

# The Kazhakootam Cadet 1980



THE MAGAZINE OF  
SAINIK SCHOOL, KAZHAKOOTAM  
TRIVANDRUM - 695585, KERALA

**THE  
KAZHAKOOTAM  
CADET**

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Vol. XVIII

SCHOOL MAGAZINE

April 1980

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Cover: The Kerala Governor Smt. Jothi Venkatachellum inspecting  
the guard of honour on the occasion of Annual Day  
Celebrations.

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SAINIK SCHOOL P. O.,  
KAZHAKOOTAM,  
TRIVANDRUM DIST.,  
KERALA.

THE  
KAZNAKOOTAM  
CADET

1911

SCHOOL MAGAZINE

Vol. XVII

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THE STAFF



Best in Academics 1978-79



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GOVERNOR OF KERALA

RAJBHAVAN  
TRIVANDRUM

March 5, 1980

### Message

I am pleased to note that the Sainik School, Kazhakootam is bringing out the annual issue of "Kazhakootam Cadet 1980" in April. I send my best wishes for the success of the annual number and pray for the blessings of God for the School, its staff and students.

Sd/-

Jothi Venkatachellum

MAHARAJA  
MUNICIPALITY

OFFICE

GOVERNOR OF KERALA

**THE REMARKS ENTERED IN THE VISITORS BOOK  
ON 2 FEB. 1980 BY Smt. JOTHI YENCATACHELLUM  
WHO PRESIDED OVER THE ANNUAL DAY CELEBRATIONS**

"Much impressed with the Sainik School activities and the Principal and Staff need all praise; and my best wishes to them. May God bless this School, Students, Staff and all connected with it to prosper more and more in the future. Government should also see that this School is not considered on par with other ordinary Schools for their needs and improvement".

Vice Admiral O. S. DAWSON, AVSM  
Flag Officer Command-in-Chief



Makhyalaya  
Dakshin Nausena Kaman  
Cochin-682 004

18 Apr 80.

**MESSAGE**

1. The publication of the School Magazine by the Sainik School, Kazhakootam, is noteworthy in that it will be a medium through which the parents and the general public can be made aware of the ethos and the objectives of the Sainik Schools.

2. As the Chairman of the Local Board of Administration, Sainik School, Kazhakootam, I have attached great importance to the all round development of the students' total personality and inculcation of intrinsic self-discipline. These aspects are vitally important considering the educational and social environment of today and, therefore, the Sainik Schools have a very important role to play in moulding and shaping the character and the personality of the students that pass through their portals.

3. Both the staff and the students have, therefore, a tremendous responsibility devolving upon them in their individual capacities and they should consider themselves privileged to be part of the Sainik School, Kazhakootam. I am sure they will do their utmost to make this school a model institution of all round learning and individual development.

4. I send the Principal, the Staff and the Students my good wishes and also wish the magazine all success in achieving its objectives.

Sd/-

O. S. DAWSON  
Vice Admiral Chairman  
Local Board of Administration  
Sainik School, Kazhakootam

## Editorial

Plato once said "Types of Governments correspond to the types of human nature. States are made, not from rocks and trees, but from the characters of their citizens which turn the scale and draw everything after them". Fundamentally the political problem is a problem of human character. Man is the real problem: for the new world is not so new: humanity changes its clothes, but not its nature; Adam puts on a more elaborate and complicated dress but remains the old Adam. Hence we have to agree with plato in saying that the ultimate aim and essence of education is the training of character - to be achieved by the discipline of the body, the will, and the intelligence. We have spent time, money and careful thought on physical health, but what have we done comparable for the health of the character?

The formation of character is, therefore, the chief aim of education, for, from it flow all the other qualities required to make life a success. Character, again, is a very wide term and includes numerous aspects of one's being. It may stand for strength of will, tenacity of purpose, high sense of duty and integrity, spirit of service and sacrifice, mutual consideration and accomodation and so on. To be brief a proper appreciation of one's responsibilities and obligations is the hall mark of character.

Ofcourse any attempt to train character is dangerous and must be undertaken with full perception of its danger. It is a difficult and risky attempt to make a man and it is tempting to turn aside from the task. It is not surprising that human character has not improved, for we have never taken its improvement seriously in hand.

Without social training no character is prepared for life. We have to develop the qualities necessary for life in a community. There is only one way to learn social habits: by living a life in which habits automatically develop. This is the secret of any boarding School, the finest factory of citizenship. Let us hope that the future generation will not look down upon the boarding Schools as white elephants but rather look up to it as a must in producing responsible citizens prepared to lend his co-operation and services for the well-being of the society and the nation as a whole.

# Principal's Annual Report 1979-80

Her Excellency Smt. Jothi Vencatachellum, Sri. E. Chandrasekharan Nair, Minister for Food, Civil Supplies & Housing,

Ladies & Gentlemen,

It is indeed a great honour to have Her Excellency Smt. Jothi Vencatachellum Governor of Kerala amongst us on this happy occasion of the XVIII Annual Day of the School. We are very grateful to you Madam for having agreed to preside over our function. We are small people, but then small is beautiful, and we are naturally thrilled today to be with the mightiest in the State. Throughout her political career, Smt. Vencatachellam has been keenly interested in welfare of the of the masses. Born in Burma on 27 Oct. 1917, she took sixty years almost correct to the day to become the Governor of this remarkable State on 14 Oct. 1977. She was the Deputy Leader of the Madras Legislative Assembly from 1971 to 1975. She has had the distinction of being a Minister in the Tamil Nadu Cabinet headed by three different Chief Ministers. She has held positions of responsibility in the field of education like Member Syndicate Madras University, President Ayyappa Arts Academy and Patron of the Elocution, Debate and Dramatic Societies, Madras. She has also been actively involved in the uplift of the people from the deprived sections of Society, and in the progress of certain social organisations of considerable importance to the nation. She has been President Depressed Classes League and Patron All India Federation of SC/ST Backward & Minorities Employees Welfare Association, Tamil Nadu Branch.

During the past three months, the State of Kerala has seen almost kaleidoscopic changes in the field of political alignments. It is our good fortune that Her Excellency saw to it that the State was given steady and sure leadership and direction. It is our earnest hope that Her Excellency will continue to be at the helm of affairs and lead the State to even greater heights of glory and fulfilment.

## AIM

Although we aim at preparing boys physically and academically for entry into the National Defence Academy, the role of an institution like the Sainik School is of abiding importance in the development of that critical input, the human capital. The surest way of bringing about this development is by urging the young to pursue quality and excellence. Our task is to awaken and cultivate in students a desire to follow the better things, not just because they are better, but because they alone are worth following. It is imperative in all walks of life to be able to mark out the real from the dross, the permanent from the merely transient, the excellent from the expedient.

Among the attributes that we strive to inculcate among the boys, I would list character, leadership, discipline, team-spirit, integrity, cheerfulness, sense of adventure, courtesy and upright behaviour, as of the highest importance. All training here is addressed to the comprehensive development of the total personality. We produce disciplined, patriotic, tough boys, committed to a cause, whose smart turn-out and correct behaviour are extensively admired. We provide a stable environment and an atmosphere of calculated decorum conducive to a healthy growth free from emotional maladjustment. As the students grow with us, they learn to be self-reliant as well as respectful to authority. Yet in all this exercise, care is taken not to set up an exclusive community where the boys are alienated from the mainstream of national life. Education here tends to be socially relevant and is not far removed from the forces that shape the life-styles of our countrymen. This is NOT a class School and we do not serve an elite. We do not perpetuate inequality. On the other hand education here contributes to the evolution of a just social order in an egalitarian society.

In the present day mix of shifting social relationships, complex technological structure, impatient behaviour of consumer tastes, fluidity of political alignments and a strengthening attitude of alienation, the training imparted in this school assumes special significance because it enables a boy not to be shaken off his moorings. When society is in such a flux, bordering almost on an upheaval, we must learn to engage the outside world forces more effectively. We must train the boys to become more skilled at recognising the patterns of opportunity and threat, so that they can take up the initiatives and act on problems.

The student of today is no longer as devoted and attached to his teachers and parents as he used to be in the past. The generation gap is widening while the veneration gap is dwindling. By providing a stable environment, an organised tough routine, we aim at producing men of character and high potential for leadership without reducing the veneration gap. We aim at bringing about desirable, social, cultural, moral, educational and aesthetic development. Success in this manner will ensure realisation of national objectives which according to the Kothari Commission Report, envelop such goals as increasing national integration, accelerating the process of modernisation and cultivating social, moral and spiritual values. Our country requires men of intelligence, conviction, dedication, imagination and above all courage. We prepare the future leaders of this great country.

#### Staff

To achieve the aims of the School, we continually strive to improve the professional standing of our teachers. During the year under review Smt. Mary George took her B.Ed degree in the First Division. Shri C.C. John was deputed to attend the Orientation Course on the Appreciation of Arts at the Centre for Cultural Resources and Training New Delhi from 11 Dec. 79 to 16 Jan. 80. Shri GS Pillai and Shri VR Krishnan attended a one month contact programme in the teaching of English at Hyderabad and Bangalore respectively.

#### New Admissions

The number of candidates registered for admission to Class VI in July 79, touched an all time high (to use an American expression) pointing to the increasing popularity of the School. A total of 1000 boys took the Entrance Examination out of which 550 passed the Written Test. After interview and medical examination, 81 boys were finally selected for

admission, strictly in order of merit except 13 SC boys and 1 ST boy who were admitted out of turn because for them seats are reserved at relaxed qualifying standards.

Judging from the increasing pressure on admission, it is quite likely that the Government of Kerala may consider it necessary to set up another Sainik School under its own direct control. May I recommend your Excellency, that a new Sainik School be set up in the State under your chairmanship, out of the funds steadily flowing in from the Gulf. The boys of Kerala deserve excellent schooling and it would be a pity if promising talent from this wonderful State fails to flower for want of good Schools. I may also add that the number of Ex-Servicemen in Kerala is next only to the number in Punjab. With such a proven record of involvement of Keralites in the defence of the country, the State needs not one but a chain of Sainik Schools.

#### Strength

For the current session we have 573 students excluding 41 Day Scholars. Only 73 are full fee paying students, the rest being scholarship holders. Almost 90% of the students here are in receipt of scholarships from the Government of Kerala, thus making this institution a premier establishment in Kerala catering to the educational needs of the weaker sections of society and helping them to occupy positions of responsibility not only in the Armed Forces but also in other walks of life. It is here that we give concrete shape to our national policy of guaranteeing equality of educational opportunities to our countrymen. And it is here that we strive to work for a just social order free from exploitation and class distinctions.

#### Academic Results

The results at the March 79 Secondary School Examination i.e. X Class of the Central Board of Secondary Education have been the best ever. All the 84 students who took the examination passed, 56 of them in the First Division. G. Prakasan won the first place with a score of 79.6% marks. There were a total of 102 distinctions.

The results at the March 79 Senior School Certificate Examination i.e. XII Class (which is equivalent to a pass in the PDC Examination of the University of Kerala) were almost equally spectacular. Forty seven students, constituting the first ever batch from this School took the examination all of whom

passed except one who refused to pass. He gave up half way since he took a liking to the physical Education Course at the Lakshmi Bai College of Physical Education Gwalior and did not think much of completing the examination. There were 35 First Divisions and 46 Distinctions. S. Chidambaram stood First with a score of 84% marks, against the highest score of 88% at the all India Examination.

#### NDA Entrance Examination Results

For the 62nd NDA Course, out of the 131 boys who took the UPSC Examination in Dec. 78, as many as 99 passed, representing the highest pass percentage among all Sainik Schools. Out of these, 24 boys were selected by the Services Selection Boards for entry into the NDA, again the highest number among all Sainik Schools. Unfortunately however 13 of these 24 were rejected on medical grounds for reasons mainly congenital and finally 11 joined the NDA in July 1979.

For the 63rd NDA Course, out of the 34 boys who passed the Written Test, nine were selected by the Services Selection Boards, representing a better rate of selection than that at the 62nd NDA Course. However out of these nine, more than half i.e. 5 were rejected on medical grounds, leaving four who joined the NDA in Jan. 80. For the 64th Course, 142 boys took the UPSC Examination in Dec. 79 and their results are awaited.

A disquieting feature of the human effort in this field is that some boys, even though brilliant by any standard, fail the UPSC Examination almost by design, primarily to avoid taking up a career in the Services. The State, in return for the public money spent for seven years on a boy, expects every Sainik School boy to come out successful at least at the Screening Test framed by the UPSC. The Services offer the most honourable profession today for young men of promise, with more than adequate financial compensation in return for their labours without the risk of their falling into the habit of decadent financial extravagance. Despite the diffidence of some of the boys to take up soldiering as a career, as many as 236 boys from this School have entered the NDA upto Dec. 79, a number next only to that from Sainik Schools in Punjab and Haryana. This is a commendable performance when considered in the context of the fact that Kazhakootam was set up years after

Kapurthala and Karnal. If there had been no or manageable medical rejections, we would have been right on top by now, beating Punjab and Haryana. I have considerable faith in the boys of this State and they are good officer material, equal to the best in the country. The high rate of medical rejections is however causing us great concern. The medical examination of boys on entry to the School is being made much more rigorous. Suspected cases in senior classes are also being subjected to medical tests and those found unfit will not be granted scholarships by the Government.

#### NCC, Games & Sports

Participation in NCC, Physical Training, Games and Sports is compulsory for all boys. A sum of about Rs. 15,500.00 has been spent during the current year on Games & Sports alone. We had Inter-House tournaments in Football, Basketball, Volleyball, Cricket, Boxing, Cross Country Race and Athletics. Our boys have proved again that they can walk away any day with State honours, but our preoccupation with NDA training and our affiliation with the CBSE make it difficult for our students to participate in all the State level Athletic Meets & Games fixtures. For example though six of our students were selected to play for the All Kerala Schools Hockey Team, they could not participate in the Inter-State Meet because the dates clashed with the NDA Entrance Examination in Dec 79.

At the District level our teams won the Football Championship for Seniors for the twelfth time, Junior Football trophy for the eleventh time and Volleyball championship for the second time running. We were also the champions in Athletics both in the Senior and Junior Divisions. At the FACT Inter-Schools Athletic Meet, our boys lifted the Championship in the Sub-Junior Division and were also placed First in order of excellence in marching past. At the Inter-District Athletic Meet at Tellicherry our athletes won two Silver and six bronze medals. At the South Zone Inter-Sainik Schools Athletic Meet at Bijapur, our student A. Venugopal shared the individual championship with a Tamil Nadu Sainik School boy.

139 Cadets attended the Annual NCC Training Camp at Sainik School Amaravathinagar Tamil Nadu from 3 May to 12 May 79. Three of the four possible Best prizes were won by us,

George Thomas was declared the Best Cadet of the Camp and also won the prize for the Best Shot. Tojo Tharappan finished second in shooting. Our team consisting of M. P. Anil Kumar, V. K. Sanjo, G. Prakasan and V. Nidhin finished First at the Treasure Hunt. Two of our students attended the Adventure Course at the Himalayan Mountaineering Institute, Darjeeling in May-Jun 79. Five boys went for the Advanced Leadership Course at Deolali in May 79 and three boys attended the Rock Climbing Courses held at Debong, Pachmarhi and Manali in May 79.

One of our students S. Nandakumar of Class IX participated at the Republic Day Parade at New Delhi on 26 Jan 80, as a member of the Kerala State NCC Contingent. He was one of the twelve Junior Division NCC Cadets who represented the State and the only one from Trivandrum District.

### Hobbies and Co-curricular Activities

The learning environment in the School if wholly conditioned by the requirements of the examination system will be an environment of compulsion. To take away the rigours of such an environment we provide facilities for several hobby clubs so that full vent is given to creativity and self-expression of students. The boys were provided full opportunities for participation in Art, Craft, Photography, Debating, Music, Dramatics, Philately, Book Binding, Yoga, Social Service, Aero-modelling, Ship-modelling and Literary club activities. Inter-House Debating, Declamation, Essay, Music, Recitation Competitions were held with the usual enthusiasm. Students went on education excursions class wise to Trivandrum, Neyyar Dam, Sankumugam Beach, Attingal, Varkala, Quilon, Cape Comerin, Courtallam, Tenkasi and Ponmudi throughout the year.

### Revision of emoluments of Staff

I am happy to say that for the first time since the inception of the Sainik Schools in 1962, the pay and allowances of the staff have been revised. Although the pay revision has come as a great relief to the Junior or new members of the staff, the senior ones are not much benefited. A few anomalies remain and it is hoped that these will be sorted out very soon. The revised scales of pay are the same as those admissible to equivalent categories of Central Government employees and

teachers of the Central Schools, with exactly the same rates of dearness allowance. The proposal to provide terminal benefits in the form of pension or gratuity to the retiring staff (in addition to CPF) is under the active consideration of the Sainik Schools Society.

I may add here that the Sainik School staff here as elsewhere are left aside gaping in bewilderment when the State in its munificence shares its bounty almost every five years with the Central & State Government employees. They do not seem to enter into anyone's reckoning because they are out of view, being in the employ of an autonomous Society. The only way to assure periodical revision of salaries of staff in line with the increase in the cost of living index and to ensure uninterrupted development of the School, is for the Government of Kerala to take over the management of the school and to bestow upon the staff of this school the status of State Government employees. This proposal can be implemented with the greatest ease in the State of Kerala because there already exists a system of treating the staff of privately owned Schools as Government Staff. I would request Your Excellency to consider the proposal in its entirety so that the staff of this School are assured a fair deal. I should mention here that a teacher in a Government High-School in Kerala is costlier to maintain than a teacher in this School. It is now time to take a second look at the funding and organisational pattern of Sainik Schools and to introduce much needed changes.

### Socially Useful Productive Work

The World Bank President Mr. Robert McNamara's foreword to a policy paper produced by the Bank's experts on the state of education in the developing countries lay pointed stress on the misallocation of educational resources in these countries and its consequences. In his view the misallocation would ultimately threaten development itself by hampering the more equitable distribution of the benefits of education. This view finds sympathetic echo in India, for observers of the Indian educational scene know how the benefits get to be distributed unevenly. The main factor responsible for this uneven distribution is the academic (as contrasted with the practical and vocational) stress of the curriculum. The excessively academic curriculum caters to a general education and not general competence, which does not quite help its beneficiary to fit in with

the outside world. It is precisely to correct this overemphasis on academic content that the new 10+2 pattern encompassing work experience has been introduced in the country. In this School we have given due weightage to work experience in the curriculum and with effect from the current session we have launched training programmes in Kitchen gardening, carpentry, sign board painting, farming, dairying and community service under the BUPW, which is a compulsory subject in the scheme of studies prescribed by the CBSE. To qualify for a pass at the X Class & XII Class Board Examinations, a boy will have to attain an acceptable standard of proficiency at one or more of the several Socially Useful Productive activities in which training will have to be imparted by member Schools.

### Mess

While children of some wealthy families are malnourished because they eat and drink a lot of wrong things, I am glad to say that our boys are being well looked after food-wise since the menu provides 2900 calories per boy per day as against the ICMR recommended scale of 2600 calories. There is however a need to continually keep a check on costs. For this a "systemic approach" is now being adopted to provide good nutrition to the boys at reasonable cost. Our main problem is that the central meal producing facility, though ideal for batch production, cannot meet the almost impossible demand of mass feeding of 600 boys and staff with chapatis, poories, idlies, apam and dosai at one sitting. If the State Government donates a Chapati-making machine together with an electrical cooking range, we would be able to improve the service in the mess considerably. We would of course run the risk of the boys consuming 50% more atta and rice than the present level of 2 quintals per day.

From what I gather from the teachers, parents and students, the quality and quantity of food served to the boys has registered a phenomenal improvement. And all this out of the seemingly pitifully low feeding allowance of Rs. 4/- per boy per day. It is not generally known that we run the largest Catering Establishment in the State (five star hotels included) with no assistance whatsoever from the Food Craft Institute Kalamassery. I must however admit that the feeding habits of boys here as elsewhere in India instead of being simple, vie with those of the richest. In our large-sized Mess there are vegetarians, non-vegetarians,

eggarians, coffee drinkers, tea drinkers, brinjal or cabbage non-eaters etc. To my mind, total vegetarianism will make human life extinct on our planet. The reason is simple. We talk so much of preserving the plant life. If everyone starts consuming vegetables only, there will result a serious ecological imbalance, because of gradual depletion of plant life and the resultant dangerous reduction in the reserves of atmospheric oxygen. My message therefore to the boys is-eat flesh, to save humanity.

I am happy to inform you Madam that in our efforts to bring about a gradual change in the feeding habits of our boys, we are meeting with considerable success. Our boys now consume more wheat than rice, their special preference being 'poories' for which there is a heavy demand (running to a maximum of 12 poories per boy.) The pull of 'poories' is so strong that the boys are invariably late for classes after breakfast!

### Old Boys

The news from the Old Boys has always been invigorating. They have excelled in their respective fields of activity. Apart from the 187 old boys who have already been commissioned as officers in the army, Navy & Air Force, 19 of our Old Boys are in the Merchant Navy, 3 are abroad doing research in Sciences, 8 are officers with various banks, 3 are in the IAS/IPS/Railways, 20 are attending Medical Colleges and 16 are in IITs. I must make special mention of Major Thomas Mathew selected to attend the Defence Services Staff Course at Wellington, Saratcharan who though in the IAS, is now General Manager District Industries Corporation Rourkela, Antony P. Tharakan who has been given accelerated promotion and is now the Divisional Commercial Superintendent Southern Railway, Trivandrum Division and Babu Girish Systems Analyst at Boston, KG Menon and SM Ifikharuddin are both Captains in the Merchant Marine. Two of our Old Boys KA Latheef and Rubis J Andrews were officers with the Shipping Corporation of Kerala and were on board MV Kairali when the vessel lost radio contact with the nearest Port. Our Old Boy Ayyappa Das is already known to you Madam for his intelligence, nerve and striking manner which have found him an honoured place at the Raj Bhawan.

### Ancillary Activities

Our Farm continues to be of great help in running the Boys Mess in an economic manner.

The rains this year have been generally scanty in this area and so the farming had to be at a comparatively low key. As many as 100 cocoa, and 200 coconut saplings have been planted. The existing 2366 coconut trees have been manured and maintained for the first time in three years. Cashew trees are flowering and we expect a better return this year provided the Government fixes a remunerative price for small farmers like us. Irrigation is a problem particularly from January to April when the only pond we have threatens to dry up. The School Dairy has expanded to 13 cows and 6 calves. The Piggery has never let us down, with its present strength of 17 animals, and we have made record profits this year despite the fact that we sell pork almost for a song-Rs. 6/- per kg dressed.

### Problems

While talking of the problems that have been with us for nearly a decade now, I must acknowledge that most of them have been solved by the State Government in a meeting of officials called by your Excellency's Adviser Shri C. Bhaskaran Nair on 24 Dec 79. We are thankful to the Government for having finally agreed to hand over the complete responsibility for the maintenance of School buildings to the State PWD and to take up the construction of the Gymnasium, ground level water reservoir, Co-operative Stores, Mess Pantry, additional laboratories etc to complete the School Project. I must express my personal thanks to Your Excellency, Shri G. Bhaskaran Nair Adviser and Shri S. Nagarajan Special Secretary General Education for having looked at us kindly and for having taken a bold step to solve most of our problems. The School has turned a new leaf and after several years, our voice is heard with sympathy in the corridors of Governmental power.

A few points like exemption from the imposition of Buildings Tax, increase in the scholarship amount in line with the increase in fee, security of the School Campus etc. are receiving due consideration from the Government.

### Conclusion

Before concluding I wish to make an observation. A Public School (or for that matter a Sainik School) does not create divisiveness in society. It merely reflects it. If a society exists where some lead and others follow, the leaders have to be trained separately. The existence of the Public School is justified especially now when the crisis of leadership is world wide. Good education

is basically a function of good social order. A good society is the outcome of good education. But neither good education nor a good social order can wait one for the other. And this fact gives us our first glimpse of the need of public boarding Schools. Public Schools do not produce snobs or inequality or social injustice. The fact is that snobbism is a defence mechanism-or rather a survival mechanism-which is one of the more unpleasant responses in the adult world to its extreme inequality, insecurity and economic social competition. In Sainik Schools boys have no real need for such a mechanism and it does not originate there.

Finally I am indeed indebted to you Madam for having found time from your busy schedule to come to our School to preside over our Annual Day Celebrations. I am also happy to note that the parents have come in large numbers. In these difficult days, I am lucky to have the support of parents who have co-operated with me always for the benefit of their own children. The Parent Member of the LBA Shri Chandrasekhar Nair has always been of great help to us. My congratulations to him for having won his seat again in the Assembly and also for gaining a foothold in the Cabinet as Minister for Food & Civil Supplies. I hope now the boys can be provided food free of cost. I must make a special mention of the fact that despite his high rank of increased responsibility as a Minister, he has condescended to continue as Parent Member of the LBA. This is a measure of the affection that he has for the School. We are thankful to your Excellency, the Government of Kerala, Chairman and members of the Local Board of Administration for their guidance and help. Our thanks are also due to the Inspector General of Police, Chief Engineers PWD (B & R), PHED and KSEB for rendering all possible help. I must put on record the steadfast co-operation extended to me and sustained hard work put in by the members of the staff, without which it could not have been possible to achieve results. School Masters are some of the most important people alive. There is much to owe to the masters who have taught our boys. Little material reward comes to School masters, but they can have the satisfaction of knowing that they are shaping the future of the world and that they will live on in the memories and affections of their grateful pupils.

May I now request you Madam to give away the prizes to the Prize Winners and to address the gathering. □

## Kerala Governor Smt. Jothi Vencatachellum's Speech on the occasion of the Annual Day Celebrations of The Sainik School, Kazhakootam At 17.00 Hours on February 2, 1980.

It gives me great pleasure to be here this evening on the occasion of the annual day celebrations of your School. I thank the Principal and the staff of this School and my young friends here for the very kind welcome accorded to me.

The 18 Sainik Schools were established in India with a view to provide quality education to children from the weaker sections of Society and to prepare them for entry into the National Defence Academy, and the Kazhakootam Sainik School is one amongst them. I am happy to see that by the proper guidance and hard work of the management and staff, this Sainik School occupies pride of place in the educational field in Kerala. I am glad that your School pays a great deal of attention to the broader aims of education which comprise not only the scholastic and intellectual development of the students, but also their moral, social and physical development. The acquisition of knowledge alone cannot be the be all and end all of education. Education is essentially a cultivation of the mind and the development of human faculties to enable an individual to discharge his duties to society and to the country successfully and fruitfully. The Earl of Mayo once said that educational institutions should strive to promote among students the cardinal virtues of fortitude, temperance, justice and benevolence. To these I would add the qualities of discipline, compassion, integrity, self-reliance, courtesy, leadership, cheerfulness and respect to authority.

In his annual report, Principal Sardana has remarked that the student of today is no longer as devoted and attached to his teachers and parents as he used to be in the past. I am afraid this is more or less a painful truth. Our Indian traditions has invariably given a high place of honour to the teacher, to seats of learning and to parents. In fact, the place assigned to the teacher in the Indian social life of old was next only to that of the parent. The teacher was not only respected and honoured, he

was actually worshipped. The ancient Indian seats of learning were the hermitages of illustrious saints, and they were regarded as sacred places. Even the great Upanishads of India were actually class-lessons given to their disciples by renowned teachers of old. In the erosion of values that has overtaken us in almost all aspects of human life, perhaps the most damaging effects have been produced by the disintegration of the old student-teacher-parent Guru-sishya relationship. It should be the conscientious endeavour of parents, teachers and students to recapture and refurbish the values that governed us in this respect from ancient times because they are the foundations of our culture and civilization.

I am pleased to note that both in academic and extra-curricular fields, the Sainik School at Kazhakootam has maintained an appreciable record of achievements. I am happy to see that all the 84 students who took the March 1979 Secondary School examinations have passed, with 56 placed in the first division. The results of the Senior School Certificate examinations were equally good but one of the 47 students came out successful, with 35 first divisions. I understand that as many as 236 boys from your School have entered the N. D. A. till date. This is indeed a commendable record. I understand that but for medical rejections, your School would have topped the list of entrants to the N. D. A. I utilise this occasion to congratulate the Principal and staff for the excellent results and I hope you will strive further to maintain and improve this result.

To the young boys of the School, I request you to work hard and study well to become eligible for selection for National Defence Academy and become very able and tough officers of the Defence Forces. You are lucky to get admitted to this School which has a very good atmosphere and comparatively very good facilities for study as well as sports and extra-curricular activities. Make the best use of these facilities without wasting your time. The State

Government is spending a lot of money on you by giving most of you scholarships. Compared to the money the state Government spends on an average student in other Schools, the amount they spend on you is considerably high. It therefore casts a duty on you to see that you make the best use of these facilities and become excellent students of whom the nation and the State can be proud. Every one of you should aim at becoming a general in the Army or an Admiral in the Navy, of course you should prepare and try hard for the same. It is said that the battle of Waterloo was won on the play fields of Eton. The Duke of Wellington the great General of the British Army who defeated Napoleon in the battle of Waterloo was educated at the famous School of Eton and it is the good qualities of discipline, leadership and enterprise and toughness that he imbibed at Eton that has helped him to give proper leadership

for winning the battle at Waterloo and save the honour of England. I wish all of you a bright career in the Defence Forces and in other walks of life and I only wish you to work for the same with single minded devotion and diligence and I am sure success will be yours.

I am grateful to Principal Lt. Col. Sardana and his colleagues for having invited me to preside over this function and thus giving me an opportunity to visit the school and know its staff and student. I have thoroughly enjoyed this visit to the beautiful countryside of Kazhakootam and to this fine seat of learning. I have no doubt that with the excellent training and teaching available at this School the students here will go far in life. I wish you all especially the 143 boys who are awaiting the results of 64th N. D. A. course, all success and prosperity in life.



**APPRECIATION FROM OUR CHAIRMAN ON OUR EXCELLENT  
PERFORMANCE IN PUBLIC EXAMS., 1980**

VICE ADMIRAL O. S. DAWSON, AVSM  
FLAG OFFICER COMMANDING-IN-CHIEF

HEADQUARTERS  
SOUTHERN NAVAL COMMAND  
COCHIN - 682 004

DO 1321/13

11 Jul. 80

Dear Col. Sardana,

1. Refer to your letter 2384/SST/80 dated 03 Jun and 18 Jun 80 regarding results of the Class X and Class XII examinations.
2. The hundred percent success, the very high ratio of first classes and the high percentage of marks in individual subjects obtained by many students, are very creditable academic achievements.
3. I appreciate the great effort put in by the staff and students in achieving this best ever results for the school. While doing so, I also wish to remind all that in the wake of such success also comes the responsibility for keeping them up and for improving upon them.
4. Kindly convey to the Staff and Students my congratulations for their creditable effort and impress upon them the need for similar excellence in all the other school activities.

With regards  
Yours Sincerely  
(Sd/-)

Lt. Col. K. N. Sardana  
Principal  
Sainik School Kazhakootam  
Dist. Trivandrum - 695 585

**EXCERPTS FROM THE SPEECH OF SRI. C. K. KOCHUKOSHY, IAS,  
CHAIRMAN, K. S. E. B.**

At Annual Athletic Meet held on 1 December 1979

I declare the 17th Annual Athletic Meet open.

On seeing these physical activities of the boys, I am reminded of my School days. At that time the facilities for games were not so much as available to you now. You are fortunate to have all these games and sports facilities.

You are a chosen few who have to guide the nation in future.

You have put up an excellent show. I am highly impressed by your activities. My congratulations to the Principal, Staff and prize-winners on this occasion.

I feel privileged to be the chief guest at this function.



Food Minister of Kerala and the Principal welcome the Governor



Arrival of the Governor for Annual Day Celebrations



Principal reads out the Annual Report



Food Minister speaks



The Governor speaks



Radhakrishnan receiving  
The Best House in Academics Trophy



Governor with the Staff



The Governor being introduced to Staff



C. P. Unnikrishnan receiving The Best Footballer Trophy



The Governor at Science Exhibition



At the Art Exhibition.



At the Ship & Aero - modelling Club



The Governor sees an experiment



Refreshments



Tea with Principal's wife and other guests



The Governor signs the visitors' Book



The Staff being introduced to Vice Admiral O. S. Dawson AVSM



L B A Meeting held on 23 Jan. '80



The admiral has a word with the Principal



Lt. R. M. Narash Memorial Trophy  
being given to Wilson Varghese  
by Mrs. Amba Sardana



Welcome to Mrs. Sardana at the OBA Meet



Being received by the Principal



Chief Guest and Mrs. Kochu Koshy walk up to the Athletic field



Arrival of Chief Guest for Annual Athletic Meet



Chief Guest addresses the gathering.



The Principal addresses the gathering at the OBA Meet



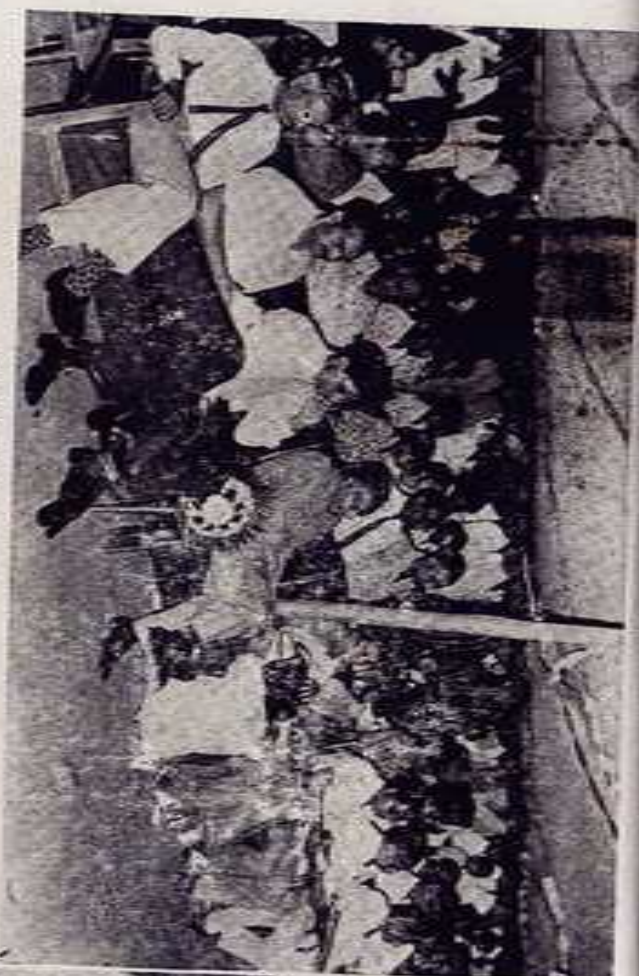
Welcome with flowers



Chief Guest takes the salute at the March Past



Guests at the meet



Food Minister Kerala and Chief Guest during the interlude in sporting events

## HOUSE REPORTS

1. Ashoka Seniors
2. Ashoka Juniors
3. Nehru Seniors
4. Nehru Juniors
5. Prasad Seniors
6. Prasad Juniors
7. Shivaji Seniors
8. Shivaji Juniors
9. Tagore
10. Veluthampi

## ASHOKA HOUSE (SENIORS)

House Master :	Sri. K. K. Viswanathan
Attached Masters :	.. N. G. Thomas
	.. J. S. Iyer
House Captain :	.. Dennis M. Paul
Prefects :	.. K. P. Sohanlal
	.. R. Ullas

The Ashoka House found the going tough this year and despite overwhelming challenges and handicaps we managed to cling on tenaciously to the position we had achieved last year.

While fortunes fluctuated at the House level competitions we are, in a way, happy to state that at individual levels, we did have some bright feathers to fix on to our caps. Mathew Bhaba won the individual championship in 'B' group during the Annual Athletic Meet. At the Athletic Meets at Bijapur, Tellicherry & Alwaye, four of our boys - C. G. Krishnakumar, C. Prasannakumar, Zachariah Varghese and Tojo Tharappen - represented the school and acquitted themselves creditably. Tojo Tharappen captained the school sub-junior Athletic Team.

In the games we bagged the trophy for football and shared the trophy for Volleyball. Robin Netto was honoured by being appointed the captain of the School Junior Football team, while Dennis M. Paul was selected to represent the Trivandrum District Schools Cricket Team. The latter also got his 'School Blue' cricket this year.

In the Boxing Ring despite aggressive bouts by Robin Netto and Thomaskutty Joseph, we could finish only as runners-up. We were however, happy that Robin Netto was awarded a 'Blue in Boxing'. We are also proud to put on record that we won the Trophy for drill for the second year in succession. This would indirectly tell you that in our bearing and smartness, in turnout and marching and in the exhibition of leadership qualities, we worked as a team.

In the obstacle course, we finished as runners-up, only because one of our boys fell down badly while doing the course and with him, it may be added, the hopes of the house to win the trophy in this event also fell.

In the 'cultural Programme', we did as well as we could, but we were deserted by 'Lady Luck'.

In Academics, we are proud to say that S. Chidambaram of our house stood first with a score of 84% marks, against the highest score 88% at the All India Senior School Certificate Examination, 1979. During the running course, N. Anil Kumar and Satheesh Raj brought home their individual green cards; while in the co-curricular competition, Vinodkumar Dubey and R. Ullas stood apart from the others, with their performances in the Hindi Essay writing Competition and in the Light Music competition respectively.

All told, it was an eventful year for us; our defeats were areas from which we have gained much by way of experience; and while musing on our failures, we see before us the names of five Ashokians - T. Rajeevan, D. Ananthakumar, D. Jayadev, M. Rajeev and P. Sasidharan - who have joined the N. D. A. out of a total of 15 that have joined the N. D. A. from the whole school this year. Numerically, this is the largest number from a single senior house this year; and this, if nothing else, should make us feel proud - for isn't the N. D. A. the principal aim of a Sainik School boy?

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## ASHOKA HOUSE (JUNIORS)

House Master	: Mr. V. R. Krishnan
Attached Masters	: Mr. S. V. Sarma Mr. G. T. M. Brahmaji Rao
Matron	: Mrs. Sarojini Sreedhar
House captain	: P. Shyam kumar
Prefects	: T. Ratheesan Neeraj Mehrotra

The academic year 1979-80 witnessed the Ashoka Juniors faring moderately well in all the school activities, though, it must be admitted that they did not do as well as was expected of them. The house did manage to fathom the talents of quite a few of its inmates during this academic year.

We did not fare well when it came to the various games. But when it came to boxing, we came in to our own and others were no match for us. We repeated the 'hat trick' again claiming the Inter-house boxing trophy for the Juniors. Of our three boxers who boxed well - Roy mon, Joseph Kutty Joseph, and Babu Francis. Babu Francis was adjudged the best boxer among the juniors. We had to be contend with the second place in the cross-country competition, even though three Ashokians - Babu Francis, Antony Joseph and

K. Sathyapal were individually placed first, second and third respectively. In the Annual Athletic meet Pradeep K. was declared the individual champion in the 'D' group and brought credit to the house. In the P. T. display and drill competitions we were pushed to the third and fourth places respectively.

When it comes to co-curricular activities and academics we have a different story to narrate. A part from getting a first place in the Hindi essay writing competition, it was almost a blank that we drew. While (Sathyapal K. was first in Academics in his class) our overall performance in academics was far below expectations and this is a point which is going to be given the utmost importance in the coming year. The Ashokians however, are determined to make up for the lapses next year, by making use of the vast experience gained this year to further improve their performance.

## NEHRU HOUSE (SENIORS)

House Master	: Mr. Thomas Mathew
Attached Masters	: .. N. Balakrishnan Nair .. S. Krishnankutty Nair .. P. Kandaswamy
House Captain	: .. S. Radhakrishnan
Prefects	: .. Joe Jose .. K. T. Jayanarayanan

This year was a reassuring one, as we made remarkable improvements in almost all the inter-house competitions. In academics we were first. G. Prakasan brought laurels to the house by being first in the State in the All India Secondary School Examination. Jose Numpeli, N. Pradeep and K. V. Praveen in turn made their own remarkable contributions, by securing first ranks in their respective classes. K. T. Sreekumar and G. Murali joined the National Defence Academy.

In Athletics and games we did equally well. The striking performances of S. M. Kartha, S. Anilkumar, J. D. Dileep, Roy T. A. B. Anilkumar, and Vijay E. George deserve special mention.

The house was well represented in the various

school teams seven in the school football team, four in Basketball team, three in Hockey team, four in cricket team and one in Volleyball team. S. M. Kartha was awarded School blue in Basketball. S. Nandakumar was adjudged best in Yogasana.

K. V. Hansraj who won the first place in the Malayalam essay writing competition was also adjudged the best actor of the year. P. B. Prasad won a special prize in acting. O. M. Nirmalkumar won the second place in both English and Malayalam light music competitions.

We are quite conscious of our short comings and drawbacks, and have hence decided to work harder to win more laurels to our House.



## NEHRU JUNIORS

House Master	: Shri, C. K. C. Nair
Attached Masters	: .. K. Yasudevan
	.. T. G. Sudhakarapanicker
House Captain	: .. Nirmal kumar
Prefects	: .. A. T. Rajan
	.. P. R. Murali

'From the neglected last position to a prominent place where the best-house trophy was missed only due to bad-luck' this phrase will summarise the achievements of Nehru juniors during the current academic year. We have many a first to enumerate to our credit — First in games with trophies of Foot-ball, Basket-ball and Volly-ball, First in Cross-Country and first in athletics these are the firsts that crowned us with the Championship of the Athletic meet. This unchallenged superiority was maintained in the Co-curricular activities also. Nehru juniors stood first in debate with a record of bagging all the prizes for debate in all the three languages. We were first in Recitation, Quiz and Essay Competition also. Then there come a few second places. - Second in Drill, Second in House cleanliness and Second in Academics. We do not want to hide the fact that our over-confidence pushed us to the last position in the P. T. Competition and to the third place in the cultural programme

which betrayed our hopes of winning the cock House trophy. But, we took this 'great fall' as the true sportsman spirit because no other House in the history of the School has ever reached such a commendable high position in the short span of a single academic year.

The individual achievements of some of our inmates also are noteworthy. Mayan George and Brindavan Lal shared the championship in group-C. Unnikrishnan Nair was first in academics in his class and was adjudged first in Recitation, Malayalam debat and English essay - competition. Sreekumar who stood first in English debate and second in Hindi debate and Recitation continued to retain his remarkable position in the House. Kumar a day scholar topped the list in Academics & Hindi debate. We congratulate all these students for their individual achievements which have brought renown to their House also.



## PRASAD SENIORS

House Master	: T. P. Ramachandran
Attached Masters	: Sri. K. Madhavan Mair
	Sri. Cherian K. Kovoov
House captain	: B. Nandakumar
Prefects	: P. Muraleedharan
	T. A. Joseph

This year, we had to be contented with a second position as we missed the cock house trophy by a narrow margin.

In academics, we were pulled down from the first place to the second position. But in N. D. A. Prasadians - Sabu N. John, Benny Paul, K. Nandakumar and Biju M. Thomas found their place.

In the games field, we could only retain our second position by winning cricket and Volley ball trophies. Our house captain B. Nandakumar was

the skipper of the School Cricket team and scored a century in the Inter School Cricket match. He also set new records in discuss and hammer throw.

In co-curricular activities, our performance was better than last year's. In cross country, P. T. Obstacle course and house cleanliness, we stood first. In cultural programme and boxing, we did well.

Though we lost our cock house trophy this year, we hope to win it again next year.

## PRASAD JUNIOR HOUSE

House Master	: P. Mohamed Kunhi
Attached Masters	: M. B. Yitekar
	M. K. Poonacha
Matron	: Mrs. Williams
House Captain	: P. S. Sunilkumar
Prefects	: George Thomas
	N. P. Ragesh

The present academic year saw the House winning the Cock House Trophy Sixth year in succession-an unprecedented event in the history of our school.

In academics our performance was excellent. V. Mini and Rajkumar brought laurels to the House by being first and second respectively in academics in their class. The strenuous and consistent effort of all boys helped us to retain the Academics Trophy.

In various intramural competitions we had our ups and downs. In P. T. Drill and cleanliness we stood first this year. Nevertheless we were runners up in Games, Boxing and co-curricular activities. In Malayalam essay writing competition first and second places were bagged by Joshy Joseph and B. Anilkumar respectively. In English essay writing competition Anson Peter won second place. In

Hindi debate P. Sureshkumar won a special prize. In the English light music competition Sanjay Misra won second place.

In the cultural programme, though we were adjudged second, our boys showed their histrionic talents in various items. The mimicry by A. K. Sunilkumar was so hilarious that it was selected as one of the items for the Annual Day Entertainment programme.

Our House captain P. S. Sunilkumar was adjudged the Senior champion in the Athletic Meet.

In short we have had a very successful year and this was made possible due to the team spirit shown by the inmates. Success in many fields have not unduly elated us nor have failure in some spheres daunted us. We are more determined than ever before for straining every nerve to win back the lost fortresses of glory and success.

## SHIVAJI SENIORS

House Master	: Mr. P. Premachandran Nair
Attached Masters	: Mr. George Joseph Mr. C. V. Sankaranarayanan Mr. George Philip
House Captain	: P. Ashokan
Prefects	: A. Venugopal K. C. Ashok

The cock crowed loud and clear on the Shivaji-Bastion this year after a lapse of three years, as the Cock House Trophy along with eleven of the sixteen major trophies found their niches in the Shivajian pedestal. Needless to add, the Shivajian escutcheon irradiated brilliance that was seldom seen in the past sixteen years of its existence as a Senior House in this School.

The year began on a quiet note for the Shivajians. On the O. B. A. day, Sabu Abraham, Sunitha Tekale and Gopalakrishnan were awarded special prizes for getting the highest marks in the School in English, Hindi and Biology respectively—the first two in the S. S. C. exams and the third in the H. S. C. exams. These performances, however did not help us in to bag the trophy for Academics.

The Singular event that set the tempo for the fest of the year for the Shivajians was the Inter-House Boxing competition. Here the Shivajians made a clean sweep of all the bouts, smashing their way to success in each one of them. A single House producing victors in all the bouts in the boxing competition is a record in the annals of the School Boxing competition. Jimmy M Thevara was adjudged the 'Best Boxer' and he together with Sunil T. were awarded the School Boxing Colour this year.

In the School Athletic Meet, the Shivajians again managed to retain the Overall Inter House Athletic Championship. Among the Shivajians who did very well in the Athletic field were V. K. Sanjo, K. E. Poullose, A. Venugopal, M. N. Pradeepkumar, Mathew George, Mani Mathews and Sabu Kurien. Six of these Athletes were selected to represent

the Trivandrum Districts and all of them acquitted themselves very well. Of the six, M. N. Pradeepkumar and Mathew George were awarded special medals for breaking the school records in Long Jump and Hammer Throw respectively.

In the Inter Sainik Schools Meet at Bijapur, A. Venugopal was adjudged the 'Best Athlete' of the Meet, while Mathew George had second and third placings in the Hammer Throw and Discus Throw respectively.

The Shivaji House also bagged the trophy for Games, by winning the Basketball, Hockey and Volleyball Championships. As a result of these performances the various School teams found themselves packed with Shivajians. The announcement, therefore that the school colours were to be given to Mani Mathews, P. Ashokan and Jayakumar (Hockey), A. Venugopal (Basketball and Athletics) and K. C. Ashok (Volleyball) came as no surprise to any one.

In the Drill competition, however, we had to share the trophy with the Ashoka House.

The trophy for Co-curricular activities too came easily to the Shivajian fort. The Shivajian team consisting of Jose Kattor, P. Ashokan, Mathew George, K. C. Ashoka and Sunitha Tekale made a clean sweep of all the three debates (English, Hindi and Malayalam); the declamation context too came easily our way.

Crowning all these successes, was the N. D. A. trophy for sending the largest number (Percentage wise) of cadets from a single House to the N. D. A.

In the cultural programme competition, the Shivajians show entitled 'Talent Eve' was one which was enjoyed by all present in the auditorium. The result of this competition which placed the Shivajians as the 'Best House' therefore came as no surprise. The Balla dance and the English play—written by the school supply office—to mention just two of the many items, came off so well, that people opined that the likes of it was seldom seen in the School auditorium. Nidhin was adjudged the best actor in the competition.

So much for the collective efforts. When it came to individuals too, they had some bright

feathers to add on to their caps. The Shivaji House Captain P. Ashokan was awarded the trophy for the Best Allround Cadet of the year; Jose J. Kattor, the School Captain was awarded the trophy for the Best Prefectorial Achievement of the year; and A. Venugopal was awarded the trophy for the All-round Sportsman of the year.

It was therefore a very eventful year for the Shivajians, as nothing of any significance even eluded the Shivajian grasp; but then a mans group should exceed his hold as the great Shivaji himself had shewed. His disciples in the Shivaji House are therefore out to emulate these feats.

## SHIVAJI JUNIORS

House Master	: Mr. G. Soman Pillai
Attached Masters	: „ G. D. Tekale „ S. H. Sarma
Matron	: Mrs. Sarojini Sreedhar
House Captain	: M. N. Pradeepkumar
Prefects	: C. V. Sureshkumar M. H. Matesh

The beginning of the year was marked by our previous prefect Jose. J. Kattor becoming School Captain and M. N. Pradeep kumar becoming House Captain.

We made considerable improvement in the games field having won first in Cricket, Second in Basketball and third in Volleyball. We had to be satisfied with a second in P. T and Quiz. Our combined efforts with the Seniors Proved successful in the Inter house cultural programme winning the first position.

The "bull" of Shivaji M. Damodaran walked off with the prize money in the boxing competition. Among those who were presented with Greenlards from our house were Rajan John, Rahul. C. C. Maya Sreedhar, Hari Kumar, Jojy Tomas, Saju Xavier and Anto John. Lali Joseph and Roychen Joseph bagged quite a few prizes in athletics. Our house Captain too was awarded a medal by the Governor for breaking the existing long jump record. Concluding, we Shivajians hope, having set the pattern for next year, to grasp the opportunity and strive harder in bagging the cock house trophy.



## TAGORE HOUSE

House Master :	C. C. John
Attached Masters :	M. A. H. Subramanyam Smt. Sareswathamma
House Captain :	K. K. Kuruvilla
Prefects :	V. K. Saju M. Jaison

1979 - 80 was a period of achievements for the Tagore House. The year began with the selection of the House Captain V. H. Harish to the N. D. A. and it ended with the news that the Tagore House was the best house among the Sub-Juniors.

The Tagorians gave much importance to their studies and quite a few of them did extremely well in the different examinations Gokul, Saji, Abeed, Srikumar and Vipin secured 'Green Cards' for their better academic performances.

In the co-curricular activities the talented Tagorians proved themselves superior to their opponents. They made a clean sweep in the recitation competition by bagging all the four individual prizes Gokul and Saji stood first while Abeed and Shyam secured second place in their respective groups. Mangesh and Sunil stood first

and second in the Hindi Light Music and Shilpi secured second place in the Malayalam Light Music competition.

Our athletes brought laurels to the house after a tough fight and retained the trophy. Credit for this goes to Binu, George, Sunil, Joji, Shaji and Mangesh. Shaji was adjudged the individual champion in his group.

We shared the trophies in Football, Hockey and Cricket, but in boxing we could not do so well. To crown all the achievements our house was awarded the trophy for being the cleanest sub-junior house of the year.

The Tagorians have embarked well on their journey through the school. It is sincerely hoped that they live up to the promises shown this year.

## VELUTHAMPI HOUSE (SUBJUNIORS)

House Master :	Mr. K. B. Rao
Attached Masters :	.. G. M. Chandrasekar Mrs Mary Thomas
Matron :	.. S. Sarojini
House Captain :	Biju M. Thomas
Prefects :	V. Sajeev, V. Nidhin, Chackochan M. N.

Students of Veluthampi House had a fairly satisfying year in academics and various Sports & Games Competitions.

To begin with, our House Captain Biju M Thomas has joined N D A according to the tradition of the house. In academics R. Jayaram, Vijay B. Nair and Madhu Sreedharan won green cards for their excellent performance. They won first prizes in Boxing Competition too. Biju Varghese stood first in Malayalam light music, and Vijay B. Nair got second prize for Hindi light music.

Our boys in 'E' team won all the three trophies

for Cricket, Hockey and football. In sports events M.A. Anilkumar won first place in 100mts and 200mts race, second in relay race and third in long jump. In relay race A. Nizam and Sibichan stood second and Tom George, Manoj Babu, Sakir and Balagopalan came third. When Alex Paul stood first in High Jump Saji Mohan stood first in Cricket ball throw G. Ajith stood first in 100 mts race, second in relay race and third in 50 mts dash. Mohankumar came first in 50 mts race.

Our well wishers can rest assured of a better and improved performance next year.

## CLUBS AND ASSOCIATIONS

1. Indian Music Club
2. Literary Club
3. Photography Club
4. Aero Modelling Club
5. Geography Club
6. Yoga Club
7. Book binding Club
8. Cycling Club
9. Philatelic Club
10. N. C. C.
11. The Old Boys Association
12. The Nursery School

### INDIAN MUSIC CLUB

Master in charge : J. Sankaranarayana Iyer  
Part time teachers : K. Krishna Iyengar  
R. Chand  
Secretaries : Violin - B. Pradeep Nair  
Mridangam - S. Ramesh, Rajagopal

At present, we have more than 42 members in the club learning violin and mridangam. Regular classes are held in the afternoons of Sundays and Mondays.

We are intending to start vocal music (classical style) classes too from the academic year (1980-81). A lot of boys have expressed their desire to learn. We are sure, this new venture will definitely improve the innate talents in the young boys which were revealed at the time of the Light Music Competition.

This year we did not have an opportunity to take part in any external competitions. Only such competitions will have a correct assessment of the achievements. We hope we will be able to participate next year in the State Youth Festival, so that we may also be in the main stream of the cultural activities of the State.

### LITERARY CLUB

Master in charge : Sri. P. Mohammed Kunhi  
Student Secretary : Ansen Peter

The club had nineteen members to its fold. The club organized debates, quiz and discussions on literature and allied subjects. The poems composed by Shylesh and others were discussed to inculcate interests in the composition of poetry, among the members of the club. Reading of purple passages from celebrated authors helped the members to know the literary style of different types. In short the activities of the club provided a rich and rewarding experience to all its members.

### PHOTOGRAPHY CLUB

Master in charge : Mr. George Philip  
Student Secretary : Shaji V. Nair, Std. X

A new batch of boys joined the club this year. The club met regularly on Monday afternoons. This year the club concentrated mainly on studying the operation of various types of camera and the basic principles of photography. The members of the club took photographs during the Annual Athletic Meet.

### AERO - MODELLING CLUB

Master in charge	:	S. H. Sharma
Student President	:	Mon. N. Chackochan
Student Secretary	:	Vinod kumar Dubey

The aim of this club is to make the students familiarize with the models of different planes used by the Indian Airforce. We made quite a few models this year and boys have shown keen interest in making these models.

We also put up a colourful exhibition of the models of the aircrafts made by the boys on the occasion of the Annual Day celebrations. We would like to place on record the assistance rendered by the Aero Modelling instructor Sri. Thomas from the N. C. C. Air Wing.

### GEOGRAPHY CLUB

Master in charge	:	M. K. Poonacha
Student Secretary	:	T. A. Roy, Std. X

The aim of this club is to teach its members the art of preparing charts, diagrams and models. The members showed keen interest and prepared a good number of charts and diagrams. They are now being used as Teaching aids. Many pictures of geographical importance were collected and displayed with suitable captions.

### YOGA CLUB

Master in charge	:	M. B. Vittekar
Student Secretary	:	V. Midhin X Std.

Yoga classes were conducted regularly on all Wednesdays and Saturdays for the members of the club, by Sri. R. Vijayan Nair of the Institute of yogic culture, Vazhuthacaud Trivandrum, and a test was held on 26th Jan. 80 for the X std. boys. This year the 1st place was won by S. Nandakumar of Nehru Srs and 2nd place by Babu Narayanan of Prasad Srs.

### BOOK BINDING CLUB

Master in Charge	:	G. D. Tekale
Student Secretaries	:	B. S. Padmanabha, IX Std. M. Radhakrishnan, VII Std.

In the year under review, the members of the club learnt to stitch and bind magazines, note-books and text-books. They bound their text-books and also stitched the magazines of the School library. The new text-books also were stitched by the members of this club before they were issued to the students.

The members could get guidance of the part-time school binder Shri. K. Vasudevan Nair. Some of the members already knew stitching and binding and for this they feel grateful to Shri. N. B. Nair, the founder of B. B. club. As Book binding has been introduced this year as one of the subjects for S. U. P. W. for IX and XI std. students, it has received its due recognition in the School curriculum.

### CYCLING CLUB

Masters in charge	:	Mr. K. J. Abraham Mr. M. A. H. Subrahmanium
Student Secretaries	:	M. P. Ragesh Std. X Biji Joseph Std. X

The cycling club was very active this year and with much efforts put up by the masters in charge. All members of the club who were novices at the beginning of the year have now learnt to enjoy a trip on a bicycle. Although only three bicycles were given to train the 25 boys, the club did well in getting the students trained to be mobile on two wheels and to go sight-seeing in the country side. The club feels that it can do even better next year if a few more bicycles are brought exclusively for the use of the members of the club.

### PHILATELIC CLUB

Master in charge	:	M. B. Vittekar
Student Secretary	:	Jose Numpli, Std. XII
Jt. Secretary	:	S. Nandakumar, Std. X

Our club has a membership of 25. All the members have a good collection of world stamps with them.

A grand exhibition of colourful stamps was arranged on 2-2-80 on the occasion of the Annual Day. The Governor of Kerala Smt. Jothi Venkatachellum was pleased to see the Silk, Steel & 3 D stamps collected by Vinod of VIII std. The German stamps were the contribution of Mr. Thomas Mathew of the Physics Department.

We also arranged an attractive philatelic Exhibition on the occasion of the visit of Sri. K. A. Nambiar I. A. S. Joint Secretary (G) Ministry of Defence on 11th Feb 80.

### N. C. C.

All students of this school are enrolled as cadets of N. C. C. and regular training in Army, Navy and Airforce subjects is imparted to them, with the help of N. C. C. officers and the P. I. Staff. Ceremonial parades were held frequently and the most colourful of them were the ones held on the Independence Day and on the Republic Day. A guard of honour, was presented to the Governor of Kerala, Smt. Jothi Venkatachellum, on 2nd Feb. 1980 on the occasion of the Annual Day.

Sri. K. A. Nambiar I. A. S. Jt. Secretary (G) Ministry of Defence and member of the Board of Governors, was also presented with the Guard of honour.

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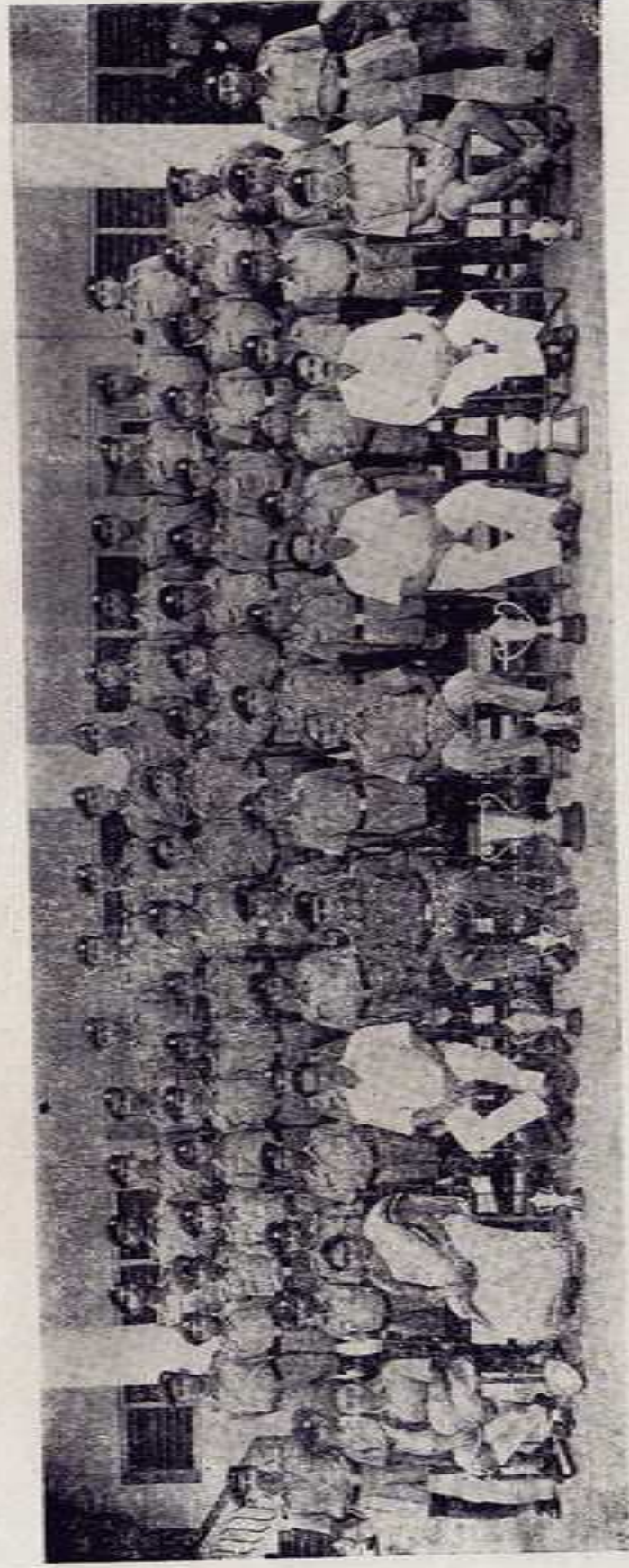
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The School football team



The School Hockey Team



The School Athletic Team



The School Volleyball Team



The School Basketball Team



The School Cricket Team



H. V. Anokan, The best all round cadet



Jose Kattoor, Winner of Best Achievement Trophy



P. Muralidharan receiving the first in P. T. Trophy on behalf of Prasad Seniors



Mani P. Mathews receiving the Inter House Boxing Trophy won by Shivaji House



Robot in action - a sket in Hindi



A. Venugopal receiving Athletics Championship won by Shivaji House



J. Nandakumar participant in Republic Day Parade at N. Delhi



Scene from The Malayalam play



English play 'Us & Them'



'Baila', The Sri Lanka dance

## ENGLISH SECTION

- |  |   |                         |
|--|---|-------------------------|
| 1. Every thing Comes back                      | — | Vijay E. George         |
| 2. The Oil Crisis                              | — | P. K. Sheshadri         |
| 3. A Sunset                                    | — | C. V. Shylesh Kumar     |
| 4. International Children's Year               | — | K. Unnikrishnan Nair    |
| 5. Bereavement                                 | — | C. V. Suresh Kumar      |
| 6. Our first School excursion                  | — | Carl. R. Cecil          |
| 7. Param vir chakra                            | — | Sunita G. Tekale        |
| 8. Joy in nature                               | — | Kora Abraham            |
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| 10. Invocation                                 | — | G. P.                   |
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## EVERYTHING COMES BACK

VIJAY E. GEORGE  
Roll No. 1210  
Std. X A, Age 14 yrs.

One way or another everything comes Back,  
The pain you cause to others,  
The unprovoked attack,  
The little herts inflicted by what you say or do  
Come back in full measure, some how,  
Some where, some day.

The unkind word repeated,  
The cruel sentence said:  
Unfairness and ingratitude  
Come back upon your head

For that's the way things happen  
For you and every one,  
Sooner or later we suffer for  
Harm that we have done,

But good as well as evil  
Its own reward will bring  
The Gift, the selfles action,  
The charitable thing

Return to you,  
As surely as comets in their tract  
One way or another  
Everything comes Back

## THE OIL CRISIS

P. K. SHESHADRI  
Roll No.  
Class: XII, Age 17 yrs

"SAVE THAT DROP OF OIL, OR WALK TO YOUR DESTINATION TWENTY YEARS FROM NOW" - this not a mere poster-it symbolizes the trend of the modern world, for it is the oil crisis everywhere. Steep-hike in the oil prices and long queues in the petrol bunks are all the consequences of this.

Today the world needs about twenty four times as much power as it needed a hundred years ago. Large scale industrialization and expansion in the means of transport are largely responsible for this. The biggest estimate of the oil reserves in the present world will last only for the next twenty five - years.

USSR, Middle East and Latin America have rich oil fields. USSR is the only developed nation which is self-sufficient in Oil. Most of the export oil comes from the middle East-the Arab countries. Every half an hour an oil tanker passes through the Suez Canal heading for the USA or some other European nation. Once the Arab countries stop their supply of the 'liquid gold', all development in the USA and most European nations will come to a stand still.

In such a situation, there is no reason as to why these countries shouldn't acquire so much importance in world economy. The sheikhs too amass maximum wealth making hay while the sun shines. Thus the conferences and policies of the O.A.P.E.C & O.P.E.C (Organisation of petroleum exporting countries and Organisation of Arab Petroleum exporting Countries) are of international interest.

The oil crisis has had grave consequences. Oil is becoming an affluent commodity and this has upset many a man. In countries like Netherlands, people have been forced to give up holiday motoring. In Brazil, a mixture of 80% petrol and

20% power alcohol is used in cars. Many others have decided to follow suit.

Industrialized nations have gone a long way in many a direction, in their quest for oil. Many projects and schemes have been launched and many a committee set up. Every inch of this earth is being scrutinised for liquid gold, and encouragingly many of these have yielded positive results. The USA and the USSR have even developed nuclear powered oil tankers solely for drilling and transporting oil from the regions of Alaska and Green land.

The developing nations and the under developed ones have also felt the blow. These countries try to minimize the import of oil by expanding their own sources and substituting other forms of energy. However a major part of a developing country's wealth is spent on oil imports. It is these countries whose economy is most adversely affected owing to the hike in oil prices.

Our country has rich oil fields in the Brahmaputra valley and at Bombay High. The Oil & Natural Gas Commission is engaged in the search for more deposits of oil, especially in the coastal areas. But for all these steps, we have to depend on other developed countries for technological assistance.

Oil being a product of natural processes and geological changes, we cannot accelerate its formation. In fact the present trend of deforestation will only decrease the amount of oil that would be formed in future. of course, we must leave no store unturned but if that too is insufficient?

The solution to this problem lies in using other forms of energy like coal, hydro-electric power, geo-thermal energy, energy from winds

and waves, solar energy and atomic energy. In many foreign countries solar energy is used for air conditioning houses in summer. Suitable solar cells are placed on the roof. Cars have been developed that make use of solar energy or hydrogen gas as fuel. Besides atomic reactors are also coming up fast.

Our Country has coal-deposits that will last for at least two centuries. Besides we have enough atomic fuel in the form of Thorium. Solar energy is also being used in some places. The prospects of finding other oil reserves are also

very bright. Thus the oil crisis if dealt with properly poses little problem to our country.

However when considering the world at large, the energy crisis is one of nature's challenges to man, which threatens the very existence of the modern civilization. But man has left none of nature's challenges unanswered, so far and hence as the same goes, — 'necessity is the mother of invention' — let us hope that man will certainly overcome this hurdle in his struggle for survival.

[This essay was adjudged first in English Essay writing competition for seniors (1979-80)]

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I, G. D. Tekale, hereby declare that the particulars given above are true to the best of my knowledge and belief.

(Sd/-)

Date: 17-4-1980

Signature of Publisher

## A SUN SET

C. V. SHYLESH KUMAR  
Class VIII B  
Roll No. 1512  
Age: 13 yrs

The Sun was like a bright red ball  
And the sky like a decorated hall  
The birds were flying back  
To their own pack.

To their homes all were returning  
By now the sun seemed burning  
After the work the labourers were back  
With sacks on their back.

Now the sun was disappearing  
And the stars were appearing  
The streets were as quiet as dead  
For every one had gone to their bed.

## INTERNATIONAL CHILDREN'S YEAR

K. UNNI KRISHNAN NAIR  
Roll No. 1317  
Standard IX. Age. 14

Children are the promises of all nations. "A Happy Child is a Nation's Pride." So they must be protected. It is for this that the year 1979 was celebrated as the Children's Year.

The plans for celebrating the year 1979, as the International Year of Child were prepared by United Nations International Childrens Emergency Fund [UNICEF]. UNICEF is an important organ of United Nations Organisation. They work for the welfare of Children. They have branches all over the world. They have done a lot to improve the conditions of children, especially during last year. Most of the members of UNO including India have joined in this programme and they have donated a lot of money to UNICEF for making this programme a grand success.

The world population is approximately six hundred and five crores. It is increasing at a tremendous speed. The birth rate is more than the death rate. Thus the number of children in the world is increasing. All these children have to be fed, protected and educated. So all the countries are trying to improve the standard of children.

In the early years childrens' deaths were common. Now the medical facilities are available in all corners of the world. The World Health Organization has played an important role in this. Because of that most of the lives of the children suffering from diptheria, pneumonia, and such harmful diseases are saved. Now such deaths are scarce. There are also separate hospitals for the treatment of children alone. These steps have improved the health conditions of children all over the world. Mobile hospitals have been introduced to look after the health conditions of children in backward areas and upcountry regions.

In most of the countries primary education is compulsory for all children. For Example in England, they have made the primary education compulsory for all children and the students are given admission to Higher secondary classes on the basis of an examination. Here the children coming from poor families are given free education. In our state the children from backward castes and tribes are given some amount every year during their education in schools. Now more scholarships and prizes are given. The state government as well as the central government has built a number of schools in the backward areas for the education of poor children. These children are given refreshments also. Thus during the last year most of the children of the world were given education. There will come a stage when all can be educated if we improve the facilities.

The Children are also given opportunities to take part in Sports and Games. They are encouraged by giving prizes and trophies. Now a days bonus marks are given for sports and games in schools. Thus every child is able to develop a good physique. Now all the nations of the world have good facilities of sports and games in most of the schools. It was also done as a part of the International year of child.

Though we cannot claim that during last year mal - nutrition had been completely removed, yet we have to admit that a lot of improvements have been made. Now also the children in the schools are fed by the 'CARE' programme. More over food grains were made available at cheaper rates.

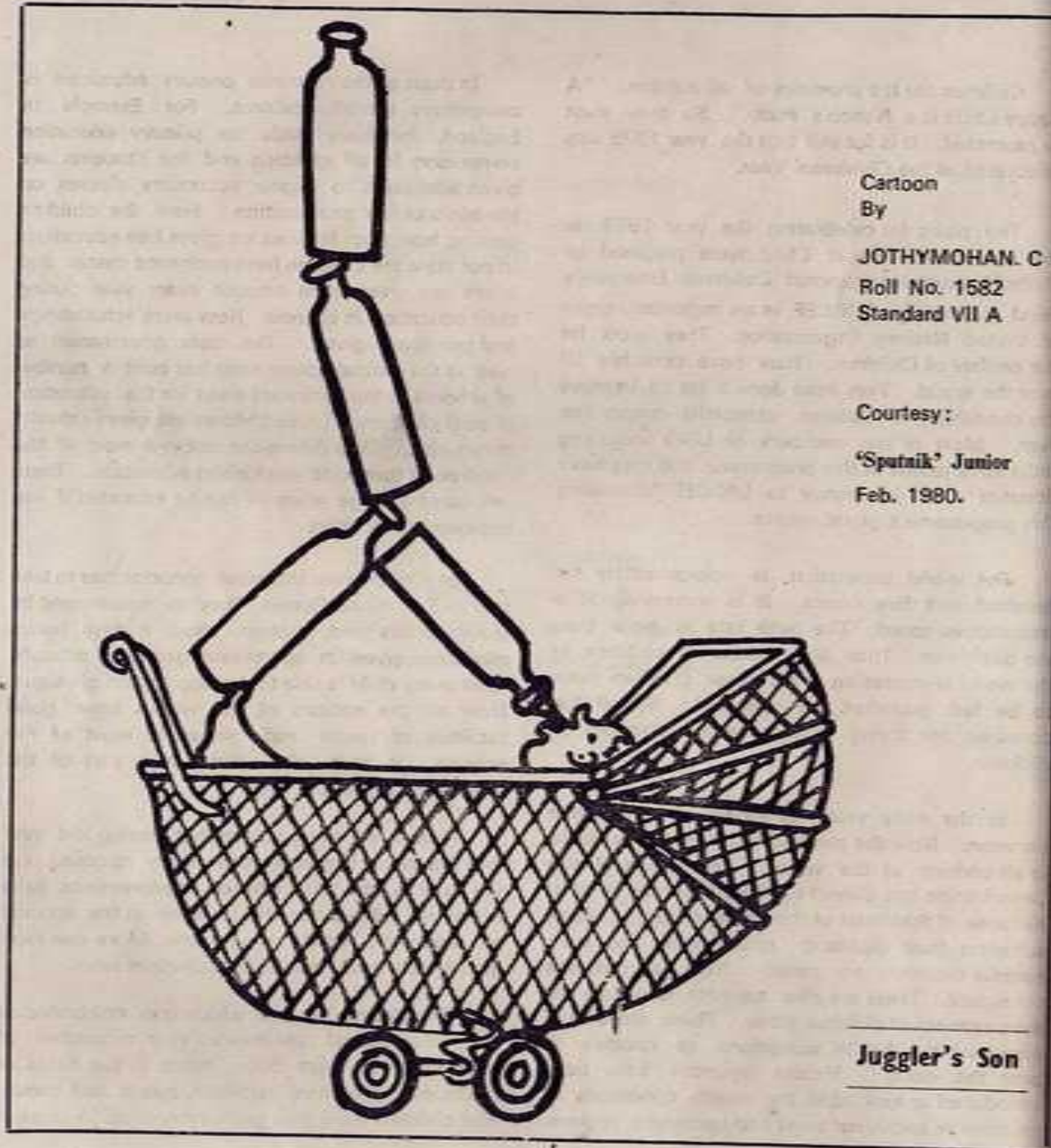
Thus during last year which was celebrated as the international children's year a number of improvements have been made in the fields of medicine, education, nutrition, sports and games. The children were also given protection. A number

of creches have been made for the orphans to live and grow. We should make the conditions of children better and better by keeping in mind the saying "A happy child is nations pride" and also they are like the blossoms of a fruit bearing tree to the nation.

In General, UNICEF, UNO, WHO and many other organizations have helped to improve the living standard of children. We should make more and more efforts to further develop the condition of children during the years to come. Last year it

was only a start and it should be continued. Then after some years a stage is sure to come when all children can be fed, educated and protected properly. If such a stage comes, then that will be the happiest time in the history of the world. Let us hope to make more developments and improvements in the conditions of children during the coming years.

[ This Essay was adjudged first in English. Essay Writing Competition for Juniors (1979-80.) ]



Cartoon  
By

JOTHYMOHAN. C.  
Roll No. 1582  
Standard VII A

Courtesy:

'Sputnik' Junior  
Feb. 1980.

Juggler's Son

## BEREAVEMENT

C. V. SURESH KUMAR  
Roll No. 1086  
Class: XI C, Age 16

In the lovely garden of Nature  
Where the gay butterflies dance  
Where the gentle branches sway  
I wish I were with you always.

It is happy to be together  
But impossible to be forever  
They know not the strain of life  
Though short a span they have  
The happy days of teenage  
Never thinks of old age

Old am I now  
And forced to think of How ?  
The melancholy melodies of loneliness  
Will never show any kindness  
When you are dead and gone  
Left am I to die alone  
Like a ship in the stormiest ocean  
Which can never regain its station  
"Man proposes" they say  
But "God disposes" I say.

XXXXXX

## OUR FIRST SCHOOL EXCURSION

KANAKA KUNNU PALACE  
TRIVANDRUM

On 22nd July, 1979, along with about eighty students I went on an excursion to visit the important historical and tourist centres of Trivandrum and its suburbs as a part of our educational programme. We started our journey at about 8-30 in the morning in a tourist coach. First we visited the Trivandrum zoo. As we entered zoo, the chirping of a variety of wild birds attracted our attention first. We saw parrots, eagles, pigeons, peacocks, ostrich, turkeys and many others and a variety of water birds of different size and colours. The sight of peacocks was very interesting. Next we saw different types of monkeys including the chimpanzee. Some of the monkeys were swinging within their cages while some others were eagerly watching our movements through the bars. Some boys were mocking at them. Then we saw a variety of wild animals like the hippopotamus, crocodile, giraffe, white elephant, lion, tiger, leopard, rhinoceros, bison, deer, fox, camel, bear, zebra, 'eenampechi' etc. While we approached the cages of lions and tigers we were frightened by the roaring of a lion, but we considered it a rare opportunity to hear the fierce voice of the wild king. We also saw a variety of snakes, rabbits and rats.

After visiting the zoo we went to the museum. In the museum we saw a number of articles, valuable diggings, ancient robes and many paintings showing our past culture, civilization and customs. In one section we saw the coins of different countries used at different periods. At another section we saw the idols of Lord Krishna, Rama, Budha and many other deities. The models of the tribal life were really thrilling. The sight of old weapons like swords, spears, shields, helmet, etc., gave us an idea of the defence strategy of our past rulers. There was also a display of the various types of musical instruments of the Indian system. The display of skulls, skeletons, and the stuffed remains of birds, animals

and fishes was not only interesting but also informative. A huge stuffed whale displayed in the museum gave us an idea of that wild sea animal. In general, the entire museum was a treasurehouse of our ancient past and it was a golden opportunity to see the vivid presentation of the different items mentioned above.

Then the entire group moved to the Art Gallery where the paintings and drawings of many world famous artists were exhibited. Among them were the famous paintings of Raja Ravi Varma which reminded us of his life history studied in one of our lower classes.

After visiting the Art Gallery we went to the Botanical Gardens where different types of plants, big as well as small, were growing. It was about eleven O' clock and we were provided with a tumbler of lime juice each. We drank the juice with taste and rested a while under the shady trees.

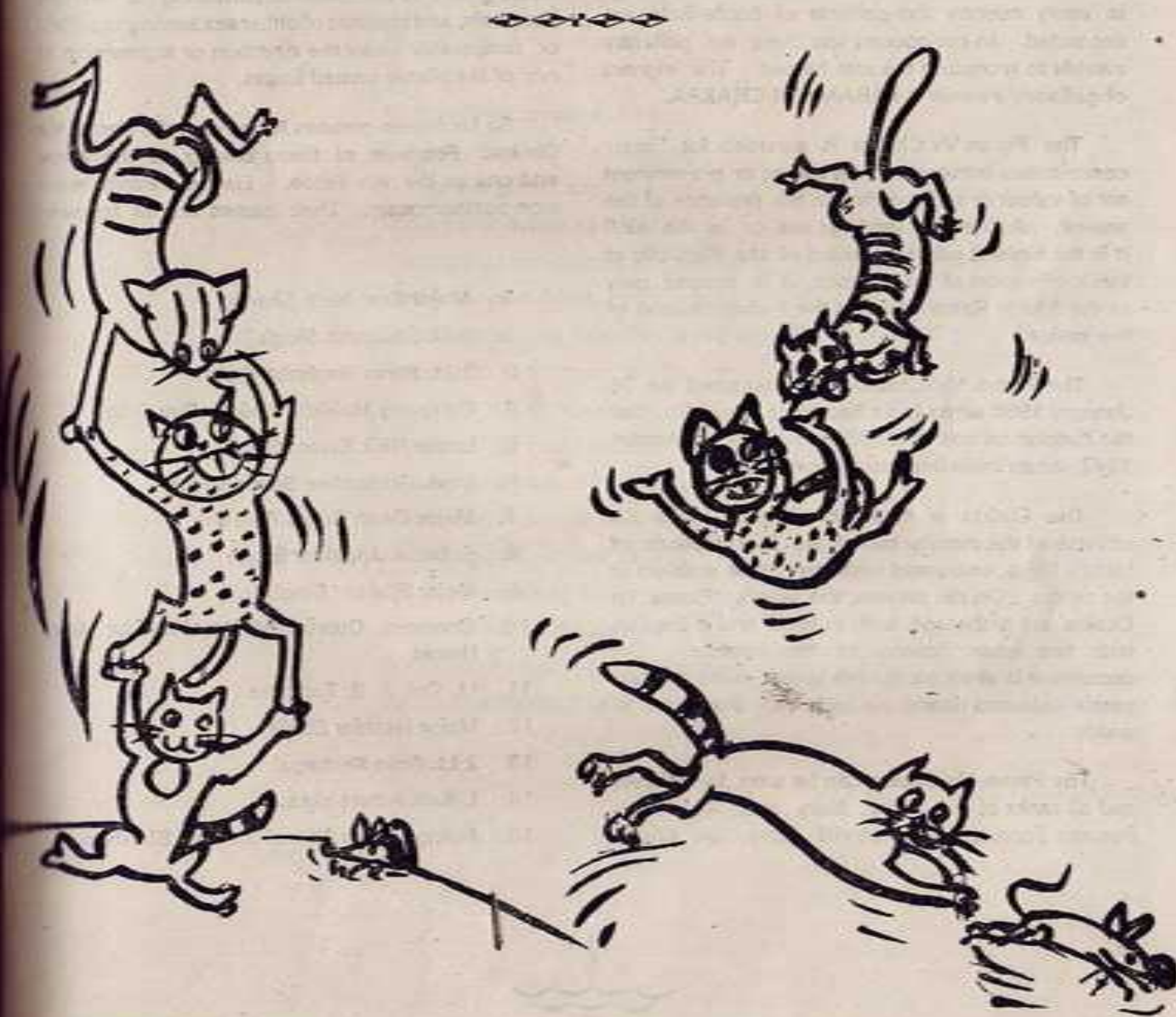
Then we proceeded to Shankumughom beach. There we were watching the waves advancing one after another over the ocean surface and finally dashing against the shores and scattering. It was a thrilling sight to all of us. We were then taken to the Aquarium where the fishes were kept. We had the opportunity to see closely the different kinds of fishes growing both in sea-water as well as in sweet water. It was about one O' clock and all of us were hungry and partially exhausted. Then we had our lunch which gave us energy for the rest of our tour. We made a rush to the Kanakakunnu palace where we saw, among other things, the throne as well as the Assembly hall of the Trivancore kings. After visiting the palace we went to the aerodrome. We saw an aeroplane flying overhead and it was landing in the airport. We had a close look at the plane. It was a jet plane and was quite big in size.

CARL R. CECIL  
Roll No. 1653  
Class: VI C, Age: 10

After that all of us went to Kovalam. It is one of the most important tourist centres of Kerala which attracts many foreigners for a sea-bath. We saw the Kovalam hotel and the beautiful scenes around the Kovalam beach.

We reached the Nayar Dam site at about five O' clock in the evening. While we were walking through the dam-site gardens we were astonished to see a photographer posing at us with a camera. But a little later we realised that it was a life like statue of a professional photographer. There were a few more life-like statues kept in the dam-site gardens. The gardens and the childrens park were beautifully maintained. Some of us

climbed over the big tower standing near the dam a few of us felt giddy while climbing over the tower. We strolled across the dam through the overhead road and noticed the huge amount of water stored by the dam and the canals through which water is taken to different places for irrigation purposes. The gushing noise of the water flowing from the dam to the canals was really frightening. The wheather was very pleasant and the dam-site gardens and the surrounding hilly areas were really wonderful. All of us were very happy and some of us were singing songs. Then we had our tea and started our return journey. We reached our school campus at about 8-30 in the night-thus ended our first study tour most happily and usefully.



NO COMMENT — Courtesy 'Spatak' Junior Feb. 1980. By GOPAKUMAR R. 1477 VIII A

## PARAM VIR CHAKRA

SUNITA G. TEKALE. 1081

Class: XI B.

Age 15 yrs.

It is said that the news of war is attractive to listen to. Yuddhasya Varta Ramya. The news about the heroes of war is still more worth-hearing. In every country the gallants of battle-field are decorated. In our country too there are gallantry awards to recognise the war heroes. The highest of gallantry awards is PARAM VIR CHAKRA.

The Param Vir Chakra is awarded for "most conspicuous bravery or some daring or pre-eminent act of valour or self-sacrifice in the presence of the enemy, whether on land, at sea or in the air." It is the highest gallantry award of the Republic of India. In order of precedence, it is second only to the Bharat Ratna which is the highest award of the nation.

The Param Vir Chakra was instituted on 26 January 1950 when India became a Republic. But the decoration was made effective from 15 August 1947, when India became independent.

This Chakra is made of bronze. On the obverse of the circular medal are four replicas of India's Vajra, embossed with the State emblem in the centre. On the reverse, the words 'Param Vir Chakra' are embossed, both in Hindi and in English, with two lotus flowers in the middle. The decoration is worn on the left breast with a plain purple-coloured riband, an inch and a quarter in width.

The Param Vir Chakra can be won by officers and all ranks of the Army, Navy and Air Force, Reserve Forces, the Territorial Army, the Militia

and any other lawfully constituted Armed Forces, and also by Matrons, sisters, nurses and staff of the Nursing and other Services pertaining to Military Hospitals, and civilians of either sex serving regularly or temporarily under the direction or supervision of any of the above named forces.

So far fifteen persons have won the Param Vir Chakra. Fourteen of these belong to the Army and one to the Air Force. Eleven awards were won posthumously. Their names are as follows:

1. Major Som Nath Sharma
2. Naik Jadunath Singh
3. 2/Lt. Rama Raghuba Rane
4. Company Havildar Major, Piru Singh
5. Lance Naik Karam Singh
6. Capt. Gurbachan Singh Salaria
7. Major Dhan Singh Thapa
8. Subedar Joginder Singh
9. Major Shaitan Singh
10. Company Quarter Master Havildar Adul Hamid
11. Lt. Col. A. B. Tarapore
12. Major Hoshiar Singh
13. 2 Lt. Arun Khetarpal
14. L/Naik Albert Ekka.
15. Flying Officer Nirmal Jit Sing Shekhon.



## JOY IN NATURE

KORA ABRAHAM

Roll No. 1364

Class IX Section D

Nehru Junior House

Age: 13 yrs.

Into the world I stepped out,  
To find the nature spread out.  
The birds began to sing;  
And the bells began to ring.  
The happy arrival of the dawn,  
Across the green, sunny lawn.  
The houses quaint to the sight,  
Were happy to welcome the twilight.  
Came the west wind, full of chill,  
To wake the trees, from the world of still.  
Soaring up and down the hill,  
The birds had their morning fill.  
Out came the pretty rabbits,  
To gather up their silly fit-bits.  
Here and there the waves roam,  
Throwing up their misty foam.  
Into the heaven on looking,  
I saw the angels rejoining.  
For, they knew a place called earth,  
Which is a hundred heaven's worth.

## MY MAIDEN ATTEMPT

Capt. RAJEEV MANNALI  
65 Armoured Regt.  
Ex. SSKZM - 1972

I am forced to dive into the whirl pool of memory a rather traumatic experience. The lazy under world of memory has always remained a no man's land to me. Many a time have I dared to tread along its periphery but always the fear of confronting a long forgotten unpleasant memory keeps me away from venturing into the world of the subconscious mind.

The requirement is to dig out from the memories of one's School days and come out with an appealing piece of prose that could go into the pages of our much awaited special school magazine. The driving force that invites me into this exercise is none other than our beloved Mr. N. B. N. who to us remains the symbol of everything we always searched for and found in our alma mater — Sainik School Kazhakootom.

Since the central theme revolves around the school magazine, my poor, over crowded memory refuses to leave the vicinity of the central pillar and takes its fancy to remain in the immediate neighbourhood and therefore I am reminded of my first article that appeared in the School magazine years ago and also the issue that bore it - "CADET 1968".

Those were the days when my imagination had not got bogged down into and within the limits of an army contentment. The ambition to read, to learn and above all to prove one's ability with words and ideas was very profound in me.

Little did I know as to what to write on. There was absolutely no idea as to how to begin, how to proceed and last of all how to conclude. One had the will to write on anything under the sky from Marxism and capitalism to Buddhism and Maoism. Being an ardent observer of politics one was ever ready to criticize every one from Gandhiji to Pandit Nehru and Kamaraj to Rajaji. Lack of depth in any

individual topic was the main hurdle that pulled the reins of one's adventurous thought process.

Having one's name published in the School magazine had almost become a prestige issue. Friends like K. S. Venugopal and Joji Kunchattil had already earned fame as short story writers under the able guidance of Mr. C. K. C. Nair. With the little jealousies and connected problems of early boyhood one really couldn't tolerate lagging behind in any field. Was it the humble beginnings of an over inflated ego? I simply can't say.

For days together, I pondered over scores of likely topics and even peered into old School / College magazines where from one could conveniently borrow or steal an idea or a little bit of the 'stuff' it self. The relentless search thus was carried on. I clearly remember the seriousness that tied me down to it for days on end.

With passing time one was getting a bit desperate with the whole thing. The last date for submission of articles was just around the corner and poor self was still lurching in the dark not having decided as to what language to choose for a medium of expression. One thought he was none less than Shakespeare till he sat at his study with an intention to indulge in creative writing. I admired Joseph Mundasseri and kept facing his line of cynicism till one really got down to using his vocabulary to jolt down something. A massive cloud of confusion remained with no trace of a silver lining any where in the vicinity.

To add to my existing worries, I had, as a faithful son written to my father to say that I was seriously venturing to give in an article to be published in the School Magazine. My father was always keen to get me started on something of this nature and rightly got hot after my heels from there on. Every week his letter would start with an

enquiry on the progress of my article. I found it extremely difficult to tell lies to my father and at the same time having to accept defeat at the very start was rather painful. In other words I had pulled the horns of a dilemma on me.

It was a Saturday morning - a very normal day with just the normal happenings like poories for breakfast and Mr. N. N. Pillai, the mess manager yelling at the cadets who tried to exchange smaller poories for bigger ones from their neighbour's plate. While marching all the way from the mess to the School building, I had no idea or not even the slightest inkling as to my days of lurching in dark were soon getting over. The period immediately after breakfast was English and that too composition. Mr. Mohammed Kunhi, our English master was extremely particular about every one having a pen and a note book for, himself. Like a bad boy I had lost my pen just that morning and if not for Chacko Ipe's jotter refill I would have certainly been standing outside the class room counting stars during day time. Mr. Kunhi with his characteristic briskness introduced the composition for the week. It was to be an essay - 'My favourite hobby'. On hearing the topic spelt out I knew that my search for a suitable topic and a medium of expression were over. My joy knew no bounds. Right then I hadn't heard of Issac Newton's reaction when the solution to his query came in the form of a falling apple. Lucky it was for me or else I would have been rendering an apology before the School assembly for some shameful act or the other.

Once the topic was given out, Mr. Kunhi was in the habit of discussing the topic with us and it was exactly this habit that I had mentally relied on for going ahead, with my master piece. From discussion a little bit of truth came out and we were all soon being accused of not having a hobby not to talk of choosing one's favourite. Anyway Mr. Kunhi solved our problem by introducing his favourite hobby stamp collection to us. Now that

we were all clue less, Mr. Kunhi had to give us a few hints for our guidance.

Now the nail was literally hit on the head. The genius in master Manrace woke up from its age old sleep. The heroic battle with nouns adjectives, verbs and adverbs were now fought, in the class room of VIII B. The winner of the battle was certainly a fore gone conclusion. At the end of the period, I walked out of the class room with a smile that beat 'Asoka the Great' after his victory at KALINGA.

Handing the article was not much of a problem since Mr. Muthanna the Master in charge of English section was my house master then. The only problem was to approach him with the most illegible scribbling he could have ever come across. Any way understanding as he was, he didn't burst out laughing on seeing my half page long apology to an essay.

To cut a long story short it must have been a very kind and affectionate gesture of good will on the part of both Mr. Muthanna and Mr. Kunhi, my maiden article appeared in the Cadet 68.

Commencement of the summer holidays of 1968 saw me walking into the hands of my parents with my most valuable possession - the school magazine.

That issue to this day remains a most coveted treasure in a box of mine that I had used all along while I was at school. A number of articles that have scores of odd memories related to them lie in my little trunk to be opened up once a year when I land up at home on leave.

Times have definitely changed. Destiny and fortune have played their part in taking us wherever we are at present. Now just after a lapse of 11 yrs, when I sit back and tread along the 'no man's land' of memories I am gripped by a terrific sense of loss with which I am yet to come to terms with.



## INVOCATION

G. F.

The moon had gone to her lover's bower  
Leaving the earth in shroud so dark  
The night was chilly, the clouds hung high  
How awful was the gloom beneath!

The morning wind, the howling bitch,  
The dreadful, silence of the lonely cell,  
All inspired the poet in me  
To move the quill but could not move.

All at once I heard her speak,  
"Here I am in snow-white robe  
I am your own and ever shall be  
Hug me to your bosom, and drink from me".

I gazed and gazed in all amaze  
To find her gliding smiling gay  
But all in vain I could not find  
Nor hear her voice ever more.  
The clock ticked twelve, the owls did hoot,  
Once more on flame, the embers dying  
A flash of light, so bright and blinding  
Flooded the room that was in gloom.

"Thalia! I my goddess", cried aloud,  
"Stay with me, and let me drink from thee,  
To fade far away from the fever and fret  
To muse and rhyme upon the mount Helicon.

Pegasus, dear, how holy thy hoof  
Strike, hard on my head so dull,  
And let a fountain spring and sprout  
And soak me full in Medusas' blood".

No, no, stay with me here itself  
Upon this earth, and inspire me!

To compose a "Rock", so hard and hidden  
Like that of Browning or of Tennyson  
For thy innocent pilgrims to dash their heads  
And lose themselves in Obscurity  
This time, this time you can't cheat thus,  
I will not leave thee but for a cause.  
Haven't I heard great poets speak  
It is you who inspire them to write  
But for you, lifeless their pen  
I know it well how proud they are  
All puffed up stiff, so proudly great!  
Cudgels their brains to scribble a page or two  
With words of some meaning seldom found.

How wonderful are your children oft  
Of varied frame of body and mind.  
In their furnace of flaming satire  
Burn and melt the innocent souls  
And on their anvil shape at ease  
Most horrid - looking figures of great detest!

The moon has not regained her freedom yet,  
Why do you haste away so soon?  
Shall I burn incense for thee  
Or sing the hymns of praise to thee?

Thalia, dear I cried aloud  
Abide with me a day or two  
But he! the phantom out of sight  
And melted away in a trice  
The quill fell off, the fancy off  
And there sat I in great despair  
Having no strength to plead and cry  
For what is lost within my soul!



## SCIENTIFIC WAY OF WRITING A LETTER

MAN RANJIT. U

Roll No. 958

Class: XII A, Age 17 yrs.

My dear magnet,

I have not heard from you for the last elastic months. Much water had flown under the suspension bridge. Please allay my anxiety by writing to me within delta time.

You would like to know about my well being, but dear friend, do you expect any welfare in Physics class? The subject always put me in a state of unstable equilibrium. My marks are always simple multiples of zero. The only variation in that is sometimes it is in a complete circle while at other times, it is so lovely a parabola.

Physics, they say sharpens one's wits but you see, my wits fly off at a tangent when I am asked a question. Each period multiplies my troubles by the highest common factor. That is, my instinct provides infinite resistances to all calculations. I am convinced that the aim of Physics is to break one boy's heart into several partial fractions.

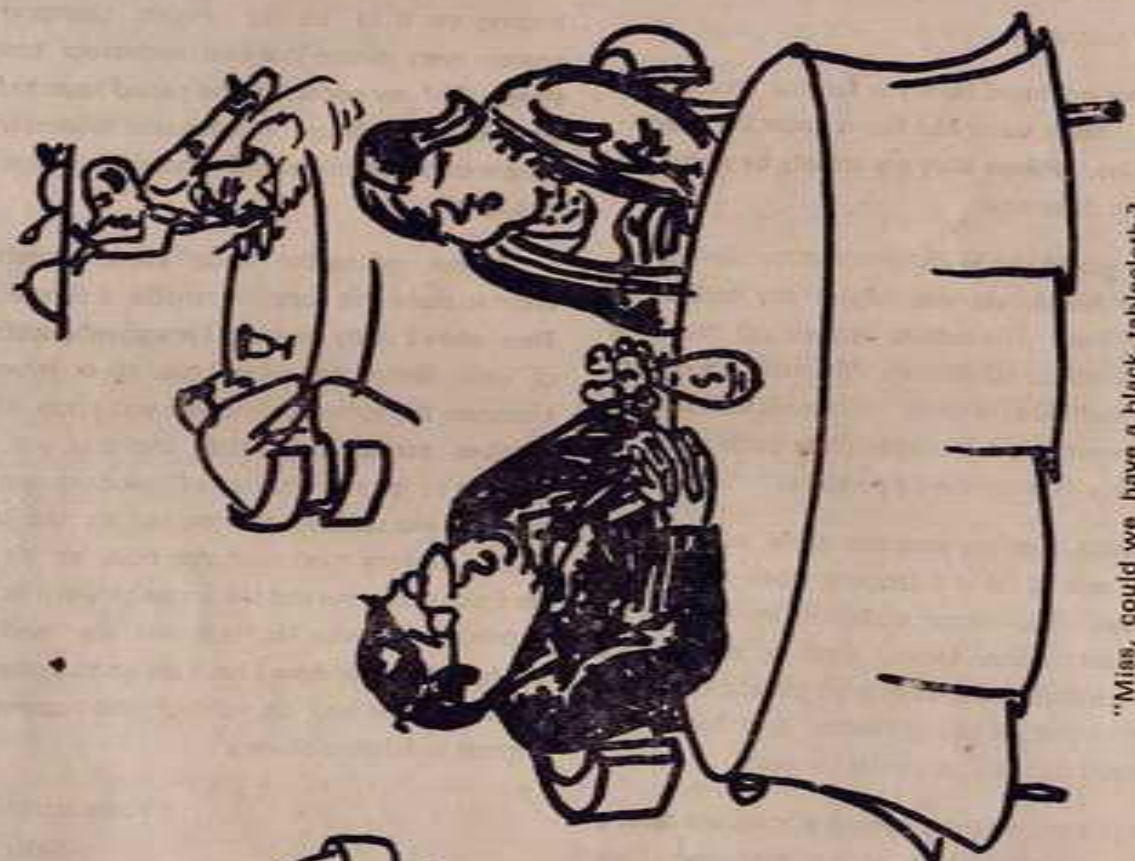
At this moment, my conical elbows are resting on the rectangular plane of the desk and I am

leaning on it in various angles, changing my posture every minute in a vain endeavour towards sleep. Oh! my goodness, the period seem to have lengthened to infinity. I understand Wiversely and I know only one moment of Chemistry to fore and torture one.

I have, of course made every conceivable effort to make this complex variable a simple one. Thus when I study cyclocits I imagine the eyebrows of 'Hema Malini' and when I read about hyperbola I imagine the ears of Rekha and you know all this involves poetic imagination, and this was only possible so long as Mr. Heats Chalk Stick was proceeding with uniform acceleration on the black-board. But my mind must stop now, as his eyes are focussed on me and the forces between us must decrease, otherwise Mr. Heat will say "well, you, the back bencher" how I have drawn this perpendicular? Come on, eh, eh" Please convey my regards to fellow sufferers.

Yours scientifically  
infinity





"Miss, could we have a black tablecloth?  
I think our waiter died."



From Span - March 1980

## EFFECT OF CONCENTRATION ON SURFACE TENSION

[This is the report of an experimental project carried out by Jose K. P. Roll No: 990 and Pradeep N. Roll No: 1044 under the guidance of Mr. Thomas Mathew.]

JOSE K. P. Roll No. 990  
and PRADEEP N. Roll No. 1044  
Class XII A

It would be surprising to hear that needles, coins etc can float on water surface. Also when a capillary tube (a tube of very small radius) is dipped vertically in a liquid, the liquid rises in a tube. These phenomena are due to a special property of the liquid surface called surface tension. It is a force exerted by liquid surfaces by which the surface as a stretched membrane having a natural tendency to counteract when released. In short, the liquid surface is under tension.

Actual cause for surface tension is still an enigma to scientists. Also this field is not so intensively studied. Anyway, the cause for surface tension can be explained to a small extent by Binetic theory. A water molecule in the interior is surrounded by the neighbouring molecules. So it experience a force of interaction from all its neighbouring molecules. As there are many molecules around it, the interaction due to one is cancelled by the other.

But in the case of surface molecules, there are no molecules above them. So, they are pulled downward by the bottom molecules. Also, the interaction due to the neighbouring molecules on the surface of the liquid, the surface is always under the influence of a force.

There are 3 main factors that affect surface tension. They are (1) Temperature, (2) Pressure, (3) Impurities like salts. In our study, we confine ourselves to the study of change in surface tension due to addition of inorganic salts.

When an organic salt like Sodium stearate (soap) is added to water, the surface tension of

water decreases. We conducted an experiment to investigate the variation of surface tension of solution of NaCl (Sodium chloride) solution, an inorganic salt.

For this, capillary rise method was adopted.

A small capillary tube is kept vertical in a Beaker containing the solution. Solution rises in the capillary tube and the height of liquid volume in the tube is measured with a travelling microscope. Knowing the height, the S. T. is calculated.

Salt solution of four different concentrations were prepared. The surface tension of these samples, were determined by the above said method. To our great surprise we got the amazing result - SURFACE TENSION OF THE SOLUTION INCREASES WITH INCREASE IN CONCENTRATION, when the concentration more, surface tension was also more. At a concentration of 1.178, surface tension was highest - 59.86 dynes/cm and at a concentration of 1.094 it was least - 48.01 dynes/cm. This result has to be explained.

This variation may be due to adsorption in solutions. It can be seen on general grounds that if the solute concentration is more on the surface layer than in the interior, the value of surface tension lowers. This is the case of positive adsorption. This can be seen with solutions of soap, detergents and many organic salts. In the case of inorganic salts, the case is opposite. The solute concentration is less in the upper layer and more in the interior. This is called negative adsorption. In such cases, the surface tension increases as proved by our project.

When concentration is increased, the negative adsorption also increases resulting in raise in the value of surface tension.

A second possibility is also there. The variation of surface tension with concentration in the case of NaCl solution, may be due to ionic nature of NaCl. Sodium Chloride ionises in a solution. In the solution there can be positive sodium ions, negative chlorine ions and also an-ionised sodium chloride molecules. Being light, Na<sup>+</sup> and Cl<sup>-</sup> ions, occupy the surface. Whereas, the heavier NaCl molecules occupy the interior of the solution. Since ions are present on the surface, there will be electrostatic attraction between them in addition to the interaction between molecules. Thus the surface of the solution is under the influence of electrostatic forces also, thereby increases the surface tension.

When the solute concentration is increased the concentration of the surface ions increases and a corresponding increase in surface tension can be expected.

For reducing the sources of errors to a minimum, experiments are conducted at a constant temperature and with high precision instruments which can read upto 3 decimal places.



#### Result of Experiments

Serial No.	Density (gms/cc)	Surface Tension (dynes/cm)
1	1.178	59.86
2	1.159	57.40
3	1.131	55.67
4	1.094	48.01

#### Suggestions For Further Investigations

- 1) Perform the same experiment with a covalent solute and compare the results with the effect of ionic salt.
- 2) Conduct the same experiment with organic and inorganic salts of the same bonding and compare the results.

We leave this topics to the readers for investigation and suggest a better and correct explanations which may lead to a new discovery in your name

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## A MOMENT'S REFLECTION

ASOKAN. P.  
Roll No. 962  
Class XII B, Age 17 yrs.

All my friends had bid an - revoir to the School. I was to leave the next day. All alone in the lonely house I felt very sad. The chirping of crickets seemed to be a poor substitute for the voice of my friends. I tried my best to escape from this aching solitude. But couldn't. Restless I tossed myself in my bed. Despite all my earnest efforts to sleep, the solitude only kept pricking my conscience. I braved the sleep, withdrew from my bed and crouched in my humble chair. I felt I would have a respite from the pangs of solitude in the company of my authors. My heart gained momentum and I felt a heavy and weary weight pressing me down. As I sat brooding my book, my eyes blurred. Tears welled in my eyes and flowed down my cheeks, unaware of their fluidity and soaked the pages. I was weeping for the second time, since I joined the school. I got up, walked up and down in my room restlessly trying to overcome my emotional outburst. The more I tried, the more I was overwhelmed with a sense of loss.

How crazy we were after the khaki uniform! And when we drilled for the first time in our coveted uniform, we walked with an air that even the best of Napoleon couldn't be as smart as we were. I remember how we were fascinated by the P. T., drill and games. It was a novel experience having to stand in attention for minutes together and no wonder in the beginning some of us blanked out during the drill. We marched, halted and saluted to the orders like an innocent lamb. I remember the first game we played. How we, who had never played with a leather ball, wanted to be in possession of the only ball that was given to us. Mark, what a confusion it was! I remember how I often got late for the night studies and got punished. I remember how we used to gape with astonishment when one of our friends related how the Nawab of Pataudi hid an incoming ball in his pads and went on to mark 350 runs and how in the end he was given 10 additional runs for returning

the ball 'for honesty' he convinced us. We heard and enjoyed it but all these talks and thoughts have been trampled under foot.

How relieved and elated we felt when a Sanskrit period came. We sang shlokas with 'full-throated ease' along with our Sanskrit master. How I wished we seventeen, those good old Sanskrit sentence class singing those Shlokas. Those were the days when we fluttered around like butterflies caring for nothing oh! how I long for those innocent days...!

How the hunger 'an exponent of the wear and tear here' made us loyal to the mess and how in the mess we broke our fast, dined and lunched to the clamorous clanging of the crockeries and after these meals we were lost to the songs that came from the mess. There was then the hair cut! We regarded the barber shop as a devil's den. The devil a tonsorial artist in every sense was armed with a cropping machine that would resolutely and ruinously browse on our hair. The experience could send a pain even up the most stoic spine. There was then the N. C. C. parades. A havildar would come and pompously project his pidgin Hindi and we who did not know the first word in Hindi would consider him as if he were from an alien planet and we mocked at him. But he also had his better days. He would wreak his writhing revenge on us in the drill square. Alas, those were our florid years and now these thoughts enact a vivid pantomime afore me. I wish I were an actor in it right now. The cruel ways of the world has made it a remote past tense and my radiant hopes die with it.

There was our headmaster, a genial giant from Punjab his huge turban further amplifying his dimensions (poor man his thumb was cut because he tried to escape from a POW camp.) He swung his hand in a manner that he would wrench our head clean but brought it down on us with a warm

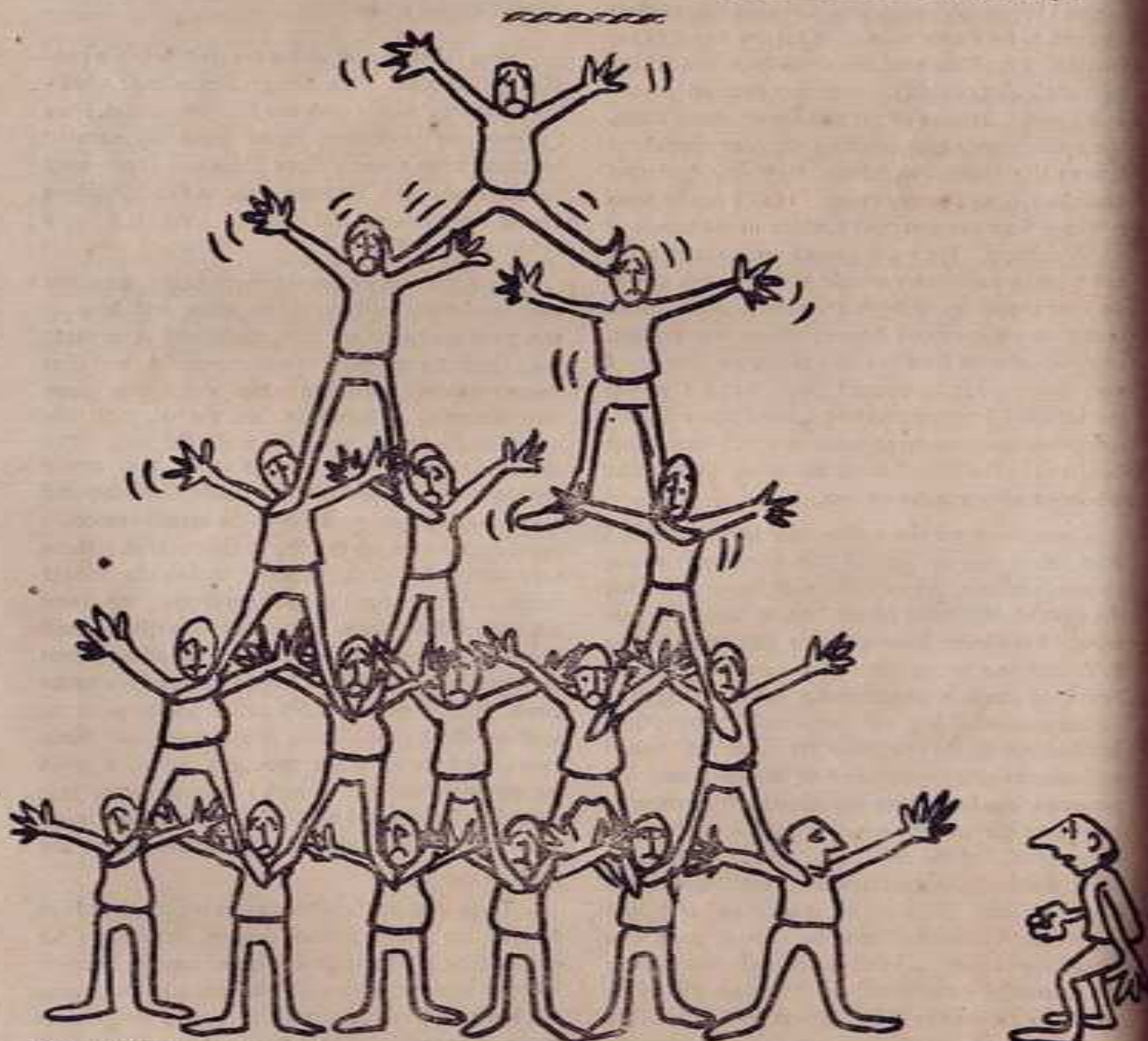
pat, I remember how I used to shake in my shoes when his voice "cover up, you bloody man" boomed over the parade ground, and how he use'd to check for our handkerchief, buttons and shoes. He was like the pathan I read in 'Cabuliwallah, burlesque, but as soft as a kernel in a hut. He was truly the person whom I admired most those days.

What a lovely man we had in our diminutive principal Wing-Commander. Roy I we hustled and cheered when he was around and he too joined us. I also remember how our buoyant spirits finally sunk like lead when the good ole' man finally left us. He was a rare breed, for in him, I could see a man where academics, sports and professional skill (he was a pilot) blended so well.

My friends and I virtually shared everything from our plates down to our hearts for our feelings,

thoughts and emotions were the same. We ate together, played together studied together and lived together just like the members of a family. We were friends, enemies, teachers and students amongst ourselves. We used to spend the dusk in the school garden over looking the Arabian sea. As we sat on the cemented bench, and discussed the day's problems we never knew that we were cementing our hearts together. How sublime the sight of the setting sun was then!

Alas! where am I now? Where are my beloved friends? Where can I meet my esteemed teachers in future? The solemn assembly, the boystrous mess time, the happy games periods, enlightening classes all these are now reduced to a bundle of memories to be carried with me wherever I go.



By: BRINDAVAN LAL, VIII C

From 'Span' March 1960

"Sorry, I'm late"

## CORPORAL PUNISHMENT - A UNIVERSAL ISSUE

(Indian Express, Feb. 16 - 1980)

London, Feb. 15 (AP)

In Belgium, it can draw jail sentence. In Kenya and South Africa, it has to be done in front of a witness and recorded in a book. In Thailand, it has to be done with a stick no thicker than two centimetres.

It appears that to spank or not to spank is a universal issue.

The Los Angeles school district, concerned with a breakdown in classroom discipline, recently brought back corporal punishment after a four-year absence. Because the subject is controversial in the United States, the Los Angeles decision was a hot news item.

An Associated Press global survey indicates divergence of views worldwide on a subject that pits the need for disciplinary control against parental pique and charges of abuse. When an official ban on physical punishment is violated, the parents often scream louder than the child under the paddle.

In the Philippines, where corporal punishment is forbidden by law, Government education official Mango Catabijan expressed a widely held opinion "I have sons, and I sometimes have to give them a punch. But, my point is, I'll be the one, not somebody else".

In Sweden, even that is not allowed. Last March, the Swedish Parliament voted almost unanimously to ban "corporal punishment or any other degrading treatment" of children, even by parents in the home.

So far, no cases of violation have come to court.

Britain is one of the few countries that officially sanction corporal punishment in schools, but a growing number of teachers are trying to out law it as a "sordid anachronism."

Most of Europe-East and West-forbids physical punishment in schools, but face-slapping or a whack with a cane is not unusual in Greece. And in Turkey, there is a familiar saying "where the teacher hits a rose blossoms".

In the Soviet Union, children are regarded as a precious resource. An official ban on striking a school child, plus parental pampering, has fuelled complaints about unruly, unappreciative youth.

In China, teachers who lose their tempers are liable for punishment. So, past instances of students striking or humiliating their teachers during the cultural revolution apparently have gone unpaid.

Singapore allows senior teachers or principals to cane boys over 10 years old for major school infractions, such as fighting. Girls are spared.

The Japanese banned corporal punishment after World War-II but the law is often overlooked in favour of what one education official said is "a question of degree of physical punishment".

In the Arab world, corporal punishment largely vanished in the 1950s. In Lebanon, however the pertinent question is whether the teachers or the students are getting the short end of the punishment stick. Since the civil war breakdown in law and order, guntoting students have occasionally bullied their instructors for giving out poor grades or firing a popular teacher.

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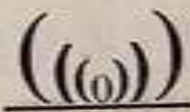
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11. " Kunjupura
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22. St. Joseph's High School, Trivandrum.
23. St. Xaviers College, Trivandrum.
24. Loyola College, Trivandrum.
25. Dayawati Modi Public School, Modinagar, (U. P.)
26. Colvin Taluqdars College, Lucknow.
27. Delhi Public School, Delhi.
28. Journal of the A. E. C., Panchamarhi (M. P.)
29. West Minster School, London.
30. National Defence Academy, Khadakvasla
31. The Lawrence School, Lovedale
32. Indian Military Academy, Dehra Dun.
33. Belgaum Military School, Belgaum.
34. Kittur R. C. Residential School & Jr. College for girls, Kittur.
35. B. V. B. Vallabhram Mehtu Public School, Baroda.
36. Mayo College, Ajmer.
37. Pravara Public School, Pravaranagar
38. The Air Force Central School, Delhi.
39. Rashtriya Indian Military College, Dehra Dun.
40. Breeks Memorial School, Ootacamund.
41. Tema Public School, Osmanabad.
42. Vikas Vidyalaya, Ranchi.
43. Punjab Public School, Nabha.
44. Anwar-UI-Ulloom, Panchagani.
45. Gautam Public School, Gautam nagar.

# പി. തങ്കപ്പൻതമ്പി

വെങ്കലപാത്രവ്യാപാരം

ഫോൺ: ചാല, തിരുവനന്തപുരം

ഉത്തരവാദിത്വമുള്ള സ്റ്റീൽ, വെങ്കല, അലോയ്-മെറ്റൽ പാത്രങ്ങൾക്കും, ആകർഷണീയങ്ങളായ പ്രസൻറേഷൻ സെറ്റുകൾക്കും, സ്പോഴ്സ് ആവശ്യങ്ങൾക്കുള്ള റോളിംഗ്-ട്രോഫി, ചാമ്പ്യൻകപ്പ്, ഷീൽഡുകൾ, മെഡലുകൾ മുതലായവ മികമോയ വിലക്ക് വാങ്ങുന്നതിന് സന്ദർശിക്കുക!

# പി. തങ്കപ്പൻതമ്പി

വെങ്കലപാത്രവ്യാപാരം

ചാല, തിരുവനന്തപുരം

ഫോൺ: 4623

ബ്രാഞ്ചുകൾ: ശാന്താ മെറ്റൽസ്, ചാല & കാട്ടാക്കട

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## सैनिक स्कूल के अठारह वर्ष

— मुनिता देकाने  
कक्षा XI  
आयु 16

भारत की आजादी को सुरक्षित रखने के लिए रक्षकों की आवश्यकता होती है। ये रक्षक यदि बचपन से ही प्रशिक्षित किए जाएं तो देश-प्रेम के साथ सैनिक प्रशिक्षण भी प्राप्त होगा। इसी उद्देश्य से सैनिक स्कूलों की स्थापना की गई है। स्वर्गीय कृष्ण मेतन सैनिक स्कूलों के जन-दाता कहलाए जा सकते हैं।

सैनिक स्कूलों को 'आधुनिक गुरुकुल' कहा जा सकता है। यहाँ छात्र अपने प्रिय गुरुजनों के साथ रहकर विद्यालय में पढ़ते हैं। प्राचीनकाल में हमारे देश में गुरुकुल छात्र में निम्नलिखित गुणों का विकास किया जाता था— वे हैं कीर्ण, वैसी, चातुरी, बमुझे, वैसा ध्यान, भाव वैसी निद्रा, अत्याहारी और गृह्यागी। सैनिक स्कूलों के छात्रों में इन गुणों का विकास किया जाता है।

भारत में पहला सैनिक स्कूल तैम जू 1961 को महाराष्ट्र में सतारा में खोला गया। सैनिक स्कूलों में पुने स्थित राष्ट्रीय रक्षा अकादमी में प्रवेश पाने के लिए प्रशिक्षण दिया जाता है। इसके साथ ही यहाँ बच्चों को उच्च माध्यमिक शिक्षा दी जाती है। अब तक पूरे देश में अठारह सैनिक स्कूल खोले गए हैं। इन अठारह सैनिक स्कूलों में सत अठारह वर्षों में पन्द्रह सौ से अधिक छात्रों को राष्ट्रीय रक्षा अकादमी में प्रवेश मिल चुका है। इसके अलावा सैनिक स्कूल के कई भूतपूर्व छात्र डाक्टर, इंजीनियर तथा अखिल भारतीय सेवाओं में उच्च पदों पर काम कर रहे हैं।

सत अठारह वर्षों में ऊपर लिखे गए प्राचीन काल के पाँच गुणों के कारण सैनिक स्कूल के छात्रों ने खेलकूद तथा एन. सी. सी. आदि गति-विधियों में अमूर्त पुर्व सफलता पाई है। उदाहरण के लिए एन. सी. सी. का सर्वोत्तम सम्मान अर्थात् प्रधान-मंत्री की

पट्ट सैनिक स्कूल के छात्रों को कई बार मिली है। खेलकूद का सैनिक स्कूलों में अत्यंत महत्वपूर्ण स्थान है। राज्य स्तर के पुराने क्रीडामानों के मुकामों पर इन स्कूलों के छात्रों द्वारा गए गए क्रीडामान स्थापित किए जा रहे हैं। यहाँ देश को कुशल सैनिक कक्षा को तैयार किया जा रहा है। बड़ी बड़ी खेल प्रतियोगिताओं में इन विद्यार्थियों की टीमें सैनिक स्कूल का नाम रोशन कर रही हैं।

सैनिक स्कूल कर्नाटक में जो मेरा प्यारा सैनिक स्कूल है, सत अठारह वर्षों में अच्छी प्रगति की है। अब तक इस स्कूल में एन. सी. ए. में 187 छात्र भेजे हैं। अन्य क्षेत्रों में भी इस स्कूल ने उत्कलन पत्र पाया है। भारत के राष्ट्रपति का अंतरासक होने का सम्मान हमारे भूतपूर्व छात्र को मिला है। इसी प्रकार दक्षिण रेलवे के विभागीय व्यापारी अधिकारी (DCS) भी एक हमारा भूतपूर्व छात्र ही है।

हमारे स्कूल का मूल मंत्र है 'ज्ञान, अनुशासन, सहयोग'। इस ध्येय को सामने रखकर छात्रोंको तैयार किया जा रहा है, यहाँ छात्रों को जो प्रशिक्षण प्राप्त होता है, उसका सुपरिणाम यह है कि अब तक SSC और AISC परीक्षाओं में हमारे छात्र जैसी श्रेणियों में सत प्रथम उत्तीर्ण होते आए हैं। उसी तरह विविध खेलकूद प्रतियोगिताओं में अच्छा क्रीडामान स्थापित किया है। उदाहरण के लिए हमारे छात्रों ने केरल राज्य के हाकी टिम के रूप में राष्ट्रीय खेलकूद में भाग लिया था। सब क्षेत्रों में छात्रों ने हमारे स्कूल को उँचा उठाकर उनके नाम में चार चांद लगा दिए हैं।

## हलुवा राजा के नगर में

विजय बी. नायर  
कक्षा VII  
उम्र: 12

हवा बहुत ठण्डी थी। मैं चला जा रहा था। मैं एक बड़े दरवाजे पर पहुँचा। मैं दरवाजा खोल ही रहा था कि दो सैनिक मेरे ऊपर टूट पड़े और उन्होंने मुझे बाँध लिया। मैं डर के मारे बेहोश हो गया। जब मैं होश में आया तब मैंने अपने ऊपर को एक कोठरी में पाया। अरे! यह क्या! दरवाजा तो जलेबियों का बना था मैं भूखा था। मैं जलेबियों पर टूट पड़ा और उन्हें खाने लगा। पर मेरी भूख मिटने से पहले ही वे दो सैनिक फिर आए और मुझे उनके राजा के सामने ले चले। राजा ने आज्ञा दी कि मुझे गोली मारकर खतम किया जाए। मैं धर गया बहुत से सैनिक फिर आकर मुझे बाहर ले गए। उन्होंने मुझे एक खम्भे से बाँध दिया। मैंने आँजें बंद कर दी।

एक ... दो ... तीन! हाय! मैं सोचा! गोली मेरे मुँह में गिरी। अरे! वह तो एक लड्डू था। मैंने लड्डू खा लिया।

सैनिक अवाह रह गए। वे फिर मुझे राजा के पास ले गए। "इसे दसदल में फेंको!" राजा ने आज्ञा दी। मैं बुरी तरह डर गया। मैंने सोचा, "हाय! अब मैं अब नहीं सकता।"

सैनिक मुझे एक पहाड़ के ऊपर ले गए। उन्होंने मुझे धरका दिया। मैं डोर से सोचा! चिक्क। अरे! यह क्या। मैं तो हलुवा के ढेर में पड़ा था। मैं हलुवा खाने लगा। सैनिक फिर आकर मुझे राजा के पास ले गए।

मैं सैनिक से बचकर भागा और राजा के महल की छिदरी में से कूदा। हाय!

मैं लडा और अपने-आप को अपने बिस्तर के नीचे पड़ा हुआ पाया।

## फ़ीजी द्वीप

आर. अबराम  
कक्षा 7 आयु 12

रंजी रंजी! हे ना! विचित्र नाम! यहीं पर मेरे बचपन के छः साल मैंने गुजारे हैं। यह एक छोटे नगर का नाम है जो फ़ीजी द्वीप पर बना है।

प्रधानत महामानर में आस्ट्रेलिया के पास कंजे-छोटे छोटे कई द्वीपों के समूह का नाम है फ़ीजी। इनमें बड़े दोही हैं किरीलेवू और वानुवालेवू। फ़ीजी केरल से भी छोटा राज्य है। यहाँ के स्वयं का नाम है फ़ीजी ज़ावर जो हमारे ती स्वयं के बराबर होता है।

भूमध्यरेखा के पास होने के कारण यहाँ की जलवायु उष्ण है तथा वर्षा भी बहुत होती है। यहाँ के लोग बेसी बाड़ी करते हैं और धान, केहूँ, ईख और नारियल भारी मात्रा में उगाते हैं। यहाँ पर ये चीजें बहुत सस्ती हैं। फ़ीजी में दूध के अन्य पदार्थ न्यूसीलेन्ड और आस्ट्रेलिया से आयात किये जाते हैं।

यहाँ के मूल निवासी आकिटा के लोगों के समान काने तथा धुँधुराने बाल वाले हैं। इनके होंठ भी मोटे फीने तथा दाढ़ चट्टी होती है। यहाँ की भाषा फिजियन कहलाती है। कई लोग मछली पकड़ने का व्यवसाय करते हैं।

पहले फ़ीजी अंग्रेजी राज्य था अब स्वतन्त्रा हो गया है। कुछ लोगों का यह मत है कि फ़ीजी के लोग पुरातन समय में नरमसी थे। यहाँ पर भारतीय लोग भी काफी बस गए हैं दीपावली का त्यौहार यहाँ धूम धाम से मनाया जाता है। मेरे विचार से फ़ीजी द्वीप रहने के लिए बहुत सुन्दर स्थान है।

## मुंशी प्रेमचंद

-पटनाव टेकाने  
कथा VIII आयु 13

इस वर्ष 31 जुलाई को हिंदी के सुप्रसिद्ध लेखक मुंशी प्रेमचंद की जन्मशताब्दी मनाई जा रही है। इस अवसर पर उनकी जीवनी पर दृष्टिपात करना उचित होगा। प्रेमचंद का जन्म बाराबंकी के पास समही नामक गाँव में 31 जुलाई 1880ई में हुआ था। उनका असली नाम अनवरतारा था। आठ वर्ष की आयु में माता और चौदह में पिता का निधन हो गया। प्रेमचंद अपने बाल्यवृत्त पर घरे। उन्होंने जैसे जैसे स्कूली परीक्षा पास की। उनके बाद उन्हें एक स्कूल में अध्यापक की नौकरी मिल गई। प्राइवेट तौर से उन्होंने बी. ए. किया। कुछ समय बाद, पद में भी उन्हें उन्नति हो गई, वह स्कूल इंस्पेक्टर बन गए। किंतु 1920 में जब देश में कांग्रेस का आन्दोलन छिड़ा, तो उन्होंने गाँधीजी का भाषण सुना। महान्मा गाँधी भाषण करने मोरखपुर गए। वे लोगों से सरकारी नौकरियों छोड़ने को कह रहे थे। प्रेमचंद के मन पर उनके भाषण का बड़ा प्रभाव पड़ा। उन्होंने दूसरे ही दिन नौकरी छोड़ दी और देश सेवा में लग गए।

सन् 1901 में प्रेमचंद ने उन्नाव लिखना शुरू किया। 1907 में वे कहानियाँ लिखने लगे। वे उन्हें में नवाबराय के नाम से लिखते थे। 1910 में उनकी किताब 'जीवनन' बज गी गई, उसके बाद वे प्रेमचंद के नाम से लिखने लगे। इस बीच उनको लखनौ में प्रकाशित पत्रिका 'साधुरी' का संपादक बना दिया गया। सन् 1923 में उन्होंने 'सरस्वती प्रेम' की स्थापना की और सन् 1930 में 'हंस' नामक पत्र का प्रकाशन शुरू किया। इस महान साहित्यकार का स्वर्गवास 8 अक्टूबर 1935 को हुआ। प्रेमचंद हिन्दी के बहुत बड़े लेखक थे। उन्होंने बहुत से उन्नाव लिखे हैं, गरीबों और किसानों की जिन्दगी के बारे में बहुत सारी सुन्दर कहानियाँ लिखी हैं पर आज तो हम उनके जीवन की कहानी भी पढ़ते हैं। उनके प्रमुख उन्नाव हैं- 'शिव', 'सदन', 'चोदान', 'रंगभूमि', 'मदन', 'निर्गला', और 'कायाकल्प'। उन्होंने करीब 300 कहानियाँ लिखी हैं। उनके पुत्र अमृतदास ने 'कलम का सिपाही' नामक उनकी जीवनी लिखी है। प्रेमचंद अब नहीं हैं लेकिन उनकी कहानियाँ आज भी बड़े चाव से पढ़ी जाती हैं। जबकि उनकी कहानियाँ स्वतंत्रता प्राप्ति के 11-12 साल पहले की लिखी हैं फिर भी वे कहानियाँ आज भी स्वतंत्रता प्राप्ति के 32 सालों के उपरान्त उतनी ही प्रभावशाली और मन मोड़क हैं। सचमुच

## "हँसो, हँसो"

संपादक- नोकुल सी. केसी  
कथा: VI  
आयु 12

बोनी को क्लाम बट करने की आदत है। एक दिन उसके शहर में एक सर्कस आया। वह क्लाम छोड़कर सर्कस देखना चाहता था। इसलिए उसने अपने पिताजी की आवाज में मुख्य अध्यापक को टेलिफोन किया।

बोनी: बोनी बहुत बीमार है। इसलिए उसे आज क्लाम से छुट्टी दीजिए।

मुख्य अध्यापक: क्लाम पर आखिर कौन बोल रहा है?

बोनी: मेरे पिताजी।

X X X X

रमेश: आज मेरा भाई बाँध मिनिट में बाँध कि. मी दौड़ा।

राजेश: मुनकर ऐसा लगता है मानो उसने रेकार्ड तोड़ा है।

रमेश: हाँ उसी कारण से ही वह दौड़ रहा था।

X X X X

अध्यापक: स्वर्ग जाने के लिए तैयार लड़के, हाथ उठाओ।  
(सोनी के अतिरिक्त सब अपने हाथ उठाते हैं।)

अध्यापक: सोनी! क्या तुम स्वर्ग नहीं जाना चाहते हो?

सोनी: मेरी माँ ने कहा था कि गठगला छोड़कर पर ही वापस जाना है।

X X X X

सुरेश: कल मैं एक खेर के सामने आया।

सुमेश: जरे! तुमने फिर क्या किया?

सुरेश: मैं दूसरे खिरे की ओर गया।

X X X X

'सूरज का करे गोल, चकन का करे तौल'

पून्दी का करे हिलोल, ऐसा तर बोल है?

-निपट निरंजन

प्रेमचंद का साहित्य जबर साहित्य है। साहित्य के इस कलम के सिपाही का हर साल देश भर में जन्मदिन मनाया जाता है। समझी गाँव में उनका जन्म सा स्मारक बनवाया गया है।

खेर चुन खोनी, खुशी बर जोति मरदान।

रहिमत दाबै न दबै, जानत सकत जहान ॥

## आबू पर्वत की सैर

हरिचन्द्र जोशी  
कथा: X  
आयु १२ वर्ष

माउण्ट आबू एक पर्वतीय स्थल है। जो कि राज-स्वान राज्य में स्थित है। इस पर्वतीय स्थल पर जाने के लिए आवूरोड से बस, निजीवाहन या टैक्सियों द्वारा जाना पड़ता है। यह स्थल आवू रोड से २० कि. मी. दूर पहाड़ पर स्थित है। जो कि गुजरात राज्य की सीमा से लगकर बना हुआ है।

जब हम आवूरोड से बस द्वारा खाना होते हैं तो सर्व प्रथम "राजवाड़ा" पुल पर से होकर गुजरना पड़ता है। यह पुल बनास नदी पर बना हुआ है। जिसको बने हुए करीब सौ वर्ष पूरे होने वाले हैं। उस पर गुजरने पर जब हम तलहटी पहुँचते हैं, वहाँ से लगातार रमणीय दृश्य देखने को मिलना चालू हो जाता है। आवू पर्वत पर पहुँचने की जो सड़क बनी हुई है वह बहुत ही पुरानी है। यह सड़क पहाड़ों की काटकर बहुत ही अच्छी तरह से बनाई हुई है। इस शहर के एक तरफ गहरी खाइयाँ हैं तो दूसरी तरफ बहुत ऊँची-ऊँची पहाड़ियाँ हैं। बस में आते समय पहाड़ी की तलहटी में बने छोटे-छोटे गाँव बहुत ही सुन्दर दिखाई देते हैं। तलहटी में एक "बनास नहर" भी बनी हुई है। जिसको ऊपर से देखने पर सर्पकार की आकृति में बहुत ही सुन्दर दीखती है जैसे-जैसे आगे बढ़ते हैं वैसे मनीहर दृश्य देखने को मिलते हैं। करीबन पन्द्रह कि. मी आगे पर छिपावेरी नामक एक स्थान है जहाँ पर बसें रुकती हैं। वहाँ यात्रियों को सुन्दर दृश्य देखने को मिलते हैं। वहाँ से खाना होने पर आरण नामक स्थान आता है। वहाँ पर सड़क के किनारे बहुत आकर्षक व बड़ा हनुमान मन्दिर है। वहाँ से आगे आने पर यात्री कर नाके पर पहुँचते हैं। जहाँ पर कि नगरपालिका द्वारा यात्रियों से वात्री कर लिया जाता है। तब वात्री अबू क्षेत्र में प्रवेश करता

है। इस नाके के पास ही करीबन दो कि. मी दक्षिण का ओर सेन्ट मेरिज हाईस्कूल है। स्कूल के पास में ही एक लोअर कोदरा बाँध बना हुआ है जहाँ पर से आवू शहर में पीने का पानी दिया जाता है। खुशी से खाना होकर हम मोटर अड्डे पर उतरते हैं। आवू पर्वत पर ठहरने के लिए निजी होटलें बनी हुई हैं। वहाँ पर राजस्थान सरकार द्वारा टूरिस्ट बंगला बना हुआ है जहाँ पर कि सस्ते किराये में ठहरने की सुविधा प्राप्त है। टूरिस्ट बंगला के पास ही एक मधु-मखी पारल वेन्ड्र है।

आबू पर्वत पर प्रतिवर्ष छः लाख यात्री घूमने आते हैं। आवू पर्वतकी ऊँचाई करीबन ४५०० फीट है। अबू पर्वत पर निम्न स्थल घूमने लायक हैं।

- 1 नकुकी झील: यह झील आवू शहर के पास ही स्थित है जो कि आवू की शोभा को बनाए हुए है। इसके बारे में दन्त कथा इस तरह है। यह झील 'बालम रसिया' ने अपने नाखूनो द्वारा खोदी थी।
- 2 सूर्यास्त दर्शन: यह स्थल आवू शहर से करीब तीन कि. मी दूर पश्चिम में स्थित है। यहाँ से जंगल का दृश्य बहुत ही अच्छा दिखाई देता है।
- 3 पोलीो शाउन्ड:-यह स्थल आवू शहर में ही है जहाँ पर किसी समय पोलीो खेला जाता था।
- 4 अबूदा देवी: यह स्थल आवू शहर से एक कि. मी दूर है। यह स्थल काफी ऊँचाई पर है। मन्दिर जाने के लिए करीबन २३० सीढ़ियाँ चढ़नी पड़ती

हैं। यह देवी सिरोही महाराज की कुल देवी थी। यह मन्दिर एक जिला जो कि उधर है उसके नीचे बना हुआ है। इस स्थान पर खड़े होकर देखने से समस्त आबू के दृश्य देखने को मिलते हैं।

5 दिलवाडा मन्दिर: यह मन्दिर आबू शहर से करीबन 2 कि. मी उत्तर दिशा में दिलवाडा गाँव में स्थित है यह मन्दिर जैन लोगों का है। इसको विमलशाह

सेठ ने बनवाया था। जो कि आज दुनिया भर में प्रसिद्ध है।

6 गुरु शिखर: यह स्थान अरावली पर्वत श्रेणी के सर्वोच्च शिखर पर बना हुआ है। यहाँ पर जाने से प्राकृतिक सौन्दर्य की छटा देखने को मिलती है। यहाँ पर गुरु दत्तात्रेय के चरण पग रखे हुए हैं।

## चट पटी चाट

संग्राहक:—नीरज मेहरोत्रा  
कक्षा: १० 'अ'  
आयु: १५ वर्ष

'पूज्यपिताजी' पत्र आया एक कोलेज के छात्र का, 'आपके हाल चाल बहुत दिनों से नहीं मालूम हुए। क्यों न आप एक चैक भेज दें जिस से मुझे मालूम हो जाए आप ठीक से हैं?'

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'हैं मेरी पत्नी को कांजिस पुछारता हूँ क्योंकि वह हर समय घर में बिबल पास करती रहती है'।

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नई नीकरानी अपनी साहिवा से, 'जब रात का

खाना बन जाया कर तो क्या पुकारा करूँ, दिनर तैयार है या दिनर परोस दिया गया है।'

मेमसाहब:—अगर कल की तरह का हो तो वह दिवा करो—'दिनर जल गया है।'

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उस पानी के जहाज के बारे में क्या अपने नहीं सुना जो खस खस लेकर हाँस में जा रहा था। वह १९६६ वार हुआ।

## कुरटालम की सैर

उदयवीर  
कक्षा-दस  
आयु-१५

हम दसवीं कक्षा के सभी लड़कों को 19-10-79 को कुरटालम ले जाया गया। यह जगह तमिल-नाडू स्थित है हमने सुबह छ: बजे अपनी सैर के लिए प्रस्थान किया। रास्ते में हमने मुहावने हरे-भरे दृश्य देखे। 10:30 बजे हम डाक बंगले पर पहुँचे। वहाँ हमने चाय खावला किया और आगे की यात्रा आरम्भ की। अजन्तपुर पर हम एक तालाब के पास गए। वहाँ पर मछलियों के झुंड के झुंड उधर-उधर तैर रहे थे। हम लड़कों ने मछलियों को पकड़ने का निश्चय किया। पर हमको पता चला कि वहाँ की मछलियों को पकड़ना बुरा था। सब लड़कों और अध्यापकों ने मछलियों को खजाने के लिए दाने खरीदे। उरीव साढ़े दस बजे हम कुरटालम बंध पर पहुँचे। यह बंध केरल प्रदेश का सबसे बड़ा बंध बनने जा रहा है। हमने वहाँ की सभी सुरंगों में प्रवेश किया और हर एक मशीन को गौर से देखा। मैनेजर ने हमको बताया कि वहाँ पर वारह सौ आदमी काम करते हैं और इसकी नींव सन् 1961 में पाली गई थी। उनका इरादा इस बंध को 1983 में पूरा कर देने का है। अध्यापकों ने वहाँ के फोटो खींचे। डाई बजे हम कुरटालम पहुँच गये। वहाँ पर

हमने अपनी पेट पूजा की। सब लड़के "Five Fall" (पाँच झरने) पर नहाने गये। झरने की धारा पहाड़ के ऊपर से गिर रही थी वह दृश्य बहुत मनोहर लग रहा था। सबसे वहाँ पर मजेदार स्नान किया और वापस लौटे। पाँच बजे हमने चाय-पान किया जिसमें हमें केक, बिस्कुट, केला और एक ग्लास चाय दी गयी। चाय के बाद हमने वापसी यात्रा शुरू की। वहाँ के मुहावने दृश्य देखकर मन पुलकित हो उठा। दृश्यों का वर्णन तो शारदा भी नहीं कर सकती। लौटते समय सब लोग खूनी में झुम रहे थे। सब लोग मस्ती से गाने गा रहे थे। रास्ते में सबको एक-एक सेव दिया गया। जिसको खाकर सबके चेहरे चमक उठे। रात में स्यारह बजे हम सब विद्यार्थी सुरक्षित विद्यालय अगये।

समय लाभ सम लाभ नहीं, समय चूक समय चूक।  
चतुरान चित रहि मन लगी, समय चूक को हूक ॥

—रहीम

निदक नेडा राखिये, अंगण कुटी बंधाइ।  
बिन पावन पानी दिना, निरमल करे सुभाइ ॥

—कवीर

## वह कौन थी ?

नीरज मेहरोत्रा  
कक्षा १० 'अ'  
१५ वर्ष

मैं अपनी नई सिलाई हुई पेंट और कमीज पहनकर अपनी आदत के अनुसार शाम को चांदनी चौक में घूमने निकला। नगद नावारण तो जेब में थे ही लगा धुँजी उठाने। अचानक मेरी नजर घुमी और जा अटकी एक बोर्ड पर। अरे साहब, सच मानिए, हम उसको देखते

रह गए। वाह साहब वाह! कुदरत ने वई चीजों को अपूर्व सौंदर्य दे कर अपनी कृष्ण मनोकामनाओं की पूर्ति की है। वह पान वाले के पास वाली दुकान में खड़ी थी। हमारा इत्थाल था वह हमारी तरफ देख रही थी। काने बादलों के बीच जैसे विजली चमक मारती है वैसे

ही वह चमक मार रही थी। ऐसा अपूर्व सौंदर्य कभी कभी ही देखने को मिलता है। वह मेरे मन में बस गई। मैं उसे पाने के लिए मचल उठा। मैं उस को किसी भी कीमत पर पाना चाहता था। मैं घर वापस आ गया। घर पर आकर उसकी बड़ी याद आई। खाना पीना तक छूट गया हमारे अन्वाधान को बड़ी चिंता हुई। और ही भी न क्यों? हम हैं तो उनके बड़े सड़के ही कोई गंर षोड़ हैं। वे लंग पूछते हमसे, "क्यों बेटा? किस चीज ने तुम्हारा दिल छीन लिया है तुम उदास बैठे हो?" हमने अपने राम कहानी सुनाई। हमारे अन्वाधोने इस में क्या है हम तुम्हारी शादी इसके साथ कर देंगे। हम खुश हो गए। 'चट मंगनी पट' वाली बात हुई और हम अगले दिन उस दूकान पर जाकर उससे शादी कर घर लिया आए। न

दहेज न बेंड न बाबा। हमारे उससे साथ शादी बंधे ही सादे डग से हुई। पितरों ने समझी जी को ४०२ दिए। हम अपनी उसकी राज साफ किया करते थे। उसका नाम रखा 'राधा'। हर इतवार को उसे नहलाते थे। वह मेरी हो गई मैं उसका ही गया। मैं एक क्षण के लिए भी उसे अपने से जुदा नहीं होने देता था। उसे पौख शाम को घूमने ले जात था। एक दिन अचानक मुझे किसी काम से मुरादाबाद एक दिन के लिए जाना पड़ा अगले दिन लौट कर आया तो मालूम पड़ा कि हमारी राधा घर में है नहीं माता जी से पूछा तो मालूम पड़ा वह हमारे दोस्त के साथ बजार गई है। हमने माताजी से बहुत बुरा-भला कहा कि उन्होंने 'राधा' को कैसे मेरे दोस्त के साथ भज दिया। आधे घंटे बाद हमारा दोस्त 'राधा' को वापस ले आया। हमने दोस्त से कुछ नहीं कहा। जब वह चला गया हमने राधा को अच्छी तरह देखा कि कोई गड़बड़ तो नहीं है। अब आप यह जानना चाहेंगे कि हमारी राधा कौन थी। वह थी? हमारी 'साइकल' ॥

## मेरा शौक (हांबी)

महेश त्रिटेकर  
कक्षा ११ आयु १६

डाक टिकटों का संग्रह करना ही मेरा शौक है। मैं जब इस स्कूल में दाखिल हुआ तब मुझे इस शौक का पता चला। तब तक मैं केवल पशु-पक्षियों के चित्रों का ही संग्रह करता था। डाक टिकट जमा करने का शौक बहुत ही मनोरंजक शौक है। इसे शौकों का सम्राट और सम्राटी का शौक कहा गया है। सचमुच यह बहुत ही मजेदार शौक है।

पहले मैं सब तरह के टिकट जमा करता था किन्तु बाद में पता चला कि टिकटों के कई प्रकार हैं और उन्हें उनी तरह से संग्रहीत किया जाना चाहिए। जैसे तरकारी टिकट (Service Stamps) स्मृति टिकट Commemorative Stamps समाचार पत्र टिकट तथा ह्वे ई डाक टिकट आदि। इन टिकटों का जत्र और अध्ययन किया ता पता चला कि दुनिया में पहला टिकट सन १८४० में निकाला गया था। तथा हमारे देश में सन १८५४ ई में

पहला टिकट जारी किया गया जो कलकत्ता में लियोपार्ड प्रणाली द्वारा मुद्रित था। सन १९२६ तक भारत के डाक टिकट सन्दर्भ में पोस्ट टिलार कम्पनी द्वारा छापे जाते थे किन्तु सन १९२६ में नासिक में इण्डिया सेक्योरिटी प्रिंटिंग प्रेस की स्थापना हुई तब से भारत में ही छापे जाने लगे। सन १९७४ तक हमारे देश के टिकट उत्तम आकर्षक और रंगीन नहीं थे किन्तु अब छपाई के नए यंत्रों के आने के कारण हमारे देश के डाक टिकट भी दुनिया के कई उन्नत देशों के समान बहुवर्णीय तथा आकर्षक और 'शुन्दर बन गए हैं। हमारे देश बहुत बड़ा देश है, यहाँ का प्रकृति सौन्दर्य, जीव-जन्तु, प्राणी, पेहराव, धर्म, भाषा आदि में जो विविधता है उसे देखकर 'अनेकता में एकता हिन्द की विशेषता' का याद आती है। इन सब विषयों को डाक टिकटों पर देखकर मन खूबी से लभ

विश्व के सबसे दुर्लभ दस डाक टिकट

—संवाहक मंगेश कक्षा 7

आयु 12

देश का नाम	ईसवी सन	कीमत
1 ब्रिटिश गयाना	1856	1 सेन्ट
2 हवाई	1851-52	2 सेन्ट
3 मारीसस	1847	1 पेन्स
4 ब्रिटिश गयाना	1851	2 सेन्ट
5 हवाई	1851-52	13 सेन्ट
6 मारीसस	1847	2 पेन्स
7 हवाई	1851-52	5 सेन्ट
8 ब्रिटिश गयाना	1856	4 सेन्ट
9 मारीसस	1848	2 सेन्ट
10 न्यूजीलैंड	1862	3 पेन्स

ज्ञाति सम नहीं तब कोई, धन सत्त्वेष समान।  
विचार सोहि ज्ञान है, सुख वंशाय महान ॥

—निपट निरंजन

उठता है। हमारे फूल, पक्षी, प्राणी, जंगली जीव, नृत्य मुखौटे, वायुयान रेल्ड्वन और देश की महान विभूतियाँ तथा महात्माओं की डाक टिकटों के सेट बहुत सुन्दर और संग्रहणीय हैं। मैं इन्हें देख कर फूला नहीं समाता।

टिकटों की दुर्लभता के बारे में मुझे यह जानकारी मिली कि विश्व के सबसे दुर्लभ टिकट सन १८५६ में छपा एक लम्बे का ब्रिटिश गयाना का है जो गुलाबी कागज पर काले रंग में छपा गया था, जो लगभग २१ लाख रुपयों में बिक चुका है। हमारे देश के भी सन १८५४ में जारी हुए चार आने वाले लिदेराफ के टिकट, दुर्लभ हैं, जिसकी कीमत इस समय लगभग बीस हजार

रुपये है। स्वतंत्र भारत का सबसे दुर्लभ टिकट महात्मा-गंधी स्मृति टिकटों में सन १९४८ में जारी किए गये टिकटों में दस रुपयों वाला टिकट है जो लगभग ५६७० रुपयों में बिका है।

न जाने कब तिनसा डाक टिकट दुर्लभ हो जाए और हमें बहुत सारी धनराशी दे जाए! किन्तु मैं इन टिकटों का संग्रह धन के लिए नहीं अपितु ज्ञान वर्धन तथा आनंद प्राप्ति के लिए कर रहा हूँ। कभी मैं पेटों इनकी रचना, देशभक्त तथा सजावट में डूब जाता हूँ तब न जाने की पीने की सुब रहती है और न किसी और बात की। ब्रह्मानंद शायद इसे ही कहते हैं!!

## आधुनिक रेलगाड़ियाँ

-नीरज रस्तोगी कक्षा ९

आजकल हर देश उन्नति के सिद्धर पर बढ रहा है। मनुष्य ने बेलगाड़ी से लेकर रेलगाड़ी तक बना ली पहले जहाँ हमको पहुँचने में एक दिन लगता था वहाँ अब हम रेलगाड़ी की सहायता से एक या दो घंटों में पहुँच सकते हैं। आजकल छोटे रेलगाड़ियाँ दो से किलोमीटर प्रति घंटे की रफ्तार से चलती हैं। पहले लोग रेलगाड़ी से डरते थे लेकिन वही रेलगाड़ी आज यातायात का एक बहुत बड़ा साधन है। पहले की रेलगाड़ी भाप के इंजन की सहायता से चलती थी। धीरे-धीरे क्रमसे की सहायता से रेलगाड़ी चलने लगी। उसके बाद डीजल इंजन से और अब आधुनिक रेलगाड़ियाँ बिजली की सहायता से चलने लगी हैं। आजकल बड़े बड़े शहरों में रेलगाड़ियाँ नगर के अन्दर चलती हैं। रेलगाड़ी यातायात के लिए ही नहीं बल्कि एक जगह से दूसरी जगह तक माल ढोने में भी बहुत बड़ी सहायता करती हैं। हमारे देश में सबसे ज्यादा तेज चलनेवाली रेलगाड़ी की फूततार १६० किलोमीटर प्रति घंटा है। आजकल की रेलगाड़ियाँ बहुत लम्बे रुड पर चलती हैं। उनमें यात्रियों की सुविधा का बहुत ध्यान दिया जाता है। लम्बे रुट पर चलने वाली गाड़ियों में एक रसोईघाना होता है जिसमें खाने पाने की सब सुविधा रहती है। आजकल की रेलगाड़ियों में खाने के लिए एक डिब्बा अलग से होता है। अगर आप खाने के लिए वहाँ जाना चाहें तो सकते हैं नहीं तो ऑर्डर देने पर खाना आप को सीट पर भी आ सकता है। ए. व. ब्रेकेट होती है। जिसमें से आप किताबें लेकर पढ़ सकते हैं। रेलगाड़ी का आविष्कार जावे स्टोफेनसन ने किया था। भारत में पहली रेलगाड़ी बनाना से बॉम्बे के लिए चली थी। आजकल की रेलगाड़ियों में यात्रियों के नहाने की भी सुविधा है। जापान की रेलगाड़ियों में आगो सीट से एक रेडियो का महाफोन लगा रहता

है। जिसको कान में लगाइ से और बढ़िया-बढ़िया गाने सुनिये। रेलगाड़ियों में सीटें पूरी आरामदेव हैं। अगर आप सोना चाहते हैं तो कुर्सी को पीछे की तरफ झुकाइये और आराम से सोइये। प्रथमश्रेणी में तो आपके लिए घूमने वाली कुर्सियाँ भी हैं। आजकल तो छोटी रेलगाड़ियाँ चिड़िया घर में दजकों की धुमाने के लिए भी प्रयोग में लाई जाती है। आजकल की रेलगाड़ियों की सफाई रखने के लिए जापान में आज को छोटे-छोटे सुन्दर बॉल कूड़ा डालने के दिए जाते हैं। आपके मनोरंजन के लिए वहाँ पर एक डिब्बा अलग से होता है। जिसमें रिफ्रिजरेटर की सहायता से आप अपने मत पसंद गाने सुन सकते हैं। पूरी की रेलगाड़ी बिजली से जगमग करती रहती है। अगर आप रेलगाड़ी में से किसी और स्थान पर बैठे हुए व्यक्ति से बात करना चाहते हैं तो आप की सुविधा के लिए वहाँ टेलीफोन भी है। जापान की रेलगाड़ियों में तो अब एक जगह से उतने ही लोगों की टिकट दिया जाता है जितनी सीटें रेलगाड़ी में रहती हैं। अगर आप कोई बहुत भारी सामान ले जाना चाहते हैं। जो कि यानी गाड़ी से नहीं जा सकता वह सामान आपको मालगाड़ी से भेजन पड़ेगा। आजकल की रेलगाड़ियों की मौसम के समान अनुकूल रखा जा सकता है। जैसे बरफों में गरम और गर्मी में ठंडा। आजकल की आधुनिक और तेज चलने वाली रेलगाड़ियाँ छोटे-छोटे स्टेशनों पर नहीं रुकती। आजकल तो रेलगाड़ियाँ जमीन के अन्दर भी चलती हैं। जिसमें खाली खड़े होने की जगह ही होती है। संभार भरके असी प्रतिशत लोग रेलगाड़ी की सहायता से यात्रा करते हैं। और आजकल रेलगाड़ियाँ माल ढोने में भी बहुत सहायता करती हैं। आजकल जब रेलवे वार्मों की हड़ताल हो जाती है तो यातायात में बहुत ही असुविधा होती है। पूता नहीं आज रेलगाड़ी न होती तो यातायात किस प्रकार सुविधा जनक होता। रेलगाड़ी के बिना हमारा जीवन कितना सूना-सूना होगा। !

## विद्यार्थी और राजनीति

विनोदकुमार दुवे  
दस 'अ' १९०४  
आयु १५

विद्यार्थी दो शब्दों के मेज से बना है। विद्या और अर्थ। विद्या का अर्थ है ज्ञान; और अर्थ का अर्थ है ग्रहण करने वाला; यानि विद्यार्थी की ध्येय है ज्ञान की प्राप्ति विद्यार्थी की उन्नति की उन्नति राष्ट्र की उन्नति होती है; विद्यार्थी के विकास पर राष्ट्र का विकास निर्भर रहता है। विद्यार्थी पर न घर-बार का बोझ होता है, न मामाजिद और आर्थिक चिंता। वह मानसिक रूप से स्वतन्त्र रहकर अपना शारीरिक, बौद्धिक व मानसिक विकास करता है। वह कार्य तभी सम्भव है जब वह अनुशासन में रहे। इससे उसमें ज्ञाति, संयम, ज्ञान विप्लाव तथा नम्रता की प्रवृत्ति जागृत होती है। राष्ट्र का विकास तो दूर ही रहा आजकल विद्यार्थी का संपूर्ण विकास ही नामुम्किन होता जा रहा है।

आज स्थिति बदल गई है। दुर्भाग्य से हमारे राजनीतिक नेताओं ने इस निश्चिन्त विद्यार्थी-वर्ग को अपनी स्वायत्तिका के लिए राजनीति में घसीटकर अनुशासन-हानता का मार्ग दिखा दिया है। राजनीति की रट 'वर्तमान शिक्षा दोषपूर्ण है' तथा नये नये प्रयोगों ने विद्यार्थियों में वर्तमान शिक्षा प्रणाली के प्रति अस्वीकृति उत्पन्न कर दी है। अंगूठा टेक राजनीतिज्ञ जब विश्व-विद्यालयों में भाषा करता है तो माँ सरस्वती का सिर लज्जा से झुक जाता है। आजकल के विद्यार्थी आलस जलूल बातों पर ही ध्यान देते हैं। उतको प्रकाश के सच्चे पथ पर सं हटाकर अधकार के झूठे पथ पर खाने का संपूर्ण दक्षिण राजनीति का ही है। राजनीति आधुनिक विद्यार्थियों को पक्षप्रष्ठ कर रही है।

आधुनिक विद्यार्थियों का अनुशासन चापलूसी पर निर्भर रहता है। डोन बाजो और चापलूसी को जन्मदाता राजनीति है। इस अद्वितीय कला को हम कई नामों से पुकार सकते हैं जैसे, चिलम भरना, चरवागिरो मखनवाजी आदि। यह सर्वथा गुप्त कला है। विद्यार्थियों के जीवन के हर पहलू में यह सफलता दिलाती है। झूठ बोलना इसका मुख्य अंग है। हाँ में हाँ मिलाना चादुकारिता का भाई है। इस कला के प्रेमी तो यहाँ तक कहें हैं।

'स्वामी दिन की रात कहें तो हम तारे दिखला देते। अगर रात की दिन कहें तो सूरज दिखला देते।' पशुओं में भी यह कला चलती है। ऊँट का विवाह था, गधे मेहमान थे। आकर ऊँट से बोले, "भाई, तुम तो आज बहुत खूबभूरत लग रहे हो।" ऊँट ने प्रेम पूर्वक कहा, भाई तुम्हारा स्वर बड़ा मीठा है, आज तो गाना हो पड़ेगा। राजनीतिज्ञ तो देवताओं की भी खुशामद करने में नहीं चूकते।

राजनीति किसी फालतु और बेकार आदमी का धन्धा है। इस झूठी राजनीति के पंजों में फंस कर विद्यार्थियों ने अपने जीवन कात लक्ष्य भुला दिया है। आजकल के विद्यार्थी राजनीति में पुरो तरह से भाग लेते हैं। वे राजनीति के प्रश्न पर अपनी ज्ञान भी रवाँ देते को तैयार हो जाते हैं। आजकल अबबार जो शिक्षा के मुख्य साधन कहलाते हैं; राजनीति को झूठी बातों से भरे रहते हैं।

जहाँ चुनाव के दिन आए विद्यार्थियों का धंधा गुरु हो जाता है। जलसें करता, जलस निकालता, धुआँधार भाषण देना, बुत, बसाना, पिटाई करना, हत्य करना, मकान व दुकानों की लूटना सरकारी संस्थानों को क्षति पहुँचाना, बसों को लूटना, विद्यार्थियों के धंध के मुख्य अंग हैं। ये सब कार्य उन को हाँबी जैसे ही गयी है। राजनीति के चक्कर में पढ़ कर विद्यार्थी अपने सारे सों भूल जाते हैं।

आजकल के विद्यार्थियों और राजनीतिज्ञों में दूध रोर पानी का मिलाप है जिसको अलग करना नामुम्किन है। विद्यार्थियों को इस राजनीति के जंगल से बचाना सुई की नोक से हाथी को गुजारने के समव है। राजनीति विद्यार्थी पर निर्भर रहती है और विद्यार्थी राजनीति पर। विद्यार्थियों के लिए राजनीति की बातें करना एक फेशन के समान हो गया है।

विद्यार्थी का राजनीति से संपर्क उनके हित में नहीं है। इसलिये विद्यार्थियों को चाहिए कि राजनीति को छोड़ कर अपने कर्मों की ओर ध्यान दें जिसकी राष्ट्र को बहुत जरूरत है।



# ദുഃഖം

പി. ബി. പ്രസാദ്  
നോം നമ്പർ: 1078  
ക്രൈസ് XI, വയസ് 16

വൃദ്ധൻ പീളകെട്ടിയ കണ്ണുകൾ തുറന്നു. വെയി  
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പ്പിരിക്കുന്നു.

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ഉടുത്തിരുന്ന മുഷിഞ്ഞ മുണ്ട് കടഞ്ഞുടുത്തു. മടി  
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ഇന്നലെ ഞായറാഴ്ച ആയിരുന്നതുകൊണ്ട്  
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അയിൽവേദന്യേണ മുൻവശം യാചകനിയായനമേ  
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ശാൽ പാറുമോ പോലീസല്ലേ...

പൊതിക്കെട്ടിലുണ്ടായിരുന്ന ഉണങ്ങിയ വെ  
രിലയും പാക്കിൻകയണങ്ങളും വായിലാക്കി. കട  
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നല്ല തളർച്ച. തല നേരെ നിൽക്കുന്നില്ല.  
ഇന്നലെ ശരിക്കുണ്ണാൻ കഴിഞ്ഞില്ല.

എച്ചിൽ വാരിതിന്നേണ്ടിവന്നു. രാത്രി മൈതാ  
നത്തുപോയി കിടക്കാമെന്നുവച്ചപ്പോൾ അവിടെ എ  
ത്താ രാഷ്ട്രീയപ്പാർട്ടിയുടെ യോഗം നടക്കുന്നു.

സിൽക്കുപ്പും ഡബിളും ധരിച്ച ഒരു നേതാവ് ലോറ  
റായി പ്രസംഗിക്കുന്നു. "ജനാധിപത്യ"മെന്നോ, "സ  
മത്വസുന്ദരഭാവം കെട്ടിപ്പടുക്കുന്നു" എന്നോ മൈ  
കേട്ടു.

അതുകൊണ്ട് ഇന്നലെ രാവർണ്ണിഡ് ജിന് കീ  
ഴെ. ക്ലോക്ക് ട്രിപ്പിനടുത്തു് വന്നു കിടന്നു.

ചില്ലാ പെറ്റക്കിയെടുത്തു കൊണ്ടു അടുത്ത ചായ  
കടയിലേക്കു നടന്നു പുറത്തു നിന്നു കൊണ്ടു തന്നെ  
ചായവാങ്ങി കഴിച്ചു.

തിരികെ വന്നു് അടുപ്പിട്ട ഒരു കയ്യുടെ തിണ്ണ  
യിൽ കയറിയിരുന്നു.

ബസ് സ്റ്റാന്റിലേക്കു പോയാലോ? ബണ്ട.  
ഇന്നധികം ആളുകാണില്ല. അല്ലെങ്കിലും ബസ് സ്റ്റാന്റി  
ലൊന്നും ഇപ്പോൾ വലിയ ഗുണമില്ല.

അവളുണ്ടായിരുന്നപ്പോൾ ബസ് സ്റ്റാന്റിൽ ക  
ണ്ണുപൊട്ടുന്നതു് പാഞ്ഞുപോകുമായിരുന്നു. ഇപ്പോ  
ൾ റെക്ടർ കണ്ണുപൊട്ടുന്നതു പാഞ്ഞുചെന്നാൽ ആ  
ളുകൾ വിശ്വസിക്കില്ല. ബഹുമാനം പിടിച്ചുകൊണ്ടു  
നടന്നാൽ കണ്ണുപൊട്ടുന്നായി അഭിനയിക്കാം. എന്തു  
ചെയ്യാം അവളിനല്ല. എവിടാനുവളെ കഴിച്ചിട്ട  
മെന്നുകൂടി അറിഞ്ഞുകൂടാ. കൺറാങ്ക്മെന്റ് മൈ  
താനത്തുവച്ചാണ് അവൾ കണ്ണുടച്ചതു്. രണ്ടുദിവസം  
കഴിഞ്ഞു തിരിച്ചുവന്നപ്പോഴേക്കും മുനിസിപ്പാലിറ്റി  
ക്കാർ ശവം മാറിയിരുന്നു.

ഇന്നിനി വല്ല നാടുമ്പാഞ്ഞുക്കു് ഇറങ്ങിയാലോ?  
വീടുകളിൽ പോകുന്ന പരിപാടിയും നഷ്ടമായിരി  
ക്കുന്നുണ്ടിപ്പോൾ. എല്ലാവർക്കും പിടിച്ചുക്കാക്കു സ  
ശ്യാമാണ്.

കഴിഞ്ഞ തവണ മണ്ണുനാട് ഭാഗത്തേക്കു് പോയ

പ്പോൾ പാറിയ അനുഭവത്തിന്റെ ഭാർജ ഇനിയും  
മാഞ്ഞിട്ടില്ല...

വഴിയെ പോകുമ്പോഴാണ് കണ്ടത്; ഒരു കൊ  
ച്ച പെൺകുട്ടി... നല്ല ഭാഗ്യത്തുള്ള മുഖം. കണ്ടിട്ട്  
എട്ടുവർഷം മുമ്പ് മരിച്ച പോയ സുരയ്യപ്പോലെയെ  
പട്ടിണികിടന്നു മരിച്ച സുമ... മനസ്സിൽ അഗാധത  
കളിലെത്താ ഏതോ ഉടക്കിയതുപോലെ...

അറിയാതെ പാഞ്ഞുപോയി...

"ഇങ്ങനെയൊരാൾ ഉണ്ടല്ലോ..."

കുട്ടി സംശയഭാവത്തിൽ പുറകോട്ടു നീങ്ങി വെ  
റുപ്പാടെ നോക്കുന്നത് കണ്ട് സഞ്ചിയിൽ കൈയി  
ട്ട് അന്ന് കിട്ടിയ പഴയ മാങ്ങ എടുത്ത് നീട്ടി.

"ഇതാ വാങ്ങിച്ചോ".

പെട്ടെന്നാണ് പുറകിൽ ബഹളം കേട്ടത്.

"ഫ! കിളവാ! കൊച്ചിനെ തട്ടിയെടുക്കാൻ നോ  
ക്കുന്നോ..."

"ഗോവാനെ! ഇപ്പോൾ ഞാൻ കണ്ടില്ലായിരുന്നെ  
ങ്കിൽ എങ്ങനെയായിരുന്നേനെ..."

ബഹളം കേട്ട് ആളുകൾ ഓടിക്കൂടി. എത്രപാ

ഞ്ഞിട്ടും അവർക്ക് ബോധ്യമായില്ല.

കഴുത്തിൽകിടന്ന മാല തട്ടിയെടുക്കാനായിരുന്ന  
വെന്ന് തോന്നി. അല്പ കണ്ണുപൊട്ടിച്ചു മിടക്കുന്ന  
പ്പിക്കാനായിരുന്നവെന്ന് വേറൊരു തോന്നി...

ഇതെല്ലാം കേട്ട് കണ്ണു നിറഞ്ഞുപോയി. അ  
തു കണ്ട് ഏതോ മറ്റൊരു പാഞ്ഞു. "കിളവാ മേ  
കയ്യിലിരിക്കട്ടെ..."

മറ്റൊരു സഞ്ചി കൈകൾക്കടി പരിശോധന  
ക്കിട്ടി. എല്ലാം വലിച്ചു പുറത്തിട്ടു. അവസാന  
"ഇനി ഇവിടെയൊന്നും കണ്ടാൽ പോലീസിൽ എ  
പ്പിച്ചുകൊടുക്കുമെന്നോരു ഭീഷണിയോടെ എല്ലാവർ  
സ്ഥലം വിട്ടു...

വൃദ്ധൻ ചുറ്റും നോക്കി. നഗരം സമ്പൂർണ്ണ  
തയായിരിക്കുന്നു. ശരീരത്തിന് യാതൊരു തളർച്ച...

അടുത്തുള്ള തന്നെപ്പോലെ വയസായ, ഇലകൾ  
കൊഴിഞ്ഞ, നിരാലംബമായ ആർക്കെങ്കിലും  
വട്ടിലേക്ക് നടന്നു.

വൃദ്ധൻ സഞ്ചിക്കെട്ടിൽ തലവച്ചു ആർക്കെങ്കിലും  
ൽ ചരിഞ്ഞു കിടന്നു. ദൃശ്യത്തിൽ നീങ്ങുന്ന  
സഞ്ചയത്തെ നോക്കിക്കൊണ്ട്, വരാൻപോകുന്ന  
വം നിറഞ്ഞ ദിവസങ്ങളെക്കുറിച്ചൊർമ്മുകൊണ്ട്...



മലബാറും

# ഉള്ളൂർ മഹാകവി

കെ. ഉണ്ണികൃഷ്ണൻ നായർ  
മോൾ നമ്പർ. 1317  
ക്ലാസ് IX വയസ്സ് 14

കൊല്ലത്തുനിന്നും തിരുവനന്തപുരത്തേക്കു വരു  
മ്പോൾ "എൻ.ടി.ടി. സിറാറി" എന്ന  
ബോർഡുകഴിഞ്ഞു നാം പ്രവേശിക്കുന്നത് ഉള്ളൂർ  
ജോഷിയിലാണ്. മലയാള കാവ്യകലയുടെ  
"ത്രിമൂർത്തികൾ" എന്നറിയപ്പെടുന്നവരിൽ ഒരാ  
ളായ ഉള്ളൂർ എസ്. പാലശ്ശേരി എന്ന മഹാനായ  
കവിയുടെ സ്മരണാർത്ഥമാണ് അദ്ദേഹം താമസി  
ച്ചിരുന്ന ഈ സ്ഥലത്തെ ഒരു വഴിക്ക് മഹാകവി  
ഉള്ളൂർ റോഡെന്ന് പിൽക്കാലത്തു പേർ ലഭിച്ചത്.

കൊല്ലവർഷം 1൮52-ാം മാണ്ട് ഇവെമാസം  
25-ാം തീയതി ചങ്ങനാശ്ശേരിയിലുള്ള ഒരു മലയാളം  
സ്കൂൾ അദ്ധ്യാപകനായ സുബ്രഹ്മണ്യയ്യരുടെ  
പുത്രനായിട്ടാണ് ഉള്ളൂർ ജനിച്ചത്. പിതാമഹന്റെ  
പോയ 'സംബശിവൻ' എന്നാണ് കട്ടിക്ക  
പേരിട്ടത്. എന്നാൽ സ്വഗൃഹത്തിലുള്ള സ്രീകൾ  
കട്ടിയെ 'പാലശ്ശേരി' എന്നു വിളിച്ചു വന്നു.

ഉള്ളൂരിനെ അമ്മമാമ്മയെ വയസ്സിൽ ഏഴുത്തി  
നിരത്തി. സ്വപിതാവു തന്നെ അമ്മക്കൊരും, സിദ്ധ  
രൂപം, കടാസംഭവം തുടങ്ങിയ കൃതികൾ പഠിപ്പി  
ച്ചശേഷം ഏട്ടാം വയസ്സിൽ ഉപരിപാഠനാർത്ഥം  
ചങ്ങനാശ്ശേരി രവിവർമ്മത്തമ്പുരാന്റെയടുക്കലേയ്ക്കു  
13-ാം മത്തെ വയസ്സിൽ പിതാവുമരിച്ചിട്ടും അമ്മയുടെ  
അനുഗ്രഹവും ദ്രവണിശ്ചയവും കാരണം അദ്ദേഹം  
എഫ്. എ. യും തത്വശാസ്ത്രം ഐച്ഛികമയ്യെടുത്ത്  
ബി. എ. യും പാസ്സായി.

ഇതിനകം ഉള്ളൂരിന്റെ വേനം ഭാവിദൃഷ്ടിനാ  
വാസമായിത്തീർന്നിരുന്നു. അതുമൂലം ഏഴുതന്നെയ  
കിലും ഒരു ജോലി സമ്പാദിക്കുക എന്നതായിരുന്നു  
അദ്ദേഹത്തിന്റെ ലക്ഷ്യം. ബി. എ. ഫസ്റ്റ്  
ക്ലാസിൽ പാസായ അദ്ദേഹത്തിന് നിരവധി പ്രശംസ  
തിരുവനന്തപുരം ഫോർട്ട് ഹൈസ്കൂളിൽ അദ്ധ്യാ  
പകനായി ജോലി ലഭിച്ചു. തുടർന്ന് ചില ഹൈ

ഉദ്യോഗങ്ങൾ വഹിച്ചശേഷം 1൦81-ാമാണ്ട് അദ്ദേഹ  
ത്തിന് തിരുവനന്തപുരം സെക്രട്ടറിയേറ്റിൽ ഹെഡ്  
ക്ലർക്കായി ജോലി കിട്ടി. തുടർന്ന് തഹസീൽദാർ  
മുതൽ ആക്സിംഗ് ലാൻഡ് റവന്യൂ കമ്മീഷണർ  
വരെള്ള ജോലികൾ തുടർച്ചയായി വഹിച്ചശേഷം  
55-ാം വയസ്സിൽ അദ്ദേഹം പെൻഷൻ പറ്റി. ഈ  
സമയത്താണ് അദ്ദേഹം ഉള്ളൂരിൽ താമസിച്ചിരി  
രുന്നത്.

ഔദ്യോഗിക ജീവിതത്തിലെന്നപോലെ കലാ  
ലോകത്തിലും മുഴുകിയിരുന്ന ഉള്ളൂരിന്റെ കടം-ബ  
ജീവിതം ഒരു ദുഃഖമായിരുന്നു. അദ്ദേഹത്തിന്റെ  
രണ്ടു ഭാര്യമാരും വളരെ വേഗം മൃതിയടഞ്ഞു.

പെൻഷൻ പറ്റിയതിനുശേഷവും അദ്ദേഹം  
രാജ്യസേവനമുപേക്ഷിച്ചില്ല. അദ്ദേഹം തന്റെ  
മാതൃഭാഷയായ കേരളത്തെ എതിലുഭയധികം സ്നേഹി  
ച്ചിരുന്നു. അതിനുപുറമെതന്നെ അദ്ദേഹം 'ഉദാ  
കേരളം' മഹാകാവ്യത്തിലെഴുതിയിരിക്കുന്നത് നോ  
ക്കുക.

"അടിയന്തിനിയുദ്ധം, ജനമെന്നാലൊല്ലാ-  
ടകിയെൻ ഭടിയൊളം, നിന്നിലൊക്കട്ടെയായ്!  
അടിയെഴിഞ്ഞവനും, താങ്ങുവാൻ ഒന്നൊരോട-  
തടിയവന്തു തെരുക്കും, മുക്തി സിദ്ധിക്കുമൊളം".

അദ്ദേഹം ദീർഘകാലം പ്രാസമാണ് മലയാള  
കാവ്യങ്ങൾക്കു മാറുകൂട്ടുന്നതെന്നു വാദിച്ചവരിൽ പ്രമു  
ഖനായിരുന്നു. ഈ വാദത്തെ തെളിയിച്ചുകൊണ്ടാണ്  
അദ്ദേഹം തന്റെ 'ഉദാകേരളം' പുറത്തിറക്കിയത്.  
ഉള്ളൂരിന്റെ ഈ വാദത്തെ എതിർത്തുകൊണ്ട്  
കെ. സി. കേശവപിള്ള രചിച്ച "കേശവിയം" മഹാകാവ്യവും  
പ്രസിദ്ധമാണല്ലോ.

അദ്ദേഹം അനേകം കൃതികൾക്ക് ഞെം നൽകി  
യിട്ടുണ്ട്. 'കടാനംശാൻ' ചമ്പുവെഴിക്ഷുകി,

ലീല, കരണ, നളിനി, ചിന്താവിഷ്ണുവായസീത, തുടങ്ങിയ കൃതികളും; 'വള്ളത്തോൾ 'ബന്ധനസ്ഥനായ അനിരുദ്ധൻ, സാഹിത്യലോകത്തിൽ തുടങ്ങിയ വയം രചിച്ചപ്പോൾ; 'ഉള്ളൂർ ' ഉദാകരളം, കർണ്ണഭൃഷണം, പിംഗളം, കേതിദീപിക തുടങ്ങിയവയും രചിച്ചു. ഇവ കൂടാതെ ധാരാളം ചെറുകഥകളും അദ്ദേഹം എഴുതിയിട്ടുണ്ട്. അങ്ങിനെ ഉള്ളൂർ; വള്ളത്തോളിന്റെയും കമാനാശാന്റെയുമൊപ്പം മലയാളകാവ്യകലയുടെ ത്രിമൂർത്തികളിൽ ഒരാളെന്ന ബഹുമതി നേടി.

1112-ാമുണ്ടു് ഉള്ളൂരിന്റെ അഷ്ടപ്പുരത്തി ആഘോഷിക്കപ്പെട്ടു. വാർദ്ധക്യത്തിൽ അദ്ദേഹ

ത്തിരവാരമരോഗം ബാധിച്ചു. അനേകം കൃതികളും കാവ്യലോകത്തിനും, കേരളസാഹിത്യ ചരിത്രം ലോകസംസ്കാരത്തിനും ഭാനം ചെയ്ത മഹാകവി ഉള്ളൂർ എസ്. പരമേശ്വരയ്യർ 72-ാം വയസ്സിൽ 1124-ാമുണ്ടു് മിഥുനമാസം നോം തീയതി നിര്യാതനായി.

മലയാള സാഹിത്യത്തിനും കലയ്ക്കും നിരവധി സംഭാവനകൾ ചെയ്ത മഹാകവിയുടെ പ്രശസ്തി മലയാളഭാഷ നിലനിൽക്കുന്നിടത്തോളം കാലം അതിന്റെ അത്യന്ത പ്രകാശഗോളങ്ങളിലൊന്നായി നില നിൽക്കും. സംശയമില്ല!



# മിഥ്യ

സുരജ് വർണ്ണിസ് ഫിലിപ്പ്  
ക്ലാസ് VIII A വയസ്സ്-13  
മാർച്ച് 1460

ആശാലിലാഴങ്ങുന്ന ഓരോക  
മെയിരമെയിനും പുവണിഞ്ഞ  
ആ മലർ വാടിയിലാണു് മേന്മു് മില  
ലാങ്ങാമൽ പുഷ്പങ്ങളാടിടുന്ന

കഞ്ഞിളം കാനിന്റെ സ്വപ്നസന്ദേശം  
മണലിങ്ങണിയിൽ പുളകം ചാർത്തി  
ആഞ്ഞുടഞ്ഞുളമൻ തോഴനെ പുൽകവാൻ  
മണ്ണുള ഗന്ധിയായ് അനിരികൊ  
മുറവേ കേൾക്കായിത സ്വപ്നം മേന്മയാം  
ആരു നീ ചാരിത്ര്യ സാഹസ്യമേ  
കാർവർണ്ണനും കരിവണ്ടിത ചോദിച്ചു  
മേരി വില്ലൊത്ത മലനിന്നോടായ്

ലജ്ജയാൽ നട്ടുവിയായിരുന്നപോയ്  
അങ്ങനത സത്യമാണല്ലിലോർത്തു  
ഹന്ത ! സൗന്ദര്യമേ നിന്നിലലിഞ്ഞുപോയ്  
ചാരിത്ര്യ മിന്നോരു മിഥ്യയല്ലീ?  
ആയിനും കാമുക മൂങ്ങങ്ങളാൽ പവി.  
പാവനമായൊരു മേലികയെ  
മേവർച്ചനത്തിനു യോഗ്യമെന്നെണ്ണുന്ന  
പുണ്യനും പുണ്യാടി പൊലുചിപ്പൊരും



# ഏതോ ഒരു തുലാമാസ സന്ധ്യയിൽ

കെ. വി. ഹൻസ് രാജ്  
 റോൾ നമ്പർ. 977  
 ക്ലാസ് XII സി

“എനിക്കെന്താണു് കൊണ്ടുവന്നിട്ടുള്ളതു്?”

അയാൾ വന്ന കയറിയപ്പോൾ മുറുത്തുള്ള കൊച്ചു തോട്ടത്തിൽ അയാളുടെ ഒരു പുസ്തകവും വായിച്ചു് ഉലാത്തുകയായിരുന്നു അവൻ.

അവളുടെ ഇമ്പരേറിയ സ്വരം കേൾക്കുമ്പോഴേക്കു തന്റെ മനസ്സിലെപ്പോഴും അലഞ്ഞുകൊണ്ടിരുന്ന ഒരു ദുഃഖമോടിയെത്തുന്നതെന്നു് അയാളുടെ ഉൾപ്പെട്ടു.

“ഇതാ!” പോക്കറ്റിൽനിന്നു് ചാർമിനാറിന്റെ പാതുറ്റൊടുത്തു നീട്ടിക്കൊണ്ടു് അയാൾ പറഞ്ഞു.

ഒരു തലയടയ്ക്കുകിലും തന്റെ മേലിങ്ങു് കൊല്ലുന്നതെയുള്ള വിരലുകൾ നീട്ടി അവളതു മേടിക്കുമെന്നു് അയാൾ പ്രതീക്ഷിച്ചു. പക്ഷെ അതുണ്ടായില്ല.

(അല്ലെങ്കിലും ഇവളുടെ മുഖിൽ തന്റെ പ്രതീക്ഷകൾ തെറ്റിയിട്ടേയുള്ളൂ.)

ചുണ്ടോരവരങ്ങളെ കോട്ടി നെടുരിച്ചിരിച്ചു കൊണ്ടു് അവൻ ചോദിച്ചു.

“ഇന്നു് കവിതകൾ എങ്ങൊട്ടാണാവോ?”

അയാളാ പ്രദേശത്തു വന്നിട്ടു് റോട്ടയായി. സാധാരണ റോട്ടത്തും റോട്ടയിൽ കൂടുതൽ തടങ്ങില്ല. പക്ഷെ ഇവിടെ....

“അങ്ങ റൂമർ അദ്ധ്യക്ഷനായി ഉയർന്നുകിടക്കുന്ന പാറക്കൂട്ടങ്ങളെ ചൂണ്ടിക്കാട്ടി അയാൾ പറഞ്ഞു.

“ഓ, അവിടെ വരാ”

വെയിലു് താങ്ങുതടങ്ങിയിരുന്നു. ചെടികളുടെ ഇടയിലൂടെ മർമ്മരശബ്ദങ്ങൾ പുറപ്പെടുവിച്ചുവന്ന ഇളംകാറ്റിൽ അവളുടെ മുടിയിഴകൾ ഇളകിയാടുന്ന

തു് അയാൾ ശ്രദ്ധിച്ചു. കൂടെ കാച്ചിയ എണ്ണയുടെ വാസനയും.

“അവിടെനിന്നു് നോക്കിയാൽ ഈ അഴ് വായും ചുറ്റുമുള്ള സ്ഥലങ്ങളെല്ലാം കാണാം. അങ്ങ മുക്കളിൽനിന്നു്, ഉറങ്ങിക്കിടക്കുന്ന സന്ധ്യയുടെ ഈ കൊച്ചു ഗ്രാമം കാണാൻ എന്തു സൗകര്യമെന്നറിയാമോ?”

അനായാസമായി ഒരു നിഷ്കളങ്കരായും മുഖത്തു വരുത്തിക്കൊണ്ടുവരും മോടിഞ്ഞു.

“ഏതോ, എനിക്കറിയില്ല. ഞാനൊരു കവിയല്ല. അപരിഷ്കൃതയായ ഒരു പാവം നാടൻ പെൺകുട്ടിയാണു്.”

ഇല്ല കട്ടി, നീ അതു പറയരുതു്. നിന്റെ ഓരോ അങ്ങവിലും കവിത ഒളിഞ്ഞുകിടപ്പുണ്ടു്. ഒരു വിഷാദസംഗമം അലഞ്ഞുകിടക്കുന്ന നിന്റെ കണ്ണുകളിൽ അന്നു....

“ഇന്നെന്റെ കൂടെ സന്ധ്യ വരുമോ?” അയാളുടെ ധൈര്യം സംഭരിച്ചുകൊണ്ടുവരും ചോദിച്ചു.

ഒരു നിമിഷത്തേക്കു് അവളുടെ കണ്ണുകളിൽ വിഷാദത്തിന്റെ കാറ്റിന്ദ്രം വർദ്ധിക്കുന്നതു് അയാൾ കണ്ടു. പിന്നെ ചിരിച്ചുകൊണ്ടുവരും പറഞ്ഞു.

“എനിക്കതിന്റെ മോളിൽക്കയറാൻ പേടിയാ, ഞാൻ വരുന്നില്ല.”

“വേണ്ട കട്ടി, നീ വരരുതു്. സമുദായത്തിന്റെ വിലക്കളപ്പൊരി നീ ഇപ്പോഴേ ബോധവതിയാണു്. നിന്റെ ഈ പക്ഷായുടെ ആയിരത്തിലൊരം ശതകിലുട...”

“മഴ പെയ്യുന്നതു തോന്നുന്നു.” ആകാശത്തു

സംഗമം ട്രഷ്ടിയുടെ നോക്കിക്കൊണ്ടുവരും പറഞ്ഞു.

മാനം ഇരുണ്ടിരിക്കുന്നു. മഴ പെയ്യുകയും തുടങ്ങിയിട്ടുണ്ട്. തന്നെത്തന്നെ മഴയെ ഇഷ്ടപ്പെട്ടിരിക്കുകയും ചെയ്തു. കട്ടിക്കാലത്തു് അമ്മയുടെ വിലക്കളപ്പൊരികളാൽ മഴയത്തിറങ്ങി നിൽക്കുകയായിരുന്നു.

ആകാശത്തുകൂടി മേഘമേഘ നീങ്ങിപ്പോകുന്ന റിമോലകളുടെ അമ്പരം കൊതുകത്തോടെ വീശിക്കുന്നതയാൾ ശ്രദ്ധിച്ചു.

നിഷ്കളങ്കരായ പെൺകുട്ടി, നിന്റെ മുഖത്തു മുഖം പോലെ....

പെട്ടെന്നവളുടെ സാമീപ്യം പതിന്മടങ്ങു് വർദ്ധിച്ചതായി അയാൾക്കു തോന്നി. ലോകത്തിൽ അങ്ങൊരാളാണെന്നുപോലെ.....

അലസമായി അവളുടെ മുഖത്തേക്കു് പാറിവീഴുകിടക്കുന്ന മുടിയിഴകൾ ഒതുക്കുവാൻ അയാൾക്കു പറ്റാതെ അദ്ദേഹം ആഗ്രഹം തോന്നി.

ഇല്ല. നിന്റെ പാദമുളികൾ പോലും.....

“ഇന്നിനി പോണോ?” പെട്ടെന്നുവരും ചോദിച്ചു.

അയാൾ തലയുയർത്തി അങ്ങകലെയുള്ള ലേകിലേക്കു് നോക്കി. ഒരു മുടൽക്കഞ്ഞിലേക്കു നോക്കി. അതു കണ്ടപ്പോൾ അയാൾക്കു അങ്ങനെയൊരു വികാരമുണ്ടായി. പെട്ടെന്നുവീടേക്കു തിരിച്ചു വരികയെന്നു കവിമുദ്രയും വെമ്പൽകൊണ്ടു.

“ഉണ്ടു്. സാധനങ്ങളെല്ലാം കഴിഞ്ഞുപോയി. അങ്ങനെയു് പറയു്.”

കയ്യിൽ. ഫ്ലാസ്കം. ടിന്നിലാക്കിയ ചുട്ട കണ്ണാമ്പും. തോളിൽ ക്യാബായും. ഇക്കി വീടിനു് പാത്തിറങ്ങിയപ്പോൾ മഴക്കാറ്റുകൾ നീങ്ങി മാന്മുളിഞ്ഞിരുന്നു. പടിക്കൽ നിന്നുകൊണ്ടു് സന്ധ്യ വർദ്ധിച്ചു.

“മഴയെ വിശ്വസിക്കാനൊക്കില്ല. കടമെടുത്തു.”

മുറയെ പൂർവ്വകരണമുറയും പാറിപ്പോകുന്ന മിതപ്രകാശത്തിന്റെ ചെമ്പുകൾ നോക്കി സാധനം നടക്കുകയോണ്ടു് അയാൾ പറഞ്ഞു.

“ഓ, ഇനി മഴ പെയ്യുമെന്നു് തോന്നുന്നില്ല.”

വീടു് തന്റെ ട്രഷ്ടിയിൽനിന്നും മാഞ്ഞു തന്നെ അവിൽവച്ചു് അയാൾ തിരിഞ്ഞുനോക്കി. അയാളെത്തന്നെ നോക്കിക്കൊണ്ടു് അവളുടേപ്പോഴും പടിക്കൽ തന്നെ നിൽക്കുന്നുണ്ടായിരുന്നു.

ഒരു നിമിഷം അവളെത്തന്നെ നോക്കിയശേഷം അയാളുടെ കൈ ഒരു ദുഃഖസ്മാരകം പോലെ ഉയർന്നു നിൽക്കുന്ന കനകളിലേക്കു് ട്രഷ്ടി പായിച്ചു. അവർ ചുറ്റുമായ മരങ്ങളിൽ അയാളുടെ ഹൃദയം ഗ്രസിച്ചു. സന്ധ്യ കൂടെയുണ്ടായിരുന്നില്ലെങ്കിൽ.....

കാറ്റിൽ ഇളകിയാടുന്ന സൂക്ഷ്മതാടികളുടെ പാറിചിതയായ ഗന്ധം ആസ്വദിച്ചു് ചുറ്റും മിഴികൾ പായിച്ചുകൊണ്ടു് അയാളുടെ സഹായി നടന്നു.

ഉയർത്തിയപ്പോൾ കയറിപ്പോകുന്ന ചെമ്മുഖം പാതയിലെത്തിയപ്പോൾ നടത്തത്തിനു വേഗത്തുകൂടി. കല്ലും കഴിയും നിറഞ്ഞ മുട്ടിലേക്കു പാതയിലൂടെ അനായാസമായി കയറിപ്പോകുമ്പോൾ അയാൾ വീടിക്കിടക്കുന്ന മുട്ടിലേക്കു് അപ്പൻ, അമ്മ, സുഹൃത്തുക്കൾ. എല്ലാവരും കൈ. എഴുന്നള്ളിക്കുകയുള്ളു ബന്ധുമാരും.....

കലപ്പിലെ സംസാരിച്ചും പൊട്ടിച്ചിരിച്ചും കൊണ്ടു് റൂമുകൾക്കുള്ള മണ്ണിൽ മേൽക്കും അയാളെ കടന്നുപോകുന്നുണ്ടായിരുന്നു. അർദ്ധനഗ്നരായ അവനെക്കണ്ടപ്പോൾ അയാൾ വിചാരിച്ചു.

ഈ ഗ്രാമത്തിന്റെ നിഷ്കളങ്കത ഇനി എത്ര നാൾ.....

ചെമ്മുഖം പാത തൊട്ടുമുമ്പിൽ അപ്രതീക്ഷിതമായി പെട്ടെന്നുവസാനിച്ചിരിക്കുന്നതായി അയാൾ കണ്ടു. മുട്ടിലേക്കു നോക്കിയപ്പോൾ വിദൂരമായി ലാണെന്നു തോന്നിയ ലേ അജ്ഞാതവരന്മാരുടെ നിൽക്കുന്നു, പെട്ടെന്നു് തോന്നിയ ആവേശത്തോടെ കുറിക്കാട്ടുകൾക്കിടയിലൂടെ അയാൾ മുട്ടിലേക്കു പാഞ്ഞു.

കിതച്ചുകൊണ്ടു് മുട്ടിലേക്കു കയറിപ്പോകുന്ന പൂർണ്ണ സമകാരമായിരുന്നു. ശ്വാസം വെച്ചു വീടേക്കു കൊണ്ടു് അയാൾ ഏറ്റവും ഉയർന്ന പാറ്റാപ്പാത്തിത്തന്നു് താഴോട്ടു നോക്കി.

വിദൂരത്തിൽ, ഇരുട്ടിൽ വ്യക്തിത്വം നഷ്ടപ്പെട്ടുകിടക്കുന്ന കൂടുതൽ മനോഹാരിണിയായ സന്ധ്യയുടെ ഗ്രാമം അയാൾ കണ്ടു. അഴ് വരയിൽ മിന്നി മിന്നുന്നുകൾ പോലെ വീടുകളിൽ നിന്നുള്ള പ്രകാശം.





അമ്മയെ വൈദ്യനെ ഏൽപ്പിച്ചശേഷം കവലയിലേക്കു നടന്നു. അധികനേരം ആകുന്നതിനുമുമ്പ് ട്രാണിലേക്കുള്ള ബസ് അയാളുടെ മുന്നിൽ കിടച്ചുനിന്നു. അതിൽ കയറി. ബസ് മുന്നോട്ടു കയറിച്ചു.

ഇൻറർവ്യൂ കഴിഞ്ഞു ഇറങ്ങുമ്പോൾ അയാൾക്ക് യാതൊരു പ്രതീക്ഷയുമില്ലായിരുന്നു. എന്നിട്ടും ആ ഉദ്യോഗം അയാൾക്കു ലഭിച്ചു. ആ സന്തോഷവാർത്ത അമ്മയെ അറിയിക്കുവാനുള്ള ആവേശത്തിൽ, അയാൾ കവലയിൽ ബസ്സിറങ്ങി മാടകയായിരുന്നു.



പക്ഷെ കടിലിൽ അയാളെക്കാളും അമ്മയുടെ ശല്യം മാത്രമേയുണ്ടായിരുന്നുള്ളൂ. അപ്പോഴും കടിലിൽ മുന്നിൽ ആരോഴുപേർ ഉണ്ടായിരുന്നു.

അയാൾ അവരുടെയിടയിലൂടെ നടന്നു കടിലിനകത്തേക്കു കയറി. നിലത്തു കിടക്കുന്ന അമ്മയുടെ ശവം മരണാക്ഷകണ്ടു. അയാൾ കന്യീഞ്ഞു ആ പാങ്ങത്തിൽ ചുംബിച്ചു. അയാളുടെ കണ്ണിൽ നിന്നു. രണ്ടു കണ്ണിടകണങ്ങൾ ആ പാങ്ങത്തിൽ വീണ് ചിന്നിച്ചിതറി.

കവിത

ദുർവിധി

ബി. എസ്. കൃഷ്ണകുമാർ  
നമ്പർ: 1076  
വയസ്സ്: 16, ക്ലാസ്സ്: XI

ഏറെ വർഷം മുൻപ് വെള്ളമൊഴിച്ചൊരു ശർക്കര മാവിതാ പൂവണിഞ്ഞു  
പൊട്ടി വീടത്തു മേഘം കണക്കിനെ  
മാവിന്റെ കൊമ്പിലും പൂവിരിഞ്ഞു.  
കട്ടൻ്റെ കൊച്ചു വീടിന്റെ മൂലത്തുവൻ  
നട്ടുവളർത്തിയ കൊച്ചുമാവ്.  
കട്ടനതിരൊ സന്തോഷമുണ്ടായി  
ചിത്തം കളിർക്കുമീ കഴുവ കണ്ടു  
നാളുകളെക്കൊന്നു നീങ്ങിയവസാനം  
വേനലവധിയും വന്നുണഞ്ഞു.  
അക്ഷമനായവൻ കാത്തിരുന്നീടുന്നു  
ശർക്കരമാങ്ങകൾ മാത്രമേർത്തു്.

മാവു നിറയെയും മാങ്ങതന്നെകിലും  
വാനിലെങ്ങും കാണാം കാർമ്മേലത്തരം.  
തോരാതെ പെയ്യുന്ന പേമാരിയും, പിന്നെ  
പേടിപ്പെടുത്തുനീടീനിലും  
കട്ടൻ്റെയാനന്ദമാവത്തിനെപ്പോഴും  
സൗക്ഷ്യം വഹിക്കുമീ ഭൂമിദേവി.  
മാവിന്റെ പുറമുതിരുന്നപോലുവൻ  
ചിത്തത്തിലായിരം കോട്ടുകട്ടി.

X X X X X

അന്നാളൊരു ദിനമഖ്യാനവിൽ  
ദീകരമാമോരലർച്ചയോടെ  
ശർക്കരമാവു നിലംപതിച്ചു ഹാ.  
ഉഗ്രമാം കാറിന്റെ അബദ്ധത്താൽ.

X X X X X

നേരം നന്നായി പുലരുംമുമ്പേ തന്നെ  
കട്ടനാക്ഷമനർന്നിരുന്നു.  
ആശ നിറഞ്ഞ മനസ്സുമായിട്ടുവൻ  
ശർക്കരമാവിൻ്റെടുക്കലൊത്തി  
ഏതു കണ്ടാലും മതിവരാത്തോരവൻ  
ഈ നോട്ടംകൊണ്ടു് സ്വംഭിച്ചുപോയു്.

ജീവൻ തുല്യമവൻ സ്വേഹിച്ചൊരാമരം  
യാത്ര ചോദിക്കാതെ വിട്ടു പോയീ.  
ഏല്യാം തകർന്നപോൽ അന്നുകയായഹോ  
ഏതു വിധിയൊണിപൈതലിൻ്റെ!  
ബേദവും നൈരാശ്യവുമൊത്തുചേർന്നാമനം  
ഈ നിറഞ്ഞതെന്നായിത്തീർന്നു.  
കട്ടൻ്റെയെന്നിയ ദുഃഖത്തിൻ കാരണം  
ദുർവിധിയല്ലെങ്കിൽ മറ്റൊരാണു് ?



# ഇയ്യംപാറുകൾ

സോണി ഡേവിഡ്  
റോം നമ്പർ. 1613  
കോസ്റ്റ് VII സി വയസ്സ് 12

അവൻ നടന്നു.....തിരക്കു പിടിച്ച ആ പാ  
തയിലൂടെ ഏകനായ്.....അവൻ ചിന്തിച്ചു, തന്റെ  
ഈ യാത്ര എവിടെക്കാണ്? തനിക്കു തന്നെ അറി  
യുകയില്ല. തന്റെ ലക്ഷ്യം ഇല്ലാത്തവൻ ആണല്ലോ.  
അതുപോലെതന്നെ തന്റെ യാത്രയ്ക്കും ലക്ഷ്യമില്ല.

തെരുവു വിളക്കുകൾ പ്രകാശിച്ചു തുടങ്ങി.  
അവയ്ക്ക് ചുറ്റും ഇയ്യംപാറുകൾ വട്ടമിട്ടു പാന്നു.  
സത്യത്തിൽ താനും ഒരു ഇയ്യംപാറായല്ലേ? അവ  
ആരുമറിയാതെ ജനിക്കുന്നു. ദിവസങ്ങൾക്കുശേഷം  
ആരുമറിയാതെ മരിക്കുന്നു. താനും ഇവിടെ ആരു  
മറിയാതെ ജനിച്ചു. താമസിയാതെ ഈ ജണ്ണിലേക്ക്  
ജനിച്ചു വീഴും. പല്ലി എന്ന രാക്ഷസൻ ഇയ്യംപാറു  
കളെ വിഴുങ്ങുന്നതുപോലെ, വിധി എന്ന രാക്ഷസൻ  
തന്നെയും വിഴുങ്ങും.

ഒരു കൈ തോളിൽ പതിഞ്ഞപ്പോഴാണ് അ  
യാൾ തന്റെ ചിന്തയ്ക്ക് വിരാമമിട്ടത്. അ  
യാൾ തിരിഞ്ഞു നോക്കി. തന്റെ സ്നേഹിതൻ മധു.  
അവൻ പുഞ്ചിരിച്ചു കൊണ്ട് നിൽക്കുകയാണ്. പ്ര  
തീക കണക്കെ നിൽക്കുന്ന അയാളോട് മധു ചോദി  
ച്ചു. "എവിടെക്കാണ് നിന്റെ യാത്ര?" "അന്നന്ത  
യിലേയ്ക്ക്" അയാൾ വിഷയാത്മകമായി പുഞ്ചി  
രിഞ്ഞു കൂടി പറഞ്ഞു. "നിന്റെ വിലാപങ്ങൾ  
നിർത്താനില്ലേ?" മധു ചോദിച്ചു. "സ്നേഹിതരേ,  
ഞാൻ എന്തിനാണ് സന്നോഷിക്കുന്നത്. എനിക്കു  
സന്നോഷിക്കാൻ തക്കതായ എന്തെങ്കിലും ഈ ലോക  
ത്ത് സംഭവിച്ചോ?" പിന്നീട് മധുവാനും ചോ  
ദിച്ചില്ല. രണ്ടു പേരും മനമൊഴി നടന്നു. അവർ  
സ്നേഹം ബാധം മെധിക്കൽ കോളേജും പിന്നീട്  
അവർ ഒരു കവലയിലെത്തിയപ്പോൾ മധു ബഹുമാ  
വഴിക്കു പോയി. അയാൾ വീണ്ടും ഏകനായ്

നടന്നു..... അയാൾ വീടിനെപ്പറ്റി ചിന്തിച്ചു...  
അയാളുടെ ചിന്തകൾ കാട്ടു കയറി.

തന്റെ മാനുഷികതയ്ക്കും ചെറുപ്പത്തിൽ തന്നെ  
പിരിഞ്ഞു പോയി. പിന്നീട് തന്റെ ഏക ആഗ്രഹം  
തന്റെ അന്തർത്തിയെ ഒരു നല്ല സ്ഥാനത്ത് എത്തി  
ക്കണം എന്നായിരുന്നു. പക്ഷേ തന്റെ ആഗ്രഹങ്ങൾ  
സഫലമായില്ല. മാനുഷികതയ്ക്കുളള മരണശേഷി  
തന്നെയും അന്തർത്തിയെയും വളർത്തിയ മുത്തുപ്പിയ്യം  
കഴിഞ്ഞു വർഷം തങ്ങളെ വിട്ടുപോയി. അതിനെ  
തുടർന്ന് തന്റെ പ്രിയപ്പെട്ട അമ്മയ്ക്കു് 'ബുദ്ധ'  
കാൻസർ' പിടിച്ചപ്പോൾ അവൾ ഇമ്മിഷ്യായി ജീ  
വിക്കുന്നത് കണ്ടു നിൽക്കുവാനെ തനിക്കു കഴിഞ്ഞുളള  
അവൾക്ക് ഒരു നല്ല വസ്തുവ വാങ്ങിക്കൊടുക്കാൻ പോലും  
തനിക്കു ഇതുവരെ കഴിഞ്ഞിട്ടില്ല. പിന്നെ താനെ  
ന്തിന് ഈ ലോകത്ത് ജീവിക്കണം? ബന്ധുക്കൾക്കു  
പോലും അനിന്നൊരു അധികസ്ഥനാണ്.

അലി മരിച്ചു തിരച്ചിലുകളുടെ ശബ്ദം കേ  
ട്ട് അയാൾ ചിന്തയിൽ നിന്നുണർന്നു ചുറ്റും നോ  
ക്കി. താൻ കടൽ തീരത്തേക്കിറങ്ങിപ്പോയി. തന്റെ  
ലക്ഷ്യമില്ലാത്ത യാത്ര ഒരു ലക്ഷ്യം കണ്ടെത്തിയിരി  
ക്കുന്നു. സമയം സന്ധ്യയായിരുന്നു. കടലമ്മയുടെ  
മറിൽ മനു രണ്ടു വഞ്ചികൾ മാത്രമേ ഉണ്ടായിരുന്നു  
ള്ളൂ. അവൻ ഒരു കാര്യം തീർച്ചയായിരുന്നു. ആ  
രൊക്കെ അവനെ ഉപേക്ഷിച്ചാലും കടലമ്മ തന്നെ  
സ്വീകരിക്കുമെന്ന്. അവൻ വിളിച്ചു ചോദിച്ചു.  
"കടലമ്മ നീ എന്നെ സ്വീകരിക്കുമോ?" കടൽ  
ക്കാ" അതിന് ഉത്തരം ഉള്ളി. അവൻ അവസാന  
മായി റെക്സ്ചി. കടലിലേയ്ക്ക് ഇറങ്ങി. കട  
ലമ്മ ഉത്തരത്തിനും വിത്തി അവനെ സ്വീകരിച്ചു.  
അവൻ ആഴിയുടെ അഗാധതയിലേയ്ക്ക് കതിച്ചു  
ചാടി. കടലമ്മ അവന്റെ ആഗ്രഹം സഫലമായി

XXX

# കിടുമാങ്ങാപുരാണം

കെ. വി. പ്രവീൺ  
റോം നമ്പർ: 1073  
കോസ്റ്റ് - XI  
വയസ്സ് - 16

ഒരു ജനാധിപത്യരാജ്യം  
പ്രകൃതിദംഗിമുതൽ വ്യവസായവത്കരണം  
വരെയുള്ള എല്ലാ വർണ്ണനകളും യോജിക്കുന്നതാണ്.

ശ്രദ്ധവലതന്മാരുടെ ഭരണം.  
ശ്രദ്ധിക്കപ്പെടാത്ത വിപ്ലവം എവിടെയോ  
ഉളിഞ്ഞു കിടക്കുന്നു.

ചുവപ്പിന്റെ നടുവിലെ വെളുപ്പ്.  
നാട്ടുകാരുടെ നാവിനെ മാതിച്ച് ജനാധിപത്യ  
ത്തിൽ വിശ്വസിക്കുന്ന ഭരണകൂടം കടുമാങ്ങ ഇറക്കുമതി  
തുടങ്ങി.

ഭരണികളിൽ വന്ന കടുമാങ്ങ ജനങ്ങളെ സമ്മുഖ്യ  
രാക്കി.

മന്ത്രിമാർ തുടങ്ങി ദരിദ്രകർഷകർ വരെ കടുമാങ്ങ  
യുടെ അടി ആസ്വദിച്ചു.

ഒരു ദിവസം മന്ത്രിയുടെ ഭാര്യ ഉച്ചയ്ക്കുളളിനു  
വേണ്ടി കടുമാങ്ങ ഭരണി തുറന്നു നോക്കിയപ്പോൾ...

ചുവപ്പു ലാലുലേഖ!

ഉളിവിൽപോയ വിപ്ലവകാരികളുടെ ആഹ്വാനം  
പതിവുതയായ ഭാര്യ കടുമാങ്ങയും ലാലുലേഖയും  
മന്ത്രിയുടെ മുനീൽ ഹാജരാക്കി.

കടുമാങ്ങ കൂട്ടിയുള്ള അധികാരമായ ഭക്ഷണം  
കഴിഞ്ഞു ലാലുലേഖ നോക്കിയപ്പോൾ മന്ത്രിയെത്തി.

ക്ഷണം മന്ത്രിസഭ കൂടി. കടുമാങ്ങ ഇറക്കുമതി  
നിരോധിച്ചു.

ജനം ക്ഷമിക്കുകയായി.  
ഉറങ്ങ ശരിയാവാത്ത ജനം ജാഗ്രതയായി നടന്നു.

പ്രതിപക്ഷം അസംബ്ലിയിൽ കോലാഹലമുണ്ടാ  
ക്കി. ഭരണികൾക്കൊണ്ട് അധികാരികളെ രാജിയാവാ  
വെപ്പായി.

റക്തസാക്ഷികൾ കഴിഞ്ഞു കൂടി.

ഉളിവിലായിരുന്ന വിപ്ലവകാരികൾ പ്രത്യ  
ക്ഷരായി.

കടുമാങ്ങയെക്കുറിച്ചുള്ള ബുദ്ധിജീവികളുടെ കഥ  
കൾ, കവിതകൾ, ലേഖനങ്ങൾ മുതലായവ പത്രമാ  
ഹിസുകളിൽ കന്നുകൂടി.

നാട്ടിൽ വിപ്ലവം.

മന്ത്രിമാർ കൊല്ലപ്പെട്ടു.

ഭാര്യമാർ ശേഷിച്ച കടുമാങ്ങയും കൊണ്ടോടി.

വിപ്ലവകാരികൾ അധികാരത്തിൽ!

റക്തരൂപിതയായ വിപ്ലവം.

ജനം ശാന്തം.  
ശ്യാമനത്തിലെ മുകൾനാമ്പ.

### നഷ്ടമായതിനെ തേടി

ജയശങ്കർ ആർ.

നോം നമ്പർ 803

ക്ലാസ് 12 B, വയസ് 10

പണ്ടൊരുകാണത്തി, ലാഭ്യമായ പൊയ്പ്പോയോ-  
 രല്ലിലേർക്കാവു; കയിലുമാ, ഞാനിൻ-  
 ജ്ജേർജ്ജേജ്ജേ, നിശ്വാസ ശബ്ദം,  
 ഇല്ല മനനില, മങ്ങലിലുയർ മാനം.  
 ക്ഷേത്രങ്ങളത്തിലെ, യാമ്പല, മോളുവം  
 ആട്ടിനാനിലെ, പൂവു, മണിസ്വനം  
 മുറുകി, മുറുകി; ചെറുതായലിങ്ങുപോ-  
 നവ്യമാമൊന്നുതന്നെയും, പുൽമേട്ടി-  
 ലോടിയലുമുഴിയെൻ്റെ ഗാനവും  
 ഉത്സവശാലിലെ ചെണ്ടമേളങ്ങളും  
 മന്ത്രദംഗധനിയും, കളവു-  
 കന്നിരണിയും, വെണ്ണിലാവിൽക്കളി-  
 ച്ചീരത്തു പാക്കും പുന്യാനയും  
 പുൽത്തുമ്പിലൊട്ടിപ്പിടിച്ചോരു പർഷാശ്ര-  
 ബിന്ദു വെണ്ണയാമ്പനീപ്പിയും കരിവണ്ടും,  
 ശാലീന സ്മനവും മേടുന്ന ഞാനിതം.

പൊട്ടിത്തകർന്ന തറവാട്; പ്രാചീന-  
 കോട്ടയൻ ഗന്ധമണിനെ വിഴങ്ങാനായ്  
 മേട്ടിത്തൻ ഗീതം, നെഞ്ചിൻ്റെ സംഗീതം  
 ഗാനസ്വനങ്ങളുടവിടും നെൽക്കത്തിർ  
 പാദസരങ്ങൾ കിലുകിക്കടന്ന പോ-  
 ചോല; കരയിലെ ചമ്പകപ്പുക്കള-  
 ഒർത്തിപ്പിറിച്ചും കൊണ്ടൊടുമന്നാനാച്ചോല-  
 യെവിടെയോടിയൊളിച്ചു മൊങ്ങു നീ ?

നീലവാന, മതിൻ കീഴെപട്ടം  
 പാത്തും കിടാങ്ങും; സിന്ദു രപ്പൊട്ടായ്  
 ഗഗനത്തെച്ചുംബിച്ചിടുന്ന പാവ  
 യുഗ കാഹളങ്ങൾ മീട്ടിക്കടന്ന പോ.  
 കാരാൻ്റെ അറാട്ടു പാട്ടു കേട്ട  
 ഞാട്ടിലിൽ മെല്ലെ യുലയുന്ന നെൽച്ചെടി.  
 പുത്ത തരിവരം, ചെളിപേരി സന്ദ  
 മായൊര ചേല; കതിരുകര കറകളാ-  
 കുന്ന കന്യ; നാടോടി പാടുന്ന ചുണ്ടുകരം.  
 ഉറച്ചെണ്ണ പാത, യതിൻ മേല-  
 കുന്നപോം 'കട കട'; അളം കൊടുക്കും  
 കളമ്പടി; യാമ്പലം നീർക്കും കിടാങ്ങും.  
 തണലിട്ടു നിന്നിട്ടും വൃക്ഷം; പൊയ്പ്പോയ-  
 നിങ്ങളെ, മേടകി വരുന്നെടു ഞാൻ - നാളെ -

# വിട

പി. മുരളീധരൻ

നോം നമ്പർ: 964

വയസ്സ്: 17, ക്ലാസ്സ്: XII A

യാവനത്തിൻ്റെ പകതി ഭാഗവും അപഹരി  
 ചെയ്തത്, മറക്കൽ കഴിയാത്ത ഓർമ്മകൾ സമ്മാനിച്ച  
 സ്കൂൾ ജീവിതത്തിൻ്റെ അവസാന വർഷവും  
 അങ്ങനെ കടന്നു പോകുകയാണ്. ജീവിതത്തിൻ്റെ  
 ചുമട്ടും പേരി വഴിയും നോക്കി നട്ടും തിരിയുമ്പോൾ  
 ആഹ്ലാദവും ആശ്വാസവും പകരുന്ന ഏതാനും ഓർമ്മ  
 കൾ മനോഹരമാണ്. നീണ്ട 8 വർഷങ്ങൾ ചില  
 വഴിച്ച ഈ സ്കൂൾ.

ഏത് വർഷങ്ങൾക്കു മുമ്പ് ഒരു സുപ്രഭാതത്തിൽ  
 "നിനക്കു സൈനിക സ്കൂളിലേയ്ക്കായിപ്പോകാമോ  
 ടോ" എന്ന ചോദ്യത്തിന് "അതെ" എന്നുത്തരം  
 പറഞ്ഞപ്പോൾ എനിക്കിവിടെ അഡ്മിഷൻ കിട്ട  
 മണം തീർത്തു. വിശ്വസിച്ചിരുന്നില്ല. 800-ഓളം  
 പേരുണ്ടായിരുന്ന പരീക്ഷയിൽ 19-ാം നമ്പറോടു കൂടി  
 പാസ്സായപ്പോഴും, മെഡിക്കൽ ട്രെയിനിം കഴിഞ്ഞുവന്ന  
 മില്ലായെന്നു പറഞ്ഞപ്പോഴുമെല്ലാം ഞാൻ സൈനിക  
 സ്കൂളിനെക്കുറിച്ച് ആകാശകോട്ടകൾ കെട്ടുകയായി  
 രന്നു. ഒടുവിൽ 1972 ജൂലൈ 3-ാം തീയതി ഞാനും  
 ഇവിടുത്തെ കുട്ടികളിൽ അറുപതോളം ഏൻ്റെ ആ  
 കാശകോട്ടകൾ പുറത്തിറങ്ങിത്തുടങ്ങി.

പട്ടണത്തിൻ്റെ നടുവിൽ അനന്തമായ വിഹായ  
 സിലേഷൻ തലയുയർത്തിനിൽക്കുന്ന ഒരു നാലുമുനില  
 കെട്ടിടമാണ് ഞാൻ സ്വപ്നംകണ്ടിരുന്നതു് (കൂട്ട  
 ത്തിൽ പറയട്ടെ പട്ടണങ്ങളെക്കുറിച്ചെന്നെനിക്ക് വലിയ  
 യ അറിവൊന്നുമില്ലായിരുന്നു) പക്ഷെ കൺമുമ്പിൽ  
 കിടക്കുന്ന വളഞ്ഞുപുളഞ്ഞ റോഡുകളെയും നീണ്ടുനീ  
 ഞുപോകുന്ന പച്ചവിരിപ്പിനെയും കന്നിൽപുറത്തു്  
 നലയുയർത്തി നിൽക്കുന്ന കൂറൻ ഗോപുരങ്ങളെയും  
 അങ്ങുവെ പരന്നുകിടക്കുന്ന കല്ലിനെയും ചക്രവർ  
 ത്തിൽ ഉദിക്കുകയും അസ്സുവിക്കുകയും ചെയ്യുന്ന ആദി  
 ത്യ ചക്രവർത്തിയെയും കണ്ടപ്പോൾ ഏൻ്റെ മനസ്സ്  
 നിസ്മയമായ ആനന്ദത്താൽ വീർപ്പുവെട്ടി ഒരു കവിയോ  
 യിരുന്നെങ്കിൽ ഏതു ഞാനായിച്ചു. പ്രകൃതിരചണി  
 യയായ ആ മലസ്ത്രദേശം മായ്ച്ചുവെച്ചു. മായാജാവി  
 ത്വംപോലെ ഇന്നുക്കുൻ്റെ മനസിലുണ്ട്.

അതിരുകടന്ന ആഹ്ലാദങ്ങൾക്കു് കടിയൊന്നിട്ട

നന്തായിരുന്ന ഇവിടുത്തെ ദിനചര്യകളിൽ പലതും  
 നാവിലെ 5.30 ന് ഏഴണൽക്കുക, പി. റി. ചെയ്യു  
 ക. 7 മണിക്കു് ക്ലാസ്സിൽ പോകുക തുടങ്ങി പലതും.  
 ഏകിലും ബാധ്യതകൾ നടപ്പാക്കാതിരിക്കാനൊക്ക  
 കയില്ലല്ലോ.

സ്കൂൾജീവിതത്തിൻ്റെ സത്തു മുഴുവൻ ഈ  
 റിയെയടുത്തു് അവസാനത്തെ രണ്ടുകൊല്ലങ്ങളിലാ  
 യിരുന്നു. ആരോടും ഒരു ബാധ്യതകളുമില്ലാതെ സ്വ  
 തന്ത്രമായി നടന്ന കാലം. ആവർത്തനവിരസതയി  
 ല്ലാതെ ദിനങ്ങൾ കൊഴിഞ്ഞുപോയി. പക്ഷെ ഇ  
 പോഴും അഞ്ചാംക്ലാസിൽ നടന്നതെല്ലാം ഇന്നുവെയ  
 നത്തുപോലെ മനസിൽ തങ്ങിനിൽക്കുന്നു. കൂട്ടുകാരോ  
 യി കളിച്ചുപിരിച്ചുനടന്ന ദിവസങ്ങൾ.

ഒടുവിൽ ഇടക്കിടക്കു് വീട്ടിൽപോകുക എന്നതു്  
 ഹോ 'ബോരാ'കാൻ തുടങ്ങി, ചിലപ്പോൾ അതി  
 ലെത്രയോ മേമാണ് സ്കൂളിൽ കൂട്ടുകാരെ കൂടെ  
 കഴിയുന്നതു് എന്നു ഞാനിപ്പോയിട്ടുണ്ട്. അത്രമേ  
 ല് ആഹ്ലാദകരമായിരുന്നു സ്കൂൾജീവിതം.

കാലചക്രം വളരെവേഗമാണ് തിരിയുന്നതെന്നു  
 ഞാനെന്നും ഏത് വർഷങ്ങൾ ഏതു വേഗമാണ് കടന്നു  
 പോയതു്. ഇതിനിടക്കു് ഏതെല്ലാം നടന്നു! എത്രയെ  
 ത്രയാളകൾ ഇവിടെ വന്നു! പോയി! മന്ത്രിമാർ, ഗവർ  
 ണ്ണർമാർ, കളക്ടർമാർ അങ്ങിനെയാരെല്ലാം! എത്രയെ  
 ത്ര സ്ഥലങ്ങൾ കണ്ടു! ഏതെല്ലാം കാര്യങ്ങൾ പഠിച്ചു  
 കണ്ടിട്ടും കേട്ടിട്ടുമില്ലാത്ത പലതും പഠിക്കുകയും ഹര  
 ണകയും കേൾക്കുകയും ചെയ്തു. സ്വന്തം ദുഃഖങ്ങളും  
 സുഖങ്ങളും പകിടാൻ മനസ്സുള്ള എത്ര നല്ല കൂട്ടുകാരാ  
 കിട്ടി! ജീവിതത്തിൻ്റെ മുക്കിനും മുലയിലും ആവ  
 ശ്യംവരുന്ന പലതും ഇവിടെ നിന്നു ഞാൻ പഠിച്ചു.

അങ്ങിനെ ഏൻ്റെ ആകാശകോട്ടകൾ മിക്കതും  
 സഫലീകരിച്ചു. നീണ്ട ഈ 8 വർഷങ്ങളിൽ ഞാൻ  
 ഏതെയും ഏൻ്റെ ചുറുചുറുക്കളെയും വളരെയധികം  
 മനസിലാക്കി. ഇനി പ്രായോഗികജീവിതം മുന്നിൽ  
 വഴിട്ടി നിൽക്കുന്നു. പോകയാണ്... ഞാൻ പോ  
 കയാണ്... കലാലയം വിട... വിട... വിട...

".....Then cheers to Sainik school  
cheers to the days ahead....."

संस्कृत विभाग  
विषय सूची

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## मम पाठशाला

प्रसाद सखरिया :  
संस्था : कक्षा :  
डाक्टर : वर्षीय :

मम पाठशालायाः नामधेयम् सैनिक स्कूल अस्ति ।

मम विद्यालयः कम्प्यूटर शाले वर्तेते । मम पाठशालायाः

प्राचार्यः कर्णेल कृष्णानन्दः सरदीस, मुवाडाशारकर

नामधेयं लिब्ररीकरः दुवे, रजिष्ट्रारस्व अभिधानम् तु कण्डन सिकंदरलात  
नाम कवला च ।

मम विद्यालये 36 अध्यापकाः 612 छात्रा च सन्ति ।

मम विद्यालयस्य उपवनं अत्यन्तं रमणीयं अस्ति । उपवने एकम्  
विमानम् अस्ति । मम विद्यालये 11 गृहाणि अस्ति । छात्राः तत्र निवसन्ति ।  
मम गृहस्य नामधेयम् वेनुसम्मो भवति । गृहानि गृहाध्यापकाः सन्ति ।  
मम गृहाध्यापकस्य नामधेयं श्री कस्तूरि भास्कर रावु इति अस्ति ।

मम पठन समयः प्रातःकालः 8.30-1.30 अस्ति । बरगड्  
शौकं -1.30 वादने अस्ति ।

तरानन्तरं विधायः अस्ति । विश्रामस्य पश्चात् चापयानं वर्तेते । चापयानस्य  
पश्चात् क्रीडनम् अस्ति ।

मम विद्यालये रङ्गमंचाः क्रीडनाणि, सन्ति । तेषां नामधेयानि, हाकी,  
कन्दुक क्रीडनम् क्रिकेट, बोलीबॉल, वास्केट बॉल च । अहं कन्दुक इत्यानि  
अहं कन्दुक क्रीडनस्य कर्षणम् अस्मि ।

## सदाचारः

संग्राहकः हेरी पीटर  
अष्टमकक्षा  
त्रयोदशवर्षीय

अभिवादनशीलस्य नित्यं वृद्धोपसेविवः ।  
चत्वारि तस्य वर्षान्ते आयुर्विद्या वशी बलम् ॥ १ ॥  
वित्तं वन्मुर्वेवः कर्म विद्या भवति पञ्चमो ।  
एतानि मान्यस्युक्तानि शरीरो यच्चदुत्तरम् ॥ २ ॥  
यं माता पितरो क्लेशं सहेते संभवे नृणां ।  
न तस्य निष्कृतिः शक्या कर्तुं कर्षणे रति ॥ ३ ॥  
तपोनित्यं प्रियं कुर्वादाकर्मस्य च सर्वदा ।  
तेष्वपि त्रिषु त्रुष्टेषु तपः सर्वं समाप्यते ॥ ४ ॥  
सैतान् परमात्माय सुखाद्यो संपद्यो भवेत् ।  
सतोषमूलं हि सुखं दुःखमूलं विषयैव ॥ ५ ॥  
नात्यानमश्चान्येत् पुर्वाभिरसन्निधिः ।  
धाम्नीः धिवन्निश्चयेनां मन्थेत् दुर्वचाम् ॥ ६ ॥  
सर्वं कृपात्प्रयं सुवान्नं सुवास्तवमप्रियम् ।  
प्रियं च नान्तं सुवादेण धर्मः सनातनः ॥ ७ ॥  
सर्वं परवत्तं दुःखं सर्वेपातनवत्तं सुखम् ।  
एतद्विद्यासमासेन लक्षणं सुखदुःखयोः ॥ ८ ॥  
इन्द्रियाणां विवरतां विषयेष्वनृणां हि ।  
संभवे यत्नमात्रिप्योद्वेगान् यन्तेव काश्चिनाम् ॥ ९ ॥  
न ज्ञानु कामः कामानामुपमीयेन माप्सति ।  
हविषा कृष्णवर्णं भूत एवाभिवर्षते ॥ १० ॥  
धृतिः क्षमा दयाः शान्तेः शौचमिन्द्रियनिग्रहः ।  
अविद्या सत्यमज्येयो वलकं धर्मलक्षणम् ॥ ११ ॥  
धर्म एव ह्येता हन्ति धर्मो रक्षति रक्षितः ।  
तस्माद्दर्शो न हस्तव्यो मा नो धर्मो ह्यतो वधीत ॥ १२ ॥  
दुराचारो हि पुण्यो लोके भवति निन्दितः ।  
दुःखभागो च कर्तव्यं व्याधितोऽहमप्युच्ये च ॥ १३ ॥  
सर्वेभ्यश्चहीनोऽपि यः सदाचारवान् नरः ।  
अदृशः शोभनसूचकं कृतं वर्णानि जीवति ॥ १४ ॥

## एका नीतिकथा

मनेहः विटेकर,  
एकादशवर्षीयः  
सप्तम कक्षा

कृष्क सिंहोः ।

एकदा कौटिलि सिंहः कल्पचित् कृष्कस्य  
शोकात्ताया प्रविष्टः । कृष्कः तं दृष्ट्वा अचिन्तयत्  
'अहं एतौहं गृह्णामि' । इति विचिन्त्य तेन गोहालायां  
द्वारं पिहितम् । यदा सिंहेन दृष्टं यत् सः बहिर्गन्तुं  
असक्तः तदा तेन प्रथमं आज्ञाः स्वापाद्य बलिबर्दान्  
सार्धितुं उच्यते । एतत् दृष्ट्वा कृष्कः भयकान्तः अवगतः  
तदा तेन द्वागम् उद्घाटितम् । सिंहः तु शीघ्रं जनतायत्  
कृष्कस्य भाषां इहं दृष्ट्वा तं अदत् । त्वया इह  
अशोभनं कार्यं कृतम् । केन कारणेन त्वया वत्सलः  
गृहीतः यत् त्वं अशुभरूपेण तिष्ठसि । अतः  
उच्यते च - 'चोरः सदा वसायनं करोति ।'

## हसन्तुतराम

ह. कण्ठन्,  
एकादशवर्षीयः,  
षट्कक्षा

महाभारतं केन लिखितम्

शिक्षकः स्वकक्षायां पाठयन्नासीत् । नटवरनाथ-नायकः  
करिबन्धनतः पाठं अनुपेक्ष्य कर्णेन पदेभ्यश्चिपस्य  
निर्माणे संलग्नः अभवत् ।

शिक्षकः नटवरनाथ, कथय 'महाभारतं केन लिखितम्' ?  
नटवरनाथः धोमन्, नाहं जानामि । मया तु न  
लिखितम्, कक्षायाः केनापि अन्येन छात्रेण लिखितं भवेत् ।

मातृभाषा

वाक्यकः- मातः ! भाषा जनाः 'मातृभाषा' एव  
कथं कथयन्ति ? 'वितृणाया' किमर्थं न ?  
माता- मत्तः इया माता एव विविध वाक्येन सह वदति ।  
वाक्यकः तदेव शिवा केवलं कृणोति, तव सम्मुखे किमपि  
वक्तुं न प्रभवति ।

## विप्रः चौरा चा

चौरामः,  
सप्तमकक्षा,  
द्वादशवर्षीयः

एकदा भारतदेशे सीतापुरनामके ग्रामे कतिपयाः  
चौराः निर्यां आकलन्ति स्म । सीतापुरग्रामस्य प्रमुखेन  
चंद्रचुटनामक महे दयेन एताः घटनाः भोजाम्बरनामकं  
तुवं भाविताः । राजा तु चौरान् गृहीतुं विजयसिंह-  
नामके सेनानायकस्य सेव्ये एकं चमूकं सत्तापुरं प्रेषितवान्  
विजयसिंहेन चौरवम् अहम्मात् गृहीता राजधानी च जानीता ।  
तस्यो राज्ञो प्रथमस्याः एकमीभूताः । तैः  
चौरैः गृहीतवस्तुनां दिग्धे चोचिन्त् । तस्मिन् समये एकेन  
विप्रेण कथितं यत् न किमपि तस्य  
चौरैः अगृह्यतम् यतः तस्य द्वारं न विहितम्। चौरैः  
चिन्तितं यत् तस्य किमपि चोगृह्ये न्नास्ति अथवा  
तान् गृह्णतु कौचि पाकः रचितः उच्यते ।  
ग्रामस्यैः विप्रस्य चातुर्यं प्रशंसितम्

## नारायणीयम्

डे यदुतायः,  
द्वादशवर्षीयः,  
अष्टम कक्षा

श्रीमन्नारायणीयं श्रीमद्भागवतस्य पुराणस्य सारसंग्रहं  
सततं रत्नं च ३३३ । अथ सत्संग्रहस्य कर्ता  
श्रीनारायणभट्टः आसीत् । इदं काव्यं सङ्ग्रहकेषु विभाजितम्  
वृत्तान्तप्रतिष्ठेयो नारायणभट्टपादेषु- निश्चयेतासङ्ग्रहस्यैकं  
आचार्यस्य लीलाप्रधानं कृतवत् सुजीवरत्नविद्या विद्वान्  
पञ्चदशकं स्वयमुत्पद्य स्तोत्ररचितं तत्र कृत् । स्वयम्भुवनं  
आश्रयवान् । दिग्धे कथेन भक्तिगुणीभक्तानि सहस्राधिकानि  
श्लोककुमुदानि भावयत्-पादारविन्दयोः समये सवाराश्रितवान् ।  
तत्रैता स भक्तकविः परिपूर्वं शौहरभविन्दत ।  
नारायणभट्टः काव्यं इदं आरभते- "साम्प्रत्यन्दायवोच्यते-  
कमनुभवितां कालदेशावधिष्वं निर्मुक्तं निरुपमुक्तं निवमसत-  
सहस्रेण निर्वासितानम् अस्मत् दृष्टमात्रे पुराणपुराणार्थमकं  
ब्रह्मत्त्वं, तत्तत्सर्वं साक्षात् पुरुषवत्पुत्रं, इत्यं भाष्यं  
जनानाम् ।" अत्रावगतोप्रत्यक्ष फलदपि किमपि दिग्धस्तोत्रं  
भाषयत्सार- संग्रहं नारायणीयम् । नारायण भट्टः  
नारायणीयं ईदृशं समाप्नोति-  
"अत्रात्वा ते महत्त्वं यद्विद्वि विवदितं विधनायजनेषाः  
सत्संग्रहं चैतत् सहस्रांतरमधिकतरं त्वत्प्रसादात् भूषात् ।  
इथा नारायणं यं श्रुतिषु च अनुषा स्तुत्यतावपनेन  
रक्षितं लोकावतारं विद्विद्वि कुस्तामापुरारोणं शौहरम् ॥"

## महात्मा गांधी

श्रीकृष्णः वर्मा,  
द्वारकवर्षीयः,  
सप्तम कक्षा

को न जानति प्रातः स्मरणोपस्य महात्मानो गान्धिनो नाम । एष खलु  
महापुरुषो न केवलं भारतस्य हितमाचचार अखिलु विश्वस्यापि । दक्षिण नास्ति  
प्रतं महात्मा गान्धी अस्मिन्सर्वे जगति भौतिकेन देहेन,

किन्तु यः शरीरेण अपापि विद्यते स्थास्यति च चिरम् । सत्त्वं अहिंसा  
शोकसेवा च । इत्यस्य ज-वनस्य प्रधानं उद्देश्यम् आसीत् । एतत्स्य उपासनवैच  
एष विश्वकन्दः । जातः ।

अद्यवन्तार्यं विदेशगन्तुकामः स मातुरादेशपालनार्थं प्रतिज्ञातव्यं अकरोत्  
'नाहं कदापि मादिरां लेविष्ये नाहं मांसं इति । स्वप्रतिज्ञानं पालयन् स अंगो  
वर्षाणि विधिशास्त्रं अध तवान् । स्वदेशमागत्य च मुम्बापुर्यां वैरिष्टध्वजि प्रारभत ।  
का-ग्रमेव दक्षिणाकोला देशे सत्यं तत्रत्यानांभारतीयानां गौरवार्थं कृत्वा दुर्दशां  
विशोक्य तेषां समुद्रारण्य अहिंसामूलस्य सत्वाग्रहस्य उपायस्य प्रयोगं अकरोत्  
तेन च पूर्णा सफलताम् अवाप्तवान् । तत्र तस्य उपायस्य साफल्यं अनुभूय  
स्वदेशं प्रत्यागच्छत् ।

अत्रापि स तमेव उपायं समर्पयत् भारतदेशं च विना रक्तपातेन स्वतन्त्रं  
अकरोत् । स न केवलं भारतं स्वतन्त्रमकरोत् अखिलु रचनात्मकः

कार्यः तस्य निर्माणनिधि व्यवसायः । स्वदेशवसतुनां प्रचारः अस्तुस्वताया  
अनुभूतं आमोदोषानां समुच्चोक्तम्, मादकवस्तुनां बहिष्कारः राष्ट्रभाषायाः  
प्रसारः, भारतीय संस्कृतेः पुनरुद्धारश्च तस्य निर्माणकार्यान्वयेव आसन् ।

एष महात्मा आत्मचरितनिर्माणे परमसाधन आसीत् । अहो धन्योऽयं  
महात्मा यो यावज्जीवं मानवसेवावर्तं आचरन् अन्तेर्ज-न तदर्थमेव स्वान् प्राणान्  
जुहाव ।

## सैनिक-शालोद्यानम्

अवाहरः,  
एकादशवर्षीयः,  
षट्कक्षा

सैनिक-शाखायाः पुरतः एकं उद्यानं कर्तव्यं । उपवनं रम्यं अस्ति ।  
अत्र बहुवः वृक्षाः सताः च सन्ति । वृक्षेषु बहूनि कुसुमानि पर्णानि च कर्तव्ये ।  
सतासु अपि कुसुमानि पर्णानि च । पर्णानां वर्णः हरितः वृक्षित् पीतः  
रक्तः वा । कुसुमानां तु विविधाः वर्णा-रक्त, पीतः नीलः, श्वेतः च ।

कुसुमानि वृक्षं भूषयन्ति । वृक्षाः फलानि अपि धारयन्ति । सताः  
वृक्षान् अभवन्ते । उद्यानभूमिः तूणेन आच्छादिता भवति । शाखाकारः वृक्षान् सता-  
च जनेन सिचति । कुमाराः शान्तिः च उद्यानं च आच्छन्ति । तत्र ते  
कञ्चित् कासं सुधेन नयन्ति । उद्याने एकं विमानं अपि तिष्ठति । अत्र उपविष्टं  
सुधानानि वर्तन्ते । उद्यानात् कार्यकाले सुवसितस्य दृश्यं रमणीयं । उक्तं च-

"उदये सविताः रक्तः रक्तः च अस्तमने तथा । संपत्ती च विपत्ती च  
महतानेकस्यतः ।"

## सर्वशासनानि एकरूपाणि

रा० अवरामः,  
द्वादशवर्षीयः,  
सप्तम कक्षा

एको वृद्धः एकस्मिन् खेते शर्दभम् चारयति स्म । तदा तत्र शत्रुघटस्य  
सैनिकाः आगच्छन् । तेन भयभीतः सः शर्दभं प्रति अभाषत, "पलायस्व,  
अन्वया ते सैनिकाः अस्मान् गृह्णन्ति ।"

शर्दभः नापस्यत् । तद् दृष्ट्वा वृद्धः अभवत्, "हे मूर्ख! शीघ्रं पलायनम्!  
कुह इति ।" शर्दभः आह- "हे मम स्वर्गमिन्!" यदि अहं तेषां  
सैनिकानाम् हृदयेषु पतिष्यामि तर्हि ते मह्यम् अधिकभारम् दास्यन्ति किम् ?  
वृद्ध अबदत्- "तर्हि तु" ।

शर्दभः अभाषत - "तर्हि मम भारवाहनम् समानं भवति तदा मम स्वामी-  
परिवर्तने न काश्चपि रुचि ।"

### आशा तुष्णा न म्रियते

अभिदः संपद  
सप्तम कथायाम्,  
द्वारदशवर्षीयः

एकदा एको वृद्धः दूरगतं बभूव, भारं च वृद्धिणां अश्लिष्टम् । तदा तेन सः जतीव जातः कृतान्तः च अभवत्, भारं च वृद्धिणां अश्लिष्टम् । तदा तेन वृद्धुःशितं जीवनं अश्लिष्टं मृत्योः अश्लिष्टं कृतम् । काजयमेव साजलत यमराजः तत्र भावच्छतं वृद्धं आहारस्य कारणां अश्लिष्टम् ।

वृद्धः तं वंध्यं अभवत्—“कृपया एतं उपकारं कुरु । मम वृष्ट एत काष्ठभारं पुनः सुधारय इति । तेनाहं पुष्येत् नृहं समिप्यामि ।”

मृत्योः आर्द्धवानं कर्तुं मुच्यते, तस्य भावजनं दर्शनं तु कश्चिन् ।

“आशा तुष्णा न म्रियते” इति कृतम् ।

### शतककाव्यं संस्कृत भाषायाम्

गोविन्दः षट्काले

भारतसर्वे शतककाव्यरचनायाः परम्परा अतिप्राचीना अस्ति । एषा कदा आरभ्य इति कथायितुं सूत्रमं नास्ति । शतकरचनाकारो आह कविः कोकार्ति इति न कोटपि जानाति । यथा सन्देहकाव्यायं मेघदूत इव आरसंभूतो ग्रन्थः अस्ति, तथा यद्यपि शतककाव्यगतो यमाणुनं काव्यं न सम्पद्ये, तर्हि महाभारतान्तर्गता विदुरनोतिः, सुकनोतिः, चाणक्यनोतिः इत्यादयः कृत्यः शतककाव्यानां आदर्शकाव्यानि भवितुं महीनो ।

‘शतक’ इति संज्ञायै आदर्शो वैदिको ‘रुद्रसूक्ताकारो’ भवेत् । यजुर्वेदस्य चतुर्थाष्टके रुद्रान्वायो अस्ति । तस्मिन् ‘रुद्रसूक्ताकारः’ उच्यते । ‘रुद्रसूक्ताकार’ — परम्परा प्राचीनकालादेव अस्ति । एतेषां मन्त्राणां विभागे कयं कर्तव्यः अङ्कितश्च केन प्रकारेण दातव्या इति पूर्वा विधानं ‘शतरुद्रोयं वुद्धेति तिकाम्वा’ त्वदिदु कल्पमुनेषु उल्लिखितम् । इदं मूलं, तस्य भाष्यं भाष्यसूत्रेणः रीकाञ्च दृष्ट्वा ‘शत’ इति शब्दस्य अर्थः शतकं इति नास्ति किन्तु अनेककृतानि इति वर्तते । ‘शत’ शब्दस्य अर्थो अनेक इति भवति । ‘शतकम्’ विनाहं महत्त्वमसाः

‘शतं नैव शतस्य सर्वनामः’ शशितु मन्त्रेषु शतशब्दस्य अर्थो अनेक इति अस्ति । वैदिकग्रन्थेषु भाष्यकारे च ‘शत’ शब्दः अनेकस्य प्रयुज्यते । यथा शतरुद्रं कथापी, शतानं, शतानिकं च, कथनः कथनं, राजिः, पुत्रे प्रयुक्तं शतं, वृद्धो मनुष्यश्च इति अर्थेषु प्रयुज्यते । यत्र संज्ञाप्रकृतेरि वर्तते तत्रापि शतशब्दस्य प्रयोगः ‘शतरुद्रं वुद्धेति’ इति निश्चित विधिना कृते रुद्रसूक्ताकारे एकावतकात् अधिककृत्यः दातव्याः । एतेन प्रकारेण बहुव. उदरेताप्यां वाद्शानां संज्ञाः शतकं भवति । प्रायः शतककाव्येषु कथाविक्रमणत्सोकाः सन्ति । अष्टाधिकशतक इति संज्ञा वैदिक-जोक्तिकाहित्ये अतिशक्तिः मन्वते । अन्येषु कतिपयेषु शतक काव्येषु श्लोकसंख्या अपि काठपि वर्तते ।

उपलब्धशतककाव्यानां अवलोकनं कृत्वा इदं स्पष्टं भवति यत् शतक काव्यस्य रचना त्रिभिन्नप्रकारैः कृता । 1 यदा जगति प्रकृतप्रतिदुःखपरिस्थितौ कविः सर्वथा निराधारो भवति स्वजीवान् विचारान् च खिन्नतन्त्रुषायां अस्वस्थानां परमायं दर्शको भवेत् इति भावना प्रकटयति । 2 केवलं शक्तिवशो भूत्वा भावप्रधान विचारान् उपास्यदेवतायै आराधनरूपतया व्यकृता-करति । 3 केवला गुणाररक्षणार्थं कृतिः । भर्तृहरिः, भक्तः इत्यादिकवयः प्रथमप्रकारस्य शतकनिमित्तिकुर्वाणाः कवयः सन्ति । वाणस्य चतुःशतकम्, मयूरकवेः सुवैश्वरकम्, आनन्दवर्धनस्य देवोदरकम्, अपम्यशक्तिरस्य वरदराजशतकं इति शतकानि द्वितीयविधयाः काव्यानि वर्तन्ते । अमरकवेः अमरकशतकं केवलं गुणाररक्षणप्रधानं शतकं अस्ति ।

केरलप्रदेशीयं शतककाव्यानि रचितानि । श्रीसुवास्तिवशास्त्ररामवर्मणः प्रथमनामशतकं एतेषु शतककाव्येषु सर्वोत्तमं वर्तते । श्रीजनपूरस्य सुन्दर श्रीरत्ननाभस्य इदं शतकं वर्तते । नारायणसहितस्य आश्लेषशतकं केरलस्य अन्यं शतककाव्यम् । कविः स्वशिष्यायाः विद्यानवर्णनं एतस्मिन् काव्ये कुराति । रामपानिषादस्य शिवशतकं तु शिवसूतोयं वर्तते ।

एतेषां शतकानां कतिपयसंख्यः उदाहरणरूपेण अत्र दीयन्ते । भर्तृहरिः स्वनोतिशतकस्य द्वितीये अंशोके कथयति—  
‘यं चिन्तयामि शतं सर्वं सा विरक्ता सायन्मिच्छति जनं स जनोम्यसकृत्-’

अस्मत्कृते च पतितुष्यति काचिदन्था  
धिक्तां च तं च मदनं च इमां च मो च ॥  
सः वैराग्यशतके कथयति—  
‘शो न भुक्ता यमेव भुक्ताः ।  
तपो न तप्तं यमेव तप्ताः ।  
कान्तो न काठो यमेव याताः  
तुष्णा न कोर्षा यमेव जीर्षाः ॥  
स्वाति विरक्तः यदुक्तमशतके यदन्था इत्यं प्रायेण  
‘या ते वादसराजयुतिनिर्गमं वृद्धादिभित्तुं ह—  
—श्रेष्ठिका सन्ततं कन्धरः सुकुतुर्कं सन्ध्यायंया हरे ।  
या विश्वं प्रदुर्गाति जालमाचरत्, संशयय-वदन्ता  
सा मो ह्रीन्मूष पुनानु नितरां शोभदमनामजन्ता ॥’  
नारायणः पण्डितः आश्लेषशतकस्य प्रारंभे विधत्ति—  
‘आश्लेषा विमला द्विजेः परिकृता सन्ध्यायं चारिणा  
मज्जयेत्यपि इत्यतं कृतिमते’ अत्रेषु चातकुन्ता ।  
साम्ने सूर्याय च इयोः शोभतयाप्या विरिन्दा कुर्वेः  
‘सुताप्यान्वाद्मृतमेतदीयमधिकं संवत्तमाहुः सुधम् ॥’

कविः रामानुजिवादः विवक्तव्यं ईदृशं समानि नयति-  
 'विवक्तुदितं ध्यायं ध्यायं विवक्तव्यमादरात्  
 पठति चटितं पद्यैरिभिरनरेण सुधेन यः ।  
 स खलु निश्चिन्ताभासायाप्यं कृतार्थमना जन-  
 -सुखतनु विनये नमोः स्वानं कनातरनापुत्रात् ॥'  
 अमरक कविः सुंवार भतके कवःति-  
 'अंशुत्प्रसवेन वाप्यसहितं निक्षिप्य निक्षिप्य किं तुष्णी ।  
 रोदिति कोपने बहुतरं क्लृप्तं रोदिति ।  
 यस्मात्ते पितृनोपदेव सकर्मपदितिभूमि श्ते निक्षिपो-  
 -नुतर्षं प्राति शिष्यतमो नध्यस्यतामेप्यति ॥'  
 सुयशतके मयूरकाविकः भवति-  
 'चक्रं चक्ररथं क्विं च हरिरपि च हरीः सुवेदिपुष्पवान्ता ।  
 नयं नखतनापोरनमपि वरुणः क्वरयं कुवेरः ।  
 रंभः सधः सुराणां जवदुषकृतये नित्यमुत्तम्य यस्य  
 सुवीति प्रीतिप्रसन्नोः बहुमहिमवधेः सावतात्सुपन्दनो वः ॥'  
 अर्षंवागक्यः सुयशतके उपरिचरति-  
 'कष्टं खलु सुखं कष्टं खलु योक्तेषु शरिणम् ।  
 -कष्टं खलु कष्टतरं परं ह्वातः परात्मं च ॥'  
 कविः शिल्पः शान्तिनयके लिखति-  
 'सुं हृदयं रहुसुं यत्प्रवर्तं मुनीनां न खलु  
 न खलु योचितनिधिः संविद्येवः  
 हरति हि हरिणां शिष्यसिमुपैः  
 विहितमनुसुं चित्तमप्युत्तमान्ताम् ॥'  
 भक्तनयके भक्तनयके पृथक् उदाहरणं आख्यम् -  
 'आवृत्तं कृतिनयके कृतिनां समिति रारोपिते  
 मूकपतेः पदवीं धरि श्या ।  
 मत्तेमकुम्भतटपाटनसम्भटसुं  
 नादं करिष्यति कथं हरिणां यिषुम् ॥'  
 कश्मीरसुयो ज्ञानन्दवर्षेः देवीनयके कथयति-  
 'यदि दह्यन्ते लोकाः रूपमभूदं यदि च नीरवमद्विषु किं ततः ।  
 लवणमम्बु सदैव महोदधेः प्रकृतिरेव सतामविधादिता ॥'  
 आधुनिककालेपि गतककालानि विरचितानि । श्रीसुवर्षकावयवर्षणं  
 कृतं 'जयवी-सतकम्' गुरु-तानक-महोदयैः कृतानां मुक्तानां सम्बद्धं संकलन  
 वर्तते । अन्वं आधुनिकं गतककालं वर्तते नागपुरविश्वविद्यालयस्य संस्कृत-  
 विभागाध्यक्षैः डा. थो. भा. वर्णकरमहोदयैः विरचितं 'भारतरत्नसतकम्' ।  
 अस्मिन् गतककाले कविना भक्तसुं प्रथमप्रधान-मंत्रिणा श्रीजवाहरलाल नेहरू  
 महोदयानां चरितं प्रकृतम् । तन्नात् गतकालं एकं श्लोकं उद्धृत्य इदं भाषणं  
 सप्तानामि-  
 'अस्ति वापुजयेन सदा चरन् अमितं ज्ञाहरिणि प्रबन्धोन्मदम् ।  
 तनु जवाहरलालेन गतं तव 'जवाहर'-नाम भवार्थतान् ॥'  
 सीजन्यम्: आकाशवाणी, त्रिवेन्द्रम्

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