines or to start with a circle and add the rest of the drawing. This often adds to the game and in fact helps those who are not good at drawing.
- 8 **Team drawing.** This is a very popular game but it needs a certain amount of space. It may not be possible in some classrooms. The pupils are divided into two or more groups. One child from each group goes to the teacher who whispers the name of an object. The child returns to his group and, without speaking, begins to draw the object while the group guesses. The person doing the drawing can only say Yes or No. When someone has guessed correctly, that pupil goes to the teacher for the name of the next object.
- 9 **I Spy.** This is an old favourite. The teacher or a pupil chooses an object and describes it by saying something beginning with (a letter or sound) or, more simply, I can see a B. Either a letter or a sound can be used. The pupils have to guess the object: Is it a \_\_\_\_\_? Yes, it is.
- 10 **Think of something.** One pupil goes outside and the class decides on an object. The object may be something in the classroom or it may be any kind of word already taught, for example, something we wear, what we do in the holidays, a food, a means of transport.



etc. The pupil outside returns and tries to guess what the class has chosen. Clues may be given. Several different forms of dialogue may be used.

- 11 **Memory games.** The aim is to remember as many things as possible that have been drawn on the board and then cleaned off, or covered by a cloth after being seen for a short time, or moved from one position to another. The language used can range from simply naming the object to conversations like:

What was on the desk? there was a \_\_\_\_\_ and two \_\_\_\_\_ s.

The book luds on ihc table. Now it's, on the floor.

- 12 **Number games.** Game 11 can also be used to practise numbers: How many \_\_\_\_\_ s were there on the desk/board? Other number games are:

- a. Desk tapping or hand clapping - How many did you hear?
- b. Guessing the number of small objects such as coins, beans etc., which are then counted to see who is nearest.
- c. Guessing someone's height, or the measurements of an object, which is then measured to see who is nearest.
- d. Team arithmetic, in which a member of one team supplies a calculation, for example, four and two, five sevens, or a hundred take away seventy-five, and then calls upon a member of the other team, by name, to give the answer. The first pupil then says whether the answer is correct or not and points are awarded.
- e. Find a number. Various numbers are written on the board and, when called upon, pupils have to go to the board and draw a circle around a chosen number. This can also be a team contest.
- f. Finger counting. Two pupils raise any number of fingers at the same time guessing the total number of fingers for both children. When one is correct, he wins a point. This can be played for numbers 1-10, 1-20 or 10-20.

- 13 **Remembering lists.** This is a different kind of memory game, very good for consolidating new vocabulary. Each pupil repeats what the previous pupil has said, and adds one more word.

**Examples:** This is my head. This is my head and this is my face. This is my head and this is my face and this is my nose. This is my ... Yesterday I bought some apples. Yesterday I bought some apples and an orange. Yesterday I bought some apples, an orange and some bread. Yesterday I bought some ...





- 14 **Miming** (acting without speaking). This can be used to practise such vocabulary as occupations, animals, some objects, for example, bus, train, plane, taxi, and actions. The teacher whispers the word, or the pupil chooses it for himself, and the pupil mimes it. The first one who guesses the word. This can be played as a team contest as in Game 8.

This kind of activity is useful for practising the present continuous tense: *Is he swimming? He's flying.* Also adverbs: *How is he crossing the room?* ' *He's crossing the room quickly/carelessly/clumsily/sadly/happily* etc.

- 15 **Simon says.** This is another old favourite useful for practising commands and requests. Structures may be used. The teacher, or a pupil, gives orders: *Simon says, 'Stand down.'* The class must obey only those orders that begin with *Simon says*.... Anyone who obeys another order is out of the game. The last one in is the winner.

A variation is for the children to obey only those orders that begin with, or contain, the word *please*.

- 16 **Blind greetings.** This is a very good way of practising exchanges like these:

*Good morning, \_\_\_\_\_.*

*Good morning, \_\_\_\_\_. How are you?*

*Fine, thanks. How are you?*

*I'm very well, thank you.*

Pupils take it in turn to stand in front of the class. They may be blindfolded or they may stand with their backs to the class, which is much quicker. Members of the class greet the child in front as above. The child in front has to guess the name of the child who spoke and use the same greeting. For example, *Good morning, Sam.* If correct, the pupil who spoke comes to the front and the next pupil comes over.

- 17 **What's the time, Mr Wolf?** This is really a playground game. One pupil is the wolf. He walks away, the others following, asking *What's the time, Mr Wolf?* He replies with times: *Four o'clock. Half past three. A quarter 10 six,* until he decides to say: *you up!* He then turns and chases the children who run away. The first one caught is the wolf.

- 18 **Whose is this?** Objects belonging to the children are collected and placed in a bag. The children have to identify them. They might be asked to say to whom the article belongs or they might have to identify their own objects in order to get them back. This activity can be used to practise the names of objects and such strictures as



Whose is this? Is this your \_\_\_\_\_? Is it yours/hers? That's mine/his/yours/hers. May I have that one, please? It's mine. It isn't yours. It's John's, etc.

19 **Colours.** This is another memory game, used for practising the use of colours. A pupil is blindfolded or stands with his back to the class. He is then asked questions about the colour of classroom objects: *What is the colour of the door/window/fan/teacher's dress/coat/John's tie, etc.*

20 **Who's got it?** A row of children in front of the class are given various objects, or pictures of things. They hold them up for the class to see briefly and then put them behind their backs. The class has to try to remember who has what: *Who's got the car? John has a fish. I think Alary is holding the apple.*

Tins can become a guessing game if the pupils in the row exchange the objects among each other without letting the class see.

**Note:** Teachers should always be on the look-out for games and activities that could be used for language learning. Party games are often useful. One example is the well-known game, Passing the Parcel. When the music stops, the person who has the parcel begins to unwrap it. Music may not be possible in the classroom but the teacher could set a time limit, perhaps two minutes. The class is then told that the parcel must not be passed until the right conversational exchange has been completed. This might be:

*May I have it now, please?*

*Certainly. Here you are.*

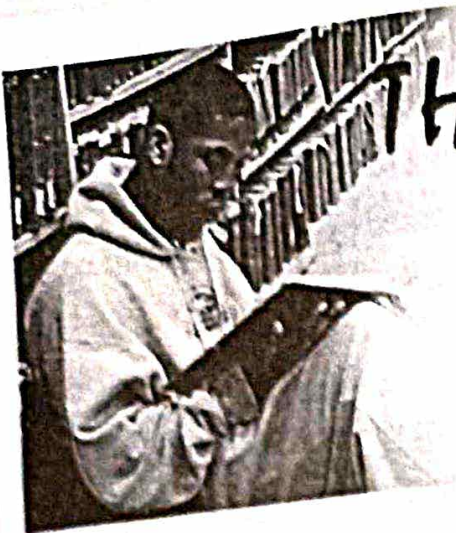
*Thank you very much.*

*Not at all*

This could of course be much simpler. The person holding the parcel at the end of the two minutes unwraps it (and perhaps keeps the prize). Other games and activities can be adapted in the same way for the use of whatever language the teacher decides.







# THE EVOLUTION OF LIBRARIES

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“We shouldn't teach great books; we should teach a love of reading”- B,F.Skinner.

The history of libraries parallels the history of writing. For about 5,500 years, people have made written records of their ideas, their relations with others, and the world around them. They have kept their records on a variety of materials—bone, clay, metal, wax, wood, papyrus, silk, leather, parchment, paper, film, plastic, and magnetic tape. At almost every stage in the development of these materials, people have assembled collections of their records into libraries.

Libraries of clay were established in ancient Mesopotamia. The peoples of Mesopotamia discovered that lasting records could be made by making marks on wet clay, which was dried or baked. Thousands of these clay tablets still exist, but scholars have not yet learned the meaning of the markings on all of them.

Some of the oldest clay tablets discovered were made more than 3,000 years before the birth of Christ by the Sumerians, a people who lived in southern Mesopotamia. A library of 30,000 clay tablets has been found at the site of the ancient city of Nippur. Archaeologists have found other libraries of clay tablets in excavations of ancient cities in Syria and Turkey. In 1845, British archaeologists discovered thousands of clay tablets at the site of Nineveh in Babylon.

During the period that the peoples of Mesopotamia were writing on clay, the Egyptians were using papyrus, a writing material made from the papyrus reed. This reed grew in the marshlands of the Nile River. The Egyptians cut its stems into strips, pressed the strips into sheets, and joined the sheets to form scrolls. Some of the scrolls reached great length. One of the longest, Harris Papyrus 1, is 41 metres long. This scroll is in the British Library.

Papyrus is extremely perishable. Even so, some ancient writings on papyrus have survived. The oldest ones date from about 2700 B.C. Harris Papyrus 1 dates from the 3rd century B.C. Papyrus became the preferred writing material among peoples of the Mediterranean area about 500 B.C., and it remained so until about A.D. 300. The Egyptians used it until the 900's.



The great libraries of ancient Egypt, Greece, and Rome all consisted of collections of papyrus scrolls. These libraries disappeared, and most of what we know about them is based on second-hand reports. For example, scholars have found references to Egyptian libraries at Amarna in the 1300's B.C., and at Thebes in the 1200's B.C. But the libraries themselves are gone.

The most famous library of ancient times was the Alexandrian Library, a Greek institution of the Hellenistic Age. It was located in Alexandria, Egypt. Alexander the Great founded Alexandria in the 330's B.C. His successors as ruler of Egypt, Ptolemy I and Ptolemy II, developed the Alexandrian Library into the greatest collection of scrolls in the ancient world. The Ptolemy I & II borrowed books from libraries in Athens and other cities and had them copied. According to legend, Ptolemy II shut 72 Jewish scholars in cells on the island of Pharos until they produced the Septuagint, the first known Greek translation of the Hebrew Old Testament.

The Alexandrian Library had a copy of every existing scroll known to the library's administrators. It owned more than 400,000 scrolls. A succession of famous scholars headed this library, which became renowned for the scholarly studies it supported as well as for its collection. Not a trace of the library remains today, and no one knows for certain what became of it.

The Greeks also used papyrus. Some historians credit Pisistratus, a ruler of Athens during the 500's B.C., with establishing that city's first government-owned library. Most people of ancient times could not read, and so "public" libraries-like that of Pisistratus-served only a small minority of the population.

The most famous library of ancient Greece was founded by the philosopher Aristotle at his school at the Lyceum. It served the same purpose as a university library today. The library no longer exists. According to one tradition, Aristotle's successors sold its collection to the Alexandrian Library. Another account says Lucius Cornelius Sulla, a Roman general who sacked Athens, took the collection to his palace in Rome.

The Roman soldier-statesman Julius Caesar made plans for a public library in Rome. The Octavian Library probably resulted from his plans. Emperor Augustus built this library on Rome's Palatine Hill in 37 B.C., seven years after Caesar's death. The Octavian Library may have been Rome's first public library. Many other public libraries were *built* soon-after. A survey of Rome's important buildings in A.D. 337 included 28 libraries. The best of these was the Ulpian Library, built about A.D. 110 by Emperor Trajan. It had separate buildings for storing Greek and Latin books.

The great collections of the papyrus libraries of the Roman Empire disappeared, like those of ancient Egypt and Greece. But one collection, which belonged to a Roman nobleman named Lucius Calpurnius Piso, was recovered. Piso lived in Herculaneum, a



town at the foot of Mount Vesuvius, a volcano. In A.D. 79, Vesuvius erupted, and Herculaneum and the nearby towns of Pompeii and Stabiae were buried. In the 1750's, excavators uncovered the library. The papyrus scrolls were still in place. The National Museum in Naples has about 1,800 of the scrolls.

Scholars of the ancient world wrote on leather, which is made from animal skins, when papyrus was not available. During the 1940's and early 1950's, hundreds of manuscripts, chiefly leather scrolls, were found in caves near the shore of the Dead Sea. These Dead Sea Scrolls, they are called, probably belonged to the library of a Jewish religious group called the Essenes. The Essenes lived in the highlands near the Dead Sea from about 150 B.C. to A.D. 68. One of the main activities of the group's members was the copying of religious texts. The Dead Sea Scrolls include the oldest known manuscripts of the Bible.

Parchment, made from thin layers of animal skin, was a great improvement over leather. According to legend, parchment came into wide use because of the rivalry between the libraries of Alexandria and the library of Pergamum, a city in what is now Turkey. When Pergamum's library threatened to become better than Alexandria's, the Egyptians cut off the supply of papyrus to Pergamum. So the people of Pergamum developed parchment as a substitute. The word parchment comes from Pergamum.

Parchment sheets cannot be satisfactorily joined into rolls, as can sheets of papyrus. Therefore, scribes and librarians developed the practice of folding several sheets of parchment down the middle and sewing them together through the fold. This practice established the format that books have taken ever since. By the time the West Roman Empire ended in A.D. 476, parchment had largely replaced papyrus in Europe.

The Middle Ages. In A.D. 378, when the Roman Empire was declining, the historian Ammianus Marcellinus complained that "The libraries are closing forever, like tombs." His statement reflected part of a decline in all forms of education that was taking place in Europe.

About 540, Cassiodorus, a Roman nobleman, established a monastery on his estate in southern Italy. The monastery was devoted to the making of books that were both religious and nonreligious. Cassiodorus has been called the father of literary monasticism in the West. Other monasteries also gained importance for their scriptoriums and libraries. Ireland contributed much to the movement. Irish monks produced many books, and the monks also founded monasteries in other parts of Europe.

The modern university began to develop in Europe during the 1100's. Instruction and discussion, rather than research, were the main features of the earliest universities. But research gained importance through the years, and the universities gradually amassed great library resources.



The growth of the universities reflected Europe's emergence from the Middle Ages and entry into the Renaissance, which began in Italy about 1300. Europeans acquired a great desire for art and learning and looked back to ancient Greece and Rome for inspiration. Scholars found and translated ancient writings, and writers created literatures of their own.

The renewed interest in learning led many aristocrats to develop private libraries. One such private collection was begun by Cosimo de' Medici in Florence, Italy, during the 1400's. It formed the basis of the Laurentian Library, which ranks among the world's finest libraries today. The famous artist Michelangelo designed its building. In England, Humphrey, Duke of Gloucester, accumulated a large and valuable collection of writings. He gave it to Oxford University in the early 1400's. The university's library still has some of the writings. The Vatican Library also dates from the 1400's. This library of the Roman Catholic Church houses many items of the world's most valuable literary treasures.

The Chinese developed a deep respect for scholars and scholarship far back in ancient times. Ancient Chinese libraries were established for use by scholars, royalty, and aristocrats. The libraries helped advance and preserve Chinese learning. This learning became a major influence in China and other countries of the East. The East did not experience a decline in learning during the Middle Ages, as did the West. But libraries and other educational tools were used only by scholars and the upper class until the 1900's.

The Chinese had invented paper in A.D. 105. Paper is better suited for the manufacture of books than is any other material. The art of papermaking reached Baghdad (now in Iraq) by 800, Egypt by 900, and Europe by 1100. The use of paper grew rapidly in Europe, and, by 1500, paper had almost completely replaced parchment.

During the Renaissance in Europe, the spread of education and the increasing desire for knowledge created a demand for books which greatly exceeded the supply that could be created by hand copying. The problem was solved by the invention of printing from 'movable type, which had been known for centuries in Asia but was not discovered by Europeans until the 1400's. Johannes Gutenberg of Germany is credited with the invention of movable type in Europe. Gutenberg began printing books in the mid-1400's, and his technique spread rapidly.

Printing on paper revolutionized bookmaking. More and more books could be printed, and more and more persons could afford to buy them. The printed book also brought many changes in libraries. Books gradually replaced handwritten manuscripts. The books were put on open shelves, not in chests, as the manuscripts had been. The Vatican Library, founded at this time, was one of the first libraries to have shelves. By 1600, libraries had



started to look like present-day libraries. Shelves of books lined the walls, and tables for reading stood in the middle of the room.

The 1600's were a golden age for libraries. Many great libraries that still exist opened in Europe, a number of them in universities. The first state-supported libraries were also founded. Duke Humphrey's library at Oxford was almost completely destroyed in the mid-1500's, when the government sought to wipe out all traces of Roman Catholicism. Sir Thomas Bodley, an English statesman, began to rebuild the library in the late 1500's. It was renamed the Bodleian Library. This library grew through the years, and today it ranks as the United Kingdom's second largest. In 1759, the British Museum opened in London, which included a museum and a national library. The library, which became the British Library in 1973, is the nation's largest and contains many priceless treasures.

The public library tradition in the United Kingdom has been strong since the late 18th century. But traces of it date back hundreds of years. The first known public library in the British Isles began in the Guildhall in London in 1425. The second began in Edinburgh, Scotland, in 1549. These libraries no longer exist. The first continuing library that was open to the public was founded in Manchester, England, in 1653. Parliament passed the Public Libraries Act in 1850, and public libraries gradually spread throughout the United Kingdom.

The national library of France, the Bibliotheque Nationale in Paris, began in 1367. It was the Royal Library of King Charles V. During the French Revolution (1789-1799), the Royal Library became the Bibliotheque Nationale. The Bibliotheque Nationale ranks among the largest and most important libraries in the world. In 1643, Jules Cardinal Mazarin founded the great Mazarine Library in Paris. He collected books and manuscripts from all parts of Europe and opened the library to the public. The library is also famous for its influence on the methods of operating libraries. Cardinal Mazarin's librarian, Gabriel Naude, wrote one of the first treatises on library management. Librarians consider much of what Naude wrote as still valid today. The French government now owns the Mazarine Library.

The great libraries of Italy include the Laurentian Library in Florence, the Vatican Library in Vatican City, the Ambrosian Library in Milan, and the National Central Library in Florence. The Laurentian and Vatican libraries are described in The Middle Ages section of this article. The Ambrosian Library, founded in 1609, is noted for its collections of monastic, Oriental, and scientific manuscripts. The National Central Library collection is based on that of Antonio Magliabecchi, a famous book collector and bibliographer.

Before World War II began in 1939, the national library of Germany was in Berlin. It was founded in 1661 by Frederick William, ruler of the state of Brandenburg.



the library became, in turn, the Royal Library, the Prussian State Library, and the German State Library. It suffered heavy damage during World War II.

The ME Saltykov-Shchedrin State Public Library in St. Petersburg has been one of Russia's most prestigious libraries since it was founded in the late 1700's by Empress Catherine the Great. The Russian State Library in Moscow was founded by Count Nikolai Rumyantsev in 1861.

The Royal Library of Denmark in Copenhagen was established in 1657. King Philip V founded the National Library of Spain in Madrid in 1711. In Portugal, the National Library in Lisbon dates from 1796. National libraries, as well as great university libraries, were founded in many other European countries during the 1600's and the 1700's.

Spanish conquistadors (conquerors), priests, and colonists brought the first large collections of books to Latin America during the 1500's and 1600's. Latin America's oldest libraries are university libraries. The University of Santo Domingo in the Dominican Republic was founded in 1538. It is the oldest university in the Western Hemisphere. The National Autonomous University of Mexico in Mexico City and the University of San Marcos in Lima, Peru, were established in 1551. The libraries of these universities may date from the time the schools were founded.

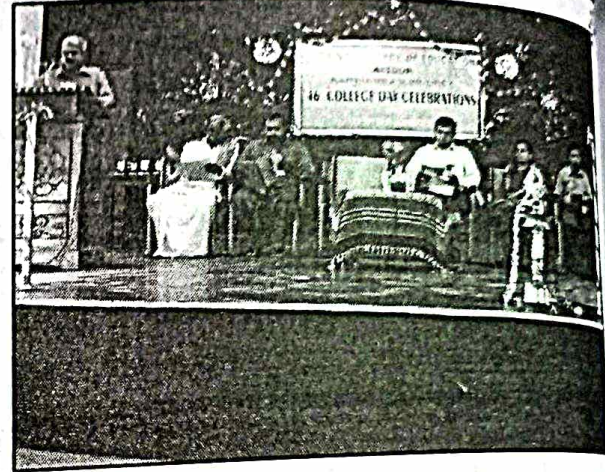
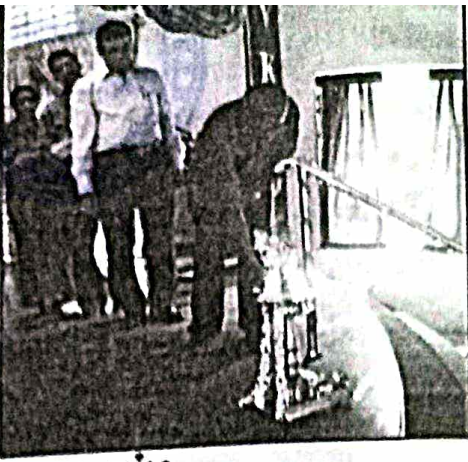
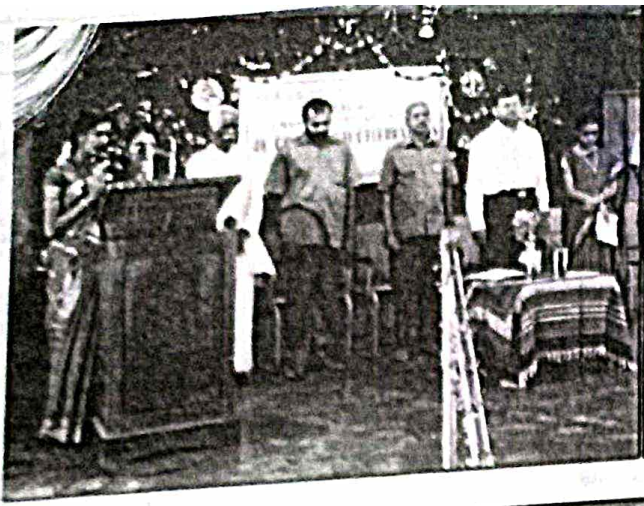
Latin America's largest national libraries were established in the 1800's. Argentina's national library in Buenos Aires and Brazil's national library in Rio de Janeiro opened in 1810. The national library of Chile was established in Santiago in 1813. Mexico's national library dates from 1833.

The Harvard University Library, the oldest U.S. library, was founded in 1638. The first free lending libraries in the American colonies were founded by Thomas Bray, an English clergyman, in Maryland during the late 1600's. Interest in these libraries disappeared, however, after Bray's death. In 1731, Benjamin Franklin and his friends founded the first subscription library in America, the Library Company of Philadelphia. The success of the company led to the founding of many other subscription libraries in the American Colonies.

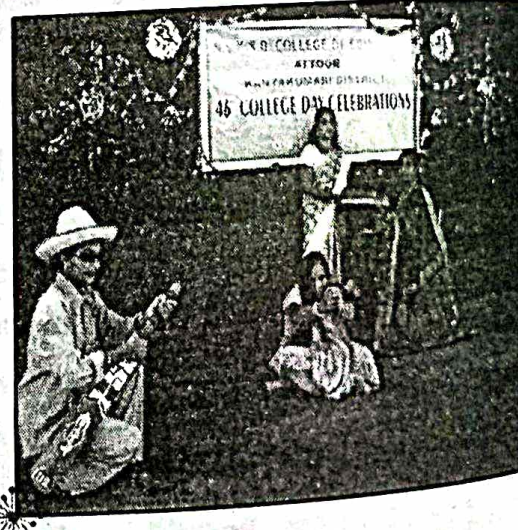
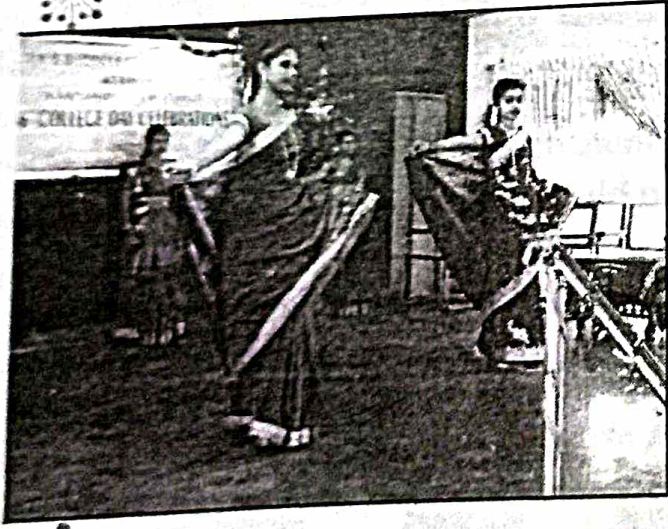
In 1815, Congress bought Jefferson's collection for the Library of Congress, which had been burned during the War of 1812. The Library of Congress was redeveloped around Jefferson's books.

A strong movement to develop free public libraries began in the early 19th century and spread rapidly. In 1846 the Smithsonian Institute was founded in Washington, D.C. Its early projects reflected the growing interest in libraries throughout the nation. An important current index, Readers' Guide to Periodical Literature, had its beginning with the index developed by the first librarian of Chicago Public Library, William Poole.

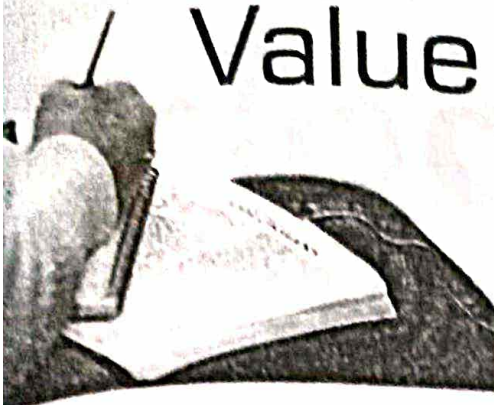




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# Value Education <sup>and</sup> Stress coping

**Bindu Gouri.V.P.**  
Lecturer in Education

The present-day society is witnessing degeneration of values and of the value system as a result of quick economic growth, influence of western culture, over mechanization, urbanisation and craving for materialistic life. Values stand for one's personal attitudes, judgements, decisions and choices, behaviour and relationship, dreams and vision. They guide us to do the right things conducive to one's physical, social and mental health. Swami Vivekananda rightly said that the end of all education and training should be man-making. Education as a moral enterprise needs to engage the hearts, minds and hands of the learners in forming their own character, helping them to know the good, love the good, and do the good.

Education is the key that opens the doors of life and can act as a tool for the cultivation of desirable ethical, spiritual and social values. In today's complex society, excess of demands beyond one's coping abilities are placed on the individuals, which lead to stress. Stress hinders the all-round development of personality, and is more damaging to psychological and physical health. For proper mental and physical health students should be taught to cope effectively with stress. Value education includes a wide spectrum of learnings and activities that help the children to think freely and critically as balanced individuals, playing their appropriate roles, according, to situational demands.

There are many strategies for controlling stress which require a combination of attitudinal and behavioral changes. Certain values that help to reduce stress are control of anger, developing a sense of brotherhood to maintain good physical and social health, being dutiful and sincere by setting realistic goals, developing concentration or control of mind, thinking positively, punctuality, avoiding lust, doing good to humanity, cultivating peace of mind, sense of humour and the like. Value education develops social and emotional values which, enhance stress coping. Hence to promote stress free learning environments and for the balanced development of society and nation, the provision of value oriented education is highly imperative.





# E-Book

P.H.Vijilin Paul, M.Sc., B.  
(Physical Science)

An e-book or electronic book is an e-text that forms the digital media equivalent conventional printed book, sometimes protected with a digital rights management system. E-books are usually read on personal computers or smart phones, or on dedicated hardware devices known as e-book readers or e-book devices. Many mobile phones can also be used to read e-books.

Early e-books were generally written for specialty areas and a limited audience, and could be read only by small and devoted interest groups. The scope of the subject matter of the books included technical manuals for hardware, manufacturing techniques, and other subjects.

As of 2009, new marketing models for e-books were being developed and dedicated reading hardware was produced. E-books (as opposed to e-book readers) have yet to achieve global distribution. Only two e-book readers dominate the market, Amazon's Kindle and Sony's PRS-500. However, not all authors have endorsed the concept of electronic publishing. J.K. Rowling, author of the Harry Potter series, has stated that there will be no e-versions of her books.

There are a variety of e-book formats used to create and publish e-books. A writer or publisher has many options when it comes to choosing a format for production. While the average end-user might arguably simply want to read books, every format has its proponents and champions, and debates over "which format is best" can become intense. The myriad of e-book formats is sometimes referred to as the "Tower of eBabel". For the average end user to read a book, each format has its advantages and disadvantages.

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### Disadvantages

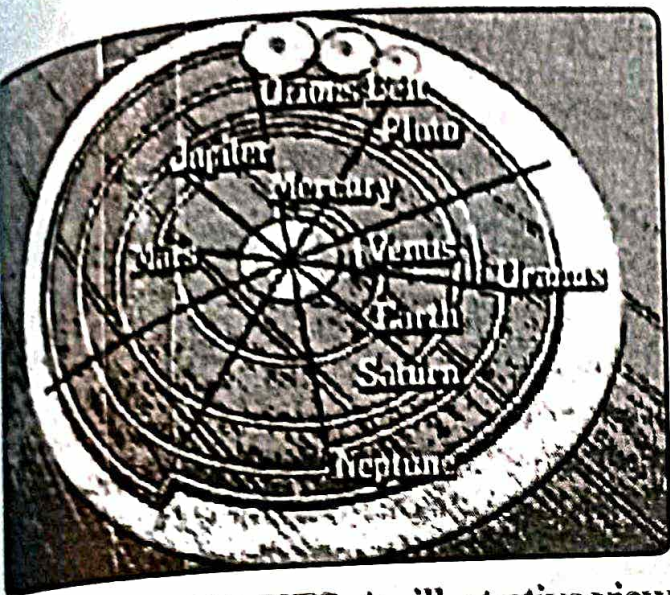
- \* Reading e-books requires an electronic device and software. Even in the case of reading it on a personal computer one already has, it may require additional software.
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  - \* E-book readers require various substances to produce, and are an environmental hazard as they're non-biodegradable.
  - \* Physical discomfort for some users, including eye strain.
  - \* More expensive, whereas used books are cheaper and most often only a few dollars.
  - \* A book will never break, but an e-book device can break, and a lot of money can be lost or stolen at one time.
  - \* One will never read thousands of books really well or over a short period of time. A high amount held on an e-book reader becomes irrelevant.
  - \* A book is safe from electromagnetic pulses and overloads.
  - \* A whole paper book is never broken beyond repair, unless entirely burnt or decaying.
- E-book readers may be specifically designed for that purpose, or intended for other purposes as well. The term is restricted to hardware devices, not software programs.
- Specialized devices have the advantage of doing one thing well. Specifically, they tend to have the right screen size, battery lifespan, lighting and weight. A disadvantage of such devices is that they are often expensive when compared to generic devices such as laptops and PDAs.



# STORY OF A PI



**P.H. Vijilin Paul, M.Sc., B.Ed**  
(Physical Science)

**Fig. ALIEN THOUGHTS:** An illustrative view of the crop circle depicting the 10 planets.

Perhaps aliens are helping us with geometry lessons! On 1 June, crop circle, 285-feet in diameter, was found in a barley field in Wiltshire, about 120 km east of London. It had the first 10 digits of the Pi, 3.141592654 (the last one being squared from the 11<sup>th</sup> digit) encoded in the circle's design.

Starting from a smaller inner circle at its centre, and moving outwards to the right, are 10 ratcheting arcs that, in size, are different multiples of  $1/10^{\text{th}}$  of the size of the circumference of what otherwise would be a complete circle. These multiples are the first 10 digits of Pi, and in the same sequence. This is the first time Pi has figured in a crop circle design. Crop circles, which have been cropping up in different places in the past 3-4 decades, were proved to be man-made in some cases, but not all.

Some crop circle enthusiasts have likened the Pi configuration in the latest crop circle to a possible message from aliens, of what might happen if the 10 planets in our solar system (nine of which are known to mankind; one of them presumed to be beyond Pluto is yet unknown) are aligned with the Sun in the same manner.

In mathematics, Pi is the number of times a circle's circumference is larger than the circle's diameter. It is a constant but unlike other constants it is an irrational number, that no division of any whole integers ( $x/y$ ) ever throws up its result. Guess that is something to think about.





# Quotes on Positive Thinking

**"You have to learn the rules of the game,  
And then you have to play better than anyone else."**

**S.R.Sarany  
(Physical Sci**

**% Albert Einstein**

**"A man is but the product of his thoughts  
what he thinks, he becomes."**

**% Mahatma Gandhi**

**"Positive thinking will let you do everything  
better than negative thinking will."**

**% Zig Ziglar**

**"For myself I am an optimist - it does not  
seem to be much use being anything else"**

**% Winston Churchill**

**"Positive anything is better than negative nothing."**

**% Elbert Hubbard**

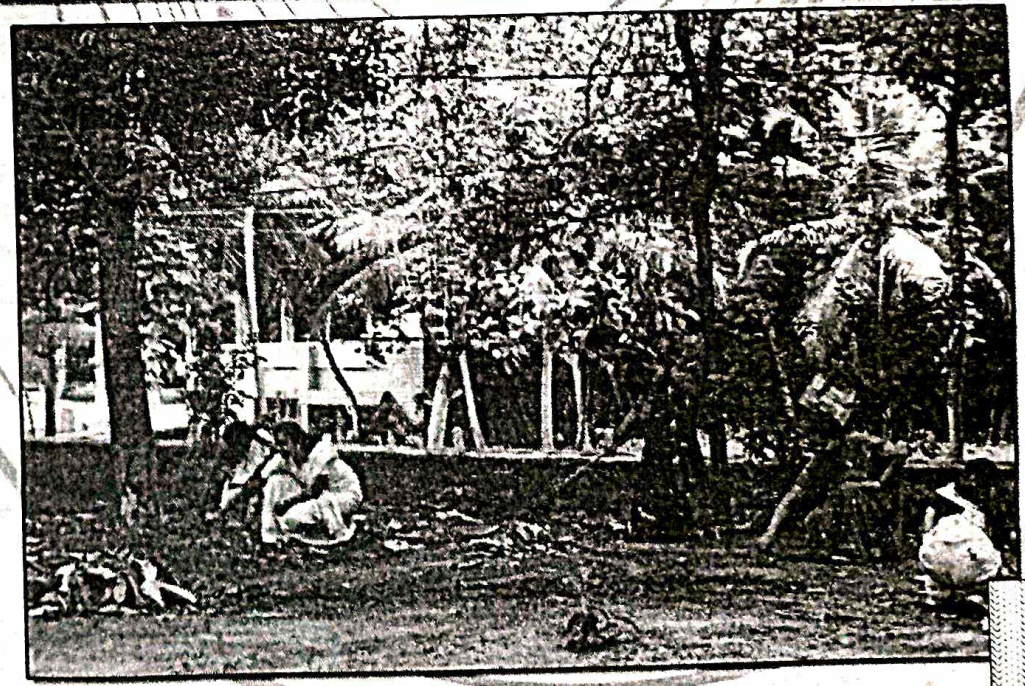
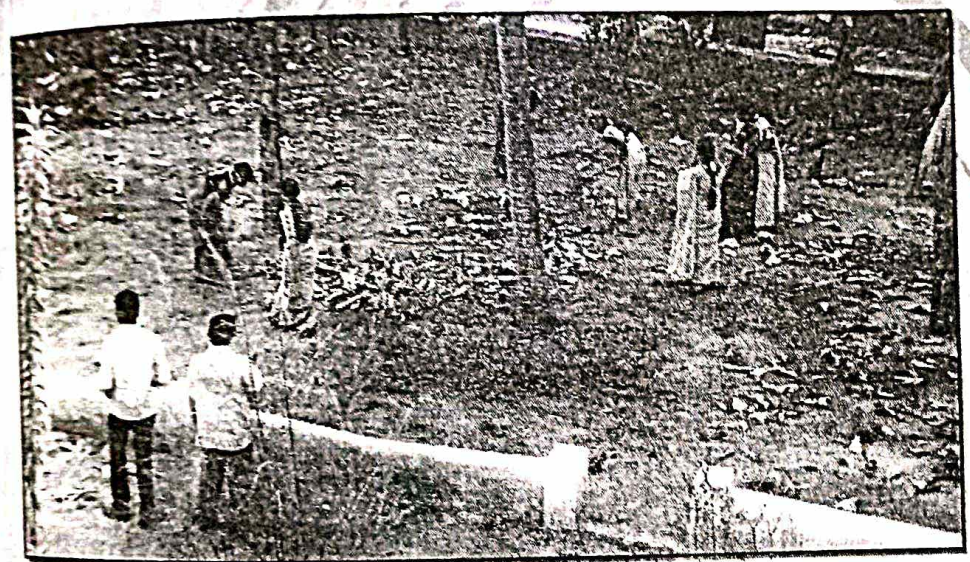
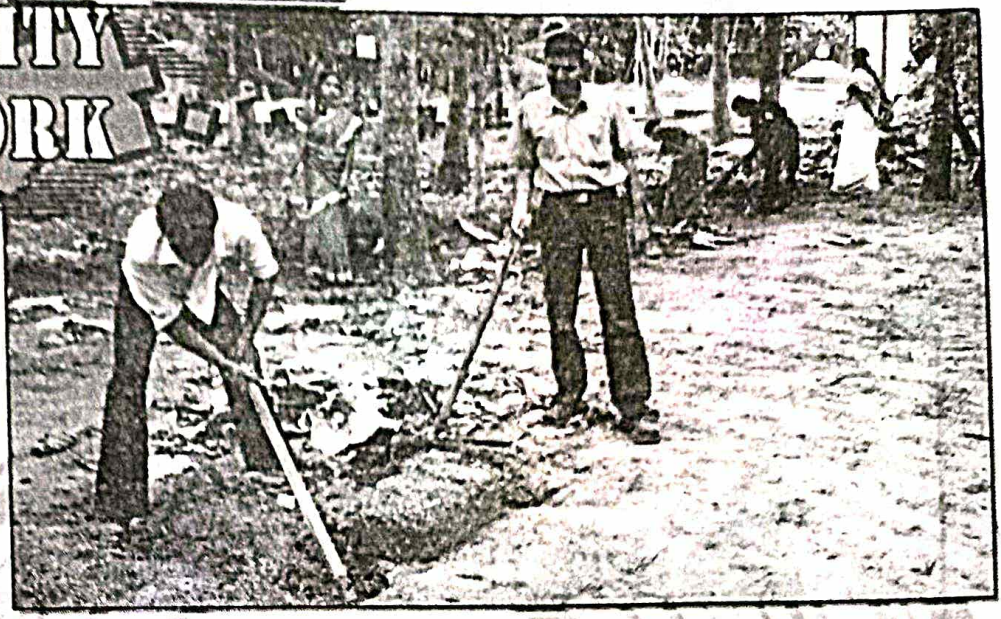
**"As I look forward, I'm very optimistic  
about the things I see ahead."**

**% Bill Gates**

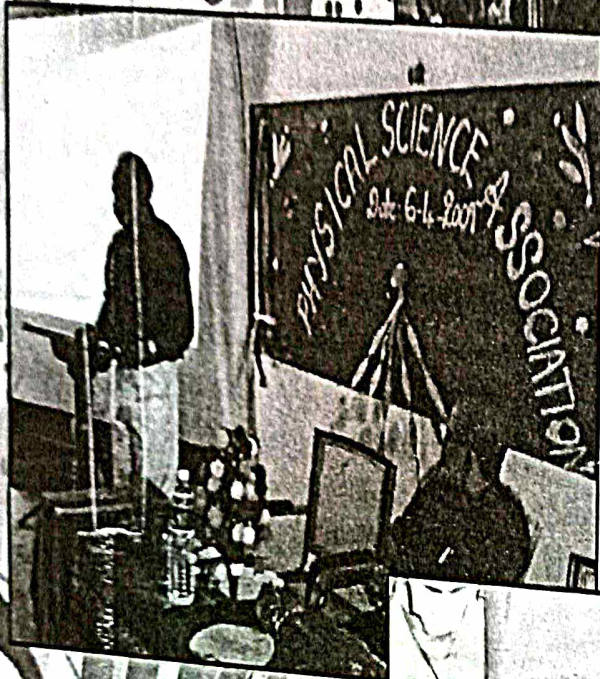
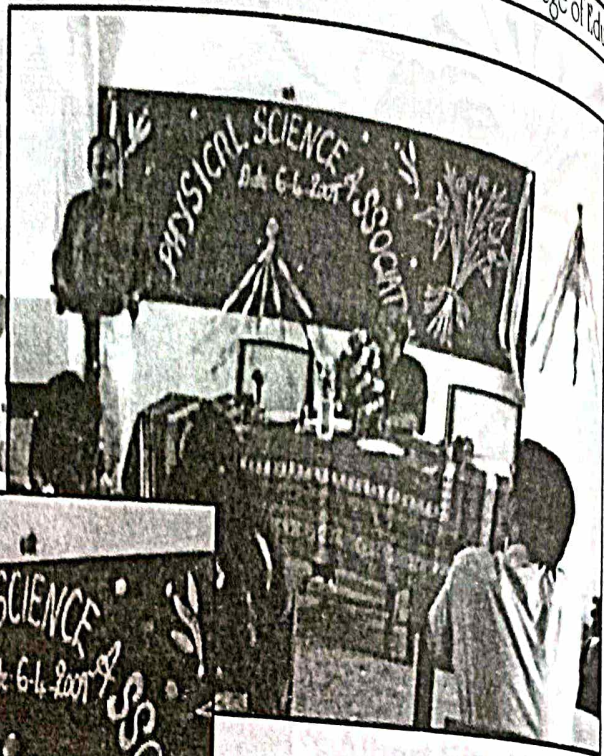




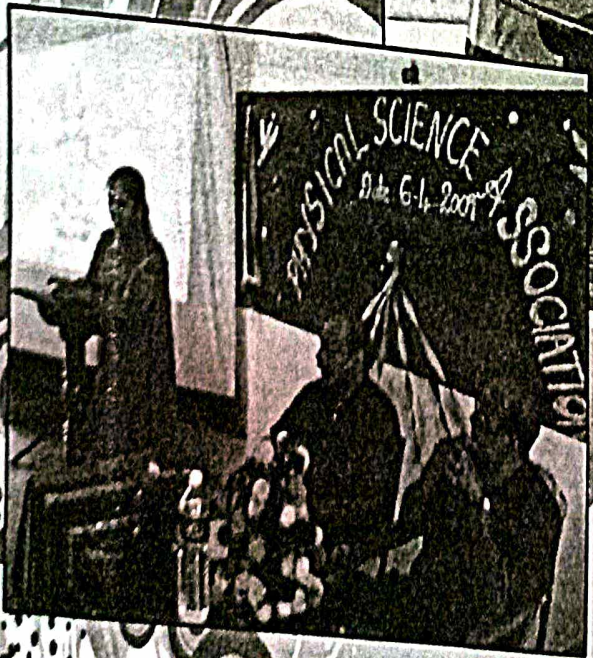
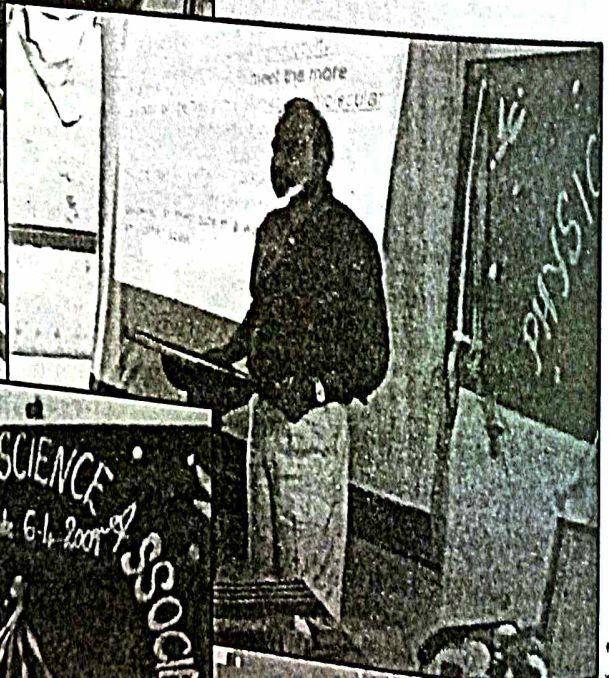
# COMMUNITY WORK







ERBERT EINSTEIN  
**PHYSICAL SCIENCE  
ASSOCIATION**







# COMPUTER ABBREVIATIONS FROM 'A' to 'Z'

**Muthu Shanthi, BEd**  
(Biological Science)

ALU	Arithmetic Logic Unit
BAL	Basic Assembly Language
CAD	Computer Aided Design
D/A	Digital to Analog
EROM	Erasable Read Only Memory
FD	Floppy Disk
GUI	Graphical User Interface
HD	Hard Disk
IBM	International Business Machines
JDBC	Java Database Connectivity
KBps	Kilobytes per Second
LAN	Local Area Network
MODEM	Modulator/Demodulator
NCD	Network Computing Device
OS	Operating System
PC	Personal Computer
QDOS	Quick and Dirty Operating System
RAM	Random Access Memory
SYSOP	System Operator
TDC	Tabular Data Control
UI	User Interface
VCD	Video Compact Disk
WAN	Wide Area Network
X2D	Hexadecimal to Decimal
YAHOO	Yet another Hierarchically Official Oracle
ZAK	Zero Administration Kit





# OPPORTUNITIES

S.Geethanjali, BEd  
(English)

Failure is the opportunity to begin again,  
more intelligently

- Sigmund Freud.

Fortune knocks but once, but  
misfortune has much more patience

- Laurence Peter

Friendship is always a sweet responsibility,  
never an opportunity

- Kahlil Gibran

Nothing is more expensive than a  
missed opportunity

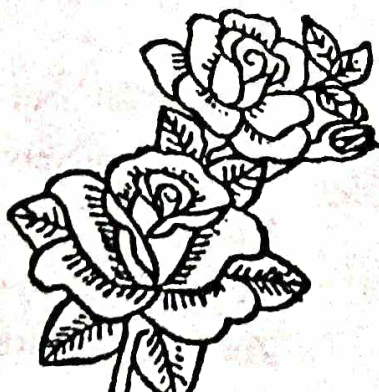
- H.Jackson Brown Jr

Not knowing when the dawn will come  
I open every door

- Emily Dickinson

A pessimist sees the difficulty in every opportunity;  
An optimist sees the opportunity in difficulty

- Winston Churchill





# WHAT MAKES OUR LIFE 100%



**M. Shirley Navis, BEd**  
(Physical Science)

If A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V,W,X,Y,Z  
is equal to

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15  
16 17 18 19 20 21 22 23 24 25 26

$$H+A+R+D+W+O+R+K = 8+1+18+ 4+ 23+15+18+11 =98\% \text{ only}$$

$$K+N+O+W+L+E+D+G+E = 11+14+15+23+12+5+4+7+5 =96\% \text{ only}$$

$$A+T+T+I+T+U+D+E = 1+20+20+9+20+21+4+5 =100\%$$

So a person with right 'ATTITUDE' is always a winner





# OUR COLLEGE IN PROVERBS

C. Girija Kumari, BEd  
(Physical Science)

Necessity is the mother of invention

Variety is the spice of life.

Knowledge is power.

Slow and steady wins the race.

Delay of justice is injustice.

Contentment is the poor man's riches.

One shallow does not make a spring.

Little drops of water makes a mighty ocean.

Look before you leap.

Every cloud has silver lining.

God helps those who help themselves.

Empty vessels make the greatest sound.

One lie leads to many.

Failure is the stepping stone of success.

Eat to live, but not live to eat.

Don't have too many irons in the fire.

United we stand, divided we fall.

Cleanliness is next to godliness.

As is the father so is the son.

Today's students are tomorrow's citizens.

It is no use crying of split milk.

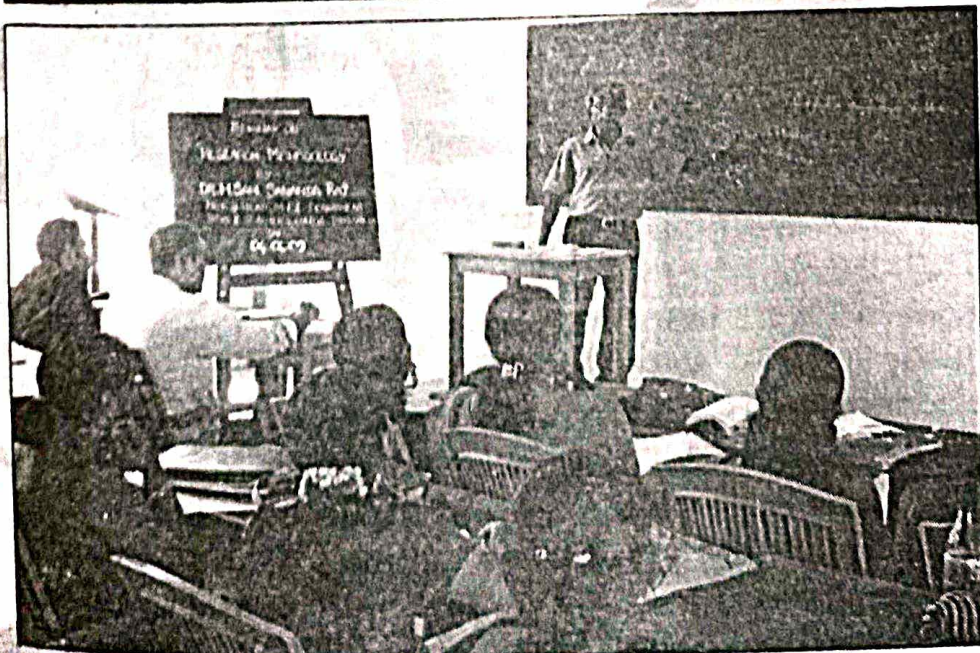
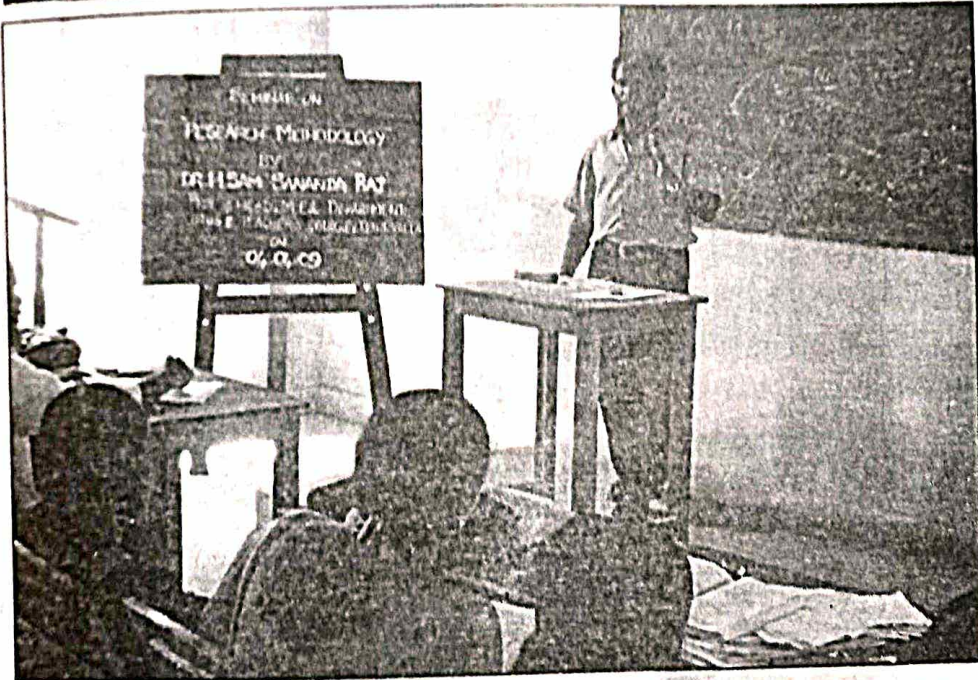
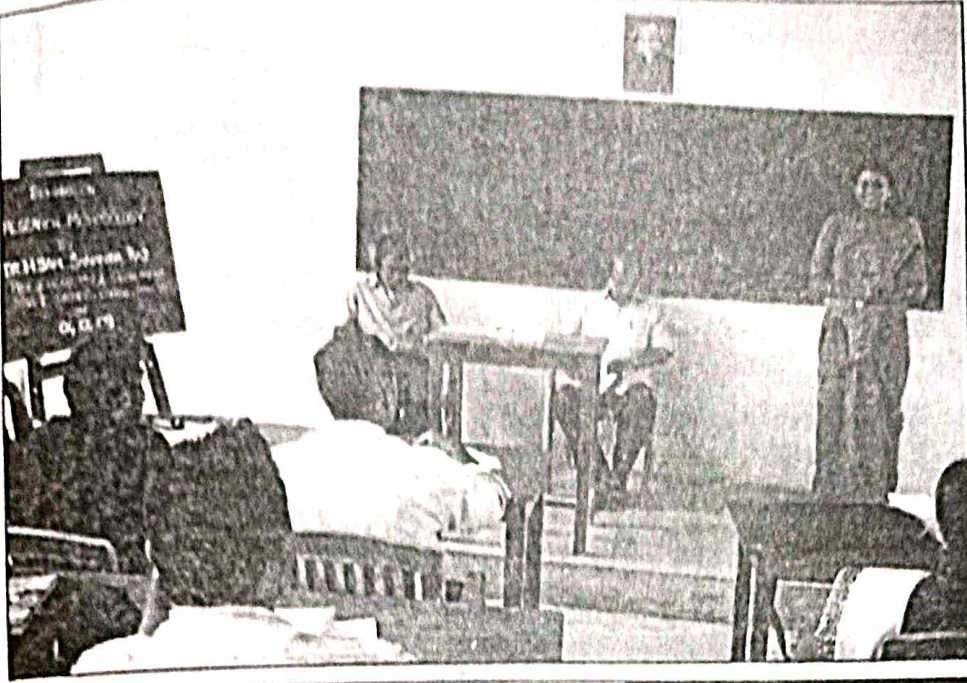
Once bitter, twice shy.

No pain, no gain.





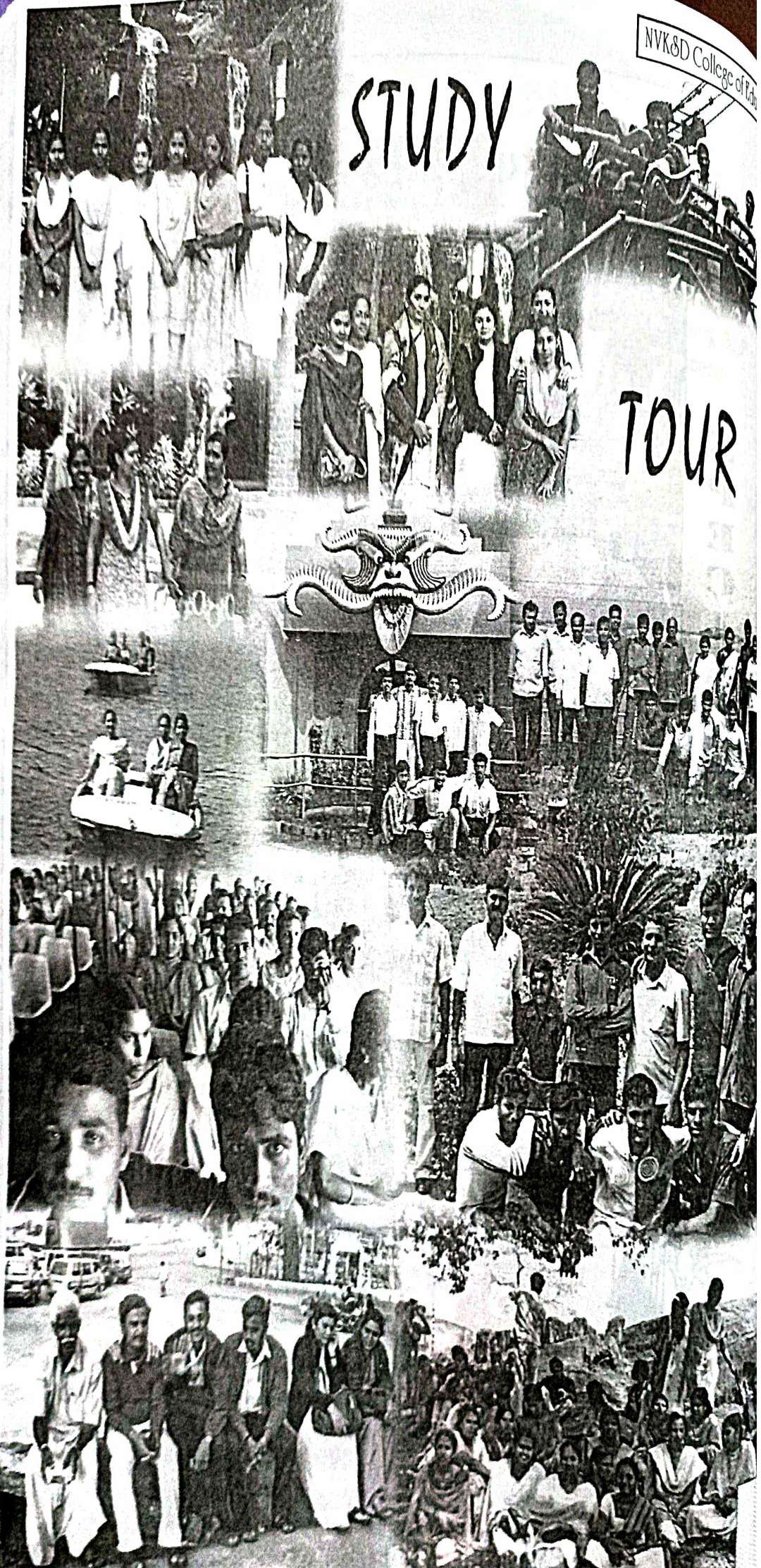
**SPECIAL CLASSES**





# STUDY

# TOUR





A close-up photograph of a calculator's keypad on the left and a grid of numbers on the right, serving as a background for the title.

# Fun with Calculator

..... was a naughty.....

(Try:  $4 \times 20221$ ,  $2 \times 402$ )

(To view the answers for the remaining questions, turn your calculator upside down after calculation)

Holy book of Christians

(Try:  $3 \times 126060$ )

The First step to prepare tea is to ..... the water

(Try:  $2 \times 3554$ )

Place where wild animals are kept for show

(Try:  $4 \times 50$ )

An insect belonging to wasp family

(Try:  $2 \times 169$ )

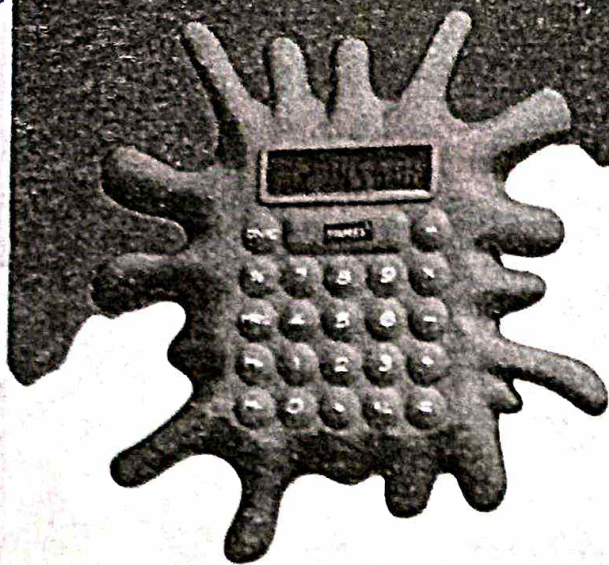
When we are ..... we go to hospital

(Try:  $3 \times 257$ )

If you have tried all these, do you want to know the nick name I have given you.

(Try:  $105021 \div 3$ )





# Magical Calculation

To get the same number after some calculations, first think a number. Then multiply it by 2 and add 4. Again multiply it by 5 and add 12. Then multiply it by 10 and subtract 320. Finally divide it by 100. Now you got the same number which you started with.

Example

let the number is 8

$$8 \times 2 = 16$$

$$16 + 4 = 20$$

$$20 \times 5 = 100$$

$$100 + 12 = 112$$

$$112 \times 10 = 1120$$

$$1120 - 320 = 800$$

$$800 \div 100 = 8$$



# இன்றைய உலகம்

அரசியல் வாதிகளுக்குக்  
கூட்டணயில் குழப்பம்!

கவிஞனுக்கு  
எதுகை மோனையில் குழப்பம்!

தத்துவ ஞானிக்குப்  
பிரபஞ்சத்தில் குழப்பம்!

எழுத்தாளனுக்குப்  
பிரபஞ்சத்தில் குழப்பம்!

மருவத்துவருக்குச்  
சிகிச்சையில் குழப்பம்!

விஞ்ஞானிக்கு  
வெட்ட வெளிகுழப்பம்!

இவைகள் எல்லாம்  
தீர்க்கப்படக் கூடிய குழப்பங்கள்!

ஆனால்

பிறக்கும் குழந்தைகளில்  
பெண்ணெனில் பிழைக்குமா?  
அதுதான் இன்றைய  
எதிர்பாலக் குழப்பம்!

P. பத்மகுமார், எம்.எட்



# கவிதை

படுக்கை ஒருத்திக்குத்தான் - இல்லை  
பாடை உனக்குத்தான்  
ராத்திரிக்கு ராத்திரி ராணிகள் மாற்றம்  
உனது சவப்பெட்டியில் ஆணிகள் ஏற்றம்  
பெரியவங்க சென்னா பெருமாள் சொன்ன  
மாதிரி!  
எய்ட்ஸ் வந்தா எமன் வந்த மாதிரி!!  
எய்ட்ஸ் ஓர் ஆளுக்கு வந்தா  
நூறு பேருக்கு வந்த மாதிரி!  
வெள்ளம் வந்தா பயிர் போச்சு!  
எய்ட்ஸ் வந்தா உயிர் போச்சு!  
பொழுது போக்கிற்காகச் சிற்றின்பம்!  
பொழுது போனபின்பு பெருந்துன்பம்!

S. ராஜேஷ் சிவான்



# தென்றலே

உன்மீது எனக்குக் கோபம் -

புயலாக மாறும் போது!

உன் மீது எனக்குப் பொறாமை

என்னவளைத் தழுவிக் கொள்ளும்

மா.பிரகாஷ், எம்.எ



# ஜாதி! ஜாதி!! ஜாதி!!!



ஜாதி ஜாதி என்ற சாதிக்கும் மானிடனே!  
அந்த ஜாதியின் நிறம் தான் என்ன?  
அந்த ஜாதியின் மனம் தான் என்ன?  
அந்த ஜாதியின் அட..... உருவம் தான் என்ன?  
என்ன! என்ன!! என்ன!!!

வீசும் தென்றல் ஜாதிபார்த்துத்தான் வீசுகிறதா?  
பெய்யும் மழை கூட, ஜாதி பார்த்தா பொழிகிறது?  
அடிக்கும் வெயில்தான் ஜாதி பார்த்து அழக்கிறதா?  
அடே, மானிடா! உனக்குள் மட்டும் என்ன ஜாதி?  
என்ன! என்ன!! என்ன!!!

தன் பெயரைத் தானே சொல்ல சில நிமிடம் எடுக்கும் மானிடனே!  
ஜாதி மட்டும் சடுதியில் வரும் காரணம் தான் என்ன?  
இந்த உலகத்தில் உள்ள மற்ற உயிரினங்களுக்கு  
இல்லாத ஜாதி உனக்கு மட்டும் எங்கிருந்து வந்தது?  
ஜாதி என்னும் கடலினிலே குளிக்கத் தவிக்கும்  
மானிடனே! உன் முடிவு தான் என்ன?  
என்ன! என்ன!! என்ன!!!

ஓ! தமிழகமே! இந்த ஜாதி என்னும் உருவமில்லாத  
உணர்வில்லாத மற்றும் உயிரில்லாத  
கற்பனைக் களங்கத்தை அழிக்க இதோ! என்  
உயிரை வேண்டுமானாலும் எடுத்துக் கொள்!  
ஜாதி என்ற மாயையை இம்மண்ணைவிட்டு அகற்ற  
என் உயிர்க்குமேல் என்ன வேண்டும், உனக்கு!

மா.பிரகாஷ், எம்.எட்





# NVKSD கல்நியியல் கல்லூரியின் அற்புத வாழ்க்கை

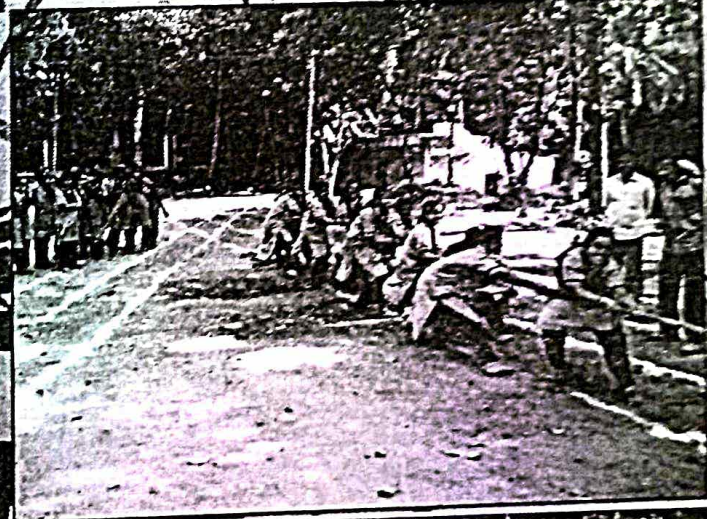
பட்டப்படிப்பா? இத்தனை தூரத்திலா-  
 அதுவும் வெளியூரிலா?  
 பெற்றோர்களை விட்டு விட்டா?  
 அவர்கள் மனம் தாங்காதே?  
 நானில்லாமல் தவித்துப் போவார்களே!  
 அடுக்கடுக்காய் மனசுக்குள் ஆயிரம் கவலைகள்  
 நெஞ்சு கனக்க இங்கே வந்து இறங்கிய போது  
 வாங்க பிரதர், நீங்க சிவகாசியா?  
 நான் பத்மநாபபுரம், நான் வேர்க்கிளம்பி  
 அவர் மார்த்தாண்டம், இவர் நாகர்கோயில்! என  
 என்னைப் போல் படிக்க வந்தவர்கள்  
 உளமாரப் பேசி, உணர்வுகளால் இதமாகப் பாராட்டி  
 சாதி, மத பேதமின்றி  
 வீட்டுப் பிரச்சனை, வேறு பிரச்சனை ஏதும்  
 நினைவின்றி நாட்கள் சுகமாய் நழுவிக்கொண்டிருக்க,  
 ஐயையோ, நாளையோடு காலேஜ் முடிகிறதாமே!  
 வந்தது போலவே நாம்,  
 திசைக் கொருவராய்ப் பிரிந்து விட வேண்டுமே!  
 எப்படி? எப்படி முடியும் என்னால்?  
 கண்கள் குனமாக  
 மனசு பாறையாக  
 தவிக்கிறேன்! தத்தளிக்கிறேன்;  
 ஆனாலும், ஒரு சந்தோஷம்  
 தன்னந்தனியாய் வந்த நான்  
 இறக்கும் வரை பிரிக்க முடியாத  
 முப்பது புதிய நெஞ்சங்களை திருடிக் கொண்டு  
 விடை பெறுகிறேன்.

மா.பிரகாஷ், எம்.எ



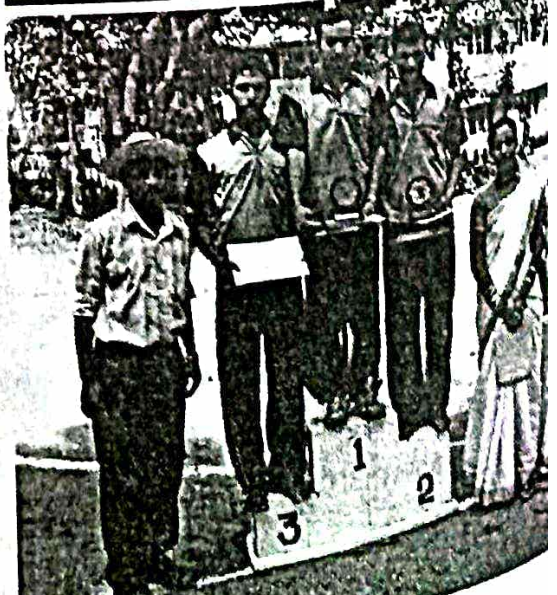
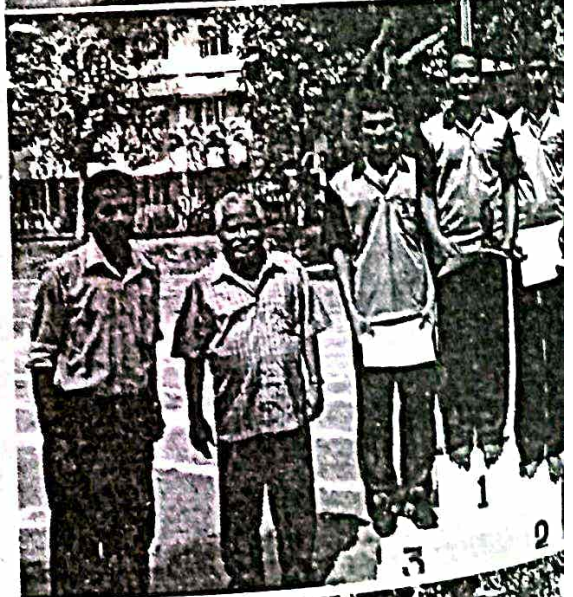
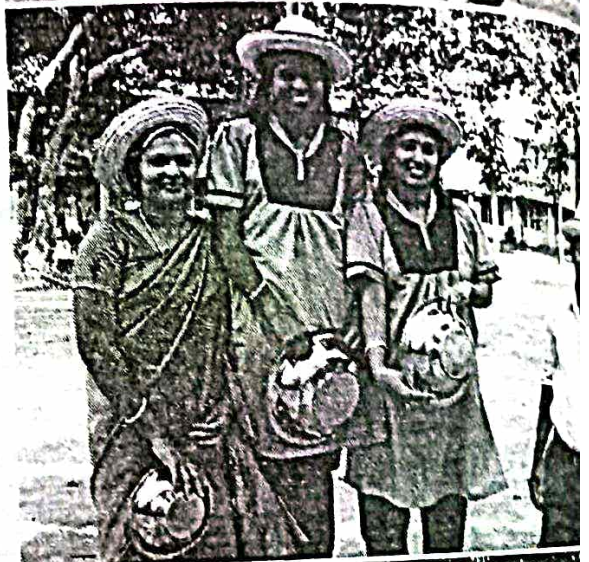
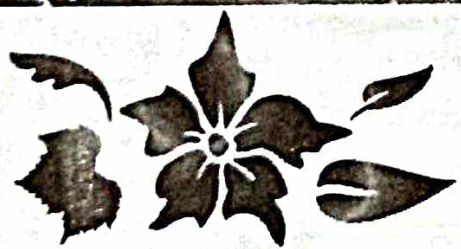
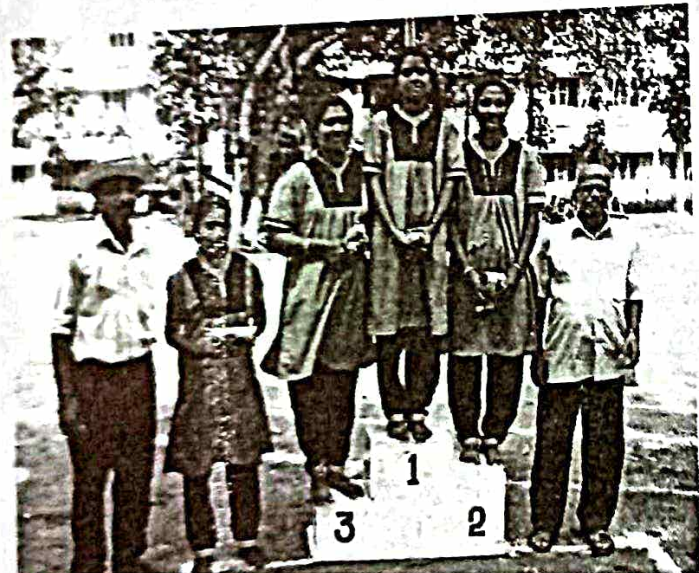
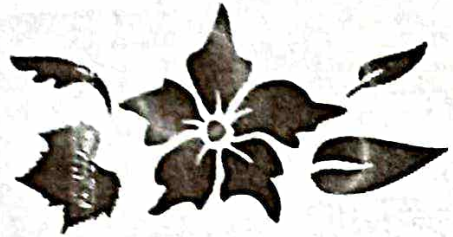
SPORTS

DAY



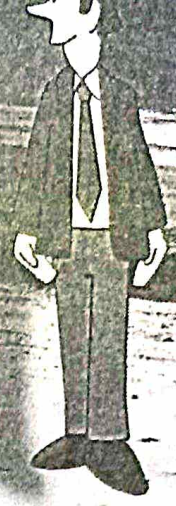


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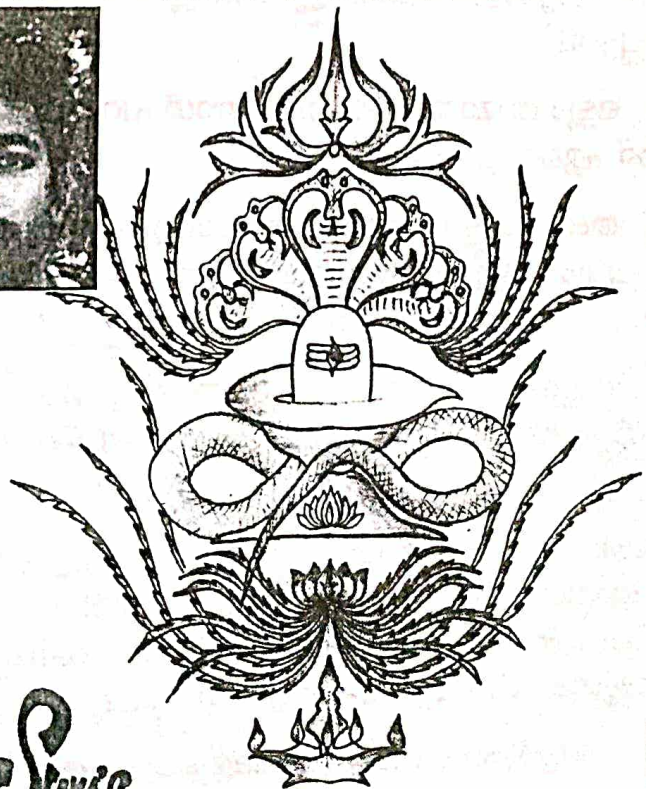
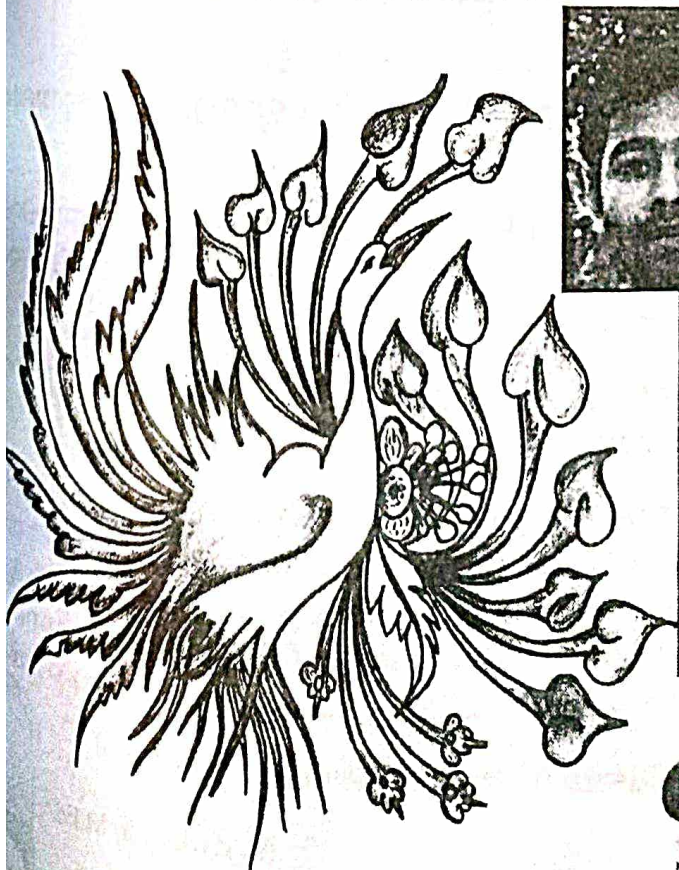
# നിഴൽ



എന്നുമെൻ തോഴനായ്  
 എന്നോടൊപ്പം സഞ്ചരിച്ചീടും  
 എൻ നിഴലാം നിനക്കായ്  
 ഞാനെഴുതീടും പ്രേമഗീതം..  
 എന്നിൽ വന്നു ചേരാൻ പലർ  
 എന്നെ വിട്ടകലാൻ ചിലർ  
 എന്നുമെന്നോടൊപ്പം നീ മാത്രം  
 എൻ പ്രാണനെപ്പോലെ...  
 പകലിൽ മറ്റുള്ളവർക്കും കാണാം  
 എന്നോടൊപ്പം നിന്നെ

ഇരവിൽ ആരും കാണാതെ  
 എന്റെയുള്ളിൽ മറഞ്ഞീടും നീ..  
 സന്തോഷത്തിൽ എന്നോടൊപ്പം പലർ  
 ദുഃഖത്തിൽ നീ മാത്രം എന്നോടൊപ്പം  
 എൻ ദുഃഖത്തിൻ അടയാളമാകും  
 നിനക്കീ കാൽമേഘത്തിൻ നിറം...  
 എന്നും നിന്നിൽ നമിച്ചീടും ഞാൻ  
 നീയില്ലാതില്ലെൻ ലോകവും ഞാനും  
 എൻ പ്രിയ തോഴനാം നിനക്കായ്  
 എൻ ഉയിരിൻ പ്രേമകാവ്യം..

A. Sobeya, M.Ed.



*Sobeya*







# സൗന്ദര്യം

അന്നും അവൾ ഒരുങ്ങി നിന്നു. ഒരു പെണ്ണുകാണൽ ചടങ്ങിനായ്. പതിവുപോലെ പെണ്ണിനെ ഇഷ്ടപ്പെട്ടില്ല എന്ന മറുപടിയാണ് അവരും പറഞ്ഞത്.

ഒരു നിമിഷം കണ്ണാടിക്കു മുൻപിൽ നിന്ന് അവൾ തന്നെത്തന്നെ നോക്കി. ഇരുണ്ട നിറമുണ്ടാക്കിയ ഉന്തി നിൽക്കുന്ന പല്ലുകൾ, മുടിയാകട്ടെ കോഴിത്തുവൽ പോലെ കാണണമെന്നു അവൾക്ക് സങ്കടം ഏറി വന്നു.

അന്നുരാത്രി മുഴുവൻ അവൾ തന്റെ സൗന്ദര്യം എങ്ങനെ വർദ്ധിപ്പിക്കണമെന്നാലോചിച്ചു. അതിന്റെ ഉത്തരവും അവൾ കണ്ടെത്തി.

പിറ്റേന്ന് രാവിലെ അവൾ ആദ്യം പോയത് ഒരു ദന്തഡോക്ടറുടെ അടുത്തേയ്ക്കാണ്. തന്റെ പല്ലുകൾ പഠിച്ചു മാറ്റി, കൃത്രിമ പല്ലുകൾ വച്ചു. ബ്യൂട്ടി പാർലറിൽ ചെന്ന് മുടി മുറിച്ചു മാറ്റി കൃത്യമായി മുടി വച്ചു. മുഖത്ത് ക്രീമുകളും പൗഡറും ഉപയോഗിച്ച് ഒരു വിധം നിറം വരുത്തി.

ഇന്ന് മറ്റൊരാൾ അവളെ പെണ്ണുകാണാൻ വരുകയാണ്. അവൾ കണ്ണാടി നോക്കി തന്റെ സൗന്ദര്യം ഉറപ്പു വരുത്തിയിട്ട് അയാളുടെ മുന്നിൽ ചെന്നു നിന്നു. അയാൾ അവളെ ഇഷ്ടപ്പെട്ടു. അവളുടെ മുനിലിരിക്കുന്ന സുന്ദരനെ അവൾക്കും ഏറെ ഇഷ്ടപ്പെട്ടു. അങ്ങനെ അവരുടെ വിവാഹവും നടന്നു.

ആദ്യരാത്രി... അയാളുടെ അടുത്തിരുന്ന് അവൾ ചോദിച്ചു, 'എന്തുകൊണ്ടാണ് നിങ്ങൾക്കെന്തെങ്കിലും ഇഷ്ടപ്പെട്ടത്?'

ഒട്ടും അമാന്തിക്കാതെ അയാൾ പറഞ്ഞു, നിന്റെ ആ നിരയൊത്ത പല്ലുകളും കാർകുന്തലുമായ എനിക്ക് ഏറെ ഇഷ്ടപ്പെട്ടത്...'

അതുകേട്ട് അവൾക്ക് അയാളോട് അനുകമ്പതോന്നിത. അവൾ അയാളോട് തുറന്നു പറഞ്ഞ് തന്റെ പല്ലും മുടിയും കൃത്രിമമാണെന്ന്. അവൾ തന്റെ കൃത്രിമ മുടിയും പല്ലും ഉറിയെടുത്ത് മേശയ്ക്കു വെച്ചു.

ഒരുനിമിഷം അയാൾ അന്തംവിട്ട് ആ പല്ലുകളിലേക്കും മുടിയിലേക്കും സൂക്ഷിച്ചു നോക്കി. അയാൾ എന്തു ചെയ്യണമെന്നറിയാതെ പകച്ചു നിന്നു.

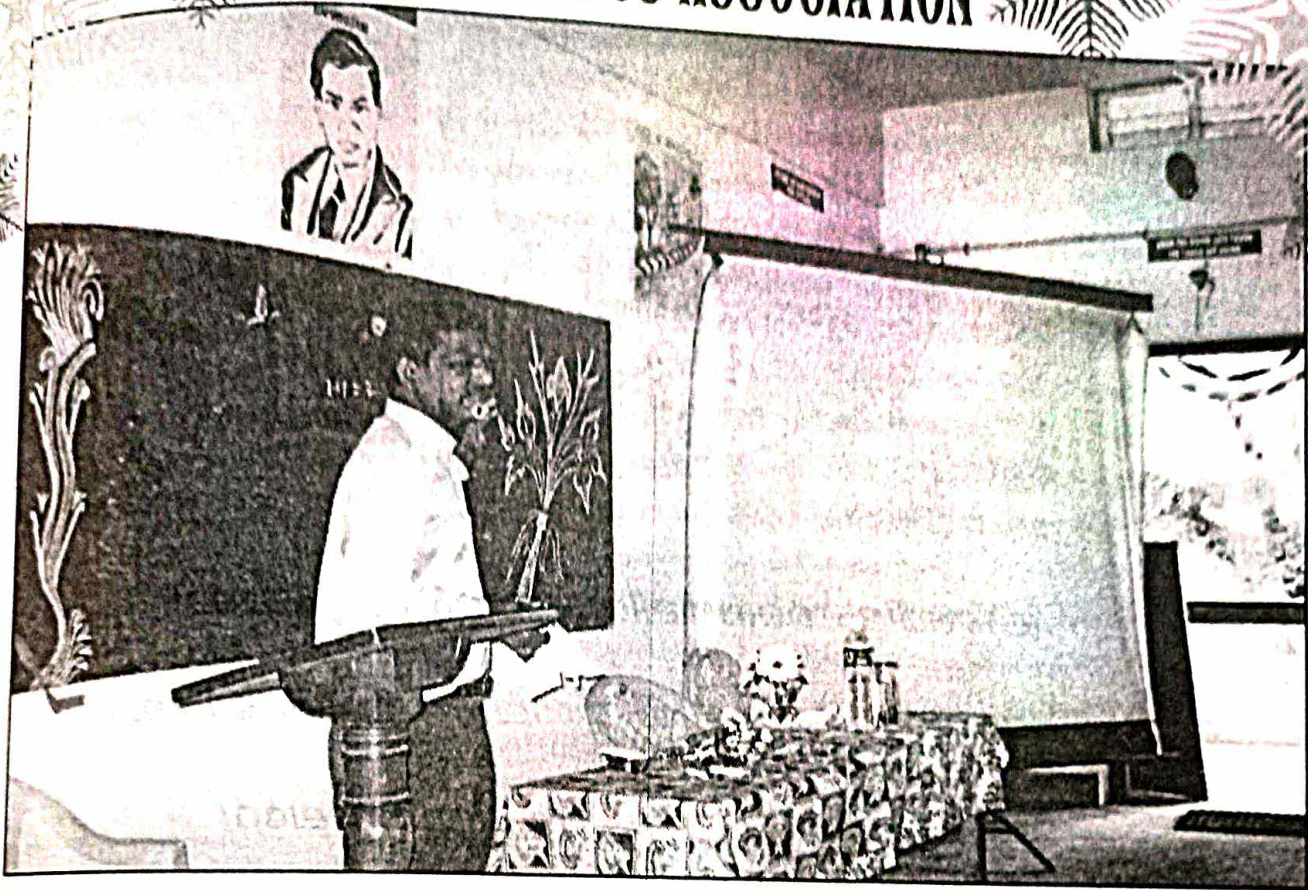
ഒരുനിമിഷം അയാൾ അവളുടെ മുഖത്തു നോക്കി. എന്നിട്ട് പതുക്കെ തന്റെ പല്ലുകൾ എഴുതിയെടുത്തു. ഇപ്പോൾ ഞെട്ടിയത് അവളാണ്. അയാൾ തന്റെ തലമുടിയും എടുത്ത് മേശയ്ക്കു വെച്ചു. അവൾ വീണ്ടും ഞെട്ടി. ആ ഞെട്ടലിൽ നിന്നുണരും മുൻപ് അയാളുടെ വാക്കുകൾ അവർക്കു കേൾക്കാതിലാത്തതി. 'എനിക്കും അറുപത് വയസ്സായി. ഇപ്പോഴാണ് വിവാഹം കഴിക്കണമെന്നു മോഹമുണ്ടായത്. എനിക്ക് ആരാണ് പെണ്ണുതരുന്നത്. അതുകൊണ്ട് ഞാനും ഇതൊക്കെ ചെയ്യാൻ തയ്യാറാണ്. എനിക്ക് ആരാണ് പെണ്ണുതരുന്നത്. അതുകൊണ്ട് ഞാനും ഇതൊക്കെ ചെയ്യാൻ തയ്യാറാണ്.'

അവർ രണ്ടുപേരും തങ്ങളുടെ കൃത്രിമ പല്ലുകളിലേക്കു മുടിയിലേക്കും നോക്കി ഉറങ്ങാതെ അങ്ങനെയിരുന്നു.

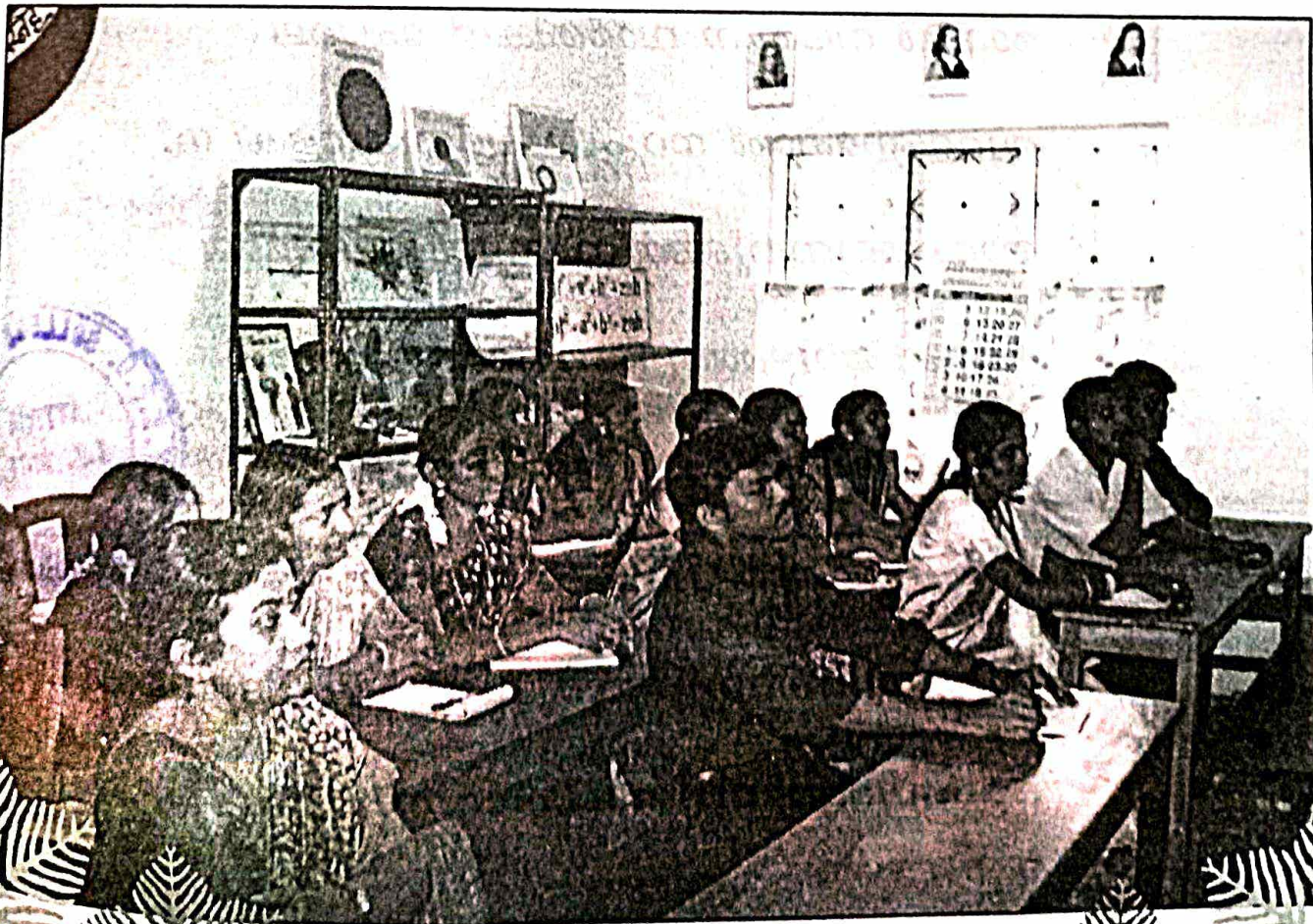
A. Sobeya, M.Ed.



# MATHEMATICS ASSOCIATION



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# സ്വപ്നം

കുഞ്ഞിളം പൈതലിൻകുമ്പും മിഴിപോലെ  
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 കരളിലുതിരും ചെറു മണിയായിട്ട്  
 കുളിർ മഴയായിട്ടും പെയ്തിടുന്നോൾ  
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 ഓടി മറഞ്ഞുവോ സ്വപ്നമേ നീ?



A. Sobeya, M.Ed.

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