702-90

THE KAZHAKOOTAM CADET

ANNUAL OF SAINIK SCHOOL,
Kazhakootam.

1990

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THE KAZHAKOOTAM CADET

SCHOOL MAGAZINE 1990

SAINIK SCHOOL P.O.,
THIRUVANANTHAPURAM DISTRICT,
KERALA
695 585.

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CHIEF EDITOR

Dr. C.K. CHANDRASEKHARAN NAIR

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Hindi	—	" M.B. Vitekar
Malayalam	—	" T.G.S. Panicker
Sanskrit	—	" G.D. Tekale

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Editorial

A School-magazine is a magic mirror: a mirror because it reflects the curious aspects of various curricular and co-curricular activities, and magical as it brings out the images of even internal realms of mental, intellectual and emotional lives of a throbbing community. The informatory section of this magazine marks the contours of a whole year's performance, while the literary sections open the vistas of our intellectual interests and imaginative pursuits. The readers may find here the reflections of their own likes and priorities also, thus making the images of this mirror mult!-dimensional.

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Col. H. S. Sangha, M. A., M. Sc., M. Ed:- our new Principal. We are eagerly looking forward to the days ahead when he with his wholesome and varied experience holds the reins.

Col. B. C. Kathpal, who efficiently and effectively guided us till the very end of the academic year

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Shri. K. Madhavan Nair, Officiating Headmaster

Capt. R. K. Nair, our new Registrar, - infusing fresh blood to the administration

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The Editorial Board with Principal, Headmaster and Registrar

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Our best wishes for a hale and hearty retired life

Shri. N.B. Nair who retired after an exemplary service of 28 years. He joined the institution in January 1962 and served the Chemistry department of the School till the close of this academic year as its head and architect.

1964

Shri. K. B. Rao, Art-master-Joined Sainik School in January 1664 and retired on 31-12-1989 During this memorable period he gave line and colour to our lives and came off with flying colours !

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N C C OFFICERS

LEADERS OF THE YEAR

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THE STAFF

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CASS-XII—THE PARTING TEAM

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PRASAD SENIORS— The Senior Cock - House 1989-90

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PRASAD JUNIORS—The Junior Cock House 1989-90

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The New Entrants of the Year— VALLATHOL HOUSE

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The New Entrants of the Year— VELUTHAMPI HOUSE

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The School Staff

PRINCIPAL — Col. H. S. Sangha

HEADMASTER — Shri. K. Madhavan Nair

REGISTRAR — Captain R. K. Nair

ACADEMIC STAFF

ENGLISH

Shri. J. Sankaranarayana Iyer, M. A., BEd., Dip-in Teaching English

,, P. MohammedKunhi, M. A., B. Ed.

,, P. Premchandran Nair, M. A., MEd.

,, G. Soman Pillai M. A., M. Ed., P. G. D. T. E.

,, S. B. Sasikumar. M. A., B. Ed

,, K. Rajendran. B. A. Ed

HINDI

Shri. M. B. Vitekar, M. A., B. Ed.

,, K. K. Viswanathan, M. A, B. Ed, Sahitya Ratna, Parangath

,, S. Krishnankutty Nair M. A., B. Ed

MALAYALAM

Dr. C. K. C. Nair M. A. (Mal), M. A. (Hindi), M. A. (Eng.), Ph. D., B. Ed.

Shri. T. G. Sudhakara Panicker M. A., B. Ed.

SANSKRIT

Shri. G. D. Tekale, M. A. (Skt)., M. A (Pol), M. A. (Hindi), B. Ed.

MATHEMATICS

Shri. C. V. Sankaranarayanan, B. Sc., B. T.

,, S. Hariharakrishna Sarma, M. Sc., B. Ed.

,, S. V. Sarma, M. Sc., B. Ed

,, Cherian K. Kovoor, M. Sc., B. Ed.

,, P. Kandaswamy, M. Sc., M. Ed.

,, S. Sreekumaran Chettiar, M. Sc, B. Ed., LLb.

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PHYSICS

Shri. K. Madhavan Nair, MSc, B. Ed, Dip. Sc. Edn (U. K.)
,, K. Vasudevan B. Sc., B. Ed
,, K. Sudhir M. Sc. Ed
,, K. R. Ramachandran B. Sc.

CHEMISTRY:

Shri. N. Balakrishnan Nair M. Sc
,, M. Premnath M. Sc., B. Ed.
,, N. G. Babu, M. Sc., B. Ed
,, Rajan K. Varghese, M. A., B. Ed
Smt. M. G. Stella Mary M. Sc. Ed.

BIOLOGY

Smt. Mary George M. Sc., B. Ed
Shri. B. Subhash, M. Sc. Ed., M. Ed
Smt. A. Saraswathy Amma, M. A. (History), M. A. (Psy)., B. Ed

SOCIAL SCIENCE

Shri. N. G. Thomas M. A., B. Ed
,, T. P. Ramachandran, M.A. B. Ed
,, M. K. Poonacha M. A., B. Ed
,, P. K. Ravindranatha Panicker, M. A., B. Ed

ART

Shri. K. Bhaskara Rao

CRAFT

Shri. D. Madhavan Achari ITI Certificate

PHYSICAL TRAINING

Shri. M. K. Unni Nair, Ex-APTC

CHMI S. Murugan

LIBRARIAN

Shri. Simon Peter M. A., B. Lib. Sc.

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ADMINISTRATIVE STAFF

Resident Medical Officer	-	Dr. Thomas Mathew, M. B. B. S.
Office Superintendent	-	Shri. T. Bhaskara Warrier
Accountant	-	Shri. K. Gopakumar B. Com.
Quarter master	-	,, A. V. Ramachandran
Mess Manager	-	,, C. K. Vasu
Main Office	-	,, V. Chandrababu UDC
	-	Smt. R. Nalinakumari Amma. LDC
	-	Shri K. Madhavan Nambiar, PA to Principal
	-	Smt. M. R. Sarojini Amma, LDC
Accounts Section	-	Shri. M. P. Reghunandanan Thampi, LDC
	-	Smt. Susamma Issac, LDC
Section	-	Shri. Gopalakrishnan Nair, LDC
	-	Smt. Seethalakshmi Amma, LDC
	-	Shri. K. Babu, LDC
Nursing Assistant	-	,, M. Rajasekharan Nair
Catering Assistant	-	,, Sajan Joseph

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Sainik School Kazhakootam

PRINCIPAL'S ANNUAL REPORT – 1989-90

Honourable Chairman, Local Board of Administration, Sainik School Kazhakootam and Flag Officer Commanding-in-Chief Southern Naval Command, Vice Admiral R P Sawhney, PVSM, Ladies, Gentlemen, Parents and my dear Cadets.

It is a matter of great pride and privilege for me to extend, a very warm welcome to you all to our school, for the Annual Day Celebrationl It is indeed a great honour for the entire schoo· community to have the Honourable Chairman amidst us to preside over the 28th Annual Day.

As most of you are aware, our Honourable Chairman is a seasoned sailor who had successfully carried out various challenging assignments both at home and abroad. Vice Admiral R P Sawhney, PVSM, was commissioned in the Indian Navy on 1st Sep 1953. An alumnus of National Defence Academy and Royal Naval College, Dartmouth, he specialised in gunnery and served as Gunnrey Officer on frigate and a cruiser and subsequently as Instructor in Gunnery School. He has commanded naval ships - Kirpan and Trishul and Submarine INS Amba. Among his other prestigious command appointments are Naval Academy at Cochin, Fortress Commander, Andaman and Nicobar Islands, National Defence Academy Khadakvasla and now Flag Officer Commanding-in-Chief, Southern Naval Command. In 1989, he was awarded PVSM for the distiguished services of the most exceptional order. I would like to mention here that the Chairman was busy on 30 Nov 89 due to inspection of naval units under his command. When I approached him for an appointment and finalisation of the Annual Day, he agreed straightway as per convenience of the school and postponed the inspection dates of his Naval Units. It sohws, ladies and gentlemen, the importance given by him to the school and the love and affection which he has towards the young cadest of this institution. I am told that in the history of Sainik School, it is the first time that the Chairman is presiding over the Annual Day Celebrations

I, on behalf of the entire Sainik School Community,convey our/sincere thanks to you, Sir.

Now I shall place before you a brief report on the activities of the school. There are 19 Sainik Schools in the country and this school has the privilege of being a premier one among them. It was estabiished in 1962 and has come a long way by making a mark in the annals of education in the State, though 28 years is not a long period for an institution of this status. Before I enumerate the achievements of the school I would like to elaborate the aims and objectives of the school. The aims and objectives of the school as laid by the founding fathers are:-

a) To prepare boys academically and physically for entry into the National Defence Academy, Khadavasla. For this, special emphasis is laid to develop qualities such as character, esprit-de-Corps, dedication to duty, patriotism and a desire to serve the country with zeal for the harmonious all-round growth of the personality.

b) To remove the regional imbalances and enable boys from socially and economically weaker sections of the society to join the Armed Forces.

c) To bring Public School education within the reachof the common man.

d) To prepare those who fail to make the grade for the National Defence Academy, for the responsible positions in various other walks of life.

As a humble beginning, our first batch of cadets joined NDA in 1965 and till date more than 450 boys have got commissions in the Defence Forces out of approximately 1000 boys passed out. The school has won the Defence Minister's Trophy 8 times since its inception for sending maximum number of boys into the NDA. Later, in service also, our ex-students have shown

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their mettle in the battle field. 2/lt Radha Mohan was the first to make the supreme sacrifice by laying down his life in the Indo-Pak war in 1971. Major Parameshwaran, an ex-student of this school, was awarded posthumously the first Param Vir Chakra, the highest gallentry award against enemy and the Parade Ground in Officers Training Academy has been named after him.

Since we aim at the harmonious development of the personality, the boys who could not join NDA have shown their merit in many other fields like Merchant Navy, Politics, Engineering, Medicine, Banking, Journalism and All India Services. Five of our boys have joined All India Services and are holding responsible positions. Another feather to the cap is added by Mr PC Thomas who got elected as Lok Sabha Member in the recent General Elections from Muvattupuzha constituency. The training received by them at this school enables them to face successfully the challenges of life, wherever they are.

I would like to place on record that this year the school has produced hundred percent results with better score percentage and with increased number of distinctions, in both the X and XII class CBSE Examinations. In Class X, 100 boys out of 118(85%) scored more than 60% marks (first division). In Class XII, 36 boys out of 55 (65%) scored more than 60% marks. In Class X, distinctions obtained by boys are as follows:-

24 in English, 53 in Malayalam, 1 in Hindi, 57 in Mathematics, 44 in Science and 24 in Social Sciences.

In Class XII also, distinctions are as follows:-

1 in English, 4 in Mathematics, 14 in Physics, 18 in Chemistry and 26 in Biology.

Now I would like to let you know the results of our boys who appeared in various competitive examinations of the Defence Academies. Out of the 54 cadets appeared, 29 passed the writen test and 8 were finally selected and admitted to various Defence Academies for the Courses commencing in July 89, which is a no mean achievement.

I must emphasise here that it was all due to the total commitment, devotion to duty and dedication of our staff members.

N. C. C. Training

In addition to the regular training of NCC, a guidance camp for boys appearing at the NDA examination during Nov 89 was organised by the NCC Directorate, Trivandrum in our school campus from 11th to 20th Sep 89. Intensive coaching for written test for 10 days was separately organised by the school for the XIIth class students.

75 Cadets led by S/O P Kandasamy participated in the combined Annual Training Camp held for Sainik School Cadets at Chidambaram from 1st May to 10th May 89. Cadet R.Mahesh attended the Rock climbing course held at Neyyar Dam from 15 May to 24 May 89. During the year under review 36 students led by Maj Ghumman had a cruise in INS Betwa as part of a motivational tour and had first hand experience of the pattern of life in Navy. A few of our students were also exposed to similar experiences on board INS SATVAHANA and INS DEEPAK.

Sports

In the sports field also, our boys have acquitted themselves very well. In the local St Thomas Hockey Tournament, we won the trophy organised by the District Hockey Association. In the South Zone Tournament, our teams were Runners up in Football and had the third position in Hockey and Athletics Tournaments.

Educational Tours

Educational Tours and Excursions have been organised for each Class in a term. Our Class XI students had the privilege of spending two days at the Naval Base, Cochin, visiting the different establishments there. For this, too, I extend to you, Sir, our sincere thanks.

Computer

The school is now proud of possessing 5 computers with one printer and we have trained 3 Masters. We propose to expose all the students of our school to compter education.

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Projector

The State PWD has just completed the 3 phase connection, to the projector room and it would be possible for the school to screen film on a regular basis. We are thankful to the State PWD for helping us at critical junctures.

Benefits to the Employees

Sainik Schools Society has been very kind to approve various benefits like pension, gratuity, encashment of leave, full DA and Bonus as per Central Government rates to improve the service conditions of the employees. The Society has been also generous in granting the Senior/Selection grade scales as per Chathopadhaya Commission Report to the Masters and Assistant Masters. All these benefits have already been extended to the school employees and I must say here that the employees are by and large, statisfied

Problems

It is also part of my duty to bring out some of the important problems facing the school. The school complex is not complete even after 28 years of its existence. The Central Tower needs completion. The amount sanctioned for maintenance is very meagre and the condition of dormitories and bath rooms is pathetic and need immediate attention and improvement. I would rightly say that the security of school is now in the hands of God. Tree felling, unauthorised cattle grazing, stealing of usufructs and attempts of encroachment etc have become very common. Outsiders have made many criss-cross tracks into the campus to go across via shortest possible routes. Perimeter wall is the only solutiou, for which state authorities have been approached and some solution to the problem, I am sure, will be found soon.

Conclusion

With this, the curtain comes down on yet another eventful year and I have given you a brief resume of our achievements. For this excellent performance, the credit goes to all the school employees masters, administrative staff and general employees. All rhese difficult tasks have been completed and heights achieved because of their total cooperation, sincerity and hard-work. I express my deep gratitude to them. My sincere thanks are also due to the Honourable Chairman, all the members of the Local Board of Administration and various State Government officials, particularly the PWD staff, for their constant support and unstinted cooperation. Lastly I extend my felicitations to all the prize winners and advise others to work hard because there are many other heights to be scaled. My thanks are also due to the parents who have come in large numbers and have added grandeur to this function.

Ladies and Gentlemen, now I request the Chairman to give away the prizes.

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Speech by Vice Admiral RP Sawhney, PVSM on the Annual Day of Sainik School, Kazhakootam, On 30 Nov 89

Col Kathpal, Members of Local Board of Administration, Staff and Students of Sainik School Kazhakootam, Ladies and Gentlemen,

I deem it a great privilege to have been invited to the Annual Day celebrations of the School. My heartiest congratulations to all prize winners, who must have put in their extra effort and have reasons to be proud of their achievements. To all the other cadets I would say "keep trying hard and working hard". There is plenty of room at the top !

2 It is gratifying to note that the objectives put forward by the founder of the Sainik School, Late Mr. VK Krishna Menon have been more than fulfilled. The officer-cadre of the Indian Armed Forces has been made very broad-based, with the best talent from all over the country joining the NDA through various Sainik Schools located all over the country.

3 I understand, in the last two and a half decades, Sainik School Kazhakootam alone has produced more than 500 military Leaders of our Armed Forces. Two of the Commanders in my staff at the Southern Naval Command Headquarters are also the alumni of this School. The school has also won the Defence Minister's trophy 8 times since its inception for sending the maximum number of cadets to the NDA. It is a commendable achievement.

4 An important aspect that should be remembered is that, even the boys from Sainik School who have not joined tne Armed Forces, have acquired certain qualities of discipline, leadership and cameraderie which has stood them in good stead in whatever profession they have chosen for themselves. The school has kept an uptodate record of all old boys who are scattered all over the world, and I believe they are all bringinging credit to the alma-mater.

5 Notwithstanding recent proliferation of public and other residential schools, the Sainik School continue to play a crucial role in grooming the youngsters in our country. These are not just meant to be the institutions for imparting quality education to rhe young boys but also cut across the vertical and horizontal divisions that plague our country today. They are fostering a culture that is the true representative of our country and not just an exclusive group of the Society.

6 The report, Col Kathpal has just read out, has revealed the excellence the school has achieved inboth academic and extra - curricular activities during the academic year. It is obvious that you have lived up to the aims and objectives that were in the minds of the founding fathers when they ventured into the new scholastic system in the sixties.

7 All of you young boys have been selected from amongst many others and therefore, it should be your endeavour to make the best of it and build a strong foundation for yourself for the future. Whenever you are in the class room or in the play field or anywhere else, you must remain alert and inquisitive at all times and imbibe fhe knowledge that is desired of you. With the galloping progress being made all over the world, in science and technology, every facet of life has become highly competitive and there is really no respected place for the 'second-grade'. You have therefore to be the best or in fact the very best. I also expect the Sainik School boys to be socially useful, in whatever profession they may find themselves later in life.

8 I would also like to take this opportunity to express my appreciation for all those parents and guardians who have made it convenient to attend this function. I must congratulate them all for sending their children to this very very fine institution. My felicitations also go to the academic staff, who apart from being teachers, have lived up to the role of Foster Father, a Friend and a Guide to the children.

9 Finally, as a sailor, I would like to advise you all not to rest on your oars, but continue to face the mighty waves with courage and conviction. In conclusion I would like to wish you all the very best in all your endeavours. 000

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1. Ashoka House (Senior)

Housemaster	—	Shri. S. V. Sarma
Attached Masters	—	Shri. J. S. Iyer
		,, T. G. S. Panicker
House Captain	—	Roll No. 1998 P. Suresh
Prefects	—	,, 1992 Biju Baby
		,, 2083 Vinayarenjan Jha

This year's competitions started with co-curricular activities. Our House was second in Engiish and Malayalam Debate, Extempore speech and community singing and first in Declamation. Ashokians who did well in co-curricular activities are Anand Ramkumar (First in Declamation), George Cherian (First in Extempore speech), Rony P. Nair (Second in English Debate) Sajith C. S. (Second in Malayalam Debate), Vinayarajan Jha (Second in Hindi Essay and first in Hindi Calligraphy) Bijubaby (First in English Calligraphy) and Rajesh P. C. (Second in English and Malayalam calligraphy).

Ashoka House staged its cultural programme on 1st Nov: 1989. Our Malayalam and English plays were selected for the Annual day entertainment. Rajesh P. C. and Ajaigosh were the best actor and the second best actor of the year respectively.

We shared the games-trophy with Nehru House, coming first in foot-ball and cricket. Rajeshkumar Tiwari of our House-team was declared the best foot-baller of the year. We were second in Boxing and P. T. P. Suresh was adjudged the best loser in Boxing and Paul Davis stood second in cross-courty race. In N. D. A. performance the House became second. In cleanliness we improved our position to second from the previous year's last.

Rajesh P. C. won the individual Championship in the A-group of atheletics. He was declared the best all-round sportsman of the year and was awarded Blue in athletics.

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2 Nehru House (Senior)

House Master — Shri N. G. Thomas

Attached Masters — Shri. N. Balakrishnan Nair
Smt. Mary George

House Captain — Manojkumar

Prefects — Shivakumar P.
Rajeshkumar V.

The Nehru Seniors had a fairly rewarding year though it must be admitted that they did not succeed so well as was expected of them. The House finished as the runner-up in the race for the Cock House Trophy.

We acquitted ourselves very well in Academics and won the prestigious Wg. Cdr. Jagannath Rao Trophy for the best senior House in Academics. Jefrin I. V. and Rama Prasad Bismil finished first and second respectively in the AISSC Exam. from our school. The former was also awarded the Physics Rolling Trophy for securing the highest score in Physics in class XII. Sagar P M and Manishkumar were second in Academics in their respective classes.

Our contribution to the NDA/Naval Academy consisted of Venugopal, Rajesh, Ramkumar and Rama Prasad Bismil. Of these, Rama Prasad Bismil's creditable performance qualified him to receive the Kerala Chief Minister's Trophy. Subsequently, he got admitted in the AFMC, Pune.

Surveyiny our success story in other school competitions, the Nehru seniors finished first in games and cross country race and second in Co-curricular Activities, Dirll, Athletics and in contribution to school magazine. They fought creditably and won the Trophies in Basket Ball and Hockey. B. Harishkumar won the first prize in Malayalam Debate and P. Jayaraj, the second prize in English Extempore speech. Mention must be made of Manishkumar for his creditable performance in long distance runs and Sajeev. G for his record in jumps and Throws.

Peter P. Vazhayil brought laurels to himself as well as to the House when he was awarded the Best All Round Cadet Trophy for 1989-90. Manojkumar and Peter P Vazhayil were the proud recipients of the school Blues in Foot ball and Hockey respectively.

Though the Nehruvians are fairly satisfied at achievements, it is hoped that they would further improve their performance next year.

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3 Prasad House (Senior)

Housemaster — Shri. P.Premachandran Nair

Attached Masters — " P Kandeswamy
" K Rajendran

House captain — Roll No: 2055- Bhaskar Sinha

Prefects — " 1995 Vishnu Varadaraj
" 2074 Ramanand Sagar

Competition-wise, the Prasad Seniors had one of their more memorable years, as they cast their green shadow almost over everything that came their way; in a way it was a greenwash for the School as a whole from the Prasadian stand-point!

The year began with the House tightly tucking away the trophy for the Co-Curricular activities. M.Rajesh (the green-hued School-Captain) ably supported by Vishnu Varadaraj, A.Rajiv and Verghese Mathew stormed the debating and essay competitions. Bhaskar Sinha (the green mantle donner for the year) and his boys basked in the sunshine brought about by the trophies for Boxing, the PT competition, the Drill display and the annual Athletic Championship. Singular kudos must go to Sunil Kuruvilla who was not only the champion in this year's Athletic meet, but was also the winner of the cross-country race and the brain behind the Boxing trophy finding its traditional Prasadian niche. Closely following the much applauded cultural programme put up by the House (the Bhaila and the Quawali strains of Sagar) on 5th November, was the announcement that we were adjudged the 'Cleanest House' in the School, enabling us thus to wax eloquently, at least adage wise, that Cleanliness was next to Godliness.

With praiseworthy performances all round (R.Sager's allround saga, Eddie Isaac's athletic ripples and C.T. Pradeep's protestations for punctuality) it wasn't a surprise when the symbol for allround supremacy — the Cock-House trophy — found its antural niche in the ramparts of the Prasad House.

Onwards now to 1990 where with the blessings of our Housemaster PCN and other gurus, we hope to retain the trophy, but till then we hope to keep the cock crowing (and the hens cackling, of course!

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4 Shivaji House (Senior)

House Master	–	Shri. T. P. Ramachandran
Attached Masters	–	,, G. D. Tekale
		,, P. M. Kunhi
House Captain	–	Roll No. 2076 Anilkumar
Prefects	–	,, 2022 A. Praveen
		,, 2027 E. Sajil

During the academic year 1989-90, the Shivajians could not fare well, though we had tried our best. Four Shivajians got the opportunity to visit the NDA this year. Steson M. Stephen captained the school foot ball team that participated in the South zone Sainik Schools Foot-ball tournament held at Amaravathi nagar. Abhaykumar of the House was the captain of the School Basket ball team. Siji Jacob stood first in the AISSC Examination. Rajesh Bhanu joined NDA in july 1989. The House-social organized in the School auditorium in September was well appreciated.

We are looking forward to the next academic year for better performance.

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5 Ashoka House (Junior)

House Master — Shri. Premnath

Attached Masters — " M. B. Vitekar
" C. K. Kovoor

House Captain — Roll No. 1999 Jacob Sebastian

Prefect — " 2345 Anoop Shankar

Though we lost the coveted Cock-House trophy, our achievements during the current academic year was by no means negligible. We can be proud of our achievements both in curricular and co-curricualr activities. We stood second in academic performance Boys of the House have won first in Hindi debate (Raj Mohan) Hindi essay writing (Shyam D. Rajan) and English and Hind calligraphy (Abish Paul and Rajesh Nair respectively), and second place in English and Malayalam Debate, singing of school song and National Anthem and in Literary contest. We were successful in physical activities also. We were first in Annual Athletics, cricket and volleyball, and second in Drill, P. T. Cross-country race and I D parade. Both the first (Ashok. M. G.) and the second (Kirankumar) positions in cross-country race were bagged by the young Ashokians. In Boxing the flea weight champion (Anil P. S.) and the mosquito weight champion (Kirankumar) were from our House. RajMohan of the House became the Junior champion in T. T.

In our own way we tried to bring in some desirable changes for self development. One ot them is our effort to enhance the reading materials available over and above what we get from school library. Another is the decision to utilize more time for academics and rationalize the expenditure of time on ancillary duties such as area cleaning.

Altogether we had a reasonably successful year and our intension is to improve our performance in every field in the months ahead. We conclude by offering our sincere thanks to Shri. T. G. S. Panicker who had efficiently guided us as Housemaster till the biginning of the academic year and the attached masters Shri. M. B. Vitekar and Shri. C. K. Kovoor for the inspirations given to us by their valuable suggestions and able leadership.

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6 Nehru House [Junior]

Housemaster - Shri. S.B. Sasikumar

Attached Masters - Dr. C.K.C.Nair
Shri. K.B. Rao.

House Captain - Roll No: 2017. Peter P.Vazhayil
" 2120. G.Rakesh.
" 2262. P.M.Sagar.

The year 1989 has been a remarkable and Successful one with distinctive achievements- in various fields. The magnanimous and untiring talents were constantly and consistently at work to keep up the dignity of their House.

Our Proudest achievement has been in the sphere of academics. It is heartening to note that our boys maintained a consistent record of excellence in academics and bagged the coveted trophy

We proved to be the toughest competitor in the field of Sports and other Co-curricular activities. Tenny Sebastian and Sajan R Nair exhilited their intellectual prowess by winning the Inter-House Malayalam Debate. Tenny Sebastian was declared the best debator. Our boys G.S Lal'ith, J Unnikrishnan (Hindi), K.Harikumar and R. Swapnaraj (Malayalam) had the distinction of winning the Inter-House Essay-writing competition in Hindi and Malayalam. In the Inter-House Recitation Competition the performance of Anoop Krishnan and C.Kishore placed the House on the top. Anoop Krishnan of Class VII was abjudged first.

The Sincere endeavour and untiringefforts of our boys helped to keep the dormitory and its premises clean and tidy and snatch the Cleanliness trophy. We missed the top position in the Inter-House P.T and Drill contests only by a narrow margin.

Our House-Captain Peter P.Vazhayil deserves a pat on the back for his commendable achievements. He became the proud recipient of the Best All-round cadet Trophy of the year.

Switching over to sports and boxing, we frankly admit that our achievements have not been very good

We believe in Jean de la Bryere's philosophy—" There is no road too long to the man who advances deliberately and without undue haste; there are no honours too distant to the man who prepares himself for them with patience".

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7 Prasad House [Junior]

House Master — Shri. K. K. Viswanathan
Attached Masters — Shri. K. Vasudevan
,, S. K. K. Nair
House Captain — ,, Arun Thomas Alex
Prefects — ,, P. Manojkumar
— ,, M. P. Salil

This year is indeed one in which the fortunes of Prasad House (Juniors) touched the very zenith of our aspirations. We began this year with the motto—" To strive, to seek, to find and never to yield" Yes, we strove and we won.

In the PT Contest, we had to wrest the championship after a stiff fight with other houses. We are glad to see that this Trobhy is with us for the last three years.

Our performance in the games arena has been extremely gratifying Basketball saw us winners. We retained Games Trophy also.

With legitimate pride, we are to mention that the Trophy for the Best House in maintenance and lay-out (Cleanliness) was bagged by us this year also. Again, we are happy to note that this trophy is with us for the last three years.

The talented Prasadians have produced commendable literary pieces for School Magazine and were adjudged the Best Junior House in Literary Contributions.

In various Intra-mural Competitions also, we won first place in the ratings. The Prasadians, who helped to bring these spoils to their niches were Devatha P. Nair, Shyam V. Srivatsa, M.D. Satheeshkumar, G. Harik.ishnan, S. Sreejith and Joe John.

In open competitions too, our boys did well. Jeff Paul Jacob is second in painting and drawing competitions. P.V. Prasanth, Jayesh Narayanan and Joshu James did exceedingly well in Calligraphy competitions.

we hasten to add that this year we had to share the first position in some areas with other houses, We will make use of the lessons we learnt in the years to come.

We had to surrender our titles in Athletics and Boxing to other houses and remain runners-up only. But we are proud to put on record that Mohammed Arif, the 'Star Athlet' of Prasad House emerged Indiirdual Champion in 'C' Division and V. Arunkumar was adjudged the "Best loser" in Boxing among Juniors.

In academics, however, we did not fare as well as we expected and surrendered the Trophy which we were holding. Still we are proud to say that KO Avinesh,Devatha P. Nair, G. Harekrishnan etc brought home their glittering, green cards in academics.

We capped all these achievements by winning the Coveted Drill Trophy. This would indirectly tell you that in bearing and smartness, in turn-out and marching we worked as a team

All these put together we were crowned by the most prestigious award available to any house—the Cook-House Trophy—third year in succession. A hat-trick indeed: with pardonable pride, we state here that this is our Third Hat-trick—"Hat trick of hat-tricks ! This is unprece-dented in the annals of Sainik School and unmatched by any house any year

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8 Shivaji House (Junior)

House master — Shri. B. Subhash

Attached Masters — ,, G. Soman Pillai
,, Rajan K. Varghese

House Captain — Roll No. 1991 P. Manishkumar

Prefects ,, 2121 Manoj Mathew
2346 Noble Thomas

Shivaji Juniors have by and large, performed satisfactorily during the academic year 1989-90. We strove our best in intellectual and physical activities. Though we couldn't become first in over-all performance, our boys as individuals and a group can feel proud of their achievements. We were first in games winning the trophy for foot-ball, standing second in Basket ball and Cricket and third in Volley and Hockey. Our House stood first in Cross-Country and Boxing and third in Athletics, cleanliness and Academics. We congratulate Anish A Nair for becoming second in English Debate and champion in school-fly weight in Boxing and S. Ganeshkumar for winning the paper-weight in Boxing.

We are looking forward for better performance next year

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9 Vallathol House (Sub-Junior)

House master	—	Shri. S. H. Sharma
Attached Master	—	Smt. A. Saraswathy Amma
House Captain	—	Roll No. 2057 T. Ajyakumar
Prefects	—	,, 2223 K. Hithesh
		,, 2341 T. N. Divakardas

The year under review was a very successful one for us. We could bag almost all the trophies including the Cock-House trophy. We stood first in Co-curricular activities, Cleanliness Academics and Athletics. Roll No. 2700 M. Sreejith was first in Malayalam, English and Hindi Calligraphy.. Roll No. 2691 D. Vijayamohan was first in English recitation competition. In the field of games, we were first in Hockey, but we could not do well in Foot-ball and Cricket.

We will continue to work hard and improve our performance further in the years to come.

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10 Veluthampy House (Sub. junior)

Housemaster	—	Shri. K. Sudhir
Attached Masters	—	" P.K. Ravindranatha Panicker
		" M.K. Poonacha
House Captain	—	R. Premdas
Prefects	—	M.D. Sudheesh
		P.V. Sreejith

The freshers joined this Sub-junior House set apart for them on the 15th of June 1989. They were allowed a fortnight to acclimatize themselves to the routine of the School before they found themselves swimming along with others in the main stream. Then, as always, they were assisted in this process of becoming a typical 'Sainik' by the House leaders.

The Inter-House Competitions soon got underway and Justin Joy, Shabarish, Davis Kochery, Naveen Narayan Varma and Jairam brought laurels to the House in the various Co-curricular Competitions. In the games and sports section, the splendid performance of Madhu Mohan and P.G. Avinash brought home the Cricket trophy. The team-work in the foot-ball match earned the House that trophy also and hence the games-trophy as well. The commendable performance of V.M. Suresh and Davis Kochery in Athletics saw the culmination of the games and sports competitions for the year.

We are sure, the House is certainly moving in the right direction and is marching towards the goal of fulfilment in the aspect of growinp the freshers to receive advance training in this School.

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A helping hand to posterity

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The Best in Academics - the young intelligentsia of the Institution

Winner's trophy for Drill Contest

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School's contribution to the National Game-Our Hockey Team

School Basket-ball Team

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The young cricketers of Sainik School, Kazhakootam

The Volley-ball Team 1989-90

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School Athletic Team

School Foot-ball Team-Doubly Prepared !

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EVALUATION

Col B.C. Kathpal

Measurement of one kind or another is a problem facing the humanity since times immemorial. In olden days when Barter System was in vogue and even physical units were not invented, some system of measurement was still prevalent, though the degree of precision was very less. Scientists have always been in search of more accurate, reliable and true units of measurement for measuring something concrete or abstract.

Physical Units

As time passed, new units of measurement were added to the domain of human knowledge, for examdle, we have 'Rupee' and 'Paisa' as units of measurement of money. The unit of measurement of 'Length', 'Breadth', 'Height', 'Area', 'Volume' etc are also known. These units are absolutely accurate, objective and reliable. If the length and breadth of a piece of cloth is 8 yards and 2½ feet respectively, these will remain the same, even if measured at any other place or by any other individual provided the scale used is the same or similar in nature.

Similarly, as scientific knowledge advanced, the units of measurement of work, power, energy, force, heat, light, electricity, resistance etc, were invented. These units also involve a high degree of precision. If a motor of 5 horse power is manufactured by a factory, the motor will generates 5 horse power wherever or by who-so-ever it is used. Similarly, the voltage of electricity present in a body can be measured by means of a Voltmeter. The Voltmeter will give the same reading irrespective of the person handling it or the place where it is used or the time when it is used.

Mental Units

But, in modern times, we are faced with a more complicated problem of measuring 'knowledge', 'Educational Achievement', 'Interest', 'Attitudes', 'Skills', 'Professional Ability', Sociability', 'Character' etc. Again the units of measurement should, if not hundred percent accurate, have a fairly high degree of precision, because 'Intelligence', for instance, is not like the length of a piece of a cloth so that it can be measured by putting a foot ruler alongside it. It is neither like electricity so that the amount present could be judged with the help of some instrument by connecting the two poles with the head and foot of the individual.

Mental ability or personality trait is far more complex to measure than weight or length etc. Galton's work on Intelligence Quotient is also full of drawbacks and has limited scope. Two students whose scores on Intelligence Test are equal may not have the same intelligence. One will not be solving exactly the same questions as the other. We cannot believe that a person scoring zero on such a test has zero intelligence or one who scores twice the marks of another has double the intelligence. The same applies to 'Character', 'Personality' or Temperament' tests. These traits cannot be represented by a single numeral or scale. There are various shades of differences. These traits, among individuals, not only differ in quantity, but in kind and quality also.

We have to grade these traits or characteristics by observing and recording them in actions and expressions e, g., Mathematical ability will be judged by solving various types of Mathematical questions giving due consideration to speed and accuracy. Temperament of on individual will be appraised by the modes of behaviour shown in certain situations. So the trait or ability should be regarded not merely a faculty or power in the mind, but a category of performances of tasks. Since it is next to impossible to observe and record all the performances in the life of

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an individual, we are forced to satisfy ourselves with the samples selected. Our procedure will be analogous to that of a mining engineer who cannot examine the whole ground of a particular area, but takes borings at various selected points. With the samples thus drawn, he deduces, with reasonable accuracy, what the area as a whole is like. Similarly a teacher measures educational achievement, attitude etc.

Evaluation

Evaluation is a broad term as compared to measurement. It involves measurement and its interpretation also. If a student secures 40 marks out of 100 in History and 10 out of 15 in English, we cannot say out-right that he is good in English, and weak in History. In order to answer this question, we shall analyse the question papers regarding the relative difficulty or simplicity of questions and whether they cover approximately all types of learning experiences. The position of the student, in order of merit in both subjects, separately, will also be taken into consideration. In 'Education', we appraise the students' abilities in terms of evaluation.

In order to make evaluation more comprehensive some non-test techniques, e. g., rating scales, observation etc. are also made use of, as we know that only tests (written, oral or practical) are inadequate for proper evaluation.

Evaluation in Education

The aims and objectives of education are achieved through the planned learning experiences. In order to bring the desired effect in pupils, the learning experiences have to be made more meaningful using the resources-both within and without the class. As learning takes place teachers have to make frequent checks to find out the extent or degree to which the changes have occured. So evalution is a process by which we can determine the extent to which the objectives of education have been attained and the effectiveness of a learning experience in the class-room.

There is inter-relationship between objectives, learning experiences and evaluation which is shown diagrammatically.

Evaluation has to be thought of at the stage when the objectives are indentified. Learning experiences are also selected in terms of objectives. Objectives remain central to both and are inter-related.

Learning takes place over a certain period and hence it will not be fair to pass judgement on the performance of students by a single test at the and of the course of instruction. But for reliable appraisal, it is necessary to find out the status of students at the starting point, evaluate the changes taking place at periodical intervals using appropriate devices and then judge how good the changes are.

Devices or Tools of Evaluation

An evaluation tool is one which can secure valid evidence of the desired change in behaviour in students. The objectives of teaching different subjects are different from one another and each objective involves several behavioural changes. It is obvious from the list of devices (given subsequently) that no single device can suitably record the various types of changes occuring over a period. Our judgement based on such record may be misleading. We must attack the problem of recording the changes from all sides by using as many appropriate tools of evaluation as possible. Different sets of devices are to be used for appraising different types of changes in students. The selection of particular tool or tools depends upon the objective. The list of the tools of evaluation given below:-

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Jawaharlal Nehru-A Centenary Tribute

Rajesh M.
Std-XII

A quarter century has elapsed since that dull grey morning of may 28, 1964, when a stunned nation awoke to find out in shock and disbelief that the man, who had led them from the front for 17 years was no more. With the passage of time, one generation has made way for another. It is therefore natural, albeit a trifle inevitable, that a fresh assessment of his greatness should take place. His birth contenary which is being celebrated all over India with great pomp and splendour deams this assessment a necessity. Needless to say, this should come from one's heart and be sincere and frank.

Jawaharlal Nehru was first and foremost a political visionary. A firm believer of democracy, in the purest sense of the term, he often visualised India to be free from the evils of communalism, regionalism and chauvinism which, alas! have made democracy a mockery in the present day India. It is sad, neverthless undeniable, that this vision has somewhere along the line, completely faded away under the sectarian onslaughts plaguing India today. Nehru was a firm exponent of value-based politics. An ideal parliamentarian who believed that constructive criticism, be it from the ruling party or the opposition, should be encouraged. Nehru was also guided by the noblest principles of socialism which he was keen to see practised within the limits of democracy. He was a man who saw that only a mixed economy could help the country into the path of progress and his dream stands vindicated as India ranks among the ten most developed nations today.

The pinnacle of his vision is seen from his effective moulding of India's foreign policy. He knew, thanks to his experience as a diplomat the pit-falls, an inexperienced nation had to avoid. The apex of his vision is the 'Non Aligned Movement'-a group of like-minded nations who firmly believe in remaining neutral and not being affiliated to any treaty or block. Today, it has the pride of place in the world scenario and commands a respectful hearing.

We can now switch over to Nehru's concept of internal development. He used to emphasize

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(a) Written Examinations
(b) Practical Examinations
(c) Oral Examinations
(d) Observation
(e) Interviews
(f) Inventories
(g) Check lists
(h) Pupil Products.
(.) Records-all types
(k) Rating Scales
(l) Statistical Prodenures.

Conclusion

The proof of the pudding lies in its eating. So the fundamental test of sound education is its effect on the students. Educationists might have defined the goals and objectives of education clearly in detail and the job also entrusted to highly enthusiastic teachers. The whole programme would be unsucessful if it does not produce desirable changes in students. So, the instructor must pause during the course of instruction, appraise the stage and up-take of the learners and proceed further if he is satisfied with the changes. Otherwise, he must start afresh with be:ter and meaningful learning experiences and judge the achivements with the help of appropriate sets of devices of evaluation yielding reliable, objective and valid results.

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There is no Evil in Atom, only in Man's Soul

Harikrishnan. G
Std-IX

Science is infact a blessing for civliization. By now man has come a long way from the days he regarded lightning as a sign of God's anger and comet as misfortune. In this journey he has shed quite a lot of superstitions and misbeliefs. He now takes pride in calling himself civilized. Man could achieve civilization through science. Science is just another name for the spirit of enquiry which is man's best possession. It has helped man on the road to progress. The valuable contribution it has given to the civilization of man cannot be underrated. Atomic energy is the greatest and the most creative power of nature. This is the unexhaustic source of power that mankind has come across so far. It will be a pity if this power is used to kill hundreds of human beings in a second.

The invention of atom bomb towards the end of the second world war has alarmed man by its destructive power. This year we observe the forty-fifth anniversary of the shameful event in the history of mankind-the destruction of the two cities-Hiroshima and Nagasaki with the first atom bombs used on earth.

Who should be blamed for this mass-misuse of science that we witness today. The answer is man. Quite recently our Prime Minister warned the scientists of the East and the West that they are playing the role of murderers. Modern scientists have been converted into mass murderers. Most of them play second fiddle to politicians. They are engaged in the production of destructive weapon. The Scientists are to be censured for

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that only scientific progress and a deliberately cultivated scientific temper would help break now horizons. India today has the third largest scientific manpower in the world. For a nation with only 25% of its people employed, it is certainly a remarkable fact. Agricuiture, Rural welfare, Urb andevelopment, Water resources and other such resources have been strengtheued, taking Neru's vision into consideration. Education, a topic very close to Nehru's heart, has been holding top priority every where in India today.

Nehru was a demon for work and slept not more than three hours a day. Realising the magnitude of work needed to iift India from the clutches of miscry and poverty, surrounding it then, he hoped to inculcate a work-culture similar to that in Japan and Gormany; but this too, alas, has fallen by the way side. For a man who led a comparatively Spartan life. Nehru was bounteous and full of vitality with firm belief in the importance of good health.

In retrospect, Nehru was a man who has done much for this nation. In fact much of what we see today, both the good and not so good, have orginated from him. We can, however, take heart from the fact that the pros far out-weigh the cons, among which the Chinese debacle is prominent. Let us adopt his undying enthusiasm and always remember the famous lines by Frost which he held dear to his heart.

"The woods are lovely dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Let us too strive, seek and work beyond weariness like this great man used to do. This is the greatest obeisance we can pay to his memory.

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ATOMIC ENERGY - OUR ONLY ANSWER TO THE POWER CRISIS

Devatha P. Nair
Std. IX

We in India have been progressing by leaps and bounds since Independence. In this process of living as a free nation, we have realised that we can never afford to rest on our laurels, or for that matter, go back on the progress we have made in any direction. "The path shown by science is always onwards and never backwards." Says the famous writer Issac Asimov, and this is very much so even in man's quest for new sources of energy.

Our scientists have helped us to tap almost all sources of energy known to man anywhere in the world. We have tamed the rivers and dug the depths in our eternal search for energy. In short, we have tapped and almost exhausted the various available sources of energy. This bitter truth has been brought home to us even in our own state of Kerala. Twenty years ago, our then Chief Minister Mr. C. Achutha Menon is reportnd to have said that he did not know what was to be done with the surfeit of electrical energy we had even after selling our electricity to our neighbouring states. Now, compare the situation to the present day power-cuts and load-shedding that we are now passing through. It is wrong to say that this sad state of affairs is only due to the vagaries of the monsoon. In fact, the Iduki dam and other such power generators have been stretched to their maximum extent by our ever-swelling demand. We have reached a stage now that if we are ever to keep pace with our energy requirements, we have to look to new sources of energy like atomic energy.

Atomic energy has already been harnessed in some parts of our country like Maharastra, Rajasthan and Tamil Nadu. If one can bear the initial costs, atomic energy becomes almost as cheap as any other form of energy. Our scientists already have the know—how for making atomic energy and reactors. The raw materials

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helping the war-mongers-the politicians and statesmen.

The scientists all over the world should pledge that they would not produce anything which tends to be the slaughter of humanity. 'Atoms for peace only' should be their motto. The Scientists with their scientific genius can create a paradise on the earth.

Though the atomic energy can produce mighty results for the progress and welfare of mankind, the major nations of the world still use it for making terrible nuclear weapons. There is no evil in atom, only in man's soul. In the trained and disciplined hands of a surgeon a knife becomes a life-saving device. In the hands of an uncivilized brute the same knife can become a murderous tool. Can we say that in the second case the knife is to be blamed? If science is employed by man for evil purpose we have to blame ourselves and not science.

Science is the noblest boon that God has conferred upon us. It has a highly significant mission. Its ultimate aim is to make man realise his maker, God which, according to science, is the greatest Truth. Man himself is to be blamed and condemned for misusing the fruits of science Man can conquer his own evil and can divert the atomic power for creative purposes It will make the world a land of plenty and prosperity, of joy and peace. Will that day over come? The future awaits for the answer to this question.

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A Strange Experience

Sumit V. Menon
Std-VII

I was returning from the film theatre after the late night show. I was walking along the narrow road which led to my house. On the way, there was only one small house in which lived an old, blind man with his wife. The old man and his wife were very helpful to us on many occasions.

As I passed through the path in front of the house, I heard a strange voice - tie, tie, tie, coming from the house. I recollected the scene from the film in which the villain planned to set fire to the hero's house. Suddenly I thought, "Is not that sound coming from a time-bomb? Has anyone planted a time - bomb in the old man's house?". I was about to run away at the first instant. But the part of the film where the hero was helped and rescued by a loyal servant boy, held me there itself.

I determined to save the blind man and his wife. I pushed open the door with all my might and rushed inside. There, on the chair, was the old man sitting calmly and gently tapping his stick on the floor and thus making the noise tie-tie-tie. I turned around, ashamed, laughing at myself. On the way back to my house, I was cursing the movie which got me into trouble.

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required for harnessing atomic energy like Uranium and Thorium are available in plenty in our country.

Like everything else in this country, there are people against the idea of going atomic. Their main contention that we are immature enough to handle such energy can never hold water. However, when we go in for atomic energy, we have the unfortunate Russian experience at Chernobyl behind us. We would learn from such bitter experiences how to be doubly vigilant. Even in India we have been taught bitter lessons by such large scale tragedies as the Bhopal disaster. All these experiences we shall put to good use when we tap an unconventional source of energy.

We ought to remember that the traditional sources of energy are fast dying out. Scientists predict that oil and natural gas will be over by the year 2000 AD. Coal may be finished another 200 years later. And as things stand today, the only replacement for the traditional sources of energy is atomic energy. The super powers have already harnessed atomic energy on a large scale and whether we like it or not we will have to follow suit if we are over to remain where we are today. Atomic energy is the only solution to India's power crisis.

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Dr. B. R. AMBEDKAR: A CENTENARY TRIBUTE

G. D. Tekale

The birth centenary of Dr. B.R. Ambedkar will be celebrated in his centenary year beginning April 14, 1990. So it will be appropriate to get a glimps of his life and work so that it can inspire us.

Bhimrao Ramji Ambedkar was born on April 14, 1891 at Mhour (M. P), where his father, a subedar in the army was posted. His original sunrame was Sakpal; but the kindness of a Brahmin teacher named Ambedkar in the School made the young Bhim adopt Ambedkar as his surname, as his teacher shared a part of his own lunch with him everyday.

After passing his BA Examination from Elphiaston College, Bombay in 1913, he joined the Baroda State Army as a licutenant, but he had to leave Baroda to attend on his ailing father in Bombay. In June 1913 the Maharaja of Baroda Sayaji Rao granted a scholarship to Ambedkar to study in the USA. Thus the young Ambedkar could join the Columbia University from where he took his M. A. degree for his thesis "Ancient Indian Commerce". In 1916 he got his Ph.D for his thesis entitled 'The National Dividend of India a historic and analytical study, By 1923 he had become a Barristor-at-law of London and also a DSc of London University.

After his arrival in India in 1923 he began practising law. He started the Bahishkrit Hitkarini Sabha for uplift of depressed classes. In 1927 he offered his famous satyagraha at Mahad for getting the Harijans a right to draw water from the Chaweai tank. He was appointed a member of the Bombay legislative Council. He started a fortnightly in Marathi called 'Bahishkrit Bharat'. He also took part in temple entry movement in Nasik. He was invited to attend the Round Table Conference in 1930. He signed the Poona pact in 1932 with Gandhiji by which he declined to accept the separate electorates for Harijans. At that time Gandhiji told him "You are untouchable by birth and I am by adoption".

Babasaheb, as Ambedkar is popularly known became the Principle of Govt. College of law, Bombay 1935. By 1942 he had emerged as the main leader of the depressed classes. His message was "Educate, Organise and Agitate". In 1942 he was made a Member of the Viccroy's Executive Council. He looked after the labour port-folio till 1946. He became a member of the Donsittuent Assembly in 1946 and in 1947 he became independent India's first law Minister. As chairman of Drafting committee of the constitution he played a key role and hence he is known as the architect of our constitution. He was called 'Modern manu'.

Babasaheb also piloted the Hindu Code Bill, a common personal law to the Hindus all over the Country and the Representation of the People Act in 1951. He had a sence of hnmour. While participating in the debate Dr. Parmer asked him if the political pensioners were debarred from becoming members of the House of Commons in England, Dr. Ambedkar's humourous reply was "No, only Lords & Lunatics".

He embraced Budhism on Oct 14, 1956 at Nagpur. This great son of India passed away on December 6, 1956.

Babasahib's was a personality of many facet He was an eminent educationist. His people Education Society runs many Schools a

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LEADERS AROUND US

Manish Kumar
Std. XII

This year, our basket ball and volleyball teams had gone to Sainik School, korukonda for the South Zone matches. I too was a member of the basket ball team and though our teams could not achieve the expected result, there was much to be learnt even in defeat. Before we had even reached the sports ground, there was an incident which brought out the best of Sainik School culture.

We had started from the school on 13th August and on 14th, when we boarded the Coromandal Express at Madras, none of us had the faintest illusion of what was in store for us. The boys from our school were seated in coaches 5 and 7 and they kept running between the two coaches. After lunch time most of the passengers were asleep but our boys kept walking frequently between the two coaches and in this process, one of our friends noticed something alarming in coach number 6.

The news soon reached us 'fire' it was and the word spread among the passengers of the adjacent coaches like fire itself. Soon we noticed the panic among all the passengers. Everyone rushed to the door without a second thought, ready to jump from the the moving train. None of them had the idea of what was the right thing to do at that critical juncture. At present sitting at home, each one of them can work out a suitable plan to be followed during such a catastrophe but at that moment, it was our master, who took the initiative with a right step. 'Hold the chain' he commanded and four of our boys hung themselves to a chain in their effort to pull it. The train soon jerked to a halt and at once we noticed the rush of people running for their lives. Little did they care for their property or even their children while running out and only when they had reached out that they grew concerned of their children. The boys of our school helped the children to go out of the burning coach and only when each of them was out of the train that we got out of that place ourselves. But in that confusion, little did anyone try to identify the helping hands.

The burning coaches were separated and the fire brigade was informed from the nearest railway station which was only 200 metres away from there. The passengers were escorted to that station and after sometime, the officers came there to enquire about and prepare a report on

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colleges. His books both in English and Marathi deal with economics, caste system and India's struggle for freedom. As an editor of 'Bahishkrit Bharat' and 'janata' he proved that he was second to none in journalism. In fact, like Gautama Budha, Babasaheb was a born rebel.

As part of centenary celebrations already two universities have been started-one in Lucknow and another in his native district of Sindhudurg, Maharashtra in the name of Babasaheb. But the greatest tribute to this noble son of India will be to follow the constitutional methods to solve differences regarding caste, creed, language and religion as Babasaheb said "In addition to our old enemies in the form of castes and creeds we are going to have many political parties with diverse and opposing political creeds. Will Indians place the country above creed or will they place creed above country? I do not know. But this much is certain that if the parties place creed above country our independence will be put in jeopardy a second time and probably be lost for ever.

This exentuality we must all resolutely guard against. we have to be determined to defend our independence with the last drop of blood.

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Oscar Wilde–Fragments From Memory

Rony P. Nair
Std. XI

OSCAR WILDE - The very mention of this legendary name conjures up fleeting images in one's memory. But, however swiftly his image passes by, the passions, he arouses in one's heart are extreme. As the saying goes "one can either like him or loathe him. One cannot like him and loathe him."

Oscar Wilde's name rests on our lips today because of more than a single good novel or short story. He is remembered as the author who proved his genius through the memorable work like Portrait of Dorian Gray, De profundis (Prose) The Ballad of Reading Gaol (Poem) and plays like An Ideal Husband, Salome and the importance of Being Earnest. He is also remembered as the man who, next to shakespeare, is the author of some of the most stirring quotations and epigrams in the English Language. Yet again he is remembered as the hedonist rebel of his age, a man who regularly quoted shakespeare and Plato to justify his homesexuality and pleasure-seeking excesses. But it is for his conversational prowess and beauty of speech and literature that he is most remembered today.

Oscar wild was undoubtedly to quote Bernard Shaw 'the greatest conversationalist of all time'. Conversation is an emphemeral art and just as the gentle autum breezes blow brown leaves to enternity the fresh grepn leaves of spring remain only a memory. So is the case with Oscar wilde. (in the conversational quality of his writings and in the many biogaphies, he has inspired fragments of his personality, but the undescribable musical intonation of his personality and the magic of his voice have been lost for ever.)

Oscar wilde was born the second son of Sir William Robart Wilde, an ENT Specialist practising in Dublin. His mother who undoubtedly influenced his mental make-up in his early years was a bizarre character who gave herself the name Speranza. Resent biographies have suggested the possibility of a lunatic twist in her character. Wearing the most outlandish dresses she would make her appearance in the many frequent parties that adorned the cooktail circuit of London society throughout the year inviting outrage, gossip and scandal brazenly. Oscar inherited much of his talent, iconoclasm and scandalousness from his mother of whom in distaste he has later said, "Where there is no extravagance there is no love and where there is no love there can be no understanding". His family was unconventional even by todays standards. Sir Robert had fathered three illegitimate children

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the accident. At that moment, there were many who came out to take the credit of being helpers in rescuing the people but we preferred to remain anonymous as far as our endeavour was concerned. We believed in giving succour without much ado.

There is not a bit of exaggeration in the description of this incident and though afterwards we are not successful in the real task for which we were sent, that is in the field of sport, we had discovered something within us. We can, work splendidly in a group. The incident proved beyond doubt that we can take right decision at the right moment and execute the plan without caring for the consequences.

Our School has made us both physically and mentally tough to remain calm and composed on such tense occasions. Bearing our role at that moment in mind, tody I look forward to with pride and satisfaction, for I know that around me are the real leaders of future.

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marriage to Speranza and according to able sources his fidelity was always a mark. Into such an environment then born Oscar Fingall O Flahertie wilde on October 16th 1854. An indifferent scholar at school, his genius flowered in time for him to join Trinity College, Cambridge on a scholarship where he in his own words, "had the happiest time of his life". His disdain for sports at college was notorious and it is not surprising to find that it is sport that has suffered most at the hands of his acid tongue. However, he had already set his sights on the future. "I will be a poet, a writer, a dramatist," he is reported to hace said "Somehow or the other, I will be famous and if not famous, notorious." His tenure at Oxford ended in a blaze of glory by getting a double first and winning the prestigious Newdigate prize for his poem 'Ravenna'. Despite his academic achievements he was unable to get a job at Oxford. Undetered he moved over to London where he soon became the darling of the society which was led by the actress Lillie Langtry and her paramour Edward of wales. It was around this time that he published his first work which was an anthology of his poems before and after his winning the Newdiagate prize. The book entitled Poems gives suggestion on every page of the perennial youthfulness which Wilde cherished and which he was to cling to, throughout his life. He tells of his travels in Italy and Greece, his first love affair and his admiration for the Catholic faith. It is the work of a young Scholar delighting in his classical learning and his ability to write beautiful phrases and descriptions. We can realise the bountaneous free-flowing, spirit of his from the opening lines of the Poem 'Helas' which sets the tone for the rest of the book.

"To Drift with Easy Passion till my Soul
Is a Stringed Lute upon which all can play
Is it for this that I have given
Mine Ancient Wisdom and Austere Control?"

It was six years before Wilde could reproduce somethings of the magic of his first book. The book entitled 'The Happy Prince and other Stories' was shortly afterwards relegated to the background by "A House of Pomegranates". In both books Wilde is in his element. Though all stories are in truth fables they are haunting and unforgettable, the notable among them being the Happy Prince, The Nightingale and the Rose. The fisherman And His Soul and The Selfish Giant. What is remarkable is the fact that these books were not intended for children and have succeeded in worming their way into the hearts of many an adult. The next work which was something of a personal favourite to Wilde has come to be recognised as one of the most exquisite things Wilde has written. The book "Poems in Prose" has all the fairy tale qualities of its worthy predecessors but there the similarity ends. Parables become the order of the day and abject seriousness replaces trivial comedy. Today critics regard this book as something of an oddity compared to the typical Wilde Style.

Wilde's next notable journey into letters catapulted him into controversy and made him notorious throughout England. The novel "The picture of Dorian Gracy", which was incidentally his only novel, is the one complete work into which Wilde has poured his bizarre and at times Utopian ideas, opinions and outpourings. The novel is implicitly sexual and at times borders on the autobiographical and its main focus is on the portrait of the hero Lord Henry Wotton whose face becomes lined with every sin the hero has committed. The treatment of the story is vintage and has come to be recognised as a classic for the many paradoxes, epigrams and aphorisms it contains.

A prominent error noticed in most biographies of this legend has been the tendency to judge his literature mainly on the merits (and demerits) of Dorian Gray alone. It is not widely known that he has also authored some very fine plays and essays. Among his plays which always played to full houses "The Importance of Being Earnest", Lady windmere's Fan, An ideal Husband and salome are immeasurably superior to the others. His famous essays are collected into two works Intentions and The Soul of Man Under Socialism both of which bringh out the Hedonist in him to the fore. Wildes name however, rests assured in the literary hall of fame not due to any of those works but because of his long poem "The Ballad of Reading Gaol" which is undoubtedly Wilde's greatest work. (Magnificient as poetry and stirring as propoganda against the terrible prison conditions of his times). It is also strong proof of the change of mind Wilde had while in Reading Gaol.

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It has certainly been a long detour into his works but it is time to come back to the story of his life. Oscar, on graduation from Oxford and short stay in London went on a lecture tour of the United States. While in America Pigrams began rolling out of his tongue as never before. "I have nothing to declare but my genius", he is reported to have said when a customs officer asked him if he had anything to declare. "I have come to diffuse beauty". His tour was a sell out and on earning handsome fees he returned to England. But it was during this tour that he began thet course of conduct which later was to lead to his downfall.

We now touch upon the most talked about aspect of wilde's personality-his bizarre personal lifestyle. Wilde in fact was a married man who had taken his vows very early in life. It was in his thirty's that he began venturing into the realms of homosexual society.

For sexual perversion he was given the maximum sentence of two years, hard labour. The sentence shattered Wilde's inflated ego. He was shocked by the prison and the misery around it all of which is incorporated in profoundly moving "De Profundis". In it he mentions his harrowing experiences in Prison. He tells us of more than a single instance of hurt and horror. One horrible incident is described vividly. He tells of when he was handcuffed when a crowd mercilessly jeered at him, one man slowly walked upto him and with a look of contemptibe hatred spat on his face.

Oscar wilde never did get a remission for good behaviour and had to serve his full sentence. On his release he took up living with Bosie again. In 1898 his long suffering wife died and public ridicule began heaping itself on him again. Wilde, always sensitive to public criticism was now totally shattered. In 1900 the inevitable began happenning. his chain-smoking ways and rich habits caught up witt him. He began suffering from painful headaches and was for long periods delirious and incoherent. He finally breathed his last on 30th November 1900 of cerebral meningitis but not before he had coined his last immortal epigram. "I am dying as I have lived; beyond my means".

With fitting irony Wilde's epitaph on which was designed by Epstein consists following lines from "Reading Gaol".

"And Allen Tears will fill for him
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For his Mourners will be outcast men
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Oscar Wilde loved himself and killed himself.

Twenty of the greatest epigrams of Oscar Wilde:-

1 What a silly thing love is! It is not half as useful as logic, for does not prove anything and it is always telling one, things that are not going to happen and making one believe things that are not true.

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3 Plain Women are always jealous of the husbands. Beautiful women never have the time. They are always so immersed in being jealous of other peoples' husbands.

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My Unforgettable Donald:

Jayaraj
Std.

The path was narrow and deserted. I glanced at my watch. The time was 6 am. Slowing down my pace a little I looked back to see my pet dog-an Alsation named Donald following me.

The morning atmosphere was filled with chirping of birds and the sound of squirrels added to the cacophony.

"This is the ideal time and place for a good morning walk". I mused. The area around was forlorn and full of various trees and bushes. This narrow trait was usally used by none.

This had become my daily routine-to have a walk upto a small rivulet and back in the morning. After a five minute walk I reached the river bank. Having decided to spend some time there, I sat down beside a small tree.

The cool breeze patted on my face and soon I slid into a nap, with Don sitting close to me. I had no idea of the ordeal that was just about to happen.

Then ... There was a slight sound, sound of something sound of twig snapping and I opened my eyes. A cold chilly feeling passed through my nerves. A cobra was there, in front of me with its hood swaying to and fro. I knew that the slightest movement made my be might provoke the serpent and that would be the end of me. The chipswere down; there was nothing I could do.

Donald sat there watching the alien creature. Suddenly he lunched forward and smashed his paws on the snake's head. The snake drew back in a fluid movement, facing, the new and the immediate danger. Then in a sight-defying movement it bit in to Donald's head, virtually chewing the part.

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12 Conscience and cowardice are reallythe same things. Conscience is the trade name of the firm.

13 She (England) will never be civilized until she has added utopia to her domains.

14 When I had to fill in a census paper I gave my age as 19, my profession as genius, my infirmity as talent.

15 Journalism justified its own existence by the Darwinian Principle of survival of the vulgarest.

16 Patriotism is the virtue of the vicious.

17 What a Communist he is! He would have an equal distribution of sin as well as property.

18 There are many things that we would throw away if we were not afraid that others might pick them up.

19 Every great man now a days has his disciples and it is always Judas who writes the biography.

20 One Dagger will do more than a hundred epigrams.

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Computers: Programming and Application

Vishnu Varadaraj
Std. XII

Modern Computers which are nothing but pieces of extremely pure sand, arranged in an entricate manner, have really become the talk of the centuary. Pardon my soul for saying such a lowly remark on a 'masterpiece'. But it is a fact that computers are made by etching extremely pure silicon chips with intricate electronic circuitary.

The present day computer is "infact a fool but ineffect a genius". That same fool can work out complicated astronomical problems in micro-seconds, can control mechanical hands elsewheer in the outer space, help in acromodelling by simulating wind tunnel experiments and has even spread its arms over railways, banks, hospitals airports etc. How does it achieve all this? The answer to the question is with us only. By using 'US' it need not necessarily be you and me, but the human mind which has programmed all this power into the sophisticated genius. When the pure logistics of human mind and the sheer speed of computer joined together, it resulted in a hybrid that has neither a rival nor sequel in history.

Earlier, computer was referred to as a fool because it cannot think by itself. That gap is infact made up by programmers who work on it. Mark I was the first electrically operated computer made by Howard Aikens and Grace Hooper of Harward University in 1948 with the support of IBM, the multinational company. It was a gigantic 15m long electrical circuitary and having a wiring length approximate from Trivandrum to Banglore. When it crashed, it had to be demoblished for weeks before the damage was undone. The culprit was infact a month which got entangled between the contracts of one of the relaye. The term 'debugging' in computer jargon which reffers to correction of mistakes in a program traces it's origin to this incident which was recorded in the logbook as "The Mark-I was debugged to-day".

With the discovery of transistors and integrated circuits, the present day fourth generation computers have come a long way from the gigantic, clumsy and expensive 'Monsters' of the past. The first microcomputer aimed at home users was

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Recovering from my initial panic-striken state I grabbeda short stick lying near me and got up. Before I could interfere, the brief but ferocious fight was over. The snake fell dead from the paws of Donald.

Donald had received a deep snake bite on his head and blood was oozing out from the wide gash. His body was full of bruises and he began to groan.

I sat down near him and taking two short staggering steps he fell into my lap. His eyes rolled backwards and saliva was dripping from his mouth. The venom has started its work.

I understood that nothing could save him. I cried out in despair.

"Don ... Come on, get up you are not going to die" my words ended in sobs. He looked up at my fear filled eyes and even in that agony he wagged his tail showing the sign of respect to me. Then it was all over, his eyes closed for ever. ... ...

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the [illegible] de' series designed and marketed by St[illegible] Jobs and Stone wozhaick. It had a computing power of more than a million instructions per second (MIPS) and everything was put together in a small box for the first time.

With all this, Man's inquistive mind turned to explore the realms of AI acronym for artificial inteligence. Researches in this field have yielded many invaluable fruits to mankind like weather forecasting, realtime control and processing of activities in factories, predicting possible cures to discases, chess tutors etc.

Knowing this much one may be intrigued to know how the computer is programmed. It is difficult for a novice to grasp the art of programming from a few lines. It is an art that is to be practised with great care and devotion. The computer can infact detect only fluctuations in voltage, a high voltage represented by 'One' and a low voltage by 'Zero'. Hence it makes use of binary systems of numbers and Boo lean algebraic rules in licu of the traditional decimal system. Each 0 or 1 is referred to as a 'bit' and a group of eight bits form a byte. Programming at the lowest level refers to the manipulation of these bytes The last bit was about the technical side of programming.

It may be mentioned here that the now notorious computer virus has also rolled out from the same factory which turned the dumb computer into a technological marvel. Computer virus is not a thing but a programme purposefully written to vindicate the system and cause havoc. The characteristics of the virus are in fact determined by the malicious mind which churns out such evil ideas. Even in India the virus has crept into some of the teaching centres and has even obliterated a few unfortunate victims like Lipton Tea Factory at Bangalore which suffered a total data loss.

Modern programmes have quite a number of heightened languages at their disposal in order to give instructions to the computer. Some of them are BASIC 'C', COBOL, FORTRAN, d BASE III etc.. Of these BASIC acronym is for beginners. All purpose symbolic Instruction code is very popular among novices because of its close relation with the dialect of English and easiness of use.

Here in India, we often hear the name of computers lost in the din raised by the hue and cry of unemployment. Though it is true that jobs of one cadre would be diminished, it would be created in another sphere. When motorcars came into use, carriage drivers were thrown out of jobs, but in the long run they are absorbed as mechanics. technicians etc. The same is the case with computers also. It is a fact that only 25% of the present job requirement in the computer field is filled in by government courses as per the survey conducted by C & C Magazine.

So, infact the society needs to be educated and well informed about the merits and demerits of computers, rather than follow the footsteps of a few ignorant people. In fact the day is not far away when our local politicians will declare in their election propoganda the devolution of computers unless we take some preventive measures immediately.

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POOR JACK

Nirmal
Std. VII

In the lonely night
When all are asleep
When the cold breeze blows,
When it is dark and quiet,
There stood a boy
Hungry and homeless in the London street
There he stood shivering and crying,
With no one to help him.
He fell asleep till the peep of the day,
He woke by the chirping of the birds
Then he started to beg food till the sun descends
My friend, this is the sad story of poor Jack

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A VISIT TO MAVOOR

Mehul R Mahesh
Class- IX

During Onam holidays this year, while at Calicut with my parents, I had an opportunity to visit Mavoor which is situated at a distance of 22 kms from Calicut City. Mavoor town is famous for Grasim Industries which is owned by the well known Industrial house of Birlas. Grasim industries is a group of factories which include pulp division, fibre division, sulphuric acid plant, calcium hydroxide plant etc.

My father, who is a good friend of the executive president of Grasim Industries.. got the permission to see the industry, in advance. I along with my parents, brothers and sisters started the journey in our car. On the way to Mavoor the scenery is very heart touching. It was green all around which is a unique speciality of Kerala. The tall trees of coconut and nutmeg on the hillocks and the plains add to the beauty and refresh our minds.

We reached Mavoor at about 3 PM and met the son of the executive president who took us around.

The first unit-pulp division came into existence in 1961. The site of the factory is situated on the bank of the river Chaliar and the place is known as Birla kootam. The place was selected for the abundance of raw material in the area and plentiful water from the river, as the consumption of water in the factory is more than the whole amount supplied to calicut city.

First we went to the pulp division. The source for making pulp is wood. The main types of wood used are bamboo and eucalyptus. First of all the wood is chipped into small pieces in the big chippers which are six in number. Wood is passed through a conveyer belt in the chippers. The chipped wood is sieved and the small chips are conveyed to digesters while the big pig pieces are again passed through the chippers. In digesters chipped wood is mixed with caustic soda and other chemicals to change into paste form. This paste is called pulp. The undigested wood pieces are removed and re-processed. The digested pulp is then washed thoroughly with water and caustic soda is recovered. This pulp is bleached and passed through a pressing machine to remove water content. Then it takes the form of a continuous mat which is bound on rotating rollers. These rolls are taken to the fibre division.

In the fibre division this pulp is mixed with Daustic soda, Carbon-di-sulphate etc. to form viscose which is a brownish honey-like liquid. This liquid is passed through different filters to remove any foreign material. This viscose is taken to spinning division where it is passed under pressure through platinum dises which contain 14000 fine holes, to make thin fibres. These fibres are washed, dried and pressed to make bales. These packed bales are sold to those who have got the unit for threading and weaving. Since the time was not enough we couldn't see the caustic soda plant, carbon-di-sulphate plant and sulphuric acid plant. From here we were taken to the canteen where the workers are supplied food on subsidised rate. We had the pleasure of having butter milk.

This tour was very educative and interesting. Such big industries are assets to our nation and are needed for the common man. This provides not only material for making cloth but also generate employment for several thousand people directly and indirectly.

The people of Kerala should be grateful of the Birlas for starting this huge factory which solves the acute unemployment problem of this state to some extent.

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My Wishes

Sreejith C. N.
Std. VIII

Oh Lord! I wish I was an elephant,
I could stay in land with no fear.
But with having a big bulk
I cannot run and play as I can do now.

Oh Lord! then let me be a sparrow
I could fly in the sky, as I like
But if some valture attacks me
I cannot do anything against.

Great lord! I shall be a whale then,
The whole seaworld will be under me
But if some men attack me
I will be no more.

So lord! Let me be a man then,
wno can control the world.
Then who on world can be over me
except thee, the great?

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Somerset Maugham – A Writer Par Excellence

JAYARAJ P.
Std. XI

You may presumably have read many types of literary works-stories, plays, novels etc. Now, let me ask you a question-how many of these did you find interesting? How many made you identify yourself as a character of the novel and made you sit glued to it for hours together? Well, your answer may be 'very few'. I myself have a genuine doubt about the number of books I have read from first to last page without getting bored. Undoubtedly, only a few authors have a magical prowess to write things in a flowery and utterly compelling way. This essay is about one such author-William Somerset Maugham–One of the celebrated writers of this century.

William Somerset Maugham was born in 1874 in Paris. At that time his father, who was a solicitor to british embassy, was living with his mother in an apartment in Avenue d' Antin, Paris. During his childhood he led a happy and carefree life. But his mother–a frail woman of fragile health-died of tuberculosis when he was aged eight. To make the matters worse two years later, his father also died.

After his father's death he was looked after by the uncle who happened to be the vicar of Canterbury. He was a dull man of fifty who neither had any children nor had he any desire to look after them. Maugham was sent to king's school, Canterbury at the age of thirteen. The atmosphere there was not quite congenial to develop his talents. Moreover, his congenital stammer prevented him from making friends. So, in his heart of hearts he disliked the people there. Owing to his persuasion his uncle allowed him to go abroad to Hiedelberg University in Germany for further studies. This was a great change for him. He studied there till he was eighteen years old.

Maugham came back and entered Medical profession in the Autum of 1892. Autumn winds cast a new direction which changed the course of his life. After spending two monotonous years, he became more interested and involved in medical profession. He put his heart and soul into his work and succeded in getting a certificate. During this time he had to go to slums of Lambeth which were breeding centres of epidemics and poverty. There he saw how people suffered and withstood pain. In slums he saw life in its bare and real form. This provided new vistas of life and made the novelist in him manifest itself. The agony and anguish of the inhabitants there inspired him to make his literary debut with the novel 'Liza of Lambeth'. In it he drew a clear picture of the people he had met in the out-patient's department and in slums.

Soon, to become a writer he abandoned medicine and set out for Spain at the age of twentythree, settled He down in Seville. Being a man of letters he spent most of his time among books. He read books one after another like an opium addict doping his drug. When he read books of other contemporary writers he was shocked by the poverty of his language and began to concentrate on improving his language. He was greatly benefited by his work.

Then started Maugham's career as a playwright. His first play-Man of honour was accepted by stage society. He also wrote many comedies like 'Leaves and fishes' in which he ridiculed clergymen. His famous comedies like Lady Frederik, MissDot and Jackstraw gained him reputation as an esteemed dramatist. At first critics didn't take him as a serieus dramatist, but public opinion was all in favour of him. Most of his plays created follies and vices of world of fashion with an indulgent satirical mind. His dramas were urbane and sometimes sentimental.

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While earning reputation as an important dramatist he did not slacken his work on novels. Soon The first world war broke out and in 1915 'Of the Human Bondage' came on paper-back. This semi-autobiographical novel often termed as his masterpiece, earned him a niche in the temple of fame. In this, he expressed his feelings and dreams. He mixed fact and fiction inextricably in this novel. He could not continue his writing during the war and so decided to get engaged in some other work. With the help of a Cabinet Minister, he got a job in an ambulance car unit. The work seemed to him dull and boring. Later, he joined an intelligence department. This satisfied his taste for romantic world. Highly clandestine organisations, secret missions, smuggling across the border-all these thrilled and excited him. But inspite of all this enthusiasm and zest he was not able to do much. After two years in Switzerland he went to America where two of his plays were about to be produced. He had to visit South Sea Islands during his stay in America. From there he was sent to Petrograd on a mission, as secret agent. With the veil of a professional writer he went to Russia. He was instructed to get in touch with the parties hostile to the government. Maugham was asked to devise a scheme to keep Russia in war and to prevent Bolsheviks from seizing power. Although he failed in his mission lamentably, he felt self-satisfied.

After his mission he went to England. Maugham later paid a visit to China which inspired him to write the book 'On Chines screen'. After the war he resumed writing novels and plays. With the publication of Moon and six pence he became a popular and successful novelist. He became a celeberated short story writer with 'Trembling of a leaf' and "Little Stories of South Sea Islands" in 1921. In the latter he wrote about his visit to South Sea Islands. Maugham also published another ten collection of shortstories and books like 'Donfernado' Autobiographical "Summing up" and A writer's note book'. His career as a dramatist ended with "Sheppey" in 1933.

Maugham's style is simple and lucid. His prose is natural, civilized and flowery. But in none there is any attempt to awe the reader with fantastic turns of phrase and flamboyant usages. He was never at the loss for the apt and incisive word. No phase of life was too mean to interest him. There is no doubt that he was a born writer. He once said "I took writing as a duck takes to water".

In 1927 Maugham settled in France. Eventhough a celebrated writer, he was not successful in his life. His married life lasted only for a few years. His life was full of miseries and pains. He lived in France churning out more and more wonderful literary creations. In 1964 he was aged ninety. Tired as he was, of his life, yet not quite so, for there was still a little bit of old robust optimism in him. His life became quite miserable but he still lived on dragging ong drawn out days with him. Finally his death lcame in 1965 at the age of ninetyone.

His death was a great loss to the world of literature. His works cover a wide range of literary pieces which include essays, criticism, shortstories, plays and novels. No doubt, William Somerset Maugham was one of the greatest writers ever born. It will be a long time before any writer will be able to fill the place which he had occupied.

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Early Morning

Kishore, C
Std.IX

The rays of the rising sun,
So gay and glittering,
From between these mountains,
Spread a spirit so awakening.
The birds come out chirping,
From their tiny nests
Men and women wake up yawning,
After the night's rest
As the rays embrace the earth
And the dew drops disappear
Each and every Soul
Hoped to achieve their goal.

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Concept Capsules: A Mnemonic Technique for Information Processing in Organic Chemistry

Premnadh Madhava Kurup

Science aims to categorize the observable universe into manageable units of study and to describe physical and biological relationships. The question is how to help students to reach such lan end. If science consists of theories, learning science is learning theories. Learning theories is entirely different from inventing them. Children learning science are not acting as little scientists The stress in the nature of science education is shifted from discovery to meaningful verbaearning. The most important outcome of thle process of schooling may be the students increased abil.ty to learn more easily and effectively in the future.

It seems quite obvious from research that cues and prompts that facilitate the organization of information in short-term memory will facilitate the tranfer of information to long-term memory in a retrievable form. Concept capsules a mnemonic technique for information processing would function as advanced organizers by tagging information to be learned as information to be assimilated and stored under a particular category in memory.

Research in mnemonic technique is very much needed to help teachers to realize that their role is of very much importance in the students meaningful organization of information for intellectual effectiveness. An attempt has been made to study the effectiveness of concept capsules as mnemonic technique. Concept capsules are symbolic representations and can be used as a complete instructional strategy. In concept capsules the facts are symbolically represented in short-forms. (eg., Equal in Energy and Equal in Length 'EEEL'), which are standardized throughout a set of capsules. A set of capsules are formulated and tested for its effectiveness in teaching, information processing and to attain long-term memory in Organic Chemistry. Result of findings are presented.

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Equilibrium Disequilibrium Model of Teaching - An Experiment

Subhash. B.

A lively new interest has developed in the issues such as the nature of concept acquisition and the role of strategies in learning. Cognitive psychology which refers to concept acquisition has thus gained popularity. Cognitive theorists find a change in cognitive structures. This makes us redefine true learning as the acquisition of a change in the cognitive structure leading from *disequilibrium to equilibrium*. The equilibration process is central to Piaget's analysis of cognitive change. He argues that a relationship of conflict or discrepancy between two cognitive entities leads to cognitive progress. According to him, an intelligent act always tends to create a balance between the organism and its environment under the existing circumstances. The ever present drive towards this balance state is called equilibration.

It can be realised from the cognitive theories that the growth of cognitive structure depends on how the individual experiences more and more contradictions and conflict situations which create cognitive disequilibrium and how the cognitive system attains a higher order equilibrium by integrating these disturbances and coutradictions into wider and more powerful structures. This disequilibrium-equilibrium approach is rarely found in teaching. That is to say that no planned effort is made to adopt this approach in teaching The teacher's task is to provide conflict situations so that they would experience mental disturbances which arise from both inner reflection and outside contradictions. Once this disequilibrium is created, the teacher must provide the required material to get the cognitive system back to an equilibrium state. The investigators feel that no deliberate attempt to develop a model of teaching using the disequilibrium-equilibrium approach has been made so far. The present study is likely to give empirical evidence for the effectiveness of disequilibrium-equilibrium approach in teaching. A Non-equivalent pretest-posttest design was adopted to test this effectiveness.

The instructional strategy was the independent variable selected for the experiment. The two levels of treatment fixed for the experiment were (1) Disequilibrium-equilibrium model of teaching and (ii) lecture-demonstration model of teaching. Ten lessons in biology were prepared for the transformation of disequilibrated schema into a higher order equilibrated shema through assimilation and accommodation of new information. An Achievement Test on four specific categories of objectives was the instrument developed to assess the extent of change occurred in the dependent variable on account of the effect of the treatment variable.

Eighty students in the two divisions of Standard IX constituted the experimental and control groups. The ten lessons prepared using the disequilibrium - equilibrium approach were taught in the experimental group. The control group was taught in the conventional way using the prescribed textbook.

The pretest scores and the posttest scores obtained by administering the achievement test were analysed using the technique of ANCOVA. It is concluded from the results of the analysis of total scores and also objective-wise scores, that the disequilibrium-equilibrium model of teaching is more effective than the text-book oriented conventional teaching.

Provision for disequilibration and equilibration has been made in the lessons prepared for the experiment. Model lessons of this kind may be prepared and supplied to teachers.

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Waiting for the V I P to offer a Traditional Welcome

Magician as Physician–A Scene from Hindi Play

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അതെ! അയാൾ തന്നെ

ലൂയി ഫിഷർ
റോം നമ്പർ: 2114

അതെ,

ഇതയാൾ തന്നെ.

സംശയമില്ല.

അതേ മുഖം.

വസൂരിക്കലെ നിറഞ്ഞ കരിക്കലും തെളിയാത്ത വൈരൂപ്യമുള്ള മുഖം.

ഞാൻ ഭയത്താൽ വിഷ്വംഭിതനായി. അയാളുടെ തീക്ഷ്ണമായ മുഖം എന്റെ മേലായി.

അയ്യോ! പഞ്ചാഗ്നിക്കിടയിലെ ചൂട് സഹിക്കാം ശ്വസിക്കുന്നു. തിരിഞ്ഞോടുക തന്നെ വയ്യാ! പാദങ്ങൾ നിലത്തുറക്കുന്നില്ല. ഭൂമി തിരിഞ്ഞു കറങ്ങുന്നോ? അയ്യോ! കലിപ്പം വെള്ളം കിട്ടിയിരുന്നെങ്കിൽ! ഞാൻ സർവ്വശക്തിയും സംഭരിച്ചുകൊണ്ടു ഓടി. ഇല്ല. പററുന്നില്ല. അയാൾ തൊട്ടു പിറകിലുണ്ടാകും. തിരിഞ്ഞു നോക്കുവാനുള്ള ധൈര്യമെനിക്കില്ല. കാലുകൾ നീട്ടിവയ്ക്കാനുള്ള ശ്രമവും പാഴായി. സർവ്വ ദൈവങ്ങളെയും മനസ്സിൽ ധ്യാനിച്ച് കൊണ്ടു ഒരു പുതിയ പ്രയാണത്തിനുള്ള തുടക്കം ഞാനെടുത്തു. അയാളുടെ അവസാനമെത്തിച്ചേരേണ്ടലക്ഷ്യത്തെക്കുറിച്ചോർത്തപ്പോൾ, ഇത്ര ദൂരം താങ്ങുവാനായി എന്നെ സഹായിച്ചവരെക്കുറിച്ചോർത്തപ്പോൾ, ഓരോരുടെയും ഉടയവരുടെയും ഉപദേശങ്ങളെക്കുറിച്ച് ഓർത്തപ്പോൾ, നൈമിഷികമെങ്കിലും ഒരുന്മേഷം ഉണ്ടായതുപോലെ തോന്നി. പിന്നീട് മറിച്ചൊന്നും ചിന്തിക്കേണ്ടിവന്നില്ല. പാദങ്ങൾക്ക് ചലനമുണ്ടായി. ഞാനെന്റെ മനഃശക്തിയുടെ ധനുഷ്ക്കോടിയിലായിരുന്നു. നിമിഷങ്ങൾ നാഴികകളും പിന്നീട് വിനാഴികകളുമായി തിരിഞ്ഞുനോക്കണമെന്ന് മനം വെമ്പൽ പൂണ്ടു. ദീർഘനേരത്തെ അസ്വസ്ഥലിതാവസ്ഥയ്ക്ക് ശേഷം ഞാൻ തിരിഞ്ഞു നോക്കി.

അത്ഭുതം!

ഭീതിസമായ ആ മുഖം അവിടില്ലായിരുന്നു.

എനിക്കുണ്ടായ സന്തോഷത്തിന്നതിരില്ലായിരുന്നു. ഉദ്ദിഷ്ടകാര്യം സാധിച്ചാൽ ആർക്കാണ് ഇമ്പമുണ്ടാവാത്തത്?

യാത്ര നിറുത്തി വിശ്രമിക്കുവാൻ ഞാൻ നിശ്ചയിച്ചു. മരുഭൂവിലെ മരുപ്പച്ചയായി ആ വിശ്രമം.

ഇനിയും ലക്ഷ്യത്തിലെത്താൻ ധാരാളം പോകേണ്ടതുണ്ട്.

ആ ഭീകരമുഖം മെല്ലെമെല്ലെ മനസിൽ നിന്നും മാഞ്ഞുതുടങ്ങിയിരുന്നു. എന്നെ പൂർണ്ണമായി ഗ്രസിച്ചിരുന്ന ആ ഭയം മാറിയപ്പോൾ എന്തെന്നില്ലാത്ത ഒരു വികാരമാണുണ്ടായത്.

മുന്നോട്ടുള്ള വഴികൾ ദുർഘടവും ദുർഗ്രാഹ്യവുമാണ്. തമസ്സിൽ മുങ്ങിടുമ്പോൾ വെളിച്ചത്തോടു പ്രാർത്ഥിക്കുകയേ രക്ഷയുള്ളുവല്ലോ. കുറച്ചു ദൂരം നടന്നപ്പോൾ ഗദയുമായി കാളപ്പുറത്തേറി നാലു മുഴം കയറുമായി ഒരു മനുഷ്യൻ എന്നെ കാണാനെന്നപോലെ നിൽക്കുന്നത് കണ്ടു.

''നീ ആരാ?''. ഞാൻ ചോദിച്ചു.

''കാലൻ'', പെട്ടെന്നായിരുന്നു മറുപടി. പട പേടിച്ചു പന്തളത്ത് ചെന്നപ്പോൾ പന്തം കൊളുത്തിപ്പടയോ? .....

''എന്നെ കൊല്ലാനാ?''

''അല്ല'' അയാൾ പ്രതിവചിച്ചു. ''സമയമാകുമ്പോൾ അത് നിറവേററപ്പെടും''.

കാലന്റെ മറുപടി കേട്ടിട്ട് എന്തുകൊണ്ടോ ഞാൻ നിർവ്വികാരനായിരുന്നു. പക്ഷെ മനസ്സുണ്ടായിരുന്നു. ലക്ഷ്യത്തിലെത്തിയാൽ കാലനല്ല അന്തകാന്തകനുപോലും എന്നെ

(ശേഷം 8-ാം പേജിൽ)

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വസന്തകാലം

വിനോദ് പി. എസ്
റോൾ നമ്പർ: 2500

പുളകിതമാം ചെറുകാററടിച്ചു
മുററത്തെ മാവിൻ കൊമ്പൊന്നിളകി
പൂവുകൾ പൊട്ടിച്ചിരിക്കും കാലം
എത്ര മനോജ്ഞം വസന്തകാലം !

മുററത്തുനിന്നുണ്ണി പുഞ്ചിരിച്ചു
തുഷ്ടയാം മാതാവും പുഞ്ചിരിച്ചു
പൈതലിൻ പുഞ്ചിരി കണ്ടിട്ടാവാം
കിളികൾ കളാരവമാലപിച്ചു.

കുയിലിൻെറ രാഗസദസ്സിൽ നിന്നോ
മയിലിൻെറ നൃത്ത സദസ്സിൽ നിന്നോ
എങ്ങുന്നോ താളമേളങ്ങളെത്തി
മാലോകർ ഹൃദയം കവർന്നിടുന്നു.

മാനസമാകും സരസ്സിൽ നിന്നും
മാലിന്യമെല്ലാം കഴുകി നീക്കി,
ഏവർക്കുമുള്ളം കവർന്നിടുമീ
വാസന്തകാലമധികം രമ്യം !

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കുററവാളി

അനീഷ് ബെബി
മാരാം നമ്പർ: 2210

അയാൾ ആ ഇരുമ്പുഗേറ്റു കടന്ന് റോഡിലേക്കിറങ്ങി. ആ വഴികൾ തന്നെ അയാൾ മറന്നിരുന്നു, ആ സ്ഥലം, എന്തിന് ലോകം തന്നെ കണ്ടിട്ട് അഞ്ചെട്ടു വർഷങ്ങൾ കഴിഞ്ഞിരുന്നല്ലോ. ഏത് വഴിക്കു പോകണം എന്ന യാൾക്ക് നിശ്ചയമില്ലായിരുന്നു. എന്നാലും ഓർമ്മയിൽ നിന്നും ചികഞ്ഞെടുത്ത ഒരു പാതയിലൂടെ അയാൾ നടന്നു.

കയ്യിൽ ചില്ലിക്കാശില്ല. നട്ടുച്ചനേരത്ത് പൈപ്പുവെള്ളം കുടിച്ച് അയാൾ നടന്നു. എങ്കിലും തളർച്ച തോന്നിയില്ല. മനസ്സിൽ ആഹ്ലാദമാണു തോന്നിയത്. അമ്മയേയും സഹോദരിമാരേയും ഓർത്തപ്പോൾ. കണ്ണു നിറഞ്ഞു. താൻ പോയശേഷം അവർ എങ്ങിനെയാണ് കഴിഞ്ഞുകൂടിയതെന്നുകൂടി അറിയില്ല. ഓരോ അടിവെയ്ക്കുമ്പോഴും മനസിന് ആഹ്ലാദം കൂടുന്നതായി തോന്നി. വളരെ നാളുകൾക്കു ശേഷം സഹോദരിമാരേയും അമ്മയേയും കാണുവാൻ പോകുകയാണല്ലോ. താൻ ജനിച്ചു വളർന്ന നാടെത്തിയപ്പോൾ അയാൾ ഓർമ്മിച്ചു. ഇനി വീട്ടിലേയ്ക്ക് വെറും അര കിലോമീറ്റർ മാത്രം. ഒരു വളവു കഴിഞ്ഞുള്ള മൂന്നാമത്തെ താണ് തന്റെ വീടെന്ന് അയാൾ ഓർമ്മിച്ചു.

വളവു തിരിഞ്ഞപ്പോൾ തന്റെ വീടുകാണുവാൻ വേണ്ടി അയാൾ എത്തിനോക്കി. പക്ഷെ കിച്ചൊന്നും അവിടെ കണ്ടില്ല. തന്റെ കുടിലിന്റെ സ്ഥാനത്ത് ഒരു നല്ല ഓടിട്ട കെട്ടിടം അയാൾ കണ്ടു. മോടിയായി വസ്ത്രധാരണം നടത്തിയ സഹോദരിമാരേയും അമ്മയേയും കണ്ടു. അവർക്ക് താൻ വരുന്നതിൽ യാതൊരു താല്പര്യവുമില്ലെന്ന് അയാൾക്ക് തോന്നി. മറിച്ച് ചെറിയ നീരസമുണ്ടോ എന്ന് സംശയിച്ചു. ഏതായാലും താനൊരു കുററവാളി ആണല്ലോ എന്നോർത്ത് വ്യാകുലപ്പെട്ടു.

വീട്ടിലേക്കു കടക്കുമ്പോൾ അയാൾ ചിന്തിച്ചത് ഈ വീടുണ്ടാക്കാനും മററുമുള്ള ധനം എവിടെനിന്നു കിട്ടി എന്നു മാത്രമായിരുന്നു. രാത്രിയായി. വീട്ടുമുമ്പിൽ ഒരു കാർ വന്നു നിന്നു. അതിൽ നിന്നും അപരിചിതനായ ഒരാളിറങ്ങി വീട്ടിനുള്ളിലേയ്ക്ക് കയറിപ്പോകുന്നതു കണ്ടു. അപ്പോഴാണ് വീട്ടിലുണ്ടായ മാററങ്ങളുടെ രഹസ്യം അയാൾക്ക് മനസിലായത്. വീണ്ടും ഒരു കുററവാളിയായി ജയിലിൽ പോകേണ്ട ഗതികേടിനെക്കുറിച്ച് ചിന്തിച്ചുകൊണ്ട്, ഉറങ്ങിയിട്ടില്ലാത്ത അയാൾ, ഉറക്ക് നടിച്ചു കിടന്നു.

(6-ാം പേജിന്റെ തുടർച്ച)

(അതെ, അയാൾ തന്നെ.....)

ഒന്നും ചെയ്യാൻ സാധിക്കുകയില്ല. കാൽ വയ്പുകൾ പിന്നെയും നീണ്ടു. കുറച്ചു ദൂരം കൂടി നടന്നപ്പോൾ എനിക്ക് തിരിഞ്ഞു നോക്കണമെന്ന് തോന്നി.

"ഹെൻറിശ്വരോ!"

ആ കാലമാടൻ തൊട്ടുപുറകിൽ തന്നെയുണ്ട്. കാലന്റെ വാക്കുകൾ വൃഥാവിലാകില്ല.

പിന്നെയും അയാളുടെ മൃഷ്ടികൾ എന്നിലേക്കുതന്നെ. പഴയ പദ്ധതി തന്നെ ഞാൻ വീണ്ടും നടപ്പാക്കി. പക്ഷെ സാധിക്കുന്നില്ല. മനസിൽ അയാളുടെ വികൃതമായ മുഖം മാത്രമേ വരുന്നുള്ളു. അയ്യോ! ഞാനിതാ വീഴും. എന്നെ താങ്ങാൻ ആരുമില്ല. കൂട്ടിനായി കൂടാരം മാത്രം അവശേഷിച്ചു.

അയാൾ തൊട്ടടുത്തെത്തിക്കഴിഞ്ഞു. അയ്യോ! കണ്ണുകളിൽ ഇരുട്ടു പടരുന്നോ?

അമ്മേ, ഇനി വയ്യ.

കീഴടങ്ങുന്നതു തന്നെയായിരിക്കും ഉചിതം. എന്തോ ഒന്ന് എന്റെ കഴുത്തിൽ വീഴുന്നു.

ആ.....

അമ്മ

സുജിത് സുധാകർ
റോൾ നമ്പർ: 2516

യാമങ്ങൾ കൊഴിഞ്ഞു പോയി, രാത്രിയിൽ തളർന്നുറങ്ങുന്ന കുഞ്ഞിനെപ്പോലെ അവൾ കിടന്നു. രാത്രിയുടെ അവസാന നിമിഷത്തിൽ എപ്പോഴോ അവൾ ഉറങ്ങി. ചുമരിലിരിക്കുന്ന ഘടികാരത്തിലെ പെൻഡുലത്തിൻെറ വേഗതയിൽ സമയം ഇഴഞ്ഞുനീങ്ങി.

പ്രഭാതം പൊട്ടി വിടർന്നു. കിളിനാദം കേട്ട് ആ പ്രദേശം പുളകിതമായി. മഞ്ഞുകണികകൾ മേൽക്കൂരയിലും, വൃക്ഷങ്ങളിലും പററിപ്പിടിച്ചിരുന്നു. മന്ദമായ ഇളം കാററ് വീശുന്നുണ്ടായിരുന്നു. പുതപ്പ് നീക്കി അവൾ എഴുന്നേററു. ഉറക്കത്തിൻെറ ആലസ്യം അവളുടെ മുഖത്ത് തെളിഞ്ഞുകാണാമായിരുന്നു. അവൾ കോട്ടുവായിട്ടുകൊണ്ട് ജനൽ തുറന്നു. പ്രകൃതി സൗന്ദര്യത്തിൽ മുഴുകി ഇരുന്നു. ഒട്ടുമിക്ക പെൺകുട്ടികളും ഹോസ്ററലിൽ നിന്നും പോയിക്കഴിഞ്ഞിരുന്നു. ശാലിനി ആണ് അവസാനമായി യാത്ര ചോദിക്കാൻ ചെന്നത്. എപ്പോഴാണ്. വീട്ടിൽ പോകുന്നത് എന്ന് ശാലിനി അവളോടു ചോദിച്ചു. സത്യാവസ്ഥ പുറത്തുകാട്ടാതെ നാളെ പോകും എന്ന് പറഞ്ഞു. ശാലിനിയും പൊയ്ക്കഴിഞ്ഞു. ഒററക്ക് ഇരുന്നു മുഷിഞ്ഞപ്പോൾ വായിച്ച പുസ്തകങ്ങൾ തന്നെ തപ്പിയെടുത്ത് വീണ്ടും വായന തുടങ്ങി. അവൾക്ക് മടുപ്പുതോന്നിയപ്പോൾ പുസ്തകം എടുത്ത് അലമാരയിൽ വച്ചിട്ട് നടക്കാനിറങ്ങി. അവൾ ഇളം കാററുമേററ് മെല്ലെ മെല്ലെ കാഴ്ചകളും കണ്ട് നടന്നു.

സീസൺ ആയതുകൊണ്ട് ടൂറിസ്ററുകൾ വരുകയും പോകുകയും ചെയ്തുകൊണ്ടിരുന്നു. ഓററയടിപ്പാതയിലൂടെ കുതിരകളുടെ പുറത്ത് യാത്ര ചെയ്യുന്നതും നോക്കി അവൾ നടന്നു. അവൾ ഒരു പുഴയോരത്തെത്തി. അവളെ കണ്ട് ബോട്ടുകാർ യാത്രക്ക് ക്ഷണിച്ചു. അവരെ നിരാശരാക്കിക്കൊണ്ട് അവൾ ചുററും നോക്കി. ഒരു പന്ത്രണ്ടു വയസ്സുകാരൻ റോഡിൽ നിന്ന് വിദേശ സഞ്ചാരികളെ സൂക്ഷിച്ചു നോക്കുന്നത് അവൾ കണ്ടു. അവൻെറ അടുത്തു നടന്നെത്തി. എന്തോ ആ കുട്ടിയോട് അവൾക്ക് ഒരടുപ്പം തോന്നി. അവനോട് കാര്യം ചോദിച്ചപ്പോൾ അച്ഛനെ തിരക്കുകയാണെന്നു പറഞ്ഞു. തൻെറ അച്ഛൻ അമ്മയോടു പിണങ്ങി തന്നെയും എടുത്തുകൊണ്ട് ഇവിടെ വന്നതാണെന്നും പറഞ്ഞു. എന്നിട്ട് അച്ഛൻ എവിടെയെന്നു ചോദിച്ചപ്പോൾ അവൻ കരഞ്ഞുകൊണ്ട് അച്ഛൻ തന്നെ ഉപേക്ഷിച്ചിട്ട് ടൂറിസ്ററുകളുടെ ഒപ്പം പോയി എന്ന് പറഞ്ഞു. താൻ അച്ഛൻ വരുന്നുണ്ടോ എന്ന് നോക്കുകയാണെന്ന് അവൻ പറഞ്ഞു. അവൾ സംശയത്തോടെ അവൻെറ പേരു ചോദിച്ചപ്പോൾ 'രാമു' എന്ന് മറുപടി പറഞ്ഞു. അവൾ അവനെ കെട്ടിപ്പിടിച്ചുകൊണ്ട് ആനന്ദാശ്രുക്കൾ പൊഴിച്ചു.

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ഒരു വിനോദ യാത്ര

വി. ശ്രീകുമാർ
റോൾ നമ്പർ: 2363

ഇക്കഴിഞ്ഞ സെപ്റ്റംബർ മാസം ഇരുപത്തൊൻപതാം തീയതി പതിനൊന്നാം ക്ലാസ് വിദ്യാർത്ഥികളോടൊപ്പം വിനോദ യാത്രയിൽ പങ്കെടുക്കുവാനുള്ള അസുലഭ ഭാഗ്യം എനിക്കുണ്ടായി. പതിനൊന്നാം ക്ലാസ്സിലെ നൂററിപ്പത്ത് വിദ്യാർത്ഥികളും, രണ്ട് അദ്ധ്യാപകരും, മെസ് ജോലിക്കാരുമുൾപ്പെടെ ഏകദേശം നൂററിഇരുപതു പേർ രണ്ട് ബസ്സുകളിലായി അതിരാവിലെ ഇവിടെ നിന്നും യാത്ര പുറപ്പെട്ടു. ഏകദേശം പത്ത് മണിയോടെ ഞങ്ങൾ ആലപ്പുഴയിലെ എക്സ് എൽ ഗ്ലാസ് ഫാക്ടറിയിലെത്തിച്ചേർന്നു. വിവിധ രൂപത്തിലുള്ള മനോഹരമായ സ്ഫടികക്കുപ്പികൾ അവിടെ നിർമ്മിക്കപ്പെടുന്നത് വളരെ വ്യക്തമായി കാണുവാനും, മനസ്സിലാക്കുവാനും ഞങ്ങൾക്ക് സാധിച്ചു. ഗ്ലാസ് ഫാക്ടറി സന്ദർശിച്ച ശേഷം ഞങ്ങൾ നേവൽ ബേസിലേക്ക് യാത്ര തിരിച്ചു. ഉച്ചയോടുകൂടി ഞങ്ങൾ കൊച്ചിൻ നേവൽ ബേസിലെത്തിച്ചേർന്നു. ഉച്ചഭക്ഷണം കഴിഞ്ഞ് അൽപ്പ സമയം വിശ്രമിച്ച ശേഷം ഞങ്ങൾ നാവിക സേനയുടെ പരിശീലനക്കപ്പലായ 'ഐ. എൻ. എസ്. തീർ' സന്ദർശിച്ചു. കപ്പലിനകം മുഴുവൻ വിശദമായി ചുററിനടന്ന് കാണുവാൻ ഞങ്ങൾക്ക് സാധിച്ചു. കൂടാതെ കപ്പലിലെ ഉദ്യോഗസ്ഥർ അതിലെ എല്ലാ സാങ്കേതിക കാര്യങ്ങളും ഞങ്ങൾക്ക് വിശദമായി മനസ്സിലാക്കിത്തന്നു. തുടർന്ന് ഞങ്ങൾ വേമ്പനാട്ട് കായലിലൂടെ ഒരു ബോട്ടു യാത്ര നടത്തി. സന്ധ്യാസമയത്ത് ദീപപ്രഭയിൽ മുങ്ങി നിൽക്കുന്ന വേമ്പനാട്ട് കായലിൻെറ ഭംഗി എത്ര കണ്ടാലും മതിവരാത്ത ഒന്നാണ്. അന്ന് ഞങ്ങൾ നേവൽ ബേസിലാണ് താമസിച്ചത്. പിറേറന്ന് ഞങ്ങൾ നാവിക പരിശീലന കേന്ദ്രങ്ങളായ 'സിഗ്നൽ സ്കൂൾ', 'ഡൈവിംഗ് സ്കൂൾ' 'ആൻറി സബ്മറൈൻ വാർ ഫെയർ സ്കൂൾ' മുതലായവ സന്ദർശിച്ച ശേഷം അവിടെ ഈയിടെ ഉത്ഘാടനം ചെയ്യപ്പെട്ട 'മാരിടൈം മ്യൂസിയവും' സന്ദർശിക്കുകയുണ്ടായി. അതിപുരാതന കാലത്തെ പത്തേമാരി മുതൽ ഇന്നത്തെ ആധുനിക സജ്ജീകരണങ്ങളോടുകൂടിയ യുദ്ധക്കപ്പൽ, പഴയതും, പുതിയതുമായ ആയുധങ്ങൾ തുടങ്ങിയവുടെ മാതൃകകൾ എല്ലാം അവിടെ പ്രദർശിപ്പിച്ചിരുന്നു. ഉച്ചഭക്ഷണത്തിനു ശേഷം ഞങ്ങൾ വൈമാനികർക്ക് പരിശീലനം നൽകുന്ന 'ഐ. എൻ. എസ്. ഗരുഡ' സന്ദർശിച്ചു. ഭാഗ്യമെന്ന് പറയട്ടെ! കൺട്രോൾ ടവറിൽ നിന്നുകൊണ്ട് ഒരു വിമാനം ഇറങ്ങുന്നത് വീക്ഷിക്കുവാൻ ഞങ്ങൾക്ക് സാധിച്ചു. പിന്നീട് ഞങ്ങൾ ഇടപ്പള്ളിയിലെ 'മ്യൂസിയം ഓഫ് കേരളാ ഹിസ്ററി' സന്ദർശിച്ചു. കേരളത്തിൽ ജീവിച്ചിരുന്ന രാജാക്കന്മാരുടെയും മതപണ്ഡിതന്മാരുടേയും മനോഹരമായ ശിൽപങ്ങൾ അവിടെ പ്രദർശിപ്പിച്ചിരുന്നു. ഇടപ്പള്ളിയിലെ മ്യൂസിയം സന്ദർശിച്ച ശേഷം ഒരു സിനിമയും കണ്ട് ഞങ്ങൾ നേവൽ ബേസിലേക്ക് മടങ്ങി. പിറേറന്ന് ഞങ്ങൾ തേക്കടിയിലേക്ക് യാത്ര തിരിച്ചു. മലമ്പ്രദേശങ്ങളിലൂടെയുള്ള യാത്ര വളരെ രസകരമായിരുന്നു. പെരിയാർ ഹൗസിൽ കാലെക്കൂട്ടി താമസസൗകര്യം ഏർപ്പെടുത്തിയിരുന്നെങ്കിലും തക്ക സമയത്ത് മുറികൾ ഒഴിവില്ലാതെ പോയതിനാൽ ഞങ്ങൾക്ക് പീരുമേട്ടിൽ താമസിക്കേണ്ടതായിവന്നു. അവിടെ അതിമനോഹരമായ ഒരരുവിയുടെ തീരത്ത് ഈയിടെ പണിതീർത്ത 'ടെൽസ' എന്ന ടൂറിസ്ററ് ഹോമിലാണ് ഞങ്ങൾ താമസിച്ചത്. വൈകുന്നേരം ഞങ്ങൾ ആ അരുവിയിൽ മതിയാവോളം നീന്തിക്കുളിച്ചു. അന്ന് സന്ധ്യക്ക് കയ്യിൽക്കിട്ടിയ വാദ്യോപകരണങ്ങളുടെ അകമ്പടിയോടെ വിദ്യാർത്ഥികൾ തങ്ങൾക്കറിയാവുന്ന പാട്ടും, നൃത്തവുമൊക്കെയായി പൊടിപൊടിച്ചു. പിറേറന്ന് ഞങ്ങൾ കേരളത്തിലെ പ്രസിദ്ധ വന്യമൃഗ സംരക്ഷണ കേന്ദ്രമായ തേക്കടി സന്ദർശിച്ചു. പെരിയാ

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മോചനം അകലെ.....?

സ്വപ്നരാജ് ആർ.
റോൾനമ്പർ:

ഹിനാബിച്ചിന്റെ പടിഞ്ഞാറുവശത്ത് ചക്രവാളത്തിൽ ആകാശത്തെ മുഴുവൻ ചുവപ്പുവർണ്ണത്തിൽ ആഴ്ത്തിക്കൊണ്ടു നില്ക്കുന്ന അസ്തമയസൂര്യൻ മന്ദം മന്ദം താഴേയ്ക്കുപോകുവാൻ വെമ്പിനില്ക്കുന്നു. ബീച്ചിൽ അനേകായിരം ജനങ്ങൾ ആ മനോഹരദൃശ്യം കൺകുളിർക്കെ കാണുവാൻ ചക്രവാളസീമയിൽ കണ്ണും നട്ട് നില്ക്കുന്നു. അവരുടെ ഇടയിൽ ക്ഷീണിച്ച് അവശനായ മട്ടിൽ, കണ്ണുകളിൽ ചുവപ്പുരാശി പടർന്ന ഒരു ചെറുപ്പക്കാരൻ നില്ക്കുന്നു. ആരോടെന്നില്ലാതെ എന്തോ പിറുപിറുത്തുകൊണ്ടു നില്ക്കുന്ന അയാൾ ഇടവിട്ട് പുകവലിക്കുന്നുമുണ്ട്. കുറച്ചുനേരം കഴിഞ്ഞപ്പോൾ നിന്നുമടുത്തമട്ടിൽ അയാൾ ആ പൂഴിമണലിൽ കിടന്നു. അയാൾ തന്റെ കണ്ണുകൾ ആകാശത്തിൽ നട്ടുകൊണ്ട് ചിന്താമഗ്നനായി കിടക്കുകയാണ്.

സൂര്യൻ പതുക്കെ ചക്രവാളത്തിലേക്ക് താണു. ജനങ്ങൾ പിരിഞ്ഞുപോയിത്തുടങ്ങി. എല്ലാവരും പോയിട്ടും, ഇരുട്ടിന്റെ കരിമ്പടം ഭൂമിയെ പുതയ്ക്കുവാൻ തുടങ്ങിയപ്പോഴും, അയാൾ ആ മണൽപ്പരപ്പിൽ ഇതികർത്തവ്യതാമൂഢനായി കിടന്നു. സമയം നീങ്ങിയപ്പോൾ തന്റെ പാന്റ്സിന്റെ കീശയിൽ നിന്നും എന്തോ എടുത്ത് വായിലിട്ട് ചവയ്ക്കുവാൻ തുടങ്ങി. അയാളുടെ മുഖത്ത് വിവിധ വികാരങ്ങൾ മിന്നിമറയാൻ തുടങ്ങി. സമയം ഒഴുകിനീങ്ങി. ഉറയ്ക്കാത്ത കാൽവെപ്പുകളോടെ അയാൾ പതുക്കെ അവിടെ നിന്നും നടന്നുനീങ്ങി.

പ്രേംസാഗർ എന്ന ഈ സാഗർ ജനിച്ചതും വളർന്നതും ഒരു ആഭിജാത്യ കുടുംബത്തിലായിരുന്നു. അച്ഛനും അമ്മയ്ക്കും കൂടി ആകെയുള്ള ഓറ മകൻ! പക്ഷേ, അച്ഛന്റെയോ അമ്മയുടേയോ സ്നേഹലാളനകൾ ഏററുവാങ്ങാൻ അവനെ ദൈവം അനുവദിച്ചില്ല. അച്ഛന് ബിസിനസ്സ് സംബന്ധമായ കാര്യങ്ങൾക്കിടയിലോ, അമ്മയ്ക്ക് ക്ലബുകളിലൂടെയുള്ള നെട്ടോട്ടത്തിനിടയിലോ മകനെ

തടാകത്തിലൂടെ കാനനഭംഗി ആസ്വദിച്ചുള്ള ബോട്ട് യാത്ര വളരെ ഉല്ലാസപ്രദമായിരുന്നു. ബോട്ടുയാത്രക്കിടയിൽ പലയിനം പക്ഷികൾ, ഒരുപററം നീർനായ, കാട്ടു പന്നിക്കൂട്ടം, ആനക്കൂട്ടം എന്നിവയെ കാണാനുള്ള ഭാഗ്യമുണ്ടായി.

വന്യമൃഗ സംരക്ഷണകേന്ദ്രം സന്ദർശിച്ച ശേഷം ഞങ്ങൾ ഇടുക്കിയിലേക്ക് യാത്രതിരിച്ചു. പോയ വഴി വളരെ ദുർഘടമായിരുന്നെങ്കിലും പ്രകൃതിരമണീയത മനംമയക്കുന്നതായിരുന്നു. ഞങ്ങൾ കുറവൻ–കുറത്തി മലകളെ ബന്ധിപ്പിച്ചുണ്ടാക്കിയ ആർച്ച് ഡാം, കുളമാവ്, ചെറുതോണി എന്നീ അണക്കെട്ടുകൾ എന്നിവ വിശദമായി ചുററിനടന്നു കണ്ടു. ഇടുക്കി ഡാം ഏഷ്യാ ഭൂഖണ്ഡത്തിലെ ഏറ്റവും വലിയ 'ആർച്ച് ഡാം' ആണെന്ന് പറയപ്പെടുന്നു. ഉച്ചഭക്ഷണത്തിന് ശേഷം ഞങ്ങൾ മടക്കയാത്ര ആരംഭിച്ചു. വരുന്ന വഴിയിൽ ഞങ്ങൾ മൂലമററത്ത് സ്ഥിതി ചെയ്യുന്ന ഭൂഗർഭ വിദ്യുച്ഛക്തി ഉത്പാദന കേന്ദ്രം സന്ദർശിച്ചു. കേരളത്തിനാവശ്യമായി വരുന്ന വൈദ്യുതിയുടെ ഭൂരിഭാഗവും ഉത്പാദിപ്പിക്കപ്പെടുന്നത് ഇവിടെ നിന്നാണ്. ഈ വിദ്യുച്ഛക്തി ഉത്പാദന കേന്ദ്രം കാനഡാ ഗവൺമെന്റിന്റെ സാങ്കേതിക സഹായത്തോടെയാണ് നിർമ്മിക്കപ്പെട്ടിട്ടുള്ളത്. വൈകുന്നേരം ആറുമണിയോടെ ഞങ്ങൾ മടക്കയാത്ര ആരംഭിച്ചു. അങ്ങനെ നാല് നാൾ നീണ്ടുനിന്ന വളരെ ഉല്ലാസപ്രദവും, വിജ്ഞാനപ്രദവുമായ ആ വിനോദയാത്രയുടെ മധുരിക്കുന്ന ഓർമ്മകളുമായി ഞങ്ങൾ മടങ്ങിയെത്തി.

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ഏകാന്തത

ചിന്ത്യേഴൻ.

വീണ്ടുമൊരവധി ദിവസം. നീറുന്ന ഓർമ്മകൾ മാത്രം മനസ്സിന് സമ്മാനിച്ചിട്ടുള്ള ആ കടൽപ്പുറത്തേക്ക് വീണ്ടും....

ഓർമ്മകളാകുന്ന പന്തയക്കുതിരയുടെ പ്രയാണത്തിനുള്ള നാന്ദി കുറിക്കുംപോലെ പൂഴി മണ്ണിൽ ക്രിക്കറ്റുകളിക്കുന്ന കുട്ടികളുടെ "ഹൗ ഈസ് ദാറ്റ്" വിളികൾ.... ആ വിളികൾ മനസ്സിൽ മറ്റൊരു കുരുക്ഷേത്ര യുദ്ധത്തിനുള്ള പാഞ്ചജന്യമുഴക്കമായി. അത് മനസ്സിൽ ജീർണ്ണിച്ചുകിടന്നിരുന്ന ഓർമ്മകൾക്ക് മൃതസഞ്ജീവനി ആയിമാറി. ദൂരെ ചക്രവാളത്തോടുരുമ്മുവാൻ വെമ്പുന്ന അഭ്രപാളികൾക്കിടയിലൂടെ പകലോൻ താഴുന്ന നയനമനോഹരമായ ആ കാഴ്ച ഒത്തിരിവട്ടം കണ്ടിട്ടുള്ളതാണെങ്കിലും അതിന്റെ പുതുമ ഒരിക്കലുംവിട്ടുമാറുകയില്ലല്ലോ. അതുകൊണ്ടുതന്നെയാണല്ലോ അവധി ദിവസങ്ങളിൽ താനിവിടെ വരാറുള്ളത്

ദേവിയുടെ മരണം തന്നിലുണ്ടാക്കിയ ആഘാതം വിട്ടുമാറാത്ത ആ ദിവസങ്ങളിൽ ഇവിടെ വന്നിരിക്കുമ്പോൾ പിരിമുറുക്കങ്ങളും നൊമ്പരങ്ങളും അല്പനേരത്തേക്കാണെങ്കിലും മനസ്സിൽനിന്നും മാറി നിൽക്കുമായിരുന്നു. മനുവിനും അതിഷ്ടമായിരുന്നു. മാതൃവാത്സല്യങ്ങൾ നുകർന്നുകൊടുക്കുവാൻ ദേവിയില്ലാതിരുന്നതിനാൽ അച്ഛനോടൊത്ത് കടൽക്കരയിൽ വരുന്നത് അവനൊരനുഗ്രഹമായി.

അന്ന് ഇന്നത്തെ തിരക്കവിടില്ലായിരുന്നല്ലോ. കടലിൽ കുളിക്കുന്നതൊരനുഗ്രഹമായിരുന്ന അവന് നീന്തൽ പഠിപ്പിക്കുന്നതിൽ ദേവിയോടുള്ള കടമ വീട്ടുന്നതിന്റെ സംതൃപ്തി ഞാൻ കണ്ടു. കടലൊപ്പിയെടുത്ത അവനെക്കുറിച്ചുള്ള പ്രതീക്ഷകൾ വ്യർത്ഥമായി. "താക്കോൽ കൊടുക്കാതരുണോദയത്തിൽ താനെ" മുഴങ്ങിയിരുന്ന അവന്റെയും കളിക്കൂട്ടുകാരുടെയും "ഹൗസാറ്റ്" വിളികൾ ഓർമ്മകളിലെ മരീചികയായി മാറി.

ത്രിസന്ധ്യ തന്റെ കാർകൂന്തൽ അഴിച്ചിട്ടപ്പോൾ അരച്ചാൺ വയറിനുവേണ്ടി കടലമ്മയുടെ കനിവ് തേടിപ്പോകുന്നവരുടെ "ഏലൈസാ" വിളികൾ എന്നിലെ ഓർമ്മകൾക്ക് വിരാമമിട്ടു.

തീരം തേടും തിരകളേ, നിങ്ങളിൽ ആരാണ് എന്റെ മനസ്സ് ഓർമ്മകളുടെ ഒരു ശ്മശാനമാക്കിയത് ?

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മോചനം അകലെ.....

ശ്രദ്ധിക്കാൻ കഴിയാതെ പോയി. അവന്റെ മനസ്സിൽ ഒരു അപകർഷതാബോധം വളർന്നുവന്നു. ഒരിററു സ്നഹത്തിനും സന്തോഷത്തിനും വേണ്ടി അയാൾ രാപ്പകൽ അലഞ്ഞു. ഒടുവിൽ അയാൾക്ക് അഭയം ലഭിച്ചത് മയക്കുമരുന്നുകളുടെ ലോകത്തിലായിരുന്നു. രാത്രി വീട്ടിൽ വരുകയും പകൽ മുഴുവൻ മയക്കുമരുന്നുകൾക്ക് പുറമേ അലയുകയുമായിരുന്നു അവന്റെ സ്വഭാവം. മയക്കുമരുന്നുകൾ നൽകുന്ന ആനന്ദത്തിൽ മുഴുകി ജീവിതം ചെലവഴിക്കുകയാണ് അവൻ .....

അതേ, മരിച്ചു ജീവിക്കുകയാണവൻ!.

എന്നാണാവോ, അവനൊരു മോചനം ലഭിക്കുക ..... ?

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എങ്ങുമെത്തീല ഞാൻ!

ടോണി എക്സ്. മാത്യു,
റോൾ നമ്പർ: 2236

എൻമുന്നിൽ കണ്ട പടവുകളൊന്നൊന്നായ്
പിന്നിട്ടു പിന്നിട്ടു വീണ്ടും
മുന്നോട്ടു, കഴിവതും മുന്നോട്ടു പോയി ഞാൻ
അങ്ങേത്തലയ്ക്കലൊന്നെത്താൻ
കൈകാൽ കുഴഞ്ഞു, മനസ്സും മടുത്തു
എത്തിടുന്നീല ഞാനെങ്ങും
പടവിൽ നിന്നൊട്ടുമേ, തെന്നിവീഴാതെ ഞാൻ
മുന്നോട്ടുപോകാൻ പരിശ്രമിച്ചു.
പക്ഷേയെൻ കാലുകളാരോ പിടികൂടി
പിന്നോട്ടെടുക്കുന്ന പോലെ
എന്നാലുമൊന്നു തിരിഞ്ഞുനടക്കുവാൻ
തോന്നിയതേയില്ല സത്യം
എങ്കിലും പിന്നിട്ട മാർഗ്ഗത്തിലേയ്ക്കു ഞാൻ
എന്തിനോ മെല്ലെ തിരിഞ്ഞുനോക്കി
നീണ്ടുകിടക്കുന്ന വിദ്യയാം പടവിൻെറ
ആദ്യപടികളിൽ തന്നെനില്പൂ.

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പരീക്ഷ

സുമിത് വി. മേനോൻ
റോൾ നമ്പർ: 2445

അന്ന് ഒരു വെള്ളിയാഴ്ചയായിരുന്നു. പതിവിന് വിപരീതമായി അമ്പലത്തിൽ പോകാൻ വേണ്ടി രാജു കുളിച്ച് തയ്യാറായി. ദൈവവിശ്വാസമൊന്നുമില്ലെങ്കിലും പരീക്ഷയുടെ തലേദിവസം അമ്പലത്തിൽ പോകുന്നത് ഒരു ചടങ്ങു പോലെ നിർവഹിച്ചുകൊണ്ടിരുന്നു. വീട്ടിൽ നിന്ന് ഇറങ്ങുന്ന നേരത്ത് പുറകിൽ നിന്ന് അമ്മ വിളിച്ചുപറഞ്ഞു, 'മോനേ രാജു, കുടയും എടുത്തോളൂ, മഴയുടെ ലക്ഷണമുണ്ട്.' രാജു പറഞ്ഞു, 'അമ്മ വിഷമിക്കേണ്ട ഞാൻ ഇപ്പോൾ ഇങ്ങെത്തും.' അമ്മ മറുപടിയൊന്നും പറഞ്ഞില്ല. രാജു റോഡിൽ എത്തി. പിറ്റേ ദിവസത്തെ പരീക്ഷയുടെ ഓർമ്മയുമായ് നടന്നു. കുറച്ച് നടന്നുകഴിഞ്ഞപ്പോൾ അപ്പുറത്തെ വീട്ടിലെ ഉണ്ണിയേട്ടന്റെ ബുക്ക് സ്റ്റാൾ കണ്ടു. 'ഒന്നു കയറിക്കളയാം' രാജു മനസ്സിൽ കരുതി. റോഡ് കടന്ന് കടയിൽ കയറി ഉണ്ണിയേട്ടൻ അവിടെ ഉണ്ടായിരുന്നില്ല. ഉണ്ണിയേട്ടന്റെ വീട്ടിൽ വരാറുണ്ടായിരുന്ന ഒരു കൂട്ടുകാരനായിരുന്നു അവിടെ ഉണ്ടായിരുന്നത്. മററു മാസികകൾ മറിച്ചുനോക്കുന്നതിനോടൊപ്പം ഏററവും പുതിയ 'മനോരമ' ആഴ്ചപ്പതിപ്പ് ഒരു കിപ്പിൽ തൂക്കിയിട്ടിരിക്കുന്നത് കണ്ടു. കൈ അതിന്റെ നേരെ നീങ്ങി. വാങ്ങിക്കണമെന്നുണ്ടായിരുന്നു. പക്ഷെ പൈസയില്ല. ഉണ്ണിയേട്ടന്റെ സുഹൃത്ത് ശ്രദ്ധിക്കുന്നുണ്ടോയെന്നു നോക്കി. ഇല്ല. അയാൾ കടയുടെ വേറൊരു ഭാഗത്ത് ഷെൽഫുകൾ വൃത്തിയാക്കുന്ന തിരക്കിൽ ഏർപ്പെട്ടിരിക്കുകയാണ്. സാവധാനം ആ ആഴ്ചപ്പതിപ്പ് ഷർട്ടിനുള്ളിലാക്കി സ്ഥലം വിട്ടു. അമ്പലത്തിൽ വച്ചും ഓരേ ഒരു ചിന്തയേയുണ്ടായിരുന്നുള്ളു. രാജുവിന്റെ ഉള്ളിൽ—പരീക്ഷയല്ല, മനോരമയിലെ നീങ്കേഥകൾ. അമ്പലത്തിലെ ആൾ ഒഴിഞ്ഞ ഒരു മൂലയിൽ ഇരുന്ന് ധൃതിയിൽ താളുകൾ മറിച്ചുനോക്കി. തിരിച്ച് വീണ്ടും ഷർട്ടിനുള്ളിലാക്കി വീട്ടിലേക്കു തിരിച്ചു. വീട്ടിൽ എത്തിയ ഉടനെ അച്ഛന്റെ ശകാരവർഷം—ഇത്രയും താമസിച്ചതിന്. അച്ഛനോട് ക്ഷമചോദിച്ച് മുറിയിൽ പോയി മനോരമ ഓരോയിരിപ്പിന് വായിച്ചു തീർത്തു. അച്ഛൻ ഇടയ്ക്ക് നോക്കാൻ വരുമ്പോൾ മകൻ 'മനോരമ' മാററിവച്ച് ഒരു പുസ്തകം വായിച്ചുകൊണ്ടിരിക്കും. പിറേറ ദിവസം രാവിലെ എണീററ് പാഠങ്ങൾ എല്ലാം മറിച്ചു നോക്കി. സാരമില്ല, താൻ ഇന്നലെ എല്ലാം പഠിച്ചതാണല്ലോ. പ്രഭാത ഭക്ഷണം കഴിച്ച് അച്ഛനോടും അമ്മയോടും വിട പറഞ്ഞ് ഇറങ്ങി. പരീക്ഷയെഴുതാൻ പോകുമ്പോൾ മനസ്സിനുള്ളിൽ ഭയവും അസ്വസ്ഥതയും ഉണ്ടാകുക സാധാരണമാണല്ലോ. 'സാരമില്ല ആദ്യത്തെ പരീക്ഷയല്ലേ? അതങ്ങ് മാറും', എന്നാശ്വസിച്ചു. ചോദ്യക്കടലാസ് വിതരണം തുടങ്ങി. ഒന്നിന്റെയും ഉത്തരം ഓർമ്മവരുന്നില്ല. ഓർമ്മ വരുന്നത് 'മനോരമയിലെ' കഥാപാത്രങ്ങളെ മാത്രം. മിനിട്ടുകൾ പിന്നിട്ടുകൊണ്ടിരുന്നു. മററു കുട്ടികൾ എഴുതി തീർത്ത് പോയിട്ടും രാജു പരീക്ഷാഹാളിൽ വിയർത്ത് ഉത്തരം മുട്ടി ഇരുന്നു. പരീക്ഷാഹാളിൽ ഉണ്ടായിരുന്ന സാർ തിരിഞ്ഞ് തക്കം നോക്കി മേശപ്പുറത്തു നിന്നും സഹപാഠിയുടെ ഉത്തരക്കടലാസ് എടുത്തു. എടുക്കുന്നതിനിടയിൽ കസേര അല്പം നീങ്ങി ശബ്ദം ഉണ്ടാക്കി. ശബ്ദം കേട്ട് അധ്യാപകൻ തിരിഞ്ഞുനോക്കി കയ്യോടെ പിടികൂടി. ഒളിച്ച് വച്ചിട്ട് കാര്യമില്ല. വിയർത്തുകൊണ്ട് എല്ലാം തുറന്നുപറഞ്ഞു. ഹെഡ്മാസ്ററുടെ ചൂടുകേട്ടു വാങ്ങിക്കൊണ്ട് വീട്ടിലേക്ക് നടക്കുമ്പോൾ ഉണ്ണിയേട്ടന്റെ കടയെ നോക്കി പറഞ്ഞു, 'നാശം'—

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ഭ്രാന്തൻ

പ്രവീൺ. പി
റോൾ നമ്പർ: 2419

'എന്നെ സ്വതന്ത്രനാക്കു ..... എനിക്കു ഭ്രാന്തില്ല.' ചങ്ങലയുടെ കിലുക്കങ്ങളോടൊപ്പം ആ ശബ്ദം ഉയർന്നു.

അധികമാരും ആ വിളി കേട്ടില്ല.
കേട്ടവർ കേട്ടതായി നടിച്ചില്ല.

അയാൾ തന്റെ കൈകാലുകളിൽ കിടന്ന ചങ്ങലക്കെട്ടുകൾ പൊട്ടിച്ചെറിഞ്ഞുകൊണ്ട് വെളിയിലേക്ക് ഓടി. അയാൾ ആ കെട്ടിടത്തിന്റെ പടികൾ ചാടിയിറങ്ങി വെളിയിലെത്തി.

എങ്ങോട്ടെന്നില്ലാതെ ആ മനുഷ്യൻ ഓടി. ഒരു ലക്ഷ്യവുമില്ലാതെ ആ ഓട്ടത്തിനിടയിൽ അയാൾക്ക് ഒരാഗ്രഹമേ ഉണ്ടായിരുന്നുള്ളു. തന്നെ ഭ്രാന്തനാക്കി മാററിയ ഈ നാട്ടിൽ നിന്നും എങ്ങനെയെങ്കിലും രക്ഷപ്പെടണം. ആ ഓട്ടത്തിനിടയിൽ അയാൾ എവിടെയോ തട്ടിവീണു.

ബോധം തിരിച്ചുകിട്ടിയപ്പോൾ താൻ ഒരു മുറിയിലാണ് കിടക്കുന്നതെന്ന് മനസ്സിലായി. ആരൊക്കെയോ ചുററും കൂടി നിൽക്കുന്നു. അയാൾ എല്ലാവരെയും മാറി മാറി നോക്കി. ഓരോരുത്തരായി പരിഹാസച്ചിരിയോടെ അവിടെ നിന്ന് ഇറങ്ങിപ്പോയി. അവിടെക്കിടന്നുകൊണ്ട് അയാൾ തന്റെ പൂർവ്വകാല സ്മരണകളിലേക്ക് ഊളിയിട്ടു.

അജയൻ ഒരു തിരക്കുള്ള പത്രപ്രവർത്തകൻ ആയിരുന്നു. ഒരു പ്രമുഖ പത്രത്തിൽ അജയന്റെ ലേഖനങ്ങൾ കൂടെക്കൂടെ പ്രത്യക്ഷപ്പെടാറുണ്ടായിരുന്നു. ഒരു ദിവസം അജയൻ ജോലി കഴിഞ്ഞു വീട്ടിലെത്തിയപ്പോൾ ഒരു ഫോൺ കോൾ ലഭിച്ചു. അന്ന് ഒൻപതു മണിക്ക് പോസ്ററാഫീസിന് സമീപമുള്ള ഒരുവീട്ടിൽ വരാനായിരുന്നു സന്ദേശം.

അതിൽ എന്തോ പ്രാധാന്യമുണ്ടെന്ന് അജയന് തോന്നി. ഒൻപതു മണിക്കുതന്നെ പറഞ്ഞ സ്ഥലത്തെത്തി. അവിടെ ഒരാൾ അജയന് ഒരു കവർ കൈമാറി. വീട്ടിൽ ചെന്ന് അത് തുറന്നുനോക്കി. സ്ഥലത്തെ ഒരു പ്രമാണിയുടെ ഉള്ളുകള്ളികളെക്കുറിച്ചുള്ള വിവരങ്ങളും രേഖകളും അടങ്ങിയതായിരുന്നു ആ കവർ. അയാൾ അതിനെക്കുറിച്ച് ഒരു വിശദമായ ലേഖനം തയ്യാറാക്കി പത്രാധിപർക്ക് കൊടുത്തു. പത്രാധിപർ ആ ലേഖനം പ്രസിദ്ധീകരിക്കുവാൻ വിസമ്മതിച്ചു. അന്ന് വൈകിട്ട് ആരോ ചിലർ ചേർന്ന് അജയനെ ഒരു വണ്ടിയിലിട്ട് തട്ടിക്കൊണ്ടുപോയി. വണ്ടിയിൽ വച്ച് അജയന് തലക്ക് പിന്നിൽ ഊക്കോടുകൂടിയുള്ള പ്രഹരം ലഭിച്ചു. പിന്നെയൊന്നും അയാൾക്ക് ഓർമ്മയുണ്ടായിരുന്നില്ല. പിന്നെ ഭ്രാന്താശുപത്രിയിൽ എത്തിയപ്പോഴാണ് ഓർമ്മ വീണത്.

അയാൾ ഒരു ആരവം കേട്ട് ഓർമ്മയിൽ നിന്ന് തിരിച്ചുവന്നു. എഴുന്നേററ് വാതിക്കൽ ചെന്ന് നോക്കി. കുറേ ആളുകൾ അങ്ങോട്ടേക്ക് വരുന്നത് കണ്ടു. അവർ അയാളുടെ അടുത്തെത്തി. അവരുടെ കൈയ്യിലിരുന്ന വടികൾ പലതവണ അയാളുടെ നേരെ ഉയർന്നുതാണു. അവർ അപ്പോൾ വിളിച്ചുപറഞ്ഞു. 'ഭ്രാന്തൻ.... ഭ്രാന്തൻ'

പക്ഷേ അയാൾ അപ്പോഴും പറഞ്ഞുകൊണ്ടിരുന്നു.

''എനിക്കു ഭ്രാന്തില്ല ..... എനിക്കു ഭ്രാന്തില്ല''

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I, Dr. C. K. C. Nair, herely declare that the particulars given above are t best of my knowledge and belief.

(Sd)
Dr. C. K. C. Nair

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