

**The Pious Creed
Our Intangible Goal**

“The safety, honour and welfare
of your country come first,
always and every time.
The honour, welfare and comfort
of the men you command come next.
Your own ease, comfort and
safety come last, always and every time.”

GEN. PHILIP CHEEWOODE

CADDET

Editor
Prem C. Nair

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Trivandrum

Message
from the
Prime Minister's Office,
New Delhi

The Prime Minister sends
his good wishes to the Sainik School,
Kazhakootam on the occasion of
its Silver Jubilee to be celebrated in
January, 1987.

Sd/-
(Palok Chatterji)
Deputy Secretary



**Message
from the
Governor of Kerala**

I have great pleasure in offering
my warm greetings to the
Principal, teachers and students of the
Sainik School, Kazhakootam,
and wishing the special commemorative
issue of the School Magazine
all success.

Sd/-
(P. Ramachandran)



**Message
from the
Chief Minister of Kerala**

I am indeed happy to learn that
Sainik School, Kazhakootam
is celebrating its Silver Jubilee
in January 1987.

The Sainik Schools all over the country
have played a commendable role
as feeder institutions to the
National Defence Academy as also
towards moulding disciplined youngsters
for other walks of life.

I have been associated with the
Sainik School, Kazhakootam,
for some years now, and I can ascertain
that this school is doing yeoman service
to the State and the country,
in a spectacular way.

On this occasion of its Silver Jubilee,
I wish the members of the
staff and students the very best in
all their endeavours.

Sd/-
(K. Karunakaran)



**Message
from the
Minister for Education, Kerala**

I am happy to hear that the Sainik School, Kazhakootam will be bringing out a special issue of the school magazine in connection with the Silver Jubilee Celebration of the School.

The Sainik School gives exemplary training to the young boys to become well - disciplined and patriotic citizens of our country.

I wish the institution and the magazine all success.

Sd/-
(T. M. Jacob)



**Message
from the
Flag Officer Commanding-in-Chief
Southern Naval Command, Cochin**

Established in 1962 with a strength of 126 students, the Sainik School Kazhakootam to-day has over 600 students receiving a quality of education which has been producing cent per cent results year after year in the All India Central Board Examinations for classes X and XII.

The school's achievements on the sports field have been equally creditable. It has also been the recipient of the Defence Minister's Trophy for sending the maximum number of candidates to the National Defence Academy.

All hands in Southern Naval Command join me in wishing the Principal, staff and students a joyous Silver Jubilee in Jan. '87.

Sd/-
(G. M. Hiranandani)
Vice - Admiral



Message
from the
Inspecting Officer, Sainik Schools

मुझे यह जान कर बहुत प्रसन्नता हुई
है कि सैनिक स्कूल कड़ाक्कुट्टम, तिरुवनन्तपुरम,
केरल के अधिकारी, गुरुजन और विद्यार्थी अपनी
स्कूल पत्रिका का रजत जयन्ती विशेषांक प्रकाशित कर रहे हैं।
मैं परमात्मा से प्रार्थना करता हूँ कि उनका यह प्रयास सफल हो।
एक अच्छे विद्यालय के विद्यार्थियों को अपनी भावनाओं की अभिव्यक्ति के लिए
हर प्रकार के अवसर प्रदान किये जाने चाहिए, उदाहरण के लिए पत्रिका
प्रकाशन जिसमें कविताएँ, लेख, कहानियाँ, काटून और तस्वीरें हैं;
चित्रकला, वास्तुकला भ्रमण, फोटोग्राफी आदि। इससे
विद्यार्थियों के व्यक्तित्व के संतुलित विकास में बहुत
सहायता मिलती है। फिर भी, सबसे बड़ी बात
तो यह है हमारे विद्यार्थी जब राष्ट्रीय
रक्षा अकादमी में प्रवेश करेंगे तो
अपनी इन कृतियों के कारण अपने
आप उभर कर आगे आये
और सैनिक स्कूल का
नाम रोशन
करें।

मेरी शुभ कामनाएँ,

ह०/-

(चित्तरंजन साबस्त)
कर्मचारी
निरीक्षण अधिकारी



**Message
from the
President of India**

I am happy to know that Sainik School,
Kazhakootam will celebrate its Silver Jubilee
in January 1987.

The school over the years has made
significant progress and many of their
students have distinguished themselves in
different walks of life whichever
they have chosen. This speaks high of the
quality of education imparted in the
school and the excellence of the
teaching staff.

I wish the school all success for the future.

Sd/-
(Zail Singh)



Message
from
The Commissioner & Secretary
Higher Education Department, Kerala

I am happy to know that the
Sainik School, Kazhakootam, Trivandrum
is celebrating its Silver Jubilee
in January 1987.

It is gratifying to note that this
institution has grown in strength from
modest beginnings and has succeeded
in locating young talent
for recruitment to the
Armed Service. I am sure the school
will bring more laurels
in the years to come.

I wish the celebration all success.

Sd/-
(M. S. K. Ramaswami)



Lt. Col. B. K. SOMAIAH
Founder Principal (1962-66)

*It was he who set
The ship on course
And thus he bore without abuse
The grand old name of gentleman*



In the beginning was the word...

top

Shri V. K. Krishna Menon,
then Defence Minister laying the
Foundation Stone of the School in
1962.

bottom

Shri Krishna Menon with the then
Chief Minister Shri Pattom Thano
Pillai and Lt. Col. Somaiah

*...and the word was
Krishna Menon's*





Principal - Lt. Col. K. A. Rao

Formerly was on instructional appointment at the IMA, Army Cadet College and at the Infantry College MHOW; also held staff appointments at grade II and grade I levels in a number of field formations, apart from completing a successful tenure as Headmaster, Goalpara Sainik School (Assam)



Headmaster - Major Satya Pal

Formerly was the Senior Psychologist at the Selection Centre (South), Bangalore



Registrar - Flt. Lt. V. K. Kaushal

Comes to the school from E and ITI, Bangalore



Qualified For Entry Into The National Defence Academy 77th Course



M C ANOOP KUMAR



ABDUL REHMAN SADIQ



JELSON A K



R PREMRAJ



RAJAN A Y



M E JAYAGOPAL



SAJIMON THOMAS



BINU TOM JACOB

National Talent Research Scholars 1985



VIJY PAUL THOMAS



JOBY JOSEPH



R BALAGOPAL



BIJU K GOPINATH

National Talent Research Scholars 1986



BIJUMON VARKEY



JERISH PAUL JACOB



R NAGARAJ



B ABDUL MANSOOR



S N PRASAD



P BINURAJ

They
Gathered Roses
in Spring



M. C. ANO...



RAJA



VIJY PA...



The Torch Bearer

Came...

Members of the Academic Staff

Far Left

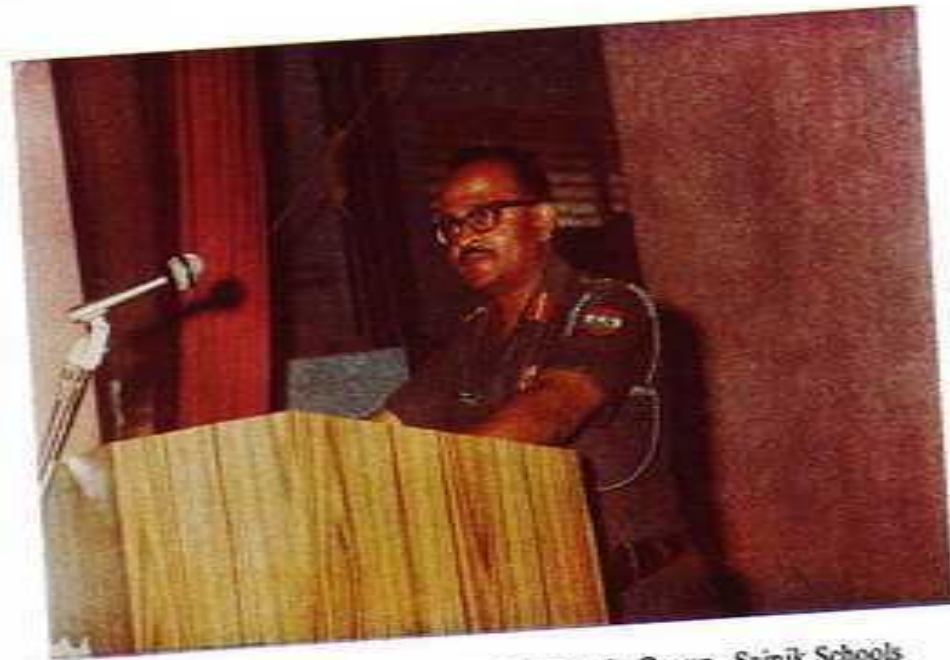
Toppers in Academics They Saw

Left to Right

- Avinash K. O (VI)
- Rony P Nair (VII)
- P Binuraj (X)
- Vijy Paul Thomas (XI)
- Jeffrin J Von Reich (IX)
- P Suresh (VIII)

Left

School Appointments 1986-87



Col. P. Sadasivan, Member, Academic Study Group, Samik Schools speaks to the cadets.

Brg. V. H. Narayan VSM-Deputy DG. NCC Kerala and Lakshadweep at the School Mess



...And They Conquered



Brg. V. T. Pandit Vr. C. Station Commander, Pangode,
addresses the staff and students

Dr. V. K. Sukumaran Nair, Pro-Vice Chancellor,
University of Kerala, inaugurates the Inter Sainik School
Declamation Contest.



Vice Admiral G. M. Hiranandani PVSM, AVSM, NM
F. O. C. in C. Southern Naval Command, Cochin
(Chairman, Local Board of Administration Sainik School,
Kazhakootam)

...And They Conquered



Ringling Out The Old

The out-going cadets (Std XII)



Ringling In The New

The new entrants (Std VI)



They also ran!

The School Athletic Team that participated in the Inter Sainik School Games at Bijapur.

Hallowed by Silver in the Jubilee Year



ROY FRANCIS

Won the best speakers award in the Inter Sainik School Declamation contest.



T. P. HARSHA

Won the first prize in the Inter Sainik School Painting Competition



VIKAS KUMAR

Won the second prize in the Inter Sainik School Hindi Essay writing Competition



MEERA VASUDEVA

Stood first from the school in the AI HSSC (Std XII) 1986



S. B. SASIKUMAR

Winner of the baton of honour for excellent performance at the NCC officer training course held at Kamptee; was adjudged for this precommission training course



They Kicked Their Way To Glory!

Our Football Team

Winners of the Inter Sainik School Football Tournament Held at Bijapur (Karnataka) in October 1986

Standing from left to right (Back row)

K. P. Sachin, Ajith Kumar T. J. Prasanth Panicker, Vijay Kumar

Standing from left to right (Second row)

Santhosh C. K., Flowerson J., Mohandas T. M., Sujith Kumar T., Dinesh T., Pradeep Kumar P., Binu Tom Jacob, Sreeshankar M.,

Sitting from left to right

Rajan A. Y., Lt. Col K. A. Rao, Flt. Lt. V. K. Kaushal, M. K. Unni Nair (Coach)

Sitting from left to right (Front row)

Rajesh Bhanu, Ajax K. Mohamed

If To Travel Be A Thirst
Of Life...



...Move On

Cadets of the Senior Classes
at the Periyar Sanctuary (Kerala)



...And
Quench It

A school excursion party at
Gol Gumbaz, Bijapur
(Karnataka)

Hats Off !
They Have Seen It All !!

The school congratulates
its academic staff and general employees
who have been with her
since her inception on 26-1-1962.

The history of this institution
so far is inextricably interwoven with their
sense of duty and dedicated service.

This Silver Jubilee Celebrations
therefore also commemorates 25 years of
selfless service by these men,
who have bashed on regardless of all
daunting obstacles, to the present day;
they are:

Academic Staff

Mr. K. Madhavan Nair

General Employees

Lawrenze John, G. Krishnan Nair,
K. Kesavan Kutty, T. O. George,
K. Krishnan Nair



Oh, bounteous Mother, Alma Mater,
What am I before thee ?

"An infant crying in the night:
An infant crying for the light:
And with no language but a cry."

Mother
K. B. Rao (1977)

The Editorial Board



Standing from left: Student Editors Roy Francis (English) Mulkraj Krishna (Malayalam) Vivekanandan (Sanskrit) Niranjan Kumar (Hindi) Vijy Paul Thomas (English).

Sitting from left: T. G. S. Panicker (Malayalam) Prem C. Nair (Chief Editor & Secretary) Flt. Lt. Kaushal (Registrar) Lt. Col. K. A. Rao (Principal) M. B. Vitkar (Hindi) and G. D. Tekale (Sanskrit).

From The Editor's Desk

The Sainik School Kazhakootam is twenty five years young this year, and the ensuing celebrations constitute a mile stone that symbolically assumes importance from the human longevity point of view. The proverbial pratter gifts the ideal man with the life span of three score and ten, and twenty five years is a sizeable chunk that just cannot be ignored.

That was viewing it from human precincts; but institutions are built to zoom larger than human hands that moulded them. Twenty five years therefore affords us a chance to take stock of how well our school has weathered the initial storms and how deviant or true it is to date on the course it was set to sail by its founding fathers.

Introspection therefore will be the silver lining in these silver jubilee celebrations; it is in this context that the Alumni Association has come into these celebrations and they have done so with a bang with their material contributions; charity, they say, begins at home and there could not have been a greater home for these old boys than their former Alma Mater—the unseen hand that rocked their cradles and to which they profess eternal indebtedness.

And amidst the din and dust raised by the celebrations, we have not of course lost the principal objective of this commemorative number – which is to provide a slate for our budding poets and essayists; a shade of sin and sincerity, sophistication and sordidness, art and tart, all have their place in this issue. You may if you go through these pages, come across the glorious vicissitudes involved in a school career such as ours, and which we feel would remind you of those fleeting and yet eternal moments that could be accorded to you only by an Alma Mater.

It is needless to add here that ours is an Alma Mater which has long realised that discipline is nothing but organised unselfishness, and any judgement of our performance must be from that angle.

Prem C Nair

The School Staff

Principal
Lt Col KA Rao M. Sc, M. Ed.

Headmaster
Major Satya Pal M.A, M. Ed.

Registrar
Fit Lt V. K. Kaushal, M. A., M. Phil.

Academic Staff

English

J. Sankaranarayana Iyer, M. A. B. Ed, Dip. T. (Eng)
P. Mohamed Kunhi, M. A., B. Ed.
P. Prem Chandran Nair, M. A. M. Ed.
G. Soman Pillai, M. A., M. Ed, P. D. in T. Eng.
V. R. Krishnan, M. A. B. Ed.
S. B. Sasikumar, M. A. B. Ed.

Hindi

M. B. Vitekar, M. A., B. Ed.
K. K. Viswanathan, M.A, B.Ed, Sahitya Retna, Parangath
S. Krishnakutty Nair, M. A., B. Ed.

Malayalam

Dr. C. K. Chandrasekharan Nair, M. A (Eng), M. A
(Mal), M. A. (Hindi), B. Ed., Ph. D
T. G. Sudhakara Panicker, M. A., B. Ed.

Sanskrit

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S. Vaidyanatha Sharma, M. Sc., B. Ed.
P. Kandasamy, M. Sc., M. Ed.
S. Sreekumaran Chettiar, M. Sc., B. Ed.,

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K. Madhavan Nair, M. Sc., B. Ed. Dip. Sc. Tg. (UK)
K. Vasudevan, B. Sc., B. Ed.
K. Sudhir, M. Sc., Ed.

Chemistry

N. Balakrishnan Nair, M. Sc.
M. Premnadh, M. Sc., B. Ed.
Rajan K. Varghese, B. Sc., B. Ed.

Biology

Mary George, M. Sc., B. Ed.
S. Vijayakumaran Nair, M. Sc., B. Ed.
A. Saraswathy Amma, M. A (Hist), M. A. (Psy), B. Ed.

Social Sciences

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T. P. Ramachandran, M. A., B. Ed.
C. C. John, M. A., M. Ed.
M. K. Poonacha, M. A., B. Ed.

Art

K. Bhaskara Rao, Dip. in Fine Arts

Physical Training

R. Gopinatha Pillai, Ex-APTC
M. K. Unni Nair, Ex-APTC
C. Hav. Maj. Dunichand, APTC.
Hav. Kannan, APTC

Librarian

Simon Peter, B. A., Dip. in Lib. Sc.

Craft

D. Madhavan Asari (Cert - ITI)

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Office Superintendent

T. Bhaskara Warriar

Accountant

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Quarter Master

A. V. Ramachandran

Mess Manager

C. K. Vasu

Matron

Mrs. Sarojini Sreedhar

NCC

Sub Bhika Chaskar (Para Regt.)
Hav. Philip (Madras Regt)
Hav. Gagan Bahadur Gurung (Para Regt.)

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Sri. K. Madhavan Nambiar PA to Principal
Smt. R. Nalinakumari Amma, LDC
Smt. M. R. Sarojini Amma, LDC

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Sri. P. K. Ravindranatha Panicker, LDC
Smt. P. Seethalekshmy Amma, LDC

Nursing Assistant

Sri. M. Rajasekharan Nair

Catering Assistant

Sri. Sajimon Joseph

House Masters & Cadet Appointments

HOUSE	HOUSE MASTER	W. E. F	HOUSE	CAPTAIN	PREFECTS
Nehru	N. G. Thomas	15 May 1980	Azad	M. E. Jaya Gopal	Roy Francis Binoy Joseph
Prasad	P. Prem Chandran Nair	14 April 1984	Veluthampy	Joseph Joseph	Santhosh K. M. Rajesh Bhanu P. Suresh
Shivaji	T. P. Ramachandran	30 June 1984	Nehru	Biju K. Gopinath	A. Y. Rajan M. Sreeshankar
Ashoka	S. Vaidyanatha Sharma	28 June 1981	Shivaji	Sajimon Thomas	Flowerson. J. Rathan Kumar Takur
Patel	Dr. C. K. Chandra- sekharan Nair	15 Sept 1978	Prasad	Jelin K. Thampi	Binu Tom Jacob T. Vivekanandan
Rajaji	K. K. Viswanathan	8 Sept 1985	Ashoka	Sujay Misra	Shyju R. Jayakumar J.
Azad	S. B. Sasikumar	21 July 1983	Rajaji	A. R. Sadiq	Ajith Kumar T. J. Jojoy Abraham
Vallathol	S. Harihara Krishna Sharma	28 April 1982	Tagore	Sudheer Kumar K.	Saneesh Kumar K. G. Ramaprasad Bismil
Tagore	T. G. Sudhakara Panicker	15 May 1980	Vallathol	George Kurian	Kochumon C. Thomas Loui Thomas
Veluthampy	P. Kandasamy	26 June 1984	Patel	Joby Joseph	Kurian Antony Subhash Kumar R.
School Captain					
Jelson A. K.					
Vice Captains					
Sujay Misra					
M. E. Jaya Gopal					

Dormitory Notes 1985-'86

The past two years saw the dorms adjusting themselves to the new rhythmic demands of the times; the Shivaji House, traditionally, the bastion of many an interesting intramural encounter, found itself being relegated to a Junior House - a step that had to be taken for administrative purposes. There are now 3 Sub Junior Houses, 4 Junior Houses and 3 Senior Houses, forming a 3-4-3 tier system.

Thus the intramural encounter lost some of the traditional gaiety, though the tussels turned out to be keenly contested affairs. In the end Nehru House managed to tip the scales in their favour and found themselves crowing aloud after the School Day with the Cock House Trophy in their talons. From the Juniors' the Champion House was Shivaji and from those in the Sub Junior group the trophy was shared by Tagore and the Veluthampy Houses.

The following is the list of trophies won by the different Houses.

Trophies (1985-'86)

Defence Minister's Trophy for the Top Rank in CI XII (AISSCE)	1538 Gokul C. Varma
Flt Cdt Gopakumar Memorial Trophy for the Top Rank in CI XI (AISSCE Int)	1648 Paul George
Maj NP Krishna Kumar Trophy for the Top Rank in CI X (AISSE)	750 Habeeb Mohamed
Prince Augustine Memorial Trophy for the Top Rank in CI IX (AISSE)	1850 P. Binuraj
The Best All Round Cadet of the year	1624 Saji Daniel Alexander
The Best All Round Sportsman of the year	1652 Beji Mathew

The Best Sr. House : Academics	Nehru
The Best Jr. House : Academics	Shivaji
The Best Sub-Jr. House : Academics	Vallathol
Inter-House Debate Srs.	Nehru
Inter-House Debate : Jrs.	Patel
The Best Sr. House in Co-Curricular Activities	Nehru
The Best Jr. House in Co-Curricular Activities	Patel
The Cleanest Sr. House	Nehru
The Cleanest Jr House	Shivaji
The Cleanest Sub Jr. House	Azad
The Best Sr. House in Shooting	Asboka
The Best Sr. House in Drill	Nehru
The Best Jr. House in Drill	Shivaji
The Highest Contribution to NDA	Shared by Prasad and Nehru
Cock House Srs Jrs	Nehru Shivaji
Sub-Jrs	Shared by Tagore and Veluthampy

School Colours for outstanding Sportsmen

1624 Saji Daniel Alexander	Basketball
1683 Sebastian Rozario	Basketball
1702 PA Sunil	Foot ball
1640 Sajeev George	Foot ball
1661 Binu Varghese	Athletics.

The prizes and trophies were given away by Mr. M. Dandapani IAS, Commissioner and Secretary, General Education, at a special assembly held on 27 Feb 1986.

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SSKZM 25 Not Out

A Review

It was Chesterton, I think, who said that newspapers and periodicals have the laborious task of informing their reading public that a certain Mr. Jones is dead, who never did know him while he was alive. In a way this statement is true for us at the Sainik school, Kazhakootam. Situated as we are, away from the madding crowds and ignoble strifes, this Sainik School is easily taken for granted and its singular achievements seldom known to the public at large. Here is an attempt to trace the history of the Sainik Schools in general, and the Kazhakootam chapter of it in particular.

Genesis

The concept of the Sainik School, as we have it today, originated in the fertile mind of Mr. Krishna Menon, who was our defence minister in the early sixties. Mr. Menon felt that a school with rudiments of a military way of life in each state of our country, could go a long way in building up an infra structure for in-take into the National Defence Academy. He was also of the view that such institutions would serve as an ideal alma mater for the hardy, intelligent sections of the boys hailing especially from the rural areas of our country. On the national front such institutions would serve the purpose of correcting the regional imbalance in the officer cadre of the defence forces, as it existed then.

Sainik Schools, thus came into being (one in each state) and they were modelled on the British Public School pattern. The schools were financed by liberal merit-cum-means scholarships, with adequate reser-

vations for Scheduled Caste/Scheduled Tribe/Defence Personnel. Though exposure to games and co-curricular activities form an essential part of the curriculum, the pride of place in it is given to academics, so that those who miss the National Defence Academy would be enabled to serve the nation in other careers such as engineering, medicine, management and administration, merchant marine etc.

The Sainik School, Kazhakootam-its location/origins

The Sainik School Kazhakootam is the Kerala chapter of a chain of such schools. It is situated 18 kms away from Trivandrum on the NH 47. The sprawling campus huddled far from the madding crowd exceeds 300 acres in area and commands a panoramic view of the Arabian Sea and the slender strands of the Western Ghats. The school holds a strength of 575 boys and they are housed in ten dormitories. The campus provides accommodation for about 75 families who are all employees of the school.

This school came into being on 26 Jan 1962. The founder Principal Lt Col B K Somaiah strained every nerve to put the school on a sound footing. The coconut trees and the veritable green umbrella under which the campus reposes to-day are to a great extent aspects of his aesthetic outlook. His successors made positive contributions to take the school to the heights that it now finds itself in. The present incumbent is Lt Col KA Rao and he intends to launch the school well into the 21st century with his new ideas.

The Sainik Schools follow the 10+2 pattern of school education with emphasis laid on the science group of

subjects of the Central Board of Secondary Education, New Delhi. Simultaneously boys are also prepared to take the Union Public Service Commission Examination for entry into the National Defence Academy. Needless to emphasise here that both these syllabuses envisage a comprehensive school curriculum.

School Colours and Motto

The school crest embodies light blue, dark blue and red coloured stripes which are symbolic of the three main wings of the Defence Services. The school motto *Jnana Anushashan Sahayog* (Knowledge, Discipline and Cooperation) purports to inculcate sterling qualities in the young students.

House Administration

All the 575 boys are grouped into three categories and accommodated in eleven dormitories. There are three Houses for Sub-juniors, four Houses for Juniors and three for Seniors. The Houses are named after great national leaders like Nehru, Prasad, Rajaji, Azad patriotic poets like Tagore and Vallathol and historic figures like Shivaji, Ashoka and Veluthampi. The boys of each Houses are under the direct supervision of a House Master who is assisted by two attached Masters. The Matron takes care of the newly admitted boys in the Sub-junior Houses. Boys are given opportunity to manage their own affairs under the guidance of their respective House Masters, through the Prefectorial system. Thus each House has one House Captain and two Prefects who help their House Master in the House administration. The fact that all boys live under the same roof irrespective of the place they come from, their colour, caste and creed helps them to appreciate the spirit of national unity and develops in them esprit - de - corps.

Contribution to Armed Forces

The first batch of students joined NDA in 1965. Till now more than 450 old boys have been Commissioned in the Armed Forces. A few of them have already been promoted to senior positions. The school has wrested the Defence Minister's Trophy eight times since its inception. Scores of our boys have excelled in professional fields such as engineering, medicine and journalism and some have also joined the All India Services.

S/Lt Radha Mohan Naresh was the first to make the supreme sacrifice by laying down his life in the Indo-Pak War of 1971. A large number of our ex-boys commissioned in the Armed Forces made the supreme sacrifice in defending the mother land. Major Jayachandran Nair had been awarded the *Keerthichakra* for gallantry in action against Mizos. Many others were decorated with meritorious awards. The school is stepping into its twenty fifth year. Youth is a state of bliss as well as hardships and this is true in respect of this institution. With an initial strength of 144 in 1962, it has swelled to the present strength of 575, without in any way compromising with the qualitative standards in all areas. This school has justified its existence by achieving the aristocracy of intellect and the democracy of opportunity.

School and its Conspicuous Achievements

The Schools Old Boys record with pride that, of the other boys (about 900), 135 of the Alumni went on to become Engineers (35 of them through the IIT's) 30 Doctors, 20 Officers in the Merchant Marine, 5 IAS/IPS Officers and over 60 of them as Bank Officers, Agronomists and as executives in the various business concerns.

Quite a few of the Officers in the armed forces from Sainik School Kazhakootam, have found themselves being honoured as 'ADCs to the President'. 15 of them have even been selected for the prestigious Staff College at Wellington. Even in the unique teams chosen for the Indian Antarctic Expedition there was an Old Boy from this school. This year to crown all other triumphs, there was a record number of 6 cadets chosen for the award of the National Talent Search Scholarship, conducted by the National Council of Education and Training, New Delhi.

7. Welfare Activities in the School

There is a Lower Primary School in the campus to meet the educational needs of the children of staff and general employees. A Consumer Cooperative Stores is being run for the benefit of the employees of the school. A Canteen Stores Department is available in the campus to meet the day to day demands of all of our scholars, teaching staff and other employees at concessional rates as available to the service personnel.

The Canteen Stocks range from essential requirements of day to day life to the attractive items like electrical gadgets and other latterly items. A staff club has been reactivated for the recreational and social activities.

School Curricular Activities

With a view to inducting maximum number of students to the NDA from Sainik Schools, the curriculum from VI Standard to XII has been formulated so that the students are given maximum opportunities for all-round development.

At the senior secondary stage, the students are admitted only to the science stream with the singular aim of competing in the UPSC entrance exam for entry into NDA. The ancillary activities are also given their due place in the daily routine and important aspects like Art, Craft and Health Education are included in the regular academic programmes; Proper evaluation and their grading in these subjects is endorsed in the Progress Card of the students. SU-PW programmes have been given their due place to inculcate in the students respect for dignity of labour and awareness to community needs in the school environment. These schools also prepare their students to face the Services Selection Board, giving due attention to character building and inculcating in them leadership qualities. This on the whole forms the gambit of educational process in the Sainik Schools.

The main subjects in the curriculum for the three stages of schooling in Sainik Schools are as under:

Middle Stage or Orientation Period:

Boys in the age group of 10-11 years who have their education in vernacular medium are admitted in Sainik Schools. The medium of instruction in Sainik Schools is English. Therefore an overwhelming stress is laid on the teaching of English in the first two years (i.e. in VI and VII standards) so that these boys acquire the ability to write as well as to converse in English. A compact syllabus is framed in other subjects like Maths, and in languages like Hindi/Malayalam/Sanskrit, and Social Studies.

Introduction to Science Subjects and General Awareness has been stressed to lay solid foundation for the secondary and senior secondary stages.

Secondary & Senior Secondary Stages:

In the IX and X standards, the syllabus is adopted as per CBSE directions from time to time. Only Science stream is allowed and the admission in the XI standard is restricted to those students who have scored a minimum of 55% marks in Maths and Science in the AISS E exam conducted by the CBSE. Compulsorily, English, Mathematics, Physics, Chemistry and Biology are taught in XI and XII standards.

Preparation for UPSC Entrance Exam for NDA

The following measures have been adopted to augment the regular curriculum for preparing the boys for UPSC Entrance Examination:-

- Teaching of General Knowledge has been included in the regular syllabus from VII to XII standards. Students have to secure minimum pass marks for promotion to higher classes.
- Syllabus for UPSC Entrance Exam for NDA is thoroughly discussed at the X standard level and the subject masters channelise their teaching in such a way that the students are prepared for UPSC written exam.
- In the XI standard 6 periods per week have been exclusively earmarked for NDA written exam preparation in the various subjects. Students and Masters prepare objective type questions in various subjects which are cyclostyled and distributed to all the XI and XII standard boys.
- Regular tests are conducted in all the subjects modelled on UPSC exams.

Co-curricular and Extra-curricular activities.

For all round development and character building of the students of this school, the following cocurricular

and extra-curricular activities are carried out throughout the academic session.

- (a) Debates (English, Hindi & Malayalam)
- (b) Essay Writing (English, Hindi and Malayalam)
- (c) Declamation
- (d) Recitation
- (e) Extempore Speech
- (f) Calligraphy
- (g) Light Music
- (h) Quiz
- (i) Educational Tours in the State and outside of the State.
- (k) Hobbies - almost 20 hobbies/clubs function in the school and every boy is a member of at least one club.

Games & Athletics

Facilities for playing almost all the major games and athletic events exist in the school campus. Participation in the games for all the boys is compulsory and one hour in the evening in the daily routine has been earmarked for this purpose. Kerala Sports Council provides coaches for major games and athletics to train our boys.

NCC Training

All the students from VI to X standards are enrolled in the NCC as cadets. The School NCC contingent participates in the Kerala State ceremonial parades on Independence Day and Republic Day.

Conclusion

This sainik school, therefore has successfully withstood the early teething problems. As it enters its 25th year of existence, one cannot help echoing Sir H. Newbolt's anthem on the Public Schools -

"This is the word that year by year,
While in her place the school is set
Every one of her sons must bear,
And none that hears it dare forget.
This they all with a joyful mind
Bear through life like a torch in flame
And falling, fling to the host behind
"Play up! Play up! and play the game."

— an anthem that the hallowed halls of the SSKZM might reverberate with one day, if it hasn't been doing so already to-day.



Some soldiers were once asked
which two American Generals would they
choose for their army.

After some hesitation, pop came the
reply from a soldier—

"General Motors and General Electric."

Lt. Col. K. A. Rao

Why Not Join The Armed Forces?

MANY a time doubts arise in a young man's mind as to what he should become on completing his studies? How long would it take him to get a suitable job consistent with his self respect and individual capacity? How could he get into this rat race of life and make both ends meet without compromising his principles of life? These are some of the problems that haunt the mind of the young, rudely awakening him as it were, from his fancyridden imaginative world.

Unfortunately, in the present day there is an enormous erosion of values in society. Discipline, respect to the elders and the experienced, a clamour for straight-forwardness and a pious way of life are misunderstood and regarded as bygone ways and infructuous for the present. The younger breed is addicted to all sorts of habits that is foreign to our culture and is dissipating their tremendous potential in an irresponsible manner. Little do they realise the damage that is wrought to the nation by such callousness. It took us nearly 40 years of freedom to realise the significance of developing and protecting human resources and now they have very rightly found the formative period of the child as the most important stage to care for; the child, as Wordsworth correctly thought, is the father of man. Hence we have the modern education policy which attempts to harmonise the age old Indian values with the modern science and technology.

At this juncture it may be worth mentioning that the armed forces present a society within the society preserving our values in their pristine forms. Besides, in the armed forces there is rich scope for a research in science and technology and the pace of development (and the opportunities available) is far superior to that available in the civilian establishments. People in the armed forces represent a real cross section of society and the feeling of oneness, regardless of caste, colour and creed easily get embedded in their

minds. At a time when the unity and integrity of our nation is threatened from within and outside, the armed forces alone present an organisation that is closely knit in its steadfastness towards holding the nation together.

Children admitted in Sainik Schools have the best facilities to adopt to a way of life that would fit in well with the requirements of a career in the armed forces. The school environment caters for mental, physical and moral development; facts which afford one an easy entry into the professional requirements of the defence forces. A state scholar from a Sainik School goes into the NDA and graduates from there with a degree in academics as well as with a commission in the armed forces; and this boon comes to a young man when he is a shade less than 21 years of age! He is a class one gazetted officer respected and recognised in every part of the country. Is this possible in any other profession? Yes, this young man is of sober composure, a man of national character and free from corruption. He is adventurous and possesses a sense of humour at this tender age. The nation is proud of this youngman as he is the saviour of the nation. He is an executive with managerial acumen. He has a chance to travel widely both within and outside the country. He is a professional scholar, scientist and technologist according to his aptitude and talents. Remember he is paid to improve his qualifications. He enjoys all the comforts of life and with a sense of devotion and hardwork the sky is the limit as far his career is concerned. He is an asset to his family, to the society and to the nation. His is one of the best paid jobs in the country.

Why not then join the armed forces? Sainik School is a way of life and the armed forces is a natural continuation to this type of schooling. Therefore friends, get your young into the Sainik Schools and slide them on later to the Defence Forces.

Lt. Col. B. K. Somaiah (Retd)
Founder Principal (1962 - 1966)

Tributes

I AM happy to know that the Sainik School Kazhakootam has planned to bring out Souvenir commemorating its Silver Jubilee Year. The School came into being in January 1962, temporarily with an initial strength of hundred students in the Pangode Barracks (Trivandrum). Subsequently, the strength was raised to one hundred and fifty on the direct orders of the then Defence Minister Sri. V.K. Krishna Menon. The school shifted to its present permanent campus in 1964.

On receipt of my appointment orders as the Principal of the School, I moved to Trivandrum from Bangalore on the 15th October 1961. I had been given a clear mandate regarding the functioning of the school from January 1962, initially at Pangode and later on, in its permanent campus at Kazhakootam. It will be noticed that as a founder Principal, I had about two and a half months to plan, organise and start the school. As my luck would have it, my various tasks were made easier by the Kerala State Government as they had already established a Sainik School Cell in the State Secretariate under the charge of a well qualified and experienced officer, Sri. K. Ramunni Menon, IAS, as Special Officer. Before my arrival he had already initiated all the preliminaries for the starting of the school.

After my retirement, I have often wondered over the various factors which contributed towards the successful establishment of the school during my tenure from 1962 to 1966. These factors fall broadly under three categories. Firstly, various VIPs took keen interest in the raising and functioning of the school.

Secondly, all needful help and close co-operation extended by the Kerala State Government and lastly the loyalty and support given to me by the school staff irrespective of their ranks and categories.

Foremost among the VIPs, I pay my tributes to that dynamic leader Sri. V. K. Krishna Menon, the then Defence Minister. He was truly the father of the Sainik Schools, as the concept of establishing these schools in all the states was entirely his. He was instrumental in selecting and appointing me as the founder Principal. He gave me personal guidance and encouragement in all my efforts. He was a man of strong likes and dislikes but I was fortunate to have his confidence. We must be thankful to him for the Sainik Schools Scheme, which is playing an important role as feeder to the National Defence Academy, Kadakvasla. I place on record my heartfelt gratitude to the then Defence Minister Sri. Krishna Menon.

The next VIP in my mind is the former Governor of the Kerala State, Sri. V. V. Giri. As regards school matters, he never observed any official protocols. He often dropped in at the school campus without prior notice and on top of it apologised to me for not giving me prior notice. He was a great man indeed. I found in him a well wisher of the school. I express my gratefulness to him and am indebted to him for his support.

Sri. Pattom Thanu Pillay, the then Chief Minister of the Kerala State evinced keen interest in the school and its affairs. I found him to be a man of great patience, with a gift for judging men and matters in their correct

perspectives. He extended to me his full co-operation and guidance in all my tasks. Even today, I very well remember his smiling face. I express my gratitude to that good soul, Sri. Pattom Thanu Pillay.

Among the Kerala State Government Officials, I offer my thanks to Sri. K. Ramunni Menon IAS, Special Officer, Sainik School Cell, for the yeoman services rendered. I found in him, a man of great maturity. He gave me his unstinted co-operation in all matters connected with the school. May he be blessed with a successful career in the IAS.

As regards the school staff, I am proud to state that all the staff members, irrespective of their ranks and categories extended their full co-operation, both

individually and collectively. They worked as a team having always in view the important role of the school as a nation building institution. Here, I offer to each and everyone of them, my gratitude, especially to Sqn. Ldr. Babu Lal, the first Head Master of the school. With his good academic record, topped with legal qualification, he was an asset to the school.

Twenty five successful years in the annals of this Sainik School is a matter of satisfaction, yet it has still miles to go. I am confident that with the improvement and innovations introduced by the successive Principals, the school will continue to be a premier institution among all the Sainik Schools. I convey my best wishes to the School for its prosperity. May it grow in strength and quality year after year!

* * *

When a man points a finger at some one else, he should remember that three of his fingers are pointing at himself.

Anonymous

In individuals, insanity is rare but in groups, parties, nations and epochs, it is the rule.

F. Nietzsche

Sony Mathew B. Com.FCA

Roll No. 170 Batch of 1968

What The Sainik School Has Done For Me

IT'S been a long time. A long time since I left or shall I say "marched out" - of the portals of the Sainik School, Kazhakootam. And now looking back, it is not nostalgia that I feel for the old Alma Mater, not just fond memories. It is Love. Love as one would feel for one's mother. There is no other expression for the feeling.

Eighteen years after I left the lap of "The Grand Old Lady of Kazhakootam", I still return to her with the same feeling of belonging, knowing that I am part of her. There is no other place except probably my own home, where I can walk in and feel so completely at home. There is no other place which I know so intimately, and which knows me equally intimately.

When I came to the "Old Lady" - as I shall fondly call her, I was like a fat ball of plasticine. In six years she moulded me into as complete a human being as I could ever hope to become. She gave me mind, and muscle. She taught me to play and she filled my mind with knowledge. She gave me character and taught me moral values and discipline. She gave me the confidence to face the world on its own terms.

"A sound mind in a sound body", Lt. Col. Somaiah, the First Principal, always said, was what the school would endeavour to achieve for each of its students. I think that is precisely what it achieves.

When I was in school, and for quite some time thereafter, I did not fully appreciate the value of my education at the Sainik School. But over the years as I faced challenge after challenge and came out victorious, I realised that it was the steadying hand of the "Old Lady" seeing me through every test of mind and body.

I know that I am addressing my own old school masters and my dear schoolmates who know me better than anyone else. Here there is no place for pretense or braggadocio. I shall therefore proceed to write about myself frankly and unabashedly, with the conviction that they will not misunderstand it as bragging or boasting, if I dwell too much on my achievements. If my successes and achievements in life so far, are worth anything, the credit must certainly go to the school and to them, who have made me what I am.

I remember clearly the day I appeared for the Sainik School Entrance Examination. I can vividly recall moments when I sat before Lt. Col. Somaiah for the interview trying to answer his question - "What would you do if this man (the head clerk at that time) came up behind you on the road and hit you on the head with a big stick?" My answer must have sounded funny, because I remember that he laughed when I replied. I can still feel the elation I felt when I received his letter, a few weeks later saying "Congratulations. You have been awarded a full Merit Scholarship.....". I can never forget those moments. They marked my first major achievement, and the biggest turning point, in my life.

Six years later when I left the school I secured a first division pass in my ISC Examination. I had been on the school Football Team for four years. I had played Cricket, Hockey, Basketball, Table Tennis and other games. I had briefly tried my hand at athletics, though without much success. I had acquired an interest in Philately. I had attended the Republic Day Parade in New Delhi representing the Sainik

Schools. I had been to camps in Northern India. I had risen to the rank of "Corporal". Well I think I was just the average Sainik School Cadet.

It was not until I joined college for my B.Com Degree that I began to realise that in comparison, the average Sainik School Cadet was far better equipped than most other students, for what lay ahead. I could feel that my interests were much wider and more varied than those of most others. My general knowledge was much greater and I could carry on a conversation on almost any subject likely to come upon college campuses. I could play all the games for which facilities were available at the campus and I was selected to the college teams for Football and Basketball, in my first year itself.

In class, my comprehension was much better. Even though I had chosen a subject - Commerce - in which I had no formal education earlier, very soon I was topping the class. While most others struggled with the rather complicated language of law and the "confounded" vocabulary of economists, I could take them in my stride with ease. I passed with a first class, but unfortunately missed a rank by four marks.

In and out of class my behaviour was never called in question. I maintained a good rapport with my teachers. I could adjust easily with other students. I was confident and comfortable in any sort of company. I guess all this is just natural with any ex-Sainik. The discipline and strength of character imparted to us in that great institution will always stand us in good stead.

After college I chose to take up the Chartered Accountancy Course. It is considered to be a tough course by some. To me there was nothing tough or easy about the course. It was just an obstacle that had to be surmounted, a course that had to be mastered. And I was determined to do that.

Before I took my final examination, my father who is also a Chartered Accountant advised me to take the examination in parts so that it would be easier to pass. I had only one objection to that. Only a pass in all groups at one sitting is considered for awarding ranks in the Merit List. I was confident that I could make it, though my father did not share the same confidence. I appeared for all groups.

The day the results were published I received a telegram from the President of the Institute of Chartered Accountants of India, "Congratulations! You have secured a rank....." I was amongst the best in the whole country! I was awarded a gold medal by the Kottayam Chartered Accountants Association! Amidst all the rejoicing at home, my mother said "I think it is all because of your schooling. You got a firm base there." She could not have spoken a truer word.

When the rank list was published, there was a flood of offers for jobs from all the leading corporations in the country. But I decided to strike out on my own, and went into private practice. I have a successful practice now.

Shortly after I became a Chartered Accountant I began to take an active interest in the activities of the Institute of Chartered Accountants of India. A few years later the Kottayam Branch of the Institute, broke the tradition and elected me as its chairman, superseding several senior members. To date I am the youngest person to have been the Chairman of that body of professionals. I was also elected President of the Kottayam Chartered Accountants Association in the same manner.

Last year, the Rotary Foundation decided to send five young professionals and businessmen to the United States and Canada as Ambassadors of Goodwill. I appeared for the interview and was selected. Some time later I met a member of the interview board and he told me that when he saw my bio-data, he knew that I was the 'natural choice.'

As an Ambassador of Goodwill I had to address several meetings in the United States and in Canada. Many people in those countries were not aware that we speak English in India. So almost always the first question that was asked after each of my speeches was "Where did you learn to speak English like this?" And I would proudly tell them that I had learnt it at the Sainik School, in a little place called Kazhakootam. They were eager to know more about the school. So I would explain to them in detail about the facilities available in the school, the curriculum, the uniforms, the parades, the daily routine, the food and everything else that I could remember about my school days. And, I must say, they were impressed.

A few days later, some parents came to me and told me that I must talk to their children about my school and the discipline and moral values it upheld, so that they may learn something about such matters. At first I thought that it was a ridiculous situation, because I felt I was hardly competent to be advising grown up American boys and girls. But the parents insisted and I met the children and talked to them. They were keenly interested in our school and were fascinated when I spoke to them about how the discipline, the moral values and the strength of character one develops at a young age, especially in school, can help one to achieve success in later life. I was talking from my personal experience.

Some time after I returned to India I received letters from many of those parents thanking me for that little speech. They felt that in their permissive society where the value of discipline, character and morality, was dwindling, I had brought a ray of hope, by making their children aware of the importance of the good old moral values. The Sainik School has, through my humble person, left its indelible mark in the minds of citizens of one of the most advanced nations in the world.

In my profession too, I have been able to hold my head high and walk without fear because of the traditions that the Sainik School has instilled in me. The advice of Lt.Col.Somaiah still rings in my ears whenever I am faced with difficult situations. "Live without fear or favour - No fears, No favours" he said, when faced with trying situations his words give me the strength to take the right path without falling a prey to fears or favours.

As a schoolboy, I did not often grasp the full import of the advice given to us in school. But now when faced with difficult real-life situations, the words of my old teachers, spring into my mind effortlessly. It is in such situations that I begin to fully appreciate the truth and the power behind their words. In times of difficulty and doubt, when the mind tends to waver, those golden nuggets stored somewhere deep in my sub-conscious memory, rise up, and exert their steady influence. I can then proceed confidently, with the firm conviction that I am on the right path.

In various forums where it would have been easier to bend my will and to yield to pressure, I have stood up to fight; sometimes alone; and with the force of my conviction made others see the light of truth. At such times, in every fibre of my body, in every cell of my brain, I have felt the pure old Sainik School spirit. It is amazing how, eighteen years after leaving school, little things we learnt in school, suddenly assume great importance.

I may be being abstract, but I am sure that every student who has passed out of the Sainik School will understand and appreciate, exactly what I mean.

My achievements are negligible when compared to those of many other illustrious ex-students of the school. But I am sure that every one of them will agree that the contribution of the Sainik School, to their success in life is invaluable.

I am confident that over the ages, like me, generation after generation, of Sainik School students will look back into their lives and thank the "Old Lady" for what she has done for them.

□ □ □

In most third world countries that profess 'Democracy', general elections are nothing but the elections of the generals.

Josekutty Thomas
Roll No. 525, Batch of 1972

Sailorly Thoughts

WHAT else a sailor can write about other than the sea, ships and his experiences around the world? Too much has been already written about seas and ships. Experiences...most of it may not go beyond the censor board's desk. After much deliberation and frequent reminders from Mr. N. B. Nair, I have mastered enough courage to write an article for the Bulletin. I have serious apprehensions, as to how this article is going to appeal to the land lubbers. All the rust and sea water around has already corroded, whatever little writing ability I possessed from the school days.

After passing out from school in May 72 I joined the T. S. Rajendra in September. Hardly a week passed on the training ship and I was told to report for C.O.H. Fresh from HSC chemistry I was wondering what C.O.H. could be. Some organic compound of Carbon, Oxygen, and Hydrogen? C.O.H. turned out to be Court of Honour (some thing like court martial) before which I had to appear for having broken one of the numerous regulations.

My first ship as an apprentice was the 'Chidambaram' a passenger liner. My duties included showing the visitors around the ship. Once at Singapore I was showing a couple the Navigation Bridge. Since they were Captain's guests and wanting to make a dynamic impression, I was explaining to them the working of electronic equipment in great detail, of which I hardly knew any thing about, at that time. The lady was visibly impressed but not the gent, which annoyed me. On the way down he quietly murmured in my ear that he was the Captain of the ship berthed behind our ship.

The Japanese are the most polite and friendly people in the world. Our ship was in the 'Mitsubishi Shipyard' in Yokohama, undergoing major repairs.

One day I was told to accompany the Chief Officer's wife for shopping. (As cadets we had no choice but to do and die). The lady had a difficult time explaining to curious Japs how a 6 metre 'Saree' could be worn without it falling off. For me personally the trip was very interesting. Many shopkeepers slipped me small gifts and souvenirs saying, "Present for your beautiful wife"

When the Suez Canal was reopened after the Arab Israeli war, the Captain of every ship passing through the canal was required to give an undertaking that there was no cargo for Israel nor any Jewish person on board. When we were crossing the canal the Immigration Officers came on board. After clearing the ship, on their way out they met the catering officer. He was asked if there were any Jews on board. He told them there were many and they were kept locked as per Captain's orders. He was threatened with immediate prosecution if he did not show the officers where the Jews were kept. He took the authorities to the provision store, unlocked it to reveal crates of Orange and Tomato juice.

While at Seattle, U. S. A. I met a Mr. Chris from a ship supply company. Chris told me that he was originally from Andhra Pradesh, but settled in U.S.A. for the past five years helping his brother with the business. He looked very familiar and I was trying to figure where I could have met him before. In the

course of our stay there we got more friendly. Mr. Chris later turned out to be Krishna Bolla from Sainik School, Korunkonda. We had met at the Annual N.C.C. camp, Mysore in 1968.

In India we are well used to the menace of beggars. We often hear the same plea "Sir! I haven't eaten for three days, please give ten paisa etc". Once in Houston a man came up to me, shook my hand and said "Hallo my friend, I haven't had a beer in the past week, can you spare me a dollar?"

Walking through the streets of Venice, Italy we received a lot of attention from the public, mostly because one of my colleagues was a 'Sardarji'. We got into a 'Pizza' Parlour and soon there was a crowd around us. To humour the crowd we introduced the 'Sardarji' as the crown prince of the kingdom of Patiala. Frequent toasts were proposed to the 'Prince' by an admiring crowd. We got the shocks of our life, when the manager presented the bill amounting to a small fortune. Our Italian friends were enjoying themselves expecting the Maharaja to pay.

Before proceeding on a voyage to U.K. a friend in Bombay requested me to buy him a 'Foreign' tennis racquet. In London I looked around in many shops and finally bought a rather expensive racquet from a racquet sports shop. After sailing out I showed the racquet to other officers on board and everybody agreed that it was the best, but some body brought to my notice a small label 'Made in India' on it.

In the winter of 1978 my ship was loading newsprint at a tiny Baltic Sea port of Sweden. Ours was the second Indian ship to call there in the past ten years. One evening in the only local bar and club, a couple invited me to their table. They asked me many strange questions about India, (Is it true that Indians can walk on fire?, Can people stand on water?, Can you eat live snakes etc). After a while the lady went to meet some friends. Then the husband told me all about their job, family, children etc. When the lady returned the husband went out. Probably due to my unkempt long hair and beard she asked me if I was a 'Yogi'. Not wanting to disappoint her I said I am learning to become one. Then she asked me to read her hand. After studying her hand, I told her whatever her husband had told me a short while ago. She was

amazed and delighted at my accurate reading and announced to the crowd that here was a true 'Yogi' from India. Soon there was a dozen palms stuck out around me! I diplomatically backed off with the explanation that palm reading is mentally exhaustive and therefore could read only one hand a day.

Once our ship was discharging a full cargo of construction materials at Khorramshar in Iran. The consignee had invited the ship's staff for a dinner and his son came to pick us up from the ship. Driving through the city we were stopped by a police patrol for honking the horn in a silence zone. He paid the fine with a large currency note and was told to wait till the police got the change. He told the cop that he had no time to wait, asked him to book him once again and keep the change. He gave one more long blast on the horn, collected the receipts and happily drove away.

The French hate English language and probably the vice versa is also true. On my way to U.S.A. to join a ship recently we had a 12-hour stop at Paris for the connecting flight to New York. Since there was time to kill we went for a stroll in the city and finally got lost. We asked many people, in the most polite English, directions to get back to the Air Port hotel where we were staying. All we got was irritated shrugs. In utter exasperation a colleague stopped a man and asked him in Tamil. To our surprise the Monsieur took a lot of trouble, walked us to the bus terminal and put us on the right bus.

I sailed with a Chief Engineer who narrated this story, when the topic of marriage was discussed on the dinner table. After his marriage he brought his wife to the ship. Upon her arrival she immediately put a dead stop to his moderate drinking habits. Attempts to hide booze in other cabins failed miserably. Nor was he allowed to visit his favourite bars in various ports which he used to frequent in his bachelor days. Necessity is the mother of invention and he came up with a novel idea. He had some clothes smuggled into the engine room. Whenever he wanted to go out, he instructed one of the engineers to ring him up and say that there was a problem in the engine room. He would rush down in his overalls, change into civilian clothes and then slip ashore. He came back the same way, via the engine room. At times on his return

his wife allowed him a drink or two on compassionate grounds since he was working so hard in the engine room.

Once when the Chief was ashore as usual, his wife had made plans to go sight-seeing with the Captain's wife and others. Whenever she contacted the Engine Room she was told by the duty engineer that the chief was very busy with the boiler or working on the compressor etc. As it was getting late she asked the engineer to inform her husband that she was going out. On their way, the sight-seeing party saw the incredible sight of the Chief Engineer returning from shore in 'High Spirits'. From thenceforth prohibition was lifted and all restrictions withdrawn.

Due to soaring fuel prices, all shipping companies are trying to cut operating costs. The stores department is notorious, for they slash all store indents by fifty percent - a standard procedure. A particular ship ordered 50 electric bulbs (220 volts, 100 watts) and were promptly supplied with 25 bulbs (110 volts 50 watts).

Many parts of the ship to this day are named after animals. The Monkey Island is the highest deck of a ship. 'Crows Nest' is the look out post on the fore mast. 'Dogs' are handles on steel doors. Sheep band, cats paw and cow hitch are names of knots made with a rope. The close association between animals and sailors goes to the old days of sailing ships. When, only hard-core criminals and pirates were manning the ships, they probably trusted the animals on board more than their shipmates.

The old timers are very sceptical of the developments of modern ships. Today the general ship talk is about automation and computerization instead of 'Hemp and Sails'. Very seldom you hear a Captain swearing 'Holy mackerel' or 'Blistering barnacles' and an Officer replying 'Aye, aye, sir'. The Merchant Shipping Act takes care of offences and punishments, gone are the days of 'Keel hauling' (Drunken sailors were tied head and foot, lowered on one side of the ship, heaved up on the other side through the bottom). The old sea dogs don't acknowledge modern sailors at all and they say; "In the old days, there were ships of wood and men of steel, today there are ships of steel and men of wood."

A Letter

from Capt. J. Mathews
Roll No. 571 Batch of 1974

Capt J. MATHEWS
ADC to the President of India

Rashtrapati Bhavan,
NEW DELHI-110 004

13 Oct. 1986

My Dear Principal,

On this auspicious occasion of the school celebrating its Silver Jubilee in January 1987, I am privileged to write a few lines in the capacity as Aid-Camp to the President of the Republic of India.

It is indeed a proud moment for me, as I am an alumni of this great institution.

Much of the credit for where we are today is due to the foundation that were laid in us while at School. It is pertinent to mention here that this strong foundation sees us through our entire career in the best of terms and with success. The memories of school days, with its characteristic climate for creating an environment for lasting friendships with our teachers and school mates and the impressions formed then, can just not vanish from our minds today.

The high educational standards, is obvious from the results obtained in the entry of the cadets into the NDA, as compared to the other Sainik Schools in the country. Besides, many of our alumni in other fields have also excelled in their respective spheres of activity. It speaks volumes as far as the sincere efforts and dedication of the teaching staff is concerned.

I wish to express my happiness and joy on this landmark in the history of our school. It is my sincere desire that the school maintains its high traditions and keeps on winning laurels; may success and glory be with the school for years to come.

With warm regards,

Yours sincerely
Sd/-

Lt. Ramesh Babu
Roll No 888, Batch of 1979

Close Encounters Of The Fourth Kind

I was time to get adventurous. I was in the 6th standard and had to prove myself to the class. At such junior levels one could not prove his worth so easily. So I thought of an extraordinary plan - a single handed mango plucking expedition.

The following Sunday when the rest of the House was busy playing cricket with bats and balls of various kinds (all improvised), I quietly slipped off into the greenery that extended beyond the pump house. All the time I was thinking about the excitement that my adventure would cause as the art of plucking mangoes was practised only by a few in the VIth standard and they always did it in groups of three and four with only one man doing the actual plucking and the rest standing guard.

Here I was going to do it all alone. I got a little nervous. Oh! God! I was almost shaking from head to toe. The consequences would be drastic if I got caught. But then, the rewards would also be good if I succeeded. I would be the hero of the class overnight.

Having reached the place I had to select the correct tree. Recollecting the lessons of camouflage and concealment, I chose the most bushy tree and equipped myself with some leaves - in case of an emergency.

Climbing was no problem as the tree had a lot of branches. Now perched on a branch, I plucked my first mango in school. "Did I have to carry all the mangoes that I plucked, back to the House? - No, let me have my share here only". I ate the first one and was about to pluck the second one when I heard footsteps down below. My heart missed a beat. Who was it?

One of the contractors or some other champion on a similar adventure. In any case I had to take a look. So making the slightest of movements possible. I cleared the leaves that were obstructing my view. Now, camouflaging myself with the leaves I was carrying, I started the most vigilant look out that I have ever done. I do not know how much time it took, but it was a long - long time then - ultimately he came into view wearing the normal Kerala attire and carrying a bulky paper wrapped packet.

First I thought I was making a mistake, but I couldn't mistake the familiar style of walking - it was my father.

Now what? - If my father went to the House and didn't find me there, he would tell the House master and I would be in trouble. I had to act fast and so I called out to him. For a second he looked confused, but when I called out again, he found me. From the burning look that he gave me, I knew that he was aware of the seriousness of my crime.

I was ready for a big slap. But when I reached him he gave me the packet, turned around and walked off. Back at the house, I opened the packet to find a dozen ripe mangoes.

Sixteen mango seasons have come and gone after that, but I don't relish the fruit anymore.

The VIth standard fellow had committed an offence punishable under the local students code of laws. So I as a VIIth class student, being senior had the duty to make the criminal understand the seriousness of the crime by punishing him, and thus ensure that he

did not repeat the mistake. Since we both were at the football field, I thought that the best punishment for him would be something physical and told him to run around the field once. The fellow thought he was smart and walked up the slope around the bend. Well, I was smarter and had no problem catching him. He gave a very sad look, but I was not going to leave him like that. So I made him do a little exercise that was not popular among the cadets and sent him for a second round around the football field. Just after the culprit had set off, a car stopped near me and the gentleman at the wheel introduced himself as the cadet's father. I was shocked. Did he see me handle his son ruthlessly? No, he had not. He was totally ignorant of what had happened and said that he would like to meet his son.

I had to catch the fellow before his father got to know of everything and so I set off behind him to call him back and console him so that he wouldn't tell his father anything. The culprit was once again malingering. This time also he was walking around the bend. When he saw me chasing him, he thought that he would have a tougher time if caught, and started running faster. I asked him once or twice to stop, but he wouldn't. He was running faster and I found it difficult to catch up. So I too increased my pace. The fellow went faster, I increased my pace again and thus the chase continued till the time both of us came to the car, I having the sad look on my face this time.

Teenage - the time kids start getting ideas! We at Sainik School were no different. We too got ideas which were sometimes a little romantic.

I was in VII standard, when I thought of writing a love letter. Since feminine company was unknown to us, I addressed my letter to no one in particular. But the language used was very flowery. I used almost all romantic words I knew in Malayalam and then circulated the letter in the class.

It was night - study period and the duty master sensed that there was something fishy going on in our class. He came into the class just in time to catch the boy who was dropping the letter in the waste paper basket.

"Who wrote this?"

Silence.

"Who wrote this?"

Silence again (everyone knew what I would get if I was caught)

"Open your Malayalam copy writing books"

This time again he could not find the culprit. So he picked up all the known criminals, gave them all a good thrashing and send them back with a warning that the process would be repeated if the criminal was not pointed out when he came around next time.

The duty master was well known for his expertise in using the rod and so the worried class pressed me to own up. Some philanthropists got together and devised a plan.

As soon as the master came in, I got up.

"Sir, I will tell you, who has written the love letter"

"Yes"

"But you have to promise that you won't do anything to him as he is a nice boy"

"Okay"

"Sir, this fellow is a very poor, little boy who is very good in everything. So you should not punish him"

"Who is it?"

"I, Sir"

What could have happened after that?

I got saved after sixty four shots as he couldn't find another foot rule in the class.

□ □ □

A company of soldiers were addressed by a General first and later he was followed by a Major. The Major: "The General has just spoken to you and given you the general points." I am going to give you the major points"

Viji Paul Thomas
Class XII, Age 16 yrs.

The Wonders Of Science

SCIENCE is a continuous process aimed at realising the truth in naturally occurring phenomena and in the forces which control the Universe. "To seek and to find" is the motto of the scientist. The phenomenal progress of science has been made possible by the attitude of the scientist; question everything; take nothing for granted. Having quite tamed the universe, man's desire to be the complete master of the universe is no longer a distant proposition.

The first scientist was the man who learned to grow plants from seeds. With this great discovery began community life, leading to development of better systems of government, trade, language, script and so on. Another effect of this discovery was the population explosion. Millions died due to starvation. Man adopted scientific methods of cultivation and hence the problem of food shortage has almost been solved. The development of higher-yielding seeds, power tillers, tractors, harvesters, fertilisers and so on have revolutionised the field of agriculture. India was able to produce 151.5 million tons of foodgrains in 1984-85 and thus become an exporter. Preservation of food is also done now using scientific methods. The slow rate of production in the manufacturing sector was because muscular power was the sole power relied upon to do work. But the invention of machines run on water, steam and now electricity revolutionised this field too. Rate of production shot up to unimaginable extends. This was in fact necessary to meet the demands of the growing population. Ranging FROM SMALL PINS TO HUGE AND SOPHISTICATED JET AEROPLANES the wonders of science never cease.

Man by nature seeks luxuries as a part of his life. The invention of the radio, television video and video games and so on have given man the necessary recreation after a day of tiring work. Man's life now cannot be compared to what it was, a few centuries ago. Here again we see the wonders of science.

What a long distance man has travelled from the age of bullock carts to the present supersonic age! Science has revolutionised the field of transport. Man is now on the verge of conquering space and time. Space travel, once thought of as an incredible proposition, is now a regular feature. The invention of rockets, satellites and now space shuttles are all the wonders of science. People all over the world were thrilled when Yuri Gagarin made man's dream of a voyage into space a reality. Then we had three astronauts led by Neil Armstrong landing on the moon in 1969. Later we had the first space shuttle in the series "COLUMBIA" being launched. We, Indians, were thrilled at the successful launching of ARYABHATTA, BHASKARA, ROHINI, APPLE and now the INSAT series of satellites. In an agriculture based economy such as ours satellites have helped us in increasing production, by forecasting weather-floods, cyclones, rains etc. Are they all not the wonders of science?

The latest and the greatest gift of science has been the computer, a substitute for the human mind. Incredible calculations, data storage and decision making are now entrusted to computers. In some countries superfast trains are run totally using computers thus eliminating human error which is the cause for most accidents. The value of man has been calculated upto

Suresh M. N.
Std. X, Age 14 years

India's Progress Since Independence

THE term democracy was defined by Abraham Lincoln as "a government of the people, by the people and for the people". Compared to any of the contemporary political systems democracy is certainly more beneficial and can even be considered a boon to mankind. But there is something paradoxical about it. The whole system seems to be showing a trend in the negative direction. Which country other than India in the whole of Asia can claim to be a democracy? Under various pretexts the voice of democracy in its parliamentary sense, has been stifled and gagged. Almost all the African countries are ruled by dictatorships or "democracies" with dictatorial powers. It is not that the system of demo-

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cracy failed to impress the masses. The fact is that the common man is more worried about economic freedom than political liberty. He is worried about the means of earning his bread and not about the government in power. In this context it is worthwhile looking at India's progress towards economic development, since the dawn of independence 40 years back.

Millions of Indians were drawn into the freedom struggle in the hope of a new social and economic order. The Congress Party under Pandit Jawaharlal Nehru had propagated the idea of planned economic development, a consequence of which are the present Five-Year Plans. In March 1950, the Planning Commission

one lakh places. What a monotonous job! Supercomputers such as the Cray-XMP (of USA) have a 600 megaflop capacity ie 600 million floating point operations per second. How marvellous! Robots employed in the automobile industry in Japan, USA, Canada, Britain, France etc have increased and made safer production.

Another field where science has helped man has been in the control of diseases. Effective drugs have been prepared to check most diseases. Successful drugs to combat cancer are on the verge of being made. Man has also benefited much from the immunisation programmes. Science has given man very great help in increasing his health and preventing quite many diseases, by providing good drinking water and drain-

age schemes, good houses and a pollution free environment.

Plastics, Fibreglass and alloys have become basic necessities of man's life.

Of course, science has also led to the production of advanced weapon systems which are capable of destroying the world several times over. But this is not to be blamed on science as at the helm of this decision too, sits man. Science is a rich store house for man to select what he requires.

Science has bestowed so much progress upon man that "every today" is better than "every yesterday". The wonders of science have filled us with radiant optimism as opposed to harmful pessimism generated by ignorance and superstition.

was set up and in 1951 was launched the first five-year plan.

The main objectives of the plan were to tackle such problems as food shortage, rehabilitation of refugees etc and to set up a then non-existent industrial infrastructure. The first plan when it ended in 1956 had achieved the major objectives stipulated in it. Industrial production rose by 39 percent while agricultural production was stepped up by 22 per cent. More than that, national income rose by 18 per cent. We were indeed on a "dam-construction-spree" which helped us bring 16 million acres of land under cultivation. The Bhakra Nangal Project, the DVC-Project, the Hirakud and the Tungabhadra Project can rightly be described as the monuments of this period.

The Second Five Year Plan with an investment about twice that of the first plan brought about a tremendous growth in the industrial sector. The emphasis was on the development of basic and heavy industries, expansion of employment opportunities and reduction of economic inequalities. A new direction was given to this plan when it was declared that the goal of the nation was to establish a socialist pattern of society. The third plan too had more or less similar aims but it had to be terminated before the stipulated five years due to the outbreak of war. After a series of such plans India has now reached its seventh plan, with a colossal investment.

One thing that is as clear as the ray of the summer noon sun is that the plans have made the rich hundreds of times richer while the common people have got a raw deal. They still lead their same old life - starving on those days when they can't find work, and living under

inhuman conditions. The life of hundreds of millions of poor peasants is worse than that of even the street dogs that we see roaming round. What did the thousands of crores of rupees that went into financing the five year plans do for them? At the time of the inauguration of the first plan, the common man was tempted into approval by showing him all the greenery of his prosperous future. But now standing half-naked in his dilapidated hut and seeing nothing but the grey old crag before him - what else can he feel but extreme frustration and desperation? In what way is he concerned when the National Development Council or our leaders make tall claims about the great success of our plans? These are all glaring questions for which none of us can give a satisfactory answer. What convinces the masses is the practical benefit that they are able to draw out of these series of plans. It may appear an extremely funny joke to watch scantily clad Indians clapping in excitement, while watching an Indian being sent to space. But is the government so foolish to plan things in such a manner? Definitely not. It therefore becomes the duty of the government and the educated people to make the necessity of planned development clear to the largely illiterate masses.

It will be a gross injustice to say that the five year plans of our country have been a series of failures. They have in fact set the wheels of progress turning at an incredible pace. They have raised our standard of living and have opened up new vistas of economic development. Our investment will take some time to give us the dividends. But without this investment it can be undoubtedly said that the wheels of the nation would have turned backward and taken the country towards the Stone Age period.

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Man is so constituted as to see what is wrong with a new thing, not what is right. To verify this you have but to submit a new idea to a committee. They will obliterate 90% of rightness for the sake of 10% wrongness. The possibilities a new idea opens up are not visualised because not one man in a thousand has imagination.

CHARLES F. KETTERING

Roy Francis
Std. XI, Age 15 years

Indians Are A Minority In India

(This article had appeared in *The Heritage*, December 1986)

“LET our objective be our country, the whole country, and nothing but our own country” the great scholar Daniel Webster thus addressed the people of the United States of America in the midst of their civil war. They learned the great lesson of unity from their history. But we Indians after having learned the lesson of unity are again returning to disunity and chaos.

There are no Indians in India. Indians are the largest minority in the country. There are more Malayalees, Marathis, Bengalis, Biharis, Hindus and Muslims, so on and so forth. But during the freedom movement millions stood as one man against the mighty British power. They fought and they won. How? Only because of unity. United you stand - divided you fall.

India is a Babel of tongues. There are 1952 mother tongues in all and nobody thought of a division in terms of language. Right from the beginning of history India was considered as one political entity and there was unity despite diversity. This spirit of unity crossed the corridors of centuries and held the country as one nation.

The 1st of November 1956 was a red letter day in the history of India. It was on this day that India our Bharat Mata - was severed into parts. This process of balkanisation still goes on. I should say that this linguistic division was the biggest blunder committed by independent India, as linguistic states are the source of almost all the major problems that the country is facing today.

The first linguistic state was brought about by Sri. Potti Sriramulu who went on a fast demanding a sepa-

rate state for Telugu speaking people. The Government yielded to these pressure tactics. Now it is bowing its head not only to the pressure politics but also to terrorism. It is my firm conviction that had the Government been firm and unyielding at that critical time, the history of India would have been totally a different story.

The formation of linguistic States was referred to the Dhar Committee in 1948. After careful consideration and deep deliberations this judicious body rejected the proposal. But another committee consisting of Dr. Fazal Ali, Pandit H. N. Kunzru and K. M. Panikker suggested reorganisation which resulted in an artificial fragmentation of the country.

No country has ever been divided on linguistic basis. They prefer geographical boundaries to other factors. Soon after the reorganisation, in 1956 itself, the demand of Marathi and Gujarati speaking people for the bifurcation of Bombay State resulted in large scale riots. The Government finally was compelled to create the present Gujarat and Maharashtra States. Later linguistic jingoism marched from this victory. It manifested itself throughout the country.

Reorganisation only helps divisive forces and promotes the disintegration of the country. It encourages regionalism and remains as a bone of contention among states. Recently the Congress-I MLAs of Karnataka demanded that Kasargod, a district in Kerala should be made a part of their state. The very next day the Chief Minister of Kerala, emphatically declared in the Assembly that not an inch of territory would be given. The slogan of the Sons of Soil was the first of linguistic

Rajesh M Menon
Class X, Age 14 years

India And The Antarctic Treaty

ANTARCTICA, an area largely unexplored in the beginning of this century was a source of immense curiosity for people all over the world. Ronald Amundsen, who set foot on the continent in 1912 might surely have felt that the area was a totally worthless one.

This belief continued to linger on for many years. But of late the region has proved to be invaluable mainly due to its hoards of mineral resources. The interest being shown in this continent can be compared only to the 'Gold Rush' that occurred in Australia many years back; the only difference being that this time mineral resources are the source of the attraction instead of gold.

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states. The unity and integrity of the country was its first casualty.

The promise of the three language formula of Pandit Jawaharlal Nehru is conveniently forgotten by many states. It is more observed in breach than in practice. Reorganisation ultimately made Indians foreigners in their own mother country. Bengalis are considered foreigners in Assam. Keralites are foreigners even in the land beyond Parassala which once was a part of erst-while Travancore.

The linguistic states made the members of the same family enemies and strangers. It only created never-ending problems, complications, distress and disaster. It was just a political decision neither intelligent, imagi-

By 1956 the International Geophysical Year, Britain United States of America, USSR, Argentina, Belgium, Chile, New Zealand, Norway, France, Japan, South Africa and Australia - 12 nations in all had explored the continent of Antarctica. They signed the Antarctic Treaty which came into force on June 23, 1961, under which it was agreed that they would use the continent for peaceful scientific research and exclude military activities and nuclear experiments in the region. They further agreed to open all bases to free visits by representatives of any signatory nation.

The largely unexplored continent has many a geological as well as geophysical secret preserved in its pristine condition. The main source of attraction is the colos-

native nor diplomatic.

When I think of linguistic states I remember the old story of the fisherman who had let loose an evil spirit from a pot which he had got from the sea. Nobody could control it. Similarly the government after independence opened the ill-fated pot of linguistic states. It is out of control now with decisive forces driving to disunite the country. Let us hope that the present Government would be able to undo the unwise step taken by its predecessors.

The following words of Maulana Muhammed Ali should be in fact the very spirit with which every true Indian must live. "Where India is concerned, where India's freedom is concerned, where India's welfare is concerned - I am an Indian, an Indian first and an Indian last, and none but an Indian..."

sal reserve of mineral resources. The continent with a size as large as the USA and Europe put together has immeasurably enormous wealth. Estimates show the presence of 15 trillion cubic feet of gas, 45 million barrels of oil and precious minerals like uranium, titanium, silver, gold, cobalt, nickel, iron, manganese and large reserves of coal and petroleum. The kind of shrimp like krill which swarm in large numbers close to the water surface could help in solving the food problem. Krill is very rich in protein. Moreover it can be easily scooped into the ships. The animal harvest in the region is roughly estimated to have a potential of 60 to 150 million tonnes, which is about twice the world's total fish catch.

The Antarctic treaty was signed for a period of 30 years. Any country showing interest in the continent through scientific expeditions is eligible to apply for membership. India became a member of this treaty in 1983 having completed two expeditions by then and thus becoming the third nation from the Third World to have undertaken such an expedition.

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An election candidate was making house to house visits. One door was opened by an angry woman, "Well?" She said "To what party does your husband belong?", the candidate asked. "Young man", replied the woman, bristling, "I am the party he belongs to!"

The first Indian expedition to Antarctica was led by Dr. S. Z. Qasim, Secretary in the Department of Ocean Development; they landed on January 9 1982 after a voyage of 33 days in the chartered Norwegian ship 'Polar Circle, from the Mormugao port. This group set up a camp named 'Dakshin Gangotri' and conducted a wide range of experiments. The future expeditions led by such eminent persons as Dr H. K. Gupta, Director of the Centre for Earth Science Studies, Trivandrum, Dr. B. B. Bhattacharya and so on have performed research on physical, chemical and biological oceanography. India has also been able to set up a winter camp there, and send a probe to the south pole.

The latest expedition, the sixth in the series, set sail from the port of Mormugao on November 26, 1986 headed by Dr. Arun Parulekar, a scholar in biological oceanography in the National Institute of Oceanography (NIO) at Goa. We can feel re-assured that our scientists and research workers will be able to put India in an enviable position in this regard in the years to come and help the country in making maximum use out of this hidden wealth for the sake humanity as a whole.

Basic Components Of Electronics

ALL of us are familiar with the applications of electronics in our daily life. It finds a wide range of uses as in radio sets, cassette players, amplifiers, audio-video systems etc. This article intends to discuss two basic components used in electronic circuits, namely resistors and capacitors.

A resistor is a component used in electronic circuits to regulate the flow of current through the circuit. Resistors of different values are used for different applications. They are also made to suit different power requirements. Resistors used in electronic circuits may vary in power ratings from 1/20 W to 10W. Resistors are of different types based on their manufacture. Some of these are carbon composition resistors, carbon film resistors, metal film resistors and metal-oxide film resistors. Values of resistors with their tolerances are usually represented by an internationally accepted colour code. The unit of resistance is ohm (Ω). The total resistance of resistors in series can be found by the formula $R=R_1+R_2+R_3+\dots$. The total resistance of resistors in parallel can be found by the formula

$$R = \frac{(R_1+R_2+R_3+\dots)^2}{2(R_1 R_2 R_3 \dots)}$$

A capacitor is basically a device used to store an electric charge and to release it when required. It consists of two metallic plates separated by an insulating layer known as dielectric. A capacitor allows alternating current (A. C.) to pass through it but blocks out direct current (D. C.). This is because when a D. C. passes through the capacitor, it gets an electric charge. The capacitor remains charged and the current is not allowed to pass through it. When an A. C. is allowed to pass

through a capacitor, the capacitor is charged during the first half of the A. C. Cycle. This is discharged during the next half of the cycle. Thus the A. C. passes through the capacitor. A capacitor is also used to reduce fluctuations and to smoothen current in power supply units. It also finds use in flash units where the flash is set to light up at a given time.

Capacitors are broadly divided into two, polarised and non-polarised. Non polarised capacitors can be connected any way round. Polarised capacitors should be connected in the given polarity. A wide variety of capacitors are manufactured. Some of these are paper dielectric capacitors, ceramic capacitors, silver mica capacitors, polystyrene capacitors, tantalum capacitors and aluminium electrolytic capacitors. Variable capacitors are also made which are used in radio circuits as tuning capacitors. Capacitors are used along with resistors in circuits. These are known as RC circuits. The total capacitance of capacitors connected in series is given by the formula

$$C = \frac{(C_1+C_2+C_3+\dots)^2}{2(C_1 C_2 C_3 \dots)}$$

The total capacitance of capacitors connected in parallel is given by the formula $C=C_1+C_2+C_3+\dots$. In addition to resistors and capacitors, several other components such as inductors, transformers, diodes, transistors, relays and triacs are also used in electronic circuits. An important development is the integrated circuit (IC) which consists of many components etched into a single semiconductor chip. Research is being conducted to miniaturise all components to make them compact.

The Idamalayar Dam

RECENTLY the Idamalayar Dam made news owing to an engineering misdemeanour resulting in a crack on one of its tunnels. We the XIth standard of the Sainik School therefore found our sense of curiosity whetted, when we went on an excursion to this dam site. Here is an account of the dam, (which incidentally is nearing completion) filed by Habeeb Mohamed who was in the party that visited the dam site. This report is based on an interview with Mr. P. K. Mishra, the administrative officer of the construction firm that constructed the dam at Idamalayar.

The Idamalayar Dam is constructed across the river Idamalayar which is a major tributary of Periyar, originating from the Anamala hills. We reached the site via Kothamangalam through Bhoothathankettu barrage. The Idamalayar township is 26 Km from Kothamangalam. The project site is 81 Km from Cochin and 94 Km from Kottayam. The main aims of this project are irrigation, power generation, industrial and domestic water and salinity control in the lower reaches of Periyar.

The project in brief comprises of the creation of a reservoir of 1090 million cum capacity by the construction of 91M high concrete dam across Idamalayar river and diversion of this water through a water conductor system consisting of 1700M long tunnel and 85M long penstocks, to the 75 MW Generating Station, located on the left bank of Idamalayar to produce 331 million units of power per annum, utilizing the average gross head of 111M and firm power draft 41 M³ per second. The tail water flows through Idamalayar river to reach Periyar.

The investigation for the project was started in 1958 and preliminary works were started in 1969. Since then, work had been going on steadily for the completion of roads and other necessary buildings. Though the project was sanctioned as a hydel scheme by the Planning Commission in 1973, sufficient funds were not allocated till 1976. The contract for the dam was awarded in September 1976 to Messrs. Hindustan Construction Company Limited Bombay. Planning Commission granted permission for the power part of the dam also. The generating equipments were bought from Messrs. Bharath Heavy Electricals, Bhopal.

Now I shall give you the salient features and some statistics to provide you a clear idea of the size and utility of the project.

1. Hydrology

Catchment area	380.79 Km ²
Average rainfall	475 Cm
Annual run off at dam site	1369.69 million m ³
Peak design flood	3851 m ³ per second

2. Reservoir

Gross storage at MWL	1130 million m ³
Water spread area at FRL	2830 Hectares

3. Dam

Type	Concrete straight gravity
Length of dam	382 m
Height of dam above riverbed	91 m
Volume of concrete	8.56 lakhs m ³
Top width	6.1 m

4. Power Intake

Sill level	+ 103.5 m
Size of intake	5.6 m Diameter

5. Head Race Tunnel

Shape and size	Circular, 5.6 m Diameter
Approximate length	1700 m
Slope	1/250
Maximum flow	99 m ³ per second

6. Surge Shaft

Size of surge tank	20 m Diameter
Height	85 m

7. Low Pressure Pipe (L.P.P.)

a) Downstream of dam	
Approximate length	115 m
Diameter	5.6 m
b) Downstream of surge shaft	
Approximate length	160 m
Diameter	4.6 m

8. Valve House

Size	14mx 9m x 8.5m
Valves	2 Nos. Butterfly valve
	3.2 m Diameter

9. Penstock

Number of lines	2
Diameter	3.2 m
Approximate length of each line	85 m

10. Power House

Generator floor level	+48 m
Centre line of runner	+42 m
Normal tail water level	+39 m

Average gross head	111.36 m
Number of machines	2
Capacity of each	37.5 MW
Firm power draft	41.06 m ³ per second
Energy	331.04 million units per annum

11. Construction Materials

Cement (bulk)	1,60,000 Tons
Cement (bagged)	6,000 Tons
M.S Rods	2,000 Tons
Explosives	820 Tons
Pipes	1,000 Tons
Gates, Valves etc	750 Tons

12. Cost

Note:-The Project was originally estimated to cost about Rs.23.4 crores. But due to modification in the dam and other increase in cost of various components, the project is now estimated to cost Rs. 43.96 crores.

Dam	Rs. 2,550 lakhs
Tunnel	Rs. 140 lakhs
L.P.P.	Rs. 29 lakhs
Surge shaft	Rs. 51 lakhs
Penstock	Rs. 65 lakhs
Power house	Rs. 85 lakhs
Buildings	Rs. 75 lakhs
Roads and Bridges	Rs. 57 lakhs
Tools and plant	Rs. 50 lakhs
Electrical works	Rs. 640 lakhs

The Idamalayar project will no doubt enrich the state resources to a large extent. It is going to be a compensation scheme as far as the state is concerned by replenishing the waters of Periyar which is diverted into Muvattupuzha basin by the Idukki Hydel project. Idamalayar project is the first Hydel scheme in Kerala to produce power with complete equipments and machinery manufactured in our country itself.



P. Mohammed Kunhi

Indo Anglian Novel

“THE U.S.A and Britain are two nations separated by the common language.” In this cryptical critical comment G.B Shaw, in his inimitable style stresses the ramification of the English language which shows its vitality and virility in finding expression by harmonising its inherent tradition with the ethos of the aliens. The English language is no more the monopoly of the English. The Americans, the Indians and many others in different parts of the world claim it as their lingua franca through which they give airy nothing a local habitation and a name. The Indian English, nurtured and nourished by writers since the days of Raja Ram Mohan Roy, the greatest exponent of English in India, has become part and parcel of our Indian culture.

The Indo-Anglian Novel is an offshoot of Indian English. While Gandhiji and other political leaders ushered in a new era in political awakening, it was our novelists who attracted the attention of the world to the destitution and distress of the toiling millions of India. What “Uncle Tom’s Cabin” did in America ‘Coolie’ did in India. The former enthused the people into a social revolution; the latter enlivened an unprecedented awakening in their social thinking. People in all walks of life began to realise their responsibilities in shattering the sorry scheme of things entire, and remould them nearer to their hearts desire.

The Indo-Anglian Novel has already carved a niche in the realm of world literature. The belles - lettres of Indian writers proved beyond doubt that they are as idiomatic as the original English writing by the native writers. Never the less one cannot overlook

the ‘Indianness’, the idiosyncrasies of our people in their thought, manner and expression. In a way these characteristics enrich the English language rather than slur or blemish it. The Titan of Indo-Anglian Novel, Mulk Raj Anand once said, “It is not necessary to write English like the English men. We have grown to look at the large aspect of us. Our method of expression, therefore, has to be a dialect which will some day prove to be as distinctive and colourful as the Irish or the American. Time will alone justify it”. From time immemorial the English language has proved that it can adopt, adapt and adjust.

Presumably the first English novel Robinson Crusoe appeared in 1917. Starting virtually from scratch, Defoe created one of the monumental works of English literature. In India it was only in 1864 the first English Novel ‘Raj Mohans’s wife’ was published by Bankim Chandra Chatterji. A romantic steeped in history, Bankim had great visions about the future of the country. He is rightly called the father figure of modern Indian literature.

R. K. Narayan is the most popular and most widely acclaimed writer in this field. If readability and popularity are the hallmarks of a novel, there is none to compete with Narayan. What Somerset Maugham tells in ‘Summing up’ about his own craft is applicable to Narayan. “When I began to write, I did so as though it was the most natural thing in the world. I took it as a duck takes to water.” The experimentation and innovation have converted the modern novel into a battlefield of wits and metaphysics. Salman

Rushdie's 'Mid Night Children' is a good piece in a literary laboratory for the keen students of literary research. Lovers of literature who are fond of reading for pleasure, will fight shy of this novel. R. K. Narayan tells absorbing stories and tells them in a straight forward way. He delineates events and never delves into the motives without any tiresome literary tricks or techniques. In fact they are alien to his craft. New tangled ideas in art and literature are no go to him. His novels deal with the enduring concerns to humanity—the weariness, the fever and the fret. They touch upon all aspects of the passion and instincts which are common to all from the beginning of time. In all his novels from 'Swami and Friends' to the 'Tiger of Malgudi', he is deeply rooted in the native tradition. Malgudi more than Hardy's Wessex, has become a living reality; not a figment of imagination but a cynosure of literary lovers all over the world.

Mulk Raj Anand has left an indelible imprint on our literary scene. A deeply committed humanist, he treats novel as a means to an end. Most of his novels are didactic in nature, the aim being to socialise the society, to create a community without being obsessed by casteism or elitism. He is perhaps the Maxim Gorky of our literary scene. 'The Coolie' shook the literary world at the time of its publication. The wave length that it launched and the influence it permeated are still to be seen. The 'Untouchable' focussed the attention of the high-brows to the neglected lot. Two leaves and a Bud, set in a tea plantation, is a deep and profound novel which can be overlooked but not neglected. Anand believes that a novel without social criticism is like beef without spice — an insipid dish.

Raja Rao is a novelist of intellectuals rather than laity. His novels are not every one's cup of tea. The Serpent and the Rope may be considered the magnum opus of Rao. The warp and woof of the novel is the love affair between Ramaswami, a typical Indian and Madelin, a typical French woman. Rao has succeeded in comparing and contrasting the two cultures, the

multifaceted Indian tradition and its inherent strength to assert itself at the challenge of the exterior influences. Rao relies on various philosophies and schools of thought to focus his own view on men and matters. In this auto-biographical novel philosophy is artistically consumed into action and characterisation. "Where is life we have lost in living?" is the theme of most of his novels. Kanthapura, and The cat and Shakespeare, have exerted profound influence on Indian literature. "It takes me ten years to write a novel" Rao says.

Nayantara Sahgal came to lime light lately when her novel 'Rich like us' was awarded Sinclair Prize, established in memory of the British Electronic Emperor, Clive Sinclair. Novels written with a political background are generally considered for this coveted award. While Prison and Chocolate' reveals her experience in the Nehru family (she being the daughter of Smt. Vijaya Lakshmi Pandit), 'The Day in the Sahdow' portrays the trials and tribulations of Indian women who are still languishing under the yoke of many a social evil.

The Contribution of K. A. Abbas, Kamala Markandeya, Kushwant Singh and Arun Joshi have embellished the literature; but none of their works reaches the level of sublime. The travail of post partition days, the frustration of the youth, the communal clashes, the pangs of poverty, the privation of the under privileged and unemployed are the themes mostly dealt with by them. Vikram Seth's 'The Golden Gate' is a commendable attempt to write a novel in verse, the maiden attempt being "Eugene Onegin" by Pushkin in 1831.

In short the Indo-Anglian novel signifies the vitality and variegated richness of contemporary India. It may be difficult to find a Dostoevsky or Tolstoi among our novelists. But in a short span of hundred years the novel in India has taken great strides and the little that is done will be Sesame to something noble and enduring. If winter comes can spring be far behind?

□ □ □

S. Vijayakumaran Nair

Genetic Engineering

Exciting Developments In Science And Technology

BY far the most exciting and revolutionary development in bio-technology is Genetic Engineering. The advancement in the technology of genetic engineering starts with the advent of molecular biology and molecular genetics. Molecular biology is that part of the branch of biology which aims at describing the structure, organisation and function of living cells in chemical and physical terms. Molecular genetics is concerned mainly with the structure of genes (hereditary factor) and enzymes and the interaction between them. The breakthroughs in molecular biology like chemical synthesis of genes in the laboratory and the discoveries of miracle enzymes (namely reverse transcriptase and restriction endonuclease) led the biologists to dream about the conquest of hereditary diseases, improvement of crops, forestry and animal breeding. A string of startling discoveries and breakthroughs by many scientists working together and independently, this field has garnered numerous Nobel prizes. In her inaugural address to the 15th International Congress of Genetics held in New Delhi in December 1983 (which was attended by more than 2,500 top geneticists of the world, including three Nobel laureates), the late Prime Minister, Mrs. Indira Gandhi said, "Of all the scientific advances in this age, that genetics was among the most fascinating and may I also say frightening". It has the most far-reaching consequences for human kind and it has taken into its hands the changing of long established patterns of nature, not only of plants, but also of animals and humans too.

Technique

Genetic engineering involves a wide range of techniques,

the most important of which is splicing and combining genetic material derived from different organisms to produce what is called recombinant gene. It has been possible by the recent discovery of the structure of DNA—the material forming the Gene. Animal and human genes treated above, are made to grow in bacteria and other micro organisms for use in manipulative techniques. An important achievement and one of the immense possibilities for the future of mankind is the synthesis of artificial genes and the manoeuvring of these to function as though they were natural genes of the cells into which they were transplanted.

Splicing, recombining and cloning of genes

Until a few years ago, locating a gene among a billion or so genes in a cell was like looking for a needle in a haystack. But now genes can be routinely isolated in laboratories. An approach called 'Shotgun' approach involves making a 'Gene-library' of an organism and DNA from any cell of the organism. This DNA is cut into fragments by a suitable restriction enzyme and each fragment is attached to a phage called lambda (the category of virus which infect bacteria) and introduced into bacteria for cloning. A clone is defined as a group of genetically identical individuals descended from a single cell. This term has been used by plant breeders for years to designate varieties propagated asexually. The lambda phages carrying the genes get amplified as much as million times in a matter of few hours. Multiplication of lambda phages eventually lyses bacteria. It is the lysate that is precious, as it is in fact a cloned library that can then be screened to identify a particular gene.

The very first step towards successful cloning in mammals was performed in mice. Nucleus from the blastocyst of one mouse strain was injected into the freshly fertilised but enucleated egg of another strain. After the implantation of this egg in the uterus of a female mouse, normal mice were born with the genotype of the individual which contributed the nucleus. This leads to the speculation that it may not be impossible to clone typical human genotypes. This could mean populating the world with specific human genotype, however unethical or unorthodox it may sound.

Modification of normal prenatal development: Extra uterine fertilisation (Test Tube Baby)

In the year 1978, the birth of a baby girl astounded the entire world. This was because of the fantastic way this was achieved. This baby was the result of the fertilisation of an egg removed from the mother who was fused with sperm of the husband outside and within two days, this fertilised cell was put into the mother's womb. A successful baby girl was born as a result. This was achieved by Dr. Steptoe and Dr. Edwards. Such babies are referred to as "test tube babies" though it is not an apt term as the whole development does not take place in the test tube.

Anticipators of Genetic Engineering

1. New plants through genetic engineering

Genetic Engineering Programmes can be geared to incorporate useful genes in suitable plants, for instance, genes for disease resistance, delayed senescence, for withstanding salinity, drought and in general stress conditions. Genetic programmes are being planned to increase productivity by modifying enzymes involved in Photosynthesis. However of central importance in the minds of biologists for many years has been the need for finding ways and means to increase the host range of nitrogen fixing genes. Dependence on expensive fertilizers can be dispersed with, if major crop plants, specially cereals could acquire nitrogen fixing ability.

2. Commercial biosynthesis of human insulin

The existing production systems of the hormone insulin (deficiency of which causes diabetes) are becoming costly and difficult to meet the demand of the patients. The alternate commercial synthesis of insulin started with an idea to incorporate the human insulin gene in a simple and efficient micro organism which could

multiply fast within a short time and which could provide the hormone in considerable amount.

In December 1980, bacterial produced insulin was injected for the first time into a diabetic patient. This came as a great boon to those diabetics who suffered allergic reactions to the animal hormones (from pigs and cows), which differ slightly from human insulin and cause some circulatory problems associated with diabetics.

3. Vaccine for Hepatitis B

Using the high security laboratory built to enable doctors to do research on deadly diseases such as Lassa fever and green monkey disease for which there is no cure, the Edinburgh university team has shown that it is possible to use genetic engineering techniques to make a vaccine to protect against the liver disease, Hepatitis B. Hepatitis B is caused by a virus and is very common in Africa and some of the Asian countries.

4. Genetic engineering and biological warfare

Biological warfare is the use of pathogenic micro organisms including bacteria, viruses, fungi and toxins derived from them to produce disease or death among the enemy population, his crops and animals. The knowledge of microbial (Biological) warfare is mainly derived from the study of epidemiology and recombinant DNA technology (Genetic Engineering). So in many of the advanced countries like U.S.A and U.K there is now a Governmental restraint on the recombinant DNA research because of the fear that this type of experiments involving the joining of different types of DNA may result in the production of a totally new type of bacterial pathogen which if by chance escapes from the laboratories, may cause any new diseases among the populations. Even in such an unwanted event if a tiny micro organism can play such havoc with human lives, one can imagine the dangers involved in spreading a pathogen intentionally on a large scale.

With increasing population, every nation's arable lands are gradually shrinking. The need of the day is to develop methodology for growing plants useful to man, even in regions presently considered inhospitable for cultivation. Moreover a large number of genetic (in-born diseases) are not amenable to therapy at the present moment but many of them can be prevented through genetic counselling. The dissemination of

Prem C. Nair

Unmusical Notes

THE inventors of the game of Cricket did not ever envisage that ladies would take to it one day; if they did, they would not have chosen the terms the game is replete with today. 'Fine leg' 'cut through the slip' and a 'delivery outside the off stump' may sound harmless when a batsman is at the crease; however, when a batswoman is at her innings the same terms sound a bit out of the ordinary. Ladies, might yet barge in saying that even men are not always spared at least not by commentators, whose wielding of chaste English is not always above board. What else would you make out of the following? "Kapil Dev has relieved himself (from bowling) at the Pavilion end!"

(The bracketed expression is the writer's)

Talking of cricket of course brings us to another incident connected with the game and the language. Recently an anxious husband had admitted his wife to a hospital, when she had complained of labour pains. Four hours later, the husband rang up the hospital, where an avowed cricket fan was listening to the running commentary of a cricket test match.

"Whats up?" quipped the anxious husband
"Three are out, the last two were ducks," came the quick answer.

All of this is cricket in every sense of the word. And now to the class room. A student recently concluded

his essay on 'Akbar's Greatness', with the following gem of a statement, "In *Shorts* Akbar was irresistible"

We shall conclude this column, with two unmusical pieces, which again could be called as unconventional wisdom; and our thanks are due to "De-schooling Society" by Ivan Illich.

Institutional wisdom tells us that children need school and children learn in school. But this kind of wisdom is itself the product of schools. School is an institution built on the axiom that learning is the result of teaching. Every one learns how to live outside the schools. We learn to speak, to think, to love, to feel, to curse and to work without interference from a teacher. Bright and dull alike have always relied on rote, reading and wit to pass their exams motivated by the carrot of a desired career.

.....these are times when medical treatment is mistaken for health care, social work for the improvement of community work, police protection for safety, military poise for national security, the rat race for productive work. The poor have always been socially powerless. Poverty is defined by standards which technocrats can change at will. Modernized poverty combines the lack of power over circumstances with a loss of personal potency. This modernised poverty is a world-wide phenomenon ●

Jesting Gabs

About the human body

- The adult human body contains approximately 650 muscles, over 1000 joints, 100,000 Km. of blood vessels and 13,000 million nerve cells. An adult has 206 bones—nearly half of them in the hands and feet. A baby has 300 bones at birth, but 94 fuse together during childhood.
- Human bone is as strong as granite in supporting weight. A block the size of a match box can support 9 tonnes—four times as much as concrete.
- The body's largest organ is the skin. In an adult man it covers about 1.9 m².
- The smallest human muscle is in the ear; it is a little over 1 mm. long.
- Each kidney contains some 1 million individual filters, and between them the two kidneys filter an average of about 1.3 litres of blood in a minute.

About Language and Literature

- The most overworked word in English is the word 'set', which has 58 noun uses, 126 verbal uses and 10 as a participial adjective.
- The English Language contains about 490,000 words plus another 300,000 technical terms, the most in any language.
- The most translated poem is believed to be "If" by Joseph Rudyard Kipling (1865-1936), first published in 1910. It was put into 27 languages.

- The first English Dictionary appeared in 1552. It was called the *Abcedarium* and contained 26,000 words. It was compiled by a man called Richard Huloet.

And About Economics Two Satirical Laws

- **Parkinson's Law:** That work expands to fill the time available to do it. Or, that the amount of work done varies inversely to the number of people employed.
- **Peter Principle:** That in any organisation every employee rises to his level of incompetence. All valuable work is therefore done by people who have not reached that level.

Do you know?

Who wrote

1. "Merry Christmas and a Happy New Year."
2. "Twinkle Twinkle Little Star
How I Wonder What You Are."
3. Who was called "Idiot - The Inspired"

Roll Numbers

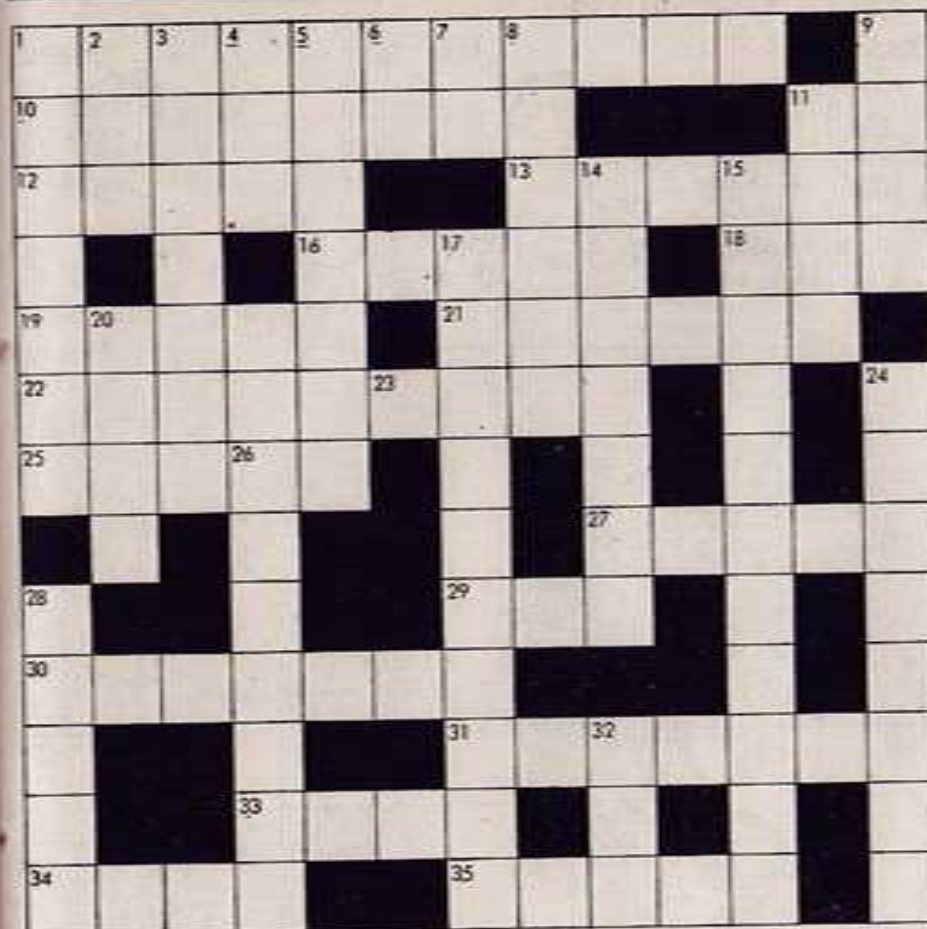
My son returned from the school, after admission, with one of his classmates. I told them to add their roll numbers. My son gave the answer as 10 and after sometime his friend said "2475". I was surprised and asked them what they did. The former said he had subtracted, while the latter said he multiplied. What were their roll numbers?

Daughter's Age

I asked Mrs. Nirmala "What is your daughter's age?" She replied, "The digits in her age are the reverse of the digits in my age, but after five years she will be half of my age." Can you find out her daughter's age (in whole numbers)?

Square

Find out two different digits (other than zero) such that the difference between the sum of their squares and their product is a square.



Clues Across

- 1 and 9 down: The charge of the light brigade (11-4)
- 10 Rewarded the questioner with this player (8)
- 11 The constant in the dessert. (2)
- 12 Half surgery for a musical drama (5).
- 13 The highly felt Parisian land mark (6).
- 16 To dramatise as a response? (5)
- 18 Oh, well, she is likened for her wisdom! (3)
- 19 A personal involvement is there in notions (5)
- 21 The bloody minded respect

- this monkey (6)
- 22 Distress from the seas? (3)
- 23 Descriptive of your bearing (4)
- 25 The summing up? (5)
- 27 Genuineness that forms a part of Kingdom (5)
- 29 Permission granted month-wise (3)
- 30 The goddess who meanders? (7)
- 31 Three is too many for Gadafi here (7)
- 33 The prefixed opponent (4)
- 34 Move round for your chance (4)
- 35 Await the various summons (5)

Clues Down

- 1 The foetus blowing its trumpet (7)
- 2 Take it up, cat like! (3)
- 3 The lady takes a breather on top (7)
- 4 Be mobile in this (3)
- 5 The Caesars of Russia? (5)
- 6 Initially speaking, the Raj Kapoor studios! (2)
- 7 That is, abbreviated? (2)
- 9 See 1 across (4)
- 11 Breathing space between the rows (4)
- 14 Enlisting the journey programme (7)
- 15 Discovered the under lying basics (11)
- 17 The third of R's— (10)
- 20 Commit, else enter the threshold (4)
- 24 Part of starving, indicating acquaintance. (8)
- 26 A son of this so called dark area? (7)
- 28 Increase to make it to your liking (5)
- 32 The International Labour Laws have this sickness in them (3)

Answers to 'Do you know'

1. Jane Taylor
 2. William Egly
 3. Oliver Goldsmith
- Roll Numbers: 55 and 45
Daughter's age is 13
Square: 8 and 5

Comically Yours



PREETHAM & KOCURTONI (XIth std)



हिन्दी-विभाग

आधुनिक हिन्दी
कवि

अनुक्रमणिका

1. जीवेम शरदः शतम्	(सम्पादकीय)	3	श्री. म. वा. विटेकर
2. रजत-महोत्सव : कुछ संस्मरण		4	श्री. मो. घ. टेकाले
3. केरल सैनिक स्कूल में मेरा प्रवेश	(लेख)	6	विनय रंजन
4. 'हैंसी के चुटकुले'		7	जितेन्द्रनाथ एम.
5. भारतीय समाज में नारी	(लेख)	8	के. मीना कुमारी
6. नौ भाषाओं में गिनती के आंकड़े		9	मेधा विटेकर
7. प्राकृतिक सौन्दर्य की खान-केरल	(लेख)	10	रतन कुमार ठाकुर
8. वीर देश के छात्र	(कविता)	11	अमर कुमार
9. जिन्दगी	(कविता)	11	निरंजन कुमार
10. बदलम्बदली	(छोटी कहानी)	12	साईराव एम.
11. क्या तुम जानते हो ?		12	मनोज कुमार
12. इक्कीसवीं शताब्दी का भारत : मेरी नज़रों में	(निबन्ध)	13	संजीव कुमार
13. 'तबाह वा'	कविता	14	दबलकिशोर
14. 'मैथिलीशरणः' आधुनिक हिन्दी के कृती कवि	(लेख)	15	श्री. के. के. विस्वनाथ



S. KOCURON (XIth)

जीवेम शरदः शतम् ।

[लगभगकीय]

रजत जयन्ती के इस सुअवसर पर हमारे पाठकों के हाथों में यह 'रजत जयन्ती विशेषांक' रखते समय हमें परमानंद हो रहा है। इस स्कूल की स्थापना सन 1962 ई० में सैनिक-स्कूलों के जन्मदाता, महान राजनीतिज्ञ, केरलपुत्र माननीय श्री वी. के. कृष्णमेनन के करकमलों द्वारा हुई थी। अगस्त 1964 तक स्कूल त्रिवेंद्रम के पांगोड़ बरक में था—तब तक नई इमारतें तैयार हो गईं और हम 200 विद्यार्थियों के साथ इस छोटी पहाड़ी पर बने इस सुन्दर कैंपस में आए। हमारा यह स्कूल अरबी-सागर तट से केवल 5 कि. मी. की दूरी पर है। यह केरल राज्य की राजधानी तिरुवनन्तपुरम से 20 कि. मी. दूर है। कृष्णकूटम नामक कस्बा यहाँ से 2 कि. मी. दूर है। त्रिवेंद्रम कोल्लम-एरणाकुलम के राष्ट्रीय मार्ग नं 47 पर वेट्टुरोड जंक्शन से 1 कि. मी. पूरब की ओर यह बसा हुआ है।

माननीय श्री कृष्णमेनन द्वारा लगाया गया यह पीघा आज वट-वृक्ष का रूप धारण कर चुका है। इस स्कूल के संस्थापक प्राचार्य ले० कर्नल बी. के. सोमय्या थे। जिन्होंने इसकी नींव बड़े ही मुचारु रूप से रखी थी। इस स्कूल

में आज तीन सब ज्यूनियर (छठी-सातवी कक्षा के लिए) चार ज्यूनियर हाउस (आठवी-तथा नौवीं कक्षाओं के लिए) और तीन सीनियर आवास (दस, ग्यारह तथा बारहवी कक्षाओं के लिए) हैं।

हमारे विद्यालय का बोध वाक्य है 'ज्ञान, अनुशासन, सहयोग'। हमें यह लिखते हुए गर्व का अनुभव होता है कि यहाँ का हर छात्र पूरी तरह से सक्षम और अच्छा नागरिक बन पाया है। हमारे कई छात्र आज भारतीय सेना के तीनों अंगों में अफसरों के पद विभूषित कर रहे हैं। अन्य जीवन के दूसरे क्षेत्रों में ऊँचे स्थानों पर हैं। यह उपलब्धि किसी भी स्कूल के लिए गौरव का विषय है।

हम अपने सब छात्र-छात्राओं अध्यापकों तथा अभिभावकों को शुभकामनाएँ देते हैं और अखिल विश्व व्यापक उस परमेश्वर से प्रार्थना करते हैं कि हमारा यह सैनिक विद्यालय इसी तरह उत्तरोत्तर उन्नति करे और आगे चलकर इसका शताब्दी समारोह भी सम्पन्न हो।

जीवेम शरदः शतम् ।

★

गोविंद घ टेकाले

(संस्कृत विभागाध्यक्ष)

रजत-महोत्सव-कुछ संस्मरण

अपने स्कूल के रजत-जयन्ती के अवसर पर मेरे कुछ संस्मरण प्रस्तुत करने में मुझे हर्ष होता है—

शिक्षालयों के सारे पदनाम

मुझे हमेशा आश्चर्य इस बात पर होता है कि प्रिन्सिपल, हेडमास्टर और रजिस्ट्रार ये अधिकारियों के पदनाम हमारे स्कूल में प्रयुक्त किए जाते हैं। साधारणतः प्रिन्सिपल कालेज के प्रमुख का पदनाम है, हेडमास्टर, अक्सर स्कूलों के मुखिया होते हैं और रजिस्ट्रार विश्वविद्यालय के पंजीकरण अधिकारी होते हैं। किन्तु सैनिक स्कूल सोसायटी ने शायद विचारपूर्वक ही इन तीनों पदनामों को प्रचलित रखा है ताकि इन स्कूलों में शिक्षादीक्षा पूरी तरह से मिल जाए। हाल ही में कुछ सैनिक स्कूलों में हेडमास्टर को वाइस प्रिन्सिपल के नाम से भी पुकारा जा रहा है। परन्तु हमारे स्कूल में तो अनुशासन प्रिय हेडमास्टर साहब के पदनाम में कोई परिवर्तन नहीं आया है।

डोम् डोम् टिम्

स्कूल में हिन्दी पढ़ाते समय एक पाठ में डो० डो० टी० का उल्लेख आया। परन्तु कक्षा में तो बच्चे इसका डोम्, डोम, टीम्, से उच्चारण कर रहे थे। थोड़ी देर बाद इस समस्या का समाधान हुआ। मलयालम तथा अन्य दक्षिणी भाषाओं में हलन्त 'म' के बदले ० इस चिह्न का प्रयोग किया जाता है जो कि अक्षरों के बाद लिखा जाता है क्योंकि द्राविडी लिपियों में अक्षरों के ऊपर लाइन नहीं रहती है।

सिविल और मिलिटरी

एक बार हमारे हेडमास्टर साहब ने अच्छे अध्यापक के बारे में मुझे हमारे ही अध्यापक गण को संबोधित करने के लिए कहा। भाषण के दौरान मैंने सिविल और मिलिटरी का जिक्र किया। सिविल इंजिनियर और मिलिटरी इंजिनियर, सिविल सर्विस और मिलिटरी सर्विस आदि सिविल और मिलिटरी भेद हैं ऐसा मैंने बताया। परन्तु सिविल मरेज के साथ कोई मिलिटरी मरेज की प्रथा अब तक भारत में नहीं ऐसा कहते ही सब लोग हँस पड़े।

कम बाल

स्कूल में जब मैंने पहले दिन पदापण किया तो हेडमास्टर साहब ने मुझे हेअरकट करवा लेने का आदेश दिया क्योंकि उनका कहना था कि 'बुड् बिलिह इन शॉर्ट हेअर' अर्थात् हमारा विश्वास कम बालों में है, तब मुझे अपने प्रिय केशों का दान करते समय आचार्य विनोबाजी के भूदान, ग्रामदान आदि दानों का स्मरण हुआ। काश! अब तो मैं गंजा होने लगा हूँ और श्रीलाल शुक्ल के लोक-प्रिय उपन्यास पर आधारित जनप्रिय 'राम दरबारी' टी. वी. सिरियल के गंजों के साथ मेरी तुलना की जा रही है।

डिनर सूट

स्कूल में पहली बार डिनर नाईट का आयोजन किया गया था। उसके लिए डिनर सूट की आवश्यकता महसूस हुई। मेरे पास तो ऐसा सूट नहीं था, किन्तु बहुत कम समय में ही स्थानीय दर्जी मास्टर ने यथा-तथा सूट

मिलाकर मुझे दे दिया। उस सूट से वह रात तो बीत गई, पर बाद में मैं वह कपड़े पहन नहीं सकता था, क्योंकि मेरा शरीर उनमें फिट नहीं हो रहा था।

रपट या रिपोर्ट

स्कूल में पहले कुछ दिनों में जब भी बच्चों को यहाँ रिपोर्ट करो, वहाँ रिपोर्ट करो का आदेश दिया जाता था तो मुझे कुछ अजीब-सा लगता था। इसका कारण यह था कि मैं तो अधिकतर पुलीस थाने की रपट अर्थात् रिपोर्ट शब्द से परिचित था।

राष्ट्रीय एकता

1962 की ही एक अन्य बात है। उस वर्ष कुछ विद्यार्थी अविभक्त पंजाब से कपकपूट्टम स्कूल में प्रविष्ट हुए थे। संयोग वश केरल के तत्कालीन मुख्यमंत्री स्वर्गीय पट्टम बानु पिल्लैजी की पंजाब के राज्यपाल के पदपर नियुक्त किया गया था। राष्ट्रीय एकता और अखण्डता का यह एक अनोखा उदाहरण था।

राज्यपाल गिरि जिन्दाबाद

उन दिनों केरल के राज्यपाल स्वर्गीय श्री वराहगिरि अम्कटगिरि थे। बाद में वे भारत के उपराष्ट्रपति और राष्ट्रपति बने। एक दिन अचानक वे हमारे स्कूल में आए तो मैं और मेरे साथ कुछ बच्चे थे, उन्होंने उनके

स्वागत में 'राज्यपाल श्री गिरि जिन्दाबाद' के नारे लगाए, तो उन्होंने अपनी कार रोककर मेरे साथ हस्तांदोलन किया। बाद में वे हमारे प्रिन्सिपल साहब से जाकर मिले।

संगच्छध्वम्, संवदध्वम्

हमारे स्कूल में राष्ट्रीय छात्र सेना अर्थात् एन.सी.सी. अनिवार्य है। इसका फायदा यह है कि छात्र अनुशासन-प्रिय बनते हैं। जब वे स्कूल से डारमिटरी या अन्यत्र परेडों में मार्च करते हैं, तो प्राचीन ऋषियों द्वारा दिया गया उपदेश याद आता है— 'संगच्छध्वम्, संवदध्वम्, सं वो मनोसि जानताम्' अर्थात् हम एक साथ मिलकर चलें, हमारे भाषण सुसंवादि हों तथा हम एक दूसरे के दिल को पहचानें।

इन सारी बातों से यही सिद्ध होता है कि सैनिक स्कूल का जीवन न केवल छात्रों की अपितु अध्यापकों को भी लाभदायक सिद्ध हुआ है। यह स्कूल फल-फूल तथा यह आगामी पीढ़ियों का मार्गदर्शक हो ताकि यह सुभाषित सायंक हो—

'एतद्देशप्रसूतस्य सकाशादप्रजन्मनः।

स्वं स्वं चरित्रं शिक्षेरन् पृथिव्याः सर्वमानवाः॥'

अर्थात् इस देश में पैदा हुए नरोत्तम से संसार के सब लोग अपने चरित्र के बारे में आदर्श सीखें।



केरल सैनिक-स्कूल में मेरा प्रवेश

प्रायः सफलता लोगों की खुशियों का कारण बन कर आती है। लोग भी बेफिक्र सफलता का स्वागत करते हैं और खुशियाँ मनाते हैं। किन्तु कभी-कभी मनुष्य अपनी सफलता के भविष्य को उजाले अंधेरे की ओर अपसर होता अपसर होता महसूस करता है, जिस अंधेरे में खोकर वह अपने उज्वल भविष्य की कामना भी करता है। इसी प्रकार की खुशी एक बार मेरे भी जीवन से गुजर गयी।

वह वक्त तब आया था, जब मैंने सैनिक स्कूल प्रवेश-परीक्षा की अपनी सफलता की खबर सुनी। इस सफलता ने मुझे बाँसों उछाल दिया। उस वक्त मेरी खुशी का ठिकाना नहीं था। किन्तु वह खुशी कब तक कायम रह सकती थी? इस प्रश्न का उत्तर मुझे तब मिला जब मैं अपने भावी विद्यालय के बारे में सोचने लगा। केरल का नाम मन में आते ही मेरा दिमाग चकरा-सा गया। यह होना भी चाहिए क्योंकि उत्तर-पूर्व से दक्षिण में प्रवेश करना कोई मामूली दूरी नहीं है। मैं गहरे सागर में डूबकर दक्षिण की लोगों की भाषाएँ, वेश-भूषा, खान-पान आदि के बारे में सोचने लगा। मेरे मन में एक भय-सा उत्पन्न हो गया, क्योंकि मैं उस समय अच्छी बोल-चाल लायक अंग्रेजी भी नहीं जानता था, तो कहीं कोई दक्षिण भाषा। इसी सोच में डूबा जब मैं नौका से रहा था, तभी मेरे पिताजी ने मुझे सफलता के लिए शाबासी दी, और मैं खाली दुनिया से निकलकर बाहर आया। सैनिक

स्कूल से प्राप्त पत्र के अनुसार मुझे पाँच-छः दिन के अन्दर वहाँ पहुँच जाना चाहिए था। अतः मैं अगले दिन ही अपने पिताजी के साथ स्कूल को रवाना हो गया।

हावड़ा तक की यात्रा तो बड़ी सुखदायक थी, क्योंकि अधिकतर लोग हिन्दी में ही बात-चीत करते थे, जिसे मैं अच्छी तरह से समझ सकता था। किन्तु धीरे-धीरे जैसे ही हमारी रेल आगे बढ़ते गई, लोगों की भाषाएँ, वेश-भूषा में अन्तर होता चला गया, जो कि मेरे मन में पुनः भय उत्पन्न करने का कारण बन गया। इसी प्रकार डरते-डरते मैं त्रिवेन्द्रम पहुँच गया। किन्तु रास्ते में कुछ मनोरंजन के साधनों के देखने से मेरा मन बहल गया, जिसका स्पष्ट उदाहरण है, लुंगी का पहनावा। मद्रास से ही लुंगी का पहनावा बार-बार मेरे मन को हँसने के लिए बेवस कर देता था। लोगों की भाषाएँ, जो कि किसी गीत के समान मालूम होती थीं, उसने भी मेरे मन का मनोरंजन किया।

त्रिवेन्द्रम पहुँचते ही मेरा हृदय कम्पित हो उठा, किन्तु अब कुछ ही घंटों के बाद मेरा प्रवेश एवं नामांकन सैनिक स्कूल में होनेवाला था। रास्ते भर स्कूल तक की यात्रा में, मेरा मन बार-बार एक ही प्रश्न करता था कि तुम वहाँ के लड़कों के साथ किस प्रकार बात-चीत करोगे, रहोगे आदि? यही सोचते-सोचते न जाने कब हमारी टैक्सी स्कूल कार्यालय के पास आकर रुक गयी।

मेरे स्कूल में नामांकन कराने के बाद पिताजी वापस चले गए। मुझे अकेलापन महसूस नहीं हुआ क्योंकि कुछ ही दिनों पहले बिहार के ही कुछ और लड़कों ने भी अपना नामांकन यहाँ करवाया था। फिर भी पहला दिन तो अकेलेपन में ही बीता। शुरू में तो मैं अक्सर बिहारियों से ही बात-चीत किया करता था। किन्तु वर्ग में अंग्रेजी की पढ़ाई ने मुझे अच्छी-खासी अंग्रेजी सिखा दी, जिसका मैं आज तक आभारी हूँ। अपनी इस नयी सीखी अंग्रेजी को मलबालियों के बीच प्रयोग करने में भी मुझे डर लगता था कि कहीं वे मेरा मजाक न उड़ाएँ। किन्तु हमेशा उनसे अंग्रेजी (English) में बात-चीत करने के कारण मेरी यह एक आदत बन गई और अब मैं बिना किसी डर के अच्छी तरह किसी से अंग्रेजी में बात कर सकता हूँ।

इसका श्रेय मैं अपने उन्हीं मल बाली सहपाठियों को देता हूँ। शुरू में तो उनकी भाषा को हम समझ नहीं पाते थे, जो हमारे बीच एक दीवार बनी हुई थी। किन्तु समय के बीतने के साथ हम उनकी भाषा को समझने लगे और अब तो हम इस भाषा का कुछ-कुछ अनुसरण भी कर लेते हैं जो कि हमारी एकता का ही प्रतीक बन चुकी है।

अपने स्कूल में प्रवेश की यादाश्त की डायरी अब भी जब मैं खोलता हूँ, तब मुझे अतीत पर बहुत ही हँसी आती है तथा वे यादें अक्सर सतावा करती हैं। मैं ही क्या, किसी भी मनुष्य को एक नये समाज में प्रवेश करने पर अवश्य कठिनाई होती है और उसे उस कठिनाई का सामना करना ही पड़ता है। इसी का नाम जीवन है।

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जितेन्द्रनाथ एस.
नवमी कक्षा, आयु 14

हँसी के चुटकुले

1. अध्यापक—(पुस्तक खोलते हुए) हाँ तो बच्चों मैं कल कहाँ पर था?
विद्यार्थी—सर, कल आप यहीं पर तो थे।
2. पिता—बेटा, ऐसा काम करो जिससे पृथ्वी के चारों कोनों में नाम हो?
बेटा—पिताजी, ये पृथ्वी तो गोल है। इसमें कोने कहाँ से आ गए।
3. पिता—बेटा, सबसे कड़वा फल कौन-सा होता है?
बेटा—परीक्षा फल पिताजी।

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4. राम—चलो महेश बाग में हवा खाकर आएँ।
महेश—नहीं फ्रेंड, आज मेरा बत है।
5. जज—(अपराधी से) तुम्हारा नाम क्या है?
अपराधी—रेट।
जज—पिता का नाम?
अपराधी—केट।
जज—रहने का पता?
अपराधी—पेट।
जज—जात क्या है?
अपराधी—बेट।
तो जज ने फाईल बंद करते हुए कहा तुम्हारा फंसला होगा लेट।

भारतीय समाज में नारी

भारतवर्ष सीता, सावित्री तथा लक्ष्मीबाई का देश है। भारत ने समय-समय पर अनेक नारी-रत्नों को जन्म दिया है। भारतीय नारी ने अपने त्याग, तपस्या, बलिदान और आत्म-त्याग से जो गौरवमय परम्परा स्थापित की है, वह निश्चय ही महान है। जहाँ नारी की पूजा होती है, वहाँ देवता निवास करते हैं। नारी ने पुरुष को माँ, बहिन और पत्नी के रूप में प्रेम प्रदान किया है। किसीने ठीक ही कहा है—“हाथ जो कि पालना झूलाता है, वही संसार पर शासन करता है।”

प्राचीन काल में नारी को पुरुष के तुल्य स्थान प्राप्त था। वह जीवन के प्रत्येक-क्षेत्र में पुरुष के बराबर थी। भगवान राम को भी यज्ञ के समय सीता-की स्वर्ण-प्रतिमा आवश्यक पड़ी। राजा दशरथ के साथ कँकेयी स्वयं वृद्ध के मैदान में जाती थी। शंकराचार्य और मंडन मिश्र के शास्त्रार्थ का निर्णय मण्डन मिश्र की पत्नी ने ही किया था।

मध्यकाल में विशेषकर मुस्लिम युग में भारतीय नारी की अवस्था अत्यन्त दयनीय हो गई। उसे पर्दे के पीछे घर की चहारदीवारी में बन्द कर दिया गया। उसकी सामाजिक प्रतिष्ठा नष्ट हुई। समाज में उसका कोई महत्व ही न रह गया। वह केवल भोग-विलास की ही वस्तु रह गई। वह सब प्रकार से पुरुष की दासी बन गई। पति की मृत्यु हो जाने पर उसे बलपूर्वक सती कर दिया जाता था। सेक्सपीयर तक ने कहा है—“दुबलता ही नारी है।” नीत्सी ने नारी को “ईश्वर की दूसरी मलती” बताया है। इस प्रकार प्रत्येक क्षेत्र में नारी को धक्का लगा—वह देवी के पवित्र आसन से हटकर दासी बन गई।

आधुनिक काल में वह पाश्चात्य सभ्यता के सम्पर्क में आयी। उसके जीवन का उद्देश्य बदला। उसने अपने प्राचीन आदर्श, सम्मान और स्थान को बिलकुल भुला दिया। आज जब हम समाज में नारी की दशा का अवलोकन करते हैं, तो हमारा मस्तक लज्जा से झुक जाता है। आज की नारी अपने अंक में दासता को छिपाए हुए है—उसे प्रताड़ित और पीड़ित किया जाता है। मैथिली धरण की ये पंक्तियाँ जहाँ एक ओर नारी की दासता का ज्ञान कराती हैं, वहाँ दूसरी ओर पुरुषों के अत्याचारों को बताती हैं—“नरकृत शास्त्रों को बन्धन हैं; सब नारी ही को लेकर अपने लिए सभी सुविधाएँ पहले ही कर बैठे नर।”

आज नारी पुरुष की धर्म पत्नी न रहकर उसकी गुलाम बन गई है, उसकी प्रेमिका न रहकर उसके भोग का साधन बन गई है।

हमारे देश में नारियों में शिक्षा का नितान्त अभाव है। विवाह के विषय में कन्या की राय का कोई मूल्य नहीं होता। वह तो उस मूक गाय के समान है, जो कसाई के हाथ कटने जाती है। इसका परिणाम है कि नारी अबला बनकर जीवन-भर आँसू बहाती रहती है। मुप्तजी ने ठीक ही कहा—

“अबला जीवन हाथ मुम्हारी यही कहानी
आँचल में है दूध और आँसुओं में पानी ॥”

परन्तु नारी की इस दयनीय दशा का परिणाम देश को भोगना पड़ता है। जिस देश की नारी परतन्त्र होती है, वह देश मृतक के समान है। देश का उत्थान नारियों पर आधारित है। आशा है, निकट भविष्य में नारी जाति का उत्थान अवश्य होगा।

नौ भाषाओं में गिनती के आंकड़े

भाषा	१	२	३	४	५	६	७	८	९	१०
1 संस्कृत	एक	द्वि	त्रि	चतुर्	पंचन्	षष्	सप्तन्	अष्टन्	नवन्	दशन्
2 हिन्दी	एक	दो	तीन	चार	पाँच	छः	सात	आठ	नौ	दस
3 मराठी	एक	दोन	तीन	चार	पाच	सहा	सात	आठ	नऊ	दहा
4 उरिया	एक	दुइ	तिनि	चारि	पाञ्चि	छाए	सात	आठ	नाए	दस
5 तमिल	ओन्क	इरन्दु	मून्क	नालु	ऐन्दु	आरु	एळु	एट्टु	ओन्पद	पत्त
6 मलयालं	ओन्न	रन्व	मून्न	नाल	अञ्च	आर	एळ	एट्ट	ओन्पद	पत्त
7 कन्नड	ओन्दु	एरदु	मूरु	नालकु	ऐदु	आरु	एळु	एन्टु	ओंबतु	हतु
8 तेलुगु	ओकटि	रेंडु	मूडु	नालुगु	ऐदु	आरु	एडु	एनिमिदि	तोम्मिदि	पदि
9 अंग्रेजी	वन	टू	थ्री	फोर	फाइव	सिक्स	सेवन	एइट	नाइन	टेन
	1	2	3	4	5	6	7	8	9	10

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प्राकृतिक सौन्दर्य की खान-केरल

भारत विश्व के देशों में अत्यन्त महान है। इसका प्राकृतिक वैभव अनुपम है। इसके सौन्दर्य ने कितने ही विदेशियों को मुग्ध कर लिया है। इस विचित्र और विशाल देश का अनुपम मरकत-मणि है केरल। यह राज्य अरब सागर के तट पर स्थित है।

इसके उत्तर में कर्नाटक राज्य है, दक्षिण में कन्या-कुमारी है, पूरव में पश्चिमी घाट तथा पश्चिम में अरब सागर है। यहाँ के लोग 'मलबालम' भाषा बोलते हैं, यहाँ के लोग काफी मेहनती होते हैं, जिसके चलते यह राज्य भारत के सुखी-सम्पन्न राज्यों में गिना जाता है। यहाँ के लोग काफी शिक्षित भी हैं। केरल में कई छोटी-छोटी नदियाँ भी हैं, जिससे यहाँ की हरियाली और भी कायम रहती है।

यहाँ धान, काजू, रबर, काली मिर्च और नारियल की खेती होती है। यहाँ के लोग अपने जीवन-निर्वाह के लिए अधिकतर नौकरी ही करते हैं। केरल में लोग गाँवों तथा शहरों में रहते हैं। यहाँ की जनसंख्या का घनत्व बहुत ही ज्यादा है।

पूरव में पहाड़ तथा पश्चिम सागर के बीच में शस्य-

श्यामल कोमल केरल है। विमान से देखने पर वह राज्य नारियल के पत्तों से ढका हुआ दिखाई देता है।

यहाँ पर कई दर्शनीय स्थान भी हैं। केरल की राजधानी 'ट्रिवेन्द्रम' बहुत ही सुन्दर शहर है। यहाँ का सबसे सुन्दर तथा मनोरम पर्व ओणम है। यह यहाँ का प्रादेशिक पर्व है।

इस दिन लोग बड़े-छोटे का भेद-भाव भूलकर बड़ी उमंग से इस शुभ पर्व को मनाते हैं। इसमें नौका-दौड़ प्रतियोगिताएँ होती हैं, जिसमें सैकड़ों लोग भाग लेते हैं। यह बहुत ही रोमांचक दृश्य होता है। ट्रिवेन्द्रम के पास ही कोवलम बीच बहुत-ही बढ़िया समुद्र तट है।

इसी राज्य के कालिकट बन्दरगाह पर सबसे पहले वास्को-डो-गामा नामक यूरोपीय नाविक उतरा था। यहाँ के मन्दिरों में 'बुद्धवापूर' का श्रीकृष्ण मन्दिर, पचनाभ-स्वामी क्षेत्र त्रिवेन्द्रम तथा शबरी मल्ल के स्वामी अय्यपन हरि-हर सुत के मन्दिर बहुत प्रसिद्ध हैं। तेकड़ी स्थित संरक्षित वन में जंगली हाथी और जंगली भैंसें तथा कुछ पक्षियों को नजदीक से देखा जा सकता है। सचमुच इस प्रदेश को प्रकृति ने अपने हाथों से सँवारा है।



वीर देश के छात्र

हम छात्र हैं, इस वीर देश के, वीरता हमको प्यारी है।
प्राण जाए पर वचन न जाए, यह आवाज हमारी है ॥

कायरतावश रणभूमि से हम कभी भागे नहीं,
है आदर्श जो पूर्वजों के वे कभी त्यागे नहीं,
बोलो देश संकट में रहे ये कदम कहाँ आगे नहीं ?

कर्तव्य पर बस मर मिटने की सदा तैयारी है।
हम छात्र हैं इस वीर देश के, वीरता हमको प्यारी है ॥१॥

वीर शिवाजी, महाराणा, हम आगे चलकर
'बोस' बनेंगे,
हम ही 'गांधी', हम ही 'नेहरू', हम ही तो
'आजाद' बनेंगे,
आन-वान, सम्मान साधियों ! हम ही देश का
जोश बनेंगे,

समय-समय सेना में जा, देश की छवि सँवारी है।
हम छात्र हैं इस वीर देश के, वीरता हमको प्यारी है ॥२॥

जो कर्तव्य है इस देश के प्रति उसे भुला सकते नहीं,
बम फेंककर ली आजादी उसे मिटा सकते नहीं,
फाँसी के भय से भी कदम पीछे हटा सकते नहीं।

उतरो साधियों 'इस 'कर्मभूमि' में बही घड़ी शुभकारी है।
हम छात्र हैं इस वीर देश के, वीरता हमको प्यारी है ॥३॥



जिन्दगी

मौत का एक दस्तावेज है जिन्दगी
कुछ पाद कुछ परिषाद है जिन्दगी।
जोड़ती - तोड़ती पल - पल आशा - निराशा
कुछ सवाल कुछ जवाब है जिन्दगी ॥

कोई जिन्दगी को कोई मौत को पुकारे
किसी को हँसाये किसी को रुलाये
किसी के आगे अपना सिर न झुकाये
कुछ काँटे, कुछ गुलाब है जिन्दगी।

कोई भला कहे, कोई बुरा कहे
कहीं सुखद, कहीं दुखद, है जिन्दगी।
किस - किस की मुने, किस - किस की मानें
कभी शवाब, कभी शराब है जिन्दगी।

किसी को सताये, किसी को न बताये
किसी को भाए किसी को रास न आए
कुछ अच्छी, कुछ खराब है जिन्दगी
हल न होनेवाला है, हिसाब जिन्दगी।



अदलम्बदली

एक गाँव में देवदत्त नामक एक अमीर आदमी था। उसके पड़ोस में दो आदमी रहते थे। एक लुहार था दूसरा मुनार था। रोज़ सूर्योदय से पहले ही वे अपने काम पर लग जाते थे। दिनभर वहाँ खटखुट की आवाज़ होती रहती थी। देवदत्त इससे परेशान था।

एक दिन देवदत्त ने लुहार को बुलवाया और उससे कहा, "बरे लुहार भाई, अगर तू कल यहाँ से घर बदलेगा, तो मैं तुझे हजार रुपये दूँगा।" तब लुहार ने कहा, "अगर आप मुझे दो हजार देंगे, तो मैं ज़रूर घर बदलूँगा।" लुहार देवदत्त से दो हजार रुपये लेकर चला गया। फिर देवदत्त ने मुनार को बुलवाया और ऐसे ही कहा। मुनार भी रुपये लेकर चला गया।

उस दिन वहाँ कोई आवाज़ नहीं हुई। देवदत्त बहुत खुश था। "चार हजार रुपये गये तो क्या?", उसने सोचा, "अब तो चैन से जीवन बिता सकता हूँ।" किन्तु दूसरे दिन फिर से वही आवाज़ आने लगी। देवदत्त को बहुत गुस्सा आया। उसने लुहार और मुनार, दोनों को बुलवाया और मुनार से पूछा, "क्यों भाई, तुम दोनों ने धन लेकर अब तक घर क्यों नहीं बदला?" तब मुनार बोला "हम दोनों ने तो कल ही घर बदल दिया है— 'कल, से मैं उसके घर में रहता हूँ और वह मेरे घर में।"

यह सुनते ही देवदत्त चुप हो गया और अपनी बेवकूफी पर पछताने लगा।

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क्या तुम जानते हो ?

- कि विश्व का सबसे लंबा प्लेटफार्म "स्टोरविक" में है।
- कि "रामायण" विश्व का सर्वप्रथम लिखित काव्य है।
- कि "महाभारत" विश्व का सबसे बड़ा महाकाव्य है।
- कि सूर्य से पृथ्वी की दूरी "पन्द्रह लाख" किलोमीटर है।
- कि "भारत" सबसे बड़ा प्रायद्वीप है।
- कि "राकेश शर्मा" भारत के प्रथम ग्रह अन्तरिक्ष यात्री हैं।
- कि "सर आइसक न्यूटन" विश्व के महान वैज्ञानिक माने जाते हैं।
- कि कुवंत की राजधानी "कुवंत" ही है।
- कि "इजिप्ट के फरोक" नामक राजा ने एक पिरामिड बनाने के लिए दस हजार कैदी लगाए थे।
- कि अंतरिक्ष में सबसे पहले प्रवेश करनेवाला जन्तु "लाइका" एक कुत्तिया थी।
- कि गावस्कर विश्व के महान क्रिकेट खिलाड़ी माने जाते हैं।
- कि ओलंपिक खेल की शुरुआत 1800 ई० पू० हुई थी।
- कि बी० के० कृष्णन मेनन सैनिक स्कूल सोसायटी के संस्थापक थे।
- कि मदद टेरेसा की "सेवा संस्था" विश्व की सबसे लंबी सेवा संस्था है।

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इक्कीसवीं शताब्दी का भारत मेरी नज़रों में

[निबंध प्रतियोगिता में पुरस्कृत निबंध]

भारत दुनिया का प्राचीन और महान देश है। हमें अपने देश की सम्भ्रता और संस्कृति पर गर्व है। किन्तु भारत सदियों से गुलाम रहा है : हमें केवल उनचालीस साल पहले स्वतन्त्रता मिली है। अंग्रेज शासकों ने भारत को खोखला बनाकर छोड़ा था। वे भारत के धन को लूट ले गये। स्वतन्त्रता के समय भारत का विभाजन हो गया, भारत और पाकिस्तान। उस समय से अभी तक हम लोग कठिन से कठिन समस्याओं को सरल कर रहे हैं।

स्वतन्त्रता मिलने के बाद भारत अपनी प्रगति में सर्व प्रथम रहा है। इक्कीसवीं शताब्दी में भारत एक नया भारत होगा, एक अमीर देश होगा, विश्व का शक्तिशाली देश कहलाएगा। इसके लिए हमें अधिक परिश्रम करना होगा, खून-पसीना एक करके काम करना होगा। किसी कवि ने कहा है—

तुम अमर बड़े चलो, आन पर चढ़े चलो।

तुम कहीं रुको नहीं, तुम कहीं झुको नहीं।

भारत इसी को अपना ध्येय मानकर प्रगति के सिखर की ओर बढ़ रहा है। वह अब सभी देश का मुकाबला कर सकता है।

भारत को शक्तिशाली बनाने में नवयुवकों का बहुत बड़ा हाथ है। हमारे देश के प्रधान मंत्री श्री राजीव गाँधी नवयुवक ही हैं। उनके नेतृत्व में हमारा देश आगे बढ़ रहा है। भारत जिस तेजी से प्रगति कर रहा है उसे आंकना कठिन है। भारत ने असंभव को संभव बना दिया, निराशा को

आशा में बदल दिया। भारत सभी क्षेत्रों में विजय पा रहा है। खेल-कूद में भारत दो बार विश्व क्रिकेट कप जीत चुका है। इस वर्ष एशियाई खेल-कूद में भारत का स्थान पाँचवा रहा है। अगले एशियाई खेल में मुझे विश्वास है कि भारत प्रथम आएगा।

भारत एक कृषि प्रधान देश है। इसलिए कृषि पर विशेष ध्यान देना होगा। अभी तक हमलोग पुराने तरीके से खेती करते आ रहे हैं। जिससे पैदावार कम होती है। लेकिन इक्कीसवीं शताब्दी से खेती नए ढंग से होगी। खेती के लिए नयी-नयी मशीनें रहेंगी। उत्तम किस्म के बीज बोये जाएँगे, पानी और खाद की सुविधा रहेगी। इस तरह अधिक अन्न पैदा होगा। इससे भूखमरी तथा बेकारी की समस्या का समाधान होगा। देश में खुशहाली बढ़ेगी।

यहाँ के अधिकतर लोगों को उचित शिक्षा नहीं मिल रही है। गाँवों में स्कूल नहीं हैं। सरकार ने शिक्षा की ओर ध्यान दिया है। गरीब छात्रों के लिए निःशुल्क स्कूल खोले गए हैं। उन्हें निःशुल्क किताब, कॉपी, कलम आदि दिए जाते हैं। मेधावी छात्रों को सरकार छात्रवृत्ति भी देती है। बड़े लोगों के लिए भी स्कूल खोले गए हैं। इक्कीसवीं सदी में भारत में कोई भी निरक्षर नहीं रहेगा। सभी साक्षर होंगे जिससे वे समाज तथा देश की समस्याओं का

शेष पृष्ठ 16 पर—

नवल किशोर

कक्षा-9, आयु-14

“तबाह बा”

देश तबाह बा नेता से,
बाप तबाह बा बेटे से।
लम्बा तबाह बा नाटे से,
कापेरेशन तबाह बा घाटे से।

फाइल तबाह बा लाला से,
पान तबाह बा पाले से।
दूध तबाह बा म्वाले से,
साँप तबाह बा भाले से।

अफसर तबाह बा फोन से,
गरीब तबाह बा लोन से।
घोती तबाह बा सूट से,
खादी तबाह बा छूट से।

लेबर तबाह बा ड्यूटी से,
नारी तबाह बा 'ड्यूटी' से।
गरीब तबाह बा पेट से,
बाज़ार तबाह बा बढ़त रेट से।

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के. के. विश्वनाथ (हिन्दी विभाग)

मैथिलीशरण : आधुनिक हिन्दी के कृती कवि

मैथिलीशरण गुप्त वर्तमानकाल के सर्वाधिक लोकप्रिय भारतीय कवि हैं। तुलसी के समान ही आबाल-वृद्ध उनकी कविता पर मुग्ध हैं। उनके काव्य में हिन्दी कविता के पिछले पचास-पचपन वर्षों का संपूर्ण आख्यान सुरक्षित है—काव्य-क्षेत्र के सभी आंदोलन प्रतिबिंबित हैं। वस्तुतः गत अर्द्ध-शताब्दी के देश, समाज और साहित्य गत सभी परिवर्तन गुप्तजी के साहित्य में उपलब्ध हैं। वे निस्सन्देह आधुनिक काल के प्रतिनिधि कवि हैं।

मैथिलीशरण का साहित्य इतना विशद, इतना विभिन्न है कि सहसा आतंकित रह जाना पड़ता है। उन्होंने जीवन के सभी पक्षों को अपने काव्यों में चित्रित किया है। भक्ति, समाज-सुधार, राष्ट्रीयता एवं देशभक्ति का उन्नयन, आदर्श राष्ट्र की परिकल्पना उनके काव्यों के प्रमुख विषय हैं। गुप्तजी की सर्वप्रथम मौलिक रचना 'रंग में भंग' है। आज से लगभग पचास वर्ष पहले जब खड़ीबोली का कोई स्थिर रूप नहीं था—जब खड़ीबोली काव्योपयोगी नहीं समझी जाती थी—तब मैथिलीशरण ने 'रंग में भंग' जैसे रोचक खंडकाव्य की रचना खड़ीबोली में करके यह प्रदर्शित किया कि खड़ीबोली गद्य के ही नहीं, पद्य के भी विलकुल उपयुक्त है। 'जयद्रथवध' गुप्तजी की द्वितीय रचना है। गुप्तजी की प्रारंभिक रचनाओं में—'भारत-भारती' को छोड़कर—इसकी प्रसिद्धि सर्वाधिक रही। प्रचार की दृष्टि से 'भारत-भारती' गुप्तजी की सर्वश्रेष्ठ रचना है। भारतीयों के नस-नस में—देश के कण-कण में—राष्ट्रीय

चेतना जगाने में इस पुस्तक का बहुत बड़ा हाथ रहा। भारतीय किसानों की दारुण दशा का कारुणिक चित्र उपस्थित करनेवाला किसान भी गुप्तजी का प्रमुख काव्य है। गुप्तजी का लोकप्रिय खण्डकाव्य है 'पंचवटी'। यह कवि के विकास-पथ पर एक मार्ग-स्तम्भ है। इसका कथानक राम-साहित्य का चिरपरिचित आख्यान शूर्पणखा प्रसंग है। 'पंचवटी' उनका सर्वाधिक प्रखर एवं सफल खण्डकाव्य है। हाँ, संस्कृत और हिन्दी के किसी भी कवि ने आज तक इतने खण्डकाव्यों का निर्माण नहीं किया है! मैथिलीशरण के अतिरिक्त जीवन को समग्र रूप में उपस्थित करनेवाला कोई भी खण्डकाव्यकार हिन्दी में नहीं रहा।

'साकेत' मैथिलीशरण की कीर्ति का आधार स्तम्भ ही है। यह आधुनिक युग के श्रेष्ठतम महाकाव्यों में परिगणित है। इसमें कवि ने साहित्य की चिर-उपेक्षित उर्मिला को वाणी प्रदान की है। महाभारत की सहस्रों पृष्ठों में प्रकीर्ण सम्पूर्ण कथा को चार सौ पृष्ठों में सरसता से—सफलता से—वाल्मीकि एवं तुलसी के पश्चात् गुप्तजी के अतिरिक्त किसी हिन्दी कवि ने नहीं किया। गुप्तजी की और एक अमर रचना है—'यशोधरा'। इसमें पति-परित्यक्ता पतिव्रता पत्नी यशोधरा के हार्दिक दुःख की कथा है। महाभारत की बृहत्-कथा के आधार पर लिखित साठे चार सौ पृष्ठों का गुप्तजी का विशालकाय प्रबन्धकाव्य है 'जयभारत'। डा. भटनागर ने गुप्तजी की कविता के सम्बन्ध में ठीक ही कहा—“उनकी

कविता में आँखों में चकाचौंध भरनेवाला चमत्कार नहीं, कल्पना का सौ-सौ पंखुड़ियोंवाला नोल-कमल नहीं, संगीत की शत-कल्लोलिनी मन्दाकिनी नहीं, परंतु जन-गोतों की तरह हृदय को छू लेने की क्षमता उसमें है।"

प्राचीन कवियों में तो तुलसी के अतिरिक्त और कोई उनसे श्रेष्ठ नहीं है। आधुनिक कवियों में उनका स्थान अन्यतम है। डा. उमाकान्त के शब्दों में—“वद्यपि प्रसाद का दर्शन-गोभीर्य, निराला की विराट कल्पना, पन्त का सौन्दर्य-बोध तथा महादेवी की अधुसिक्त प्रगीत-भावना भंगिलीशरण में नहीं है, फिर भी वे जीवन के विविध रूपों के—मानव के रागात्मक सम्बन्धों के कवि हैं—अपने विपुल-परिमाण

साहित्य, अद्भुत प्रबन्ध-कोशल, भाषा के निर्माण और विकास तथा जीवन की समग्रता में विश्व की विषम विन-दृशताओं को एक-रस होकर ग्रहण करने की क्षमता के कारण भारत की जनता की तीन पीढ़ियों की युग-चेतना को प्रभावित करनेवाला भारतीय संस्कृति का अनन्य प्रस्तोता यह कवि निस्सन्देह महाकवि हैं।" सचमुच वे भारतीय संस्कृति के सबल आख्याता और प्रबल पोषक हैं। वे आधुनिक हिन्दी के कृती कवि हैं। उनको लक्ष्य करके पन्तजी ने ठीक ही कहा था :

“सूर सूर तुलसी जलि लगता मिथ्यारोपण।
स्वर्गशा तारापथ में कर आपके भ्रमण ॥”

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← पृष्ठ 13 से

निदान कर सकेंगे। देश के कोने-कोने में स्कूल, कॉलेज, विश्वविद्यालय, पुस्तकालय आदि की स्थापना होगी।

विज्ञान के क्षेत्र में भारत बहुत आगे बढ़ गया है और आशा है कि कुछ दिनों में विश्व में सबसे आगे रहेगा। हम सभी देशों से मित्रता रखेंगे तथा संसार में शान्ति बनाये रखेंगे। भारत में खनिज पदार्थ की कमी नहीं है। इक्कीसवीं शताब्दी में सारे देश में कारखाने खोले जाएंगे। हमारे वैज्ञानिक नई-नई मशीनों का आविष्कार करेंगे।

ऊर्जा उत्पादन के लिए विद्युत पावर और अणु भट्ठी होगी। इन कारखानों में नए-नए वाहन हवाई-जहाज, पानी जहाज बनेंगे जो दूसरे देश में नहीं मिलेंगे। हम सभी चीजों के मामले में आत्मनिर्भर हो जाएंगे।

हमारे देश से गरीबी, बेकारी, चोरी, शराबी इत्यादि का अन्त होगा। भिखमने देखने की नहीं मिलेंगे। सभी लोग खुश रहेंगे तथा ईमानदारी से काम करेंगे। सरकार का मुख्य काम लोगों को सुखी रखना होगा। कहा गया है कि अंधकार के बाद प्रकाश जरूर आएगा। उसी

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प्रकार भारत पहले अंधकार में था और इक्कीसवीं शताब्दी तक पूर्ण प्रकाशित हो जाएगा। हम पृथ्वी पर ही नहीं परंतु दूसरे ग्रह पर भी रहने लगेंगे।

भारत की गणना विश्व के सबसे सबल राष्ट्र में होगी। जिस प्रकार कमल का फूल कीचड़ में रहता है फिर भी अपने सौन्दर्य को निखार देता है। उसी प्रकार भारत सभी कठिनाइयों का सामना करते हुए सबल राष्ट्र के रूप में गिना जाएगा। भारत में ऊँची-ऊँची इमारतें दिखाई पड़ेंगी। यहाँ आश्चर्यजनक चीजें रहेंगी। भारत सोने की चिड़िया कहलाएगा। यहाँ दुःख नहीं रहेगा। भारत सभी क्षेत्रों में स्वर्णिम रहेगा।

भारत पवित्र भूमि है। यहाँ गंगा बहती है। यहाँ राम, कृष्ण भगवान का अवतार लिए थे। इक्कीसवीं शताब्दी में भारत में रामराज्य रहेगा। भारत उस सूर्य के समान हो जाएगा जो सदैव चमकता है और चन्द्रमा के समान शीतल रहेगा। इक्कीसवीं शताब्दी भारत के इतिहास में स्वर्णक्षरों में लिखी जाएगी।



മലയാള വിഭാഗം

മലയാള വിഭാഗം

ഉള്ളടക്കം

ആധുനിക ചൊുകമ	3	പി. മുംദമ്മോകുഞ്ഞി
രൂപട്ടംകൂടി പൂന്റെ ഓർമ്മകൾ (ലേഖനം)	6	ജെ. അജിത്കുമാർ
ആത്മാഹുതി (ചൊുകമ)	9	കെ. ജെ. സലിം
സായം സന്ധ്യ (കവിത)	11	അരുൺകുമാർ
വെള്ളിയാഴ്ച (വിനോദം)	12	രഞ്ജിത്ജോൺ
സംഗമം (ചൊുകമ)	13	കൊച്ചുമാൻ സി. തോമസ്
അന്തരീക്ഷ മലിനീകരണം (ലേഖനം)	16	ടി. എസ്. ഷാ
പ്രതിഫലം (നർമ്മകഥ)	18	ടി. ഡി. സാബു
പൂന്റെ സന്ധ്യതീക്ഷ്ണ (കവിത)	20	സബ്ബഹ്മാനന്ദൻ കുഞ്ഞുമാൻ ഇ. മാത്യു

ആധുനിക ചെറുകഥ

ലേഖനം

കൊച്ചുകൊച്ചു മനുഷ്യരുടെ ഒരു ചെറിയ ലോകമാണ് ചെറുകഥ. അവിടെ ഒരിക്കലും ആരും കാര്യം തടിച്ചുകൂടാറില്ല; നാലതിരുകളിൽ പ്രതിഭാധനിക്കുന്ന ശബ്ദം അവരിൽ നിന്നും ഉയരാറുണ്ടില്ല. നൊടിയിടയിൽ മിന്നിമറയുന്ന വ്യക്തികളുടെ പാർശ്വവീക്ഷണം മാത്രമാണ് നമ്മുടെ വിടെ ലഭിക്കുന്നത്. അവരെ ശരിയാവണ്ണം കാണാത്ത അവരുടെ വൈവിധ്യമാർന്ന വ്യക്തിത്വത്തെ അപഗ്രഥിച്ചു പഠിക്കാനോ നമ്മുടെ മനം കിട്ടുന്നില്ല. എന്നാൽ അവർ നമ്മളിൽ ഉണർത്തി വിടുന്ന അനുഭൂതികൾ നമ്മുടെ ആത്മാവിന്റെ അടിത്തട്ടിനെ സ്പർശിക്കാൻ പര്യാപ്തമാണ്. ഒരു വ്യക്തിയുടെ ആദ്യവസാനമുള്ള ചരിത്രം വിവരിച്ചു, അവന്റെ വ്യക്തിത്വം വെളിപ്പെടുത്തുന്നതും അവന്റെ ഏതെങ്കിലും ഓരോ ഉപജീവിച്ചു അവന്റെ ആകെ വ്യക്തിത്വത്തിലേക്ക് വെളിച്ചം പകരുന്നതും, വ്യത്യസ്തമായ പ്രകൃതികളാണ്. ഇതിലൊക്കെ പലർക്കും സാധിക്കുമെങ്കിലും, ഒന്നാമത്തേത് അപൂർവ്വം ചിലർ മാത്രം കഴിയുന്ന ഒരു സിദ്ധിയാണ്. സാധാരണ സംഭവങ്ങൾക്ക് അസാധാരണതയുടെ പരിവേഷം ചാർത്തി, കഥയുടെ ചട്ടക്കൂട്ടിൽ ഒരുക്കി, അയത്ന ലളിതമായും അനുഭവവേദ്യമായും പ്രതിപാദിക്കുവാൻ അസാധാരണമായ കഴിവ് ആവശ്യമാണ്. നോവലെഴുത്തുപോലെ സുസാധ്യമല്ല ചെറുകഥ രചനയെന്ന് പറയാം. 'നോവലിൽ സ്റ്റാൻഡിംഗ് ഉത്തരവാദിത്വം' എന്ന ഗ്രന്ഥത്തിൽ എൽ. പി. ഹാർട്ടലി ഇങ്ങനെ പറയുന്നു. "എന്തും കൃത്തിനിറക്കാവുന്ന തുകൽസഞ്ചി പോ

ലെയോണ് നോവൽ. എന്നാൽ ചെറുകഥ, അപരിത്യജ്യമായ അംശങ്ങൾ മാത്രം വെളിവാക്കുന്നതായിരിക്കണം." നാലാളെ രസിപ്പിക്കുന്ന നോവലേ വ്യം, അല്പം ഓരോ സാധനവും ഉണ്ടെങ്കിൽ ആർക്കും ഒരു നോവലെഴുത്തും എന്നാൽ അനുഭവവേദ്യമായി, ഉക്തി വൈചിത്ര്യത്തോടെ, ഒരു നല്ല ചെറുകഥ രചിക്കണമെങ്കിൽ കൃത്യമായ നായ ഒരു കാഥികൻതന്നെ ആവശ്യമാണ്.

ചെറുകഥയുടെ രൂപപരിമിതി കാഥികന്റെ സാമർത്ഥ്യത്തെ അങ്ങേയറ്റം കടിഞ്ഞാണിട്ട് പിടിക്കുന്നുണ്ട്. അനാവശ്യ വർണ്ണനകളോ, വാക്കുകൾ പോലുമോ ഒരു ചെറുകഥയിൽ മുഴച്ചു നിൽക്കും. എന്നാൽ ഒരു നോവലിൽ ചില പേജുകൾ കൂടുതലോ കുറയുകയോ ചെയ്യുന്നതു എഴുത്തുകാരന്റെ മനോധർമ്മമനുസരിച്ചാണ്. ഒരു ബൃഹത്തായ നോവലിൽ അവ ഒരിക്കലും അധികപ്പറായി തോന്നുകയില്ല. (ഉദാ: ഇന്ത്യലേഖ) എന്നാൽ കഥയുടെ പാപ്പും, കഥാപാത്രങ്ങളുടെ എണ്ണവും പാഠാവധി പരിമിതിപ്പെടുത്തുകയാണ് ഒരു ചെറുകഥാകൃത്തിന്റെ കടമ. ചെറുകഥയുടെ ഈ മോലികസ്വഭാവത്തെ ചെക്കോവ് ഇങ്ങനെ വിവരിച്ചിരിക്കുന്നു. "ചെറുകഥയുടെ ആദ്യകാഹളം ഒരു തോക്കു ചുമരിൽ തൂങ്ങിക്കിടക്കുന്നുണ്ടെന്ന്, നിങ്ങൾ പറയുന്നുണ്ടെങ്കിൽ, ഒന്നാമത്തേതോ, മൂന്നാമത്തേതോ ഭാഗത്ത്, ആ തോക്കു നിറയോഴിച്ചതായി കാണിച്ചിരിക്കണം."

ചെറുകഥ പണ്ടെന്നപോലെ ഇന്നും, കൂലായാക്കെ നിർവചനാതീതമായി നിലകൊള്ളുന്നു. "ഒരു നിശ്ചിതമായ വലിപ്പത്തിൽ ഗദ്യത്തിൽ

ഒരു വട്ടം കൂടി എന്റെ ഓർമ്മകൾ

ലേഖനം

"നോസ്മാർഷിയ" എന്ന ആംഗലേയ പദത്തിന് സമാനമായി 'ഗൃഹാന്തരം' എന്ന ലേഖനം ഉപയോഗിക്കാറുണ്ട്. സ്വന്തം വീട്ടിൽനിന്നും അകന്നിരിക്കുമ്പോൾ പ്രിയപ്പെട്ട വീടുണർത്തുന്ന ഓർമ്മകളോ, കഴിഞ്ഞ കാലങ്ങളെക്കുറിച്ചുള്ള നൊമ്പരമുണർത്തുന്നതെങ്കിലും മധുരം കിനിയുന്ന സ്മരണകളോ മനസ്സിൽ പടർത്തുന്ന വികാരത്തിനെയാണ് ഈ വാക്ക് വിശേഷിപ്പിക്കുന്നത്.

എന്റെ പൂർവ്വിവിദ്യാലയത്തെക്കുറിച്ചൊർക്കുമ്പോൾ എനിക്കുണ്ടാകുന്ന ചേതോവികാരവും മറ്റൊന്നല്ല; മധുരനൊമ്പരം.

അവിടെ ചെലവഴിച്ച ആ വർഷങ്ങൾ, ഇങ്ങിനി വരാതെവെണ്ണം കടന്നുപോയ ആ ദിനരാത്രങ്ങൾ, ആ ഗതകാലങ്ങളുണർത്തുന്ന നൊമ്പരം.

അവിടെനിന്നും പഠിച്ച അനുഭവ പാഠങ്ങൾ, ഉൾക്കൊണ്ട ജീവിതമൂല്യങ്ങൾ, ഓവിജീവിതം കരുപ്പിടിപ്പിക്കുന്നതിന് ആ വിദ്യാലയം ചെയ്തിട്ടുള്ള സംഭാവനകൾ പിൽക്കാലത്ത് താങ്ങും തണലുമായി വർത്തിച്ചിട്ടുള്ളതൊർക്കുമ്പോഴുണ്ടാകുന്ന മധുരം.

ഈ നൊമ്പരവും മധുരവും കൂടികലർന്ന ഒരു മാനസികാവസ്ഥയാണ്, ഈ ലേഖനം എഴുതുമ്പോഴും എനിയ്ക്കുള്ളത്. ഒപ്പം, എന്തെഴുതണമെന്നറിയാതെയുള്ള ഒരുതരം നിസ്സഹായവസ്ഥയും.

ഇരുപതു കൊല്ലം മുൻപ് കഴക്കൂട്ടം സൈനികസ്കൂളിൽ പ്രവേശനം തേടിയപ്പോഴും, അങ്ങരക്കൊല്ലത്തിനുശേഷം അവിടം വിട്ടുമ്പോഴും വികാരങ്ങൾ വിഭിന്നങ്ങളായിരുന്നു.

ബാല്യ കാലങ്ങളിലൂടെ കടന്നുപോയ വർഷങ്ങൾ ഒരു വ്യക്തിയുടെ ഓവിജീവിതത്തെ രൂപപ്പെടുത്തുകയായിരുന്നു. ആ വർഷങ്ങൾ എങ്ങനെയും ഒരു മുതൽക്കൂട്ടായിട്ടാണ് പിന്നീടു വെല്ലുളിയിട്ടുള്ളത്.

ഇന്നത്തെ യുവതലമുറയുടെ ജീവിതം മത്സരങ്ങളിലൂടെയാണ് മുന്നേറുന്നത്. വിവിധ തുറകളിലുള്ള മത്സരങ്ങൾ. അവയിലൊക്കെ ഒരു ഉയുവരെയെങ്കിലും വിജയം വരിയ്ക്കാൻ കഴിഞ്ഞത് സൈനികസ്കൂളിൽ നിന്നും ലഭിച്ച വിദ്യാഭ്യാസം മൂലമാണെന്നു പറഞ്ഞാൽ അതൊട്ടും അതിശയോക്തിയാവില്ല; അതൊരു 'കോപ്പി റെൻറുമല്ല'.

പക്ഷേ അന്നത്തെ വിദ്യാഭ്യാസത്തിന്റെ മേന്മകളെക്കുറിച്ചോ, അതു ഓവിയ്ക്കൽ ഉണ്ടാക്കാവുന്ന നേട്ടങ്ങളെക്കുറിച്ചോ അക്കാലത്ത് അത്രവലിയ ഗ്രഹവും ഉണ്ടായിരുന്നില്ലെന്നു സമ്മതിച്ചു തീർക്കുക കഴക്കൂട്ടം വിട്ടതിനുശേഷമാണ് അവ പൂർണ്ണമായും ബോദ്ധ്യമായത്.

പ്രാസക്തമായ അവധിക്കാലങ്ങൾക്കുശേഷം വരുന്ന ഭീർഘമായ അധ്യയന 'മേയ്കളെ' അല്പം വെറുപ്പോടെയല്ലാതെ അന്ന് വീക്ഷിക്കാൻ

കഴിഞ്ഞിട്ടില്ല. വീട്ടിൽ നിന്നും അകന്നു കഴിയുന്നതിന്റെ ദുഃഖം, പലപ്പോഴും അത്ര സുഖകരമായി തോന്നിയിട്ടില്ലാത്ത സ്കൂളിലെ അന്നത്തെ അന്തരീക്ഷം—ഇവ രണ്ടും കൂടി ചേർന്ന ഒരുതരം നിസ്സംഗത, ഒരു 'ഇൻഡിഫറൻസ്' ആണ് പലപ്പോഴും എന്തെങ്കിലുമൊന്നു തോന്നുന്നു.

ഓരോ വ്യക്തിയുടേയും ജീവിതത്തിൽ, ഒരു ഘട്ടത്തിൽ, അത്തരം ഒരു നിസ്സംഗാവസ്ഥ, ഒരു പക്ഷേ അനുഭവപ്പെട്ടേക്കാം; എന്തോ, അറിഞ്ഞുകൂടാ.

എങ്കിലും ആകെക്കൂടി അന്നത്തെ ജീവിതം ആസ്വാദ്യകരമായിരുന്നു എന്നു പിന്നീട് ബോധ്യപ്പെട്ടിട്ടുണ്ട്.

കൊച്ചുകൊച്ചു ദുഃഖങ്ങളും, നിറപ്പകിട്ടാർന്ന സ്വപ്നങ്ങളും, തങ്ങളിൽ പങ്കുവെച്ചു കഴിഞ്ഞുകൂടിയ കാലം. ഒരു കൂടംബത്തിലെ അംഗങ്ങളേക്കാൾ പരസ്പരം സ്നേഹിച്ചും സഹകരിച്ചും പിന്നിട്ട നാളുകൾ. അവയുടെ ഓർമ്മകൾ. സമയമാം നദി പിറകോട്ടൊഴുകുകയും, അങ്ങനെ ഒരു വട്ടംകൂടി ആ ഓർമ്മകളുടെ തീരത്തണയുകയും ചെയ്തെങ്കിൽ...

X X X X

.....മനസ്സാ ശപിച്ചുകൊണ്ട് വിശാലമായ ഗ്രാണ്ടിനു ചുറ്റും ഓടാൻ കച്ചകെട്ടി ഇറങ്ങുമ്പോളൊരിക്കലും ഒരുദിവസം, ചപ്പാത്തിയിലും, ഹെഡ്ഡെന്റർ തരപ്പെടുത്തുന്ന 'സ്പെഷ്യൽ' നെയ്ച്ചപ്പാത്തിയിലും പുഡ്ഡിംഗിനിലും അവസാനിക്കുന്നു. അവയ്ക്കിടയിൽ എന്തെല്ലാമെന്തെല്ലാം?.....

സെറിയോണിയൽ പരേഡും, എൻ.സി.സി പരേഡും പോരാത്തത്, 'എക്സ്ട്രാ' പരേഡും...

പി.സി.യിൽനിന്നും പരേഡിൽനിന്നും രക്ഷ നേടാനുള്ള ഏ.ഐ.റും വിസിറ്ററുകൾ. ഡോക്ടറുടെ ഏൻ. എ. ഡി., ഏ. ആൻ്റ് ഏ...

ഒന്നിടവിട്ട വ്യാഴാഴ്ചകളിലെ സ്പെഷ്യൽ ഡിന്നറും, ഫിലിം-ഷോയും. സ്പെഷ്യൽ ഡിന്ന

റിന് 'ടെ' കെട്ടാതെ പോകുമ്പോൾ, ഹാസ് മോസ്റ്ററുടെ വക ശകാരമാക്കുക.

മെസ്സിൽ കത്തിയും മുള്ളും ഉപയോഗിക്കാതെ സൂത്രപ്പണി പഠിക്കുമ്പോൾ അതുകണ്ടു പിടിക്കുന്ന മേട്രെൻ്റ് സ്നേഹം നിറഞ്ഞ ഉപദേശങ്ങൾ.

ക്രാസ്സുമുറിയിലും, അവിടെനിന്നും തിരിച്ചുവന്ന് ഡോർമിറ്ററിയിലും കൂട്ടുകാരൊപ്പം കാട്ടിക്കൂട്ടിയ വിക്രിയകൾ. ജോജി, കെ. എസ്സ്... രാജീവ്, വെലായുധൻ നായർ, കരുണാകരൻ, മോഹൻദാസ്..... (എത്രയെത്ര പേരുകൾ! എല്ലാം ഇപ്പോഴും എത്രവ്യക്തമായി ഓർമ്മയിൽ തെളിഞ്ഞുനില്ക്കുന്നു!).

സ്കൂൾക്യാമ്പിനുള്ളിലെ ഏറ്റവും വലിയ പാതകങ്ങളിലൊന്നായ 'മാങ്ങ പഠിക്കൽ' കുറ്റത്തിന് ഒരുമിച്ചു ശിക്ഷ ഏറ്റുവാങ്ങിയവർ...

ഇന്നവരൊരൊരുത്തരും ജീവിതത്തിന്റെ വിവിധ മേഖലകളിൽ വിജയ കഥകൾ രചിച്ചു കൊണ്ടിരിക്കുന്നു. അഥവാ, സൈനികസ്കൂളിന്റെ ഏതു മക്കളാണ് ജീവിതവിജയം നേടാത്തവരായുള്ളത്?

ഈ സാഹസ്യങ്ങൾക്കിടയിൽ, ദുഃഖങ്ങളും എത്തിനോക്കാതിരുന്നിട്ടില്ല. പ്രിയപ്പെട്ട സുഹൃത്തുക്കളായിരുന്ന ചിലർ ഇക്കാലയളവിനുള്ളിൽ ഇവിടം വിട്ടുപോയി; ഇങ്ങിനിവരാതെവെണ്ണം സ്വർഗ്ഗത്തിലേയ്ക്കുതന്നെ തിരിച്ച്, ചിറകടിച്ചു കടന്നുപോയി.

ഗോപിനാഥ്, കെ.തോമസ്, പത്മകുമാർ, സീനിയർ ബാച്ചുകളിലുണ്ടായിരുന്ന റാഡാ മോഹൻ നരേഷ്, ഈ.സതീഷ്, ഓ. മോഹൻ. ദൈവത്തിനു പ്രിയപ്പെട്ടവരെ അദ്ദേഹം നേരത്തെ ഭടക്കി വിളിച്ചു. അവർ പോയി; അത്രതന്നെ. എങ്കിലും ഈ ഭൂമിയിൽ ജീവിച്ചിരുന്ന ചുരുങ്ങിയ കാലത്തിനുള്ളിൽ എത്രയേറെ മനുഷ്യ മേന്മകളെ അവർ സഹധീനിച്ചിരിയ്ക്കുന്നു! പരേതരുടെ ആത്മാക്കൾ നിത്യത്തിൽ അനലരത

യിൽ വിലയം പ്രാപിച്ചു കഴിഞ്ഞു. ഒരുതുള്ളി കണ്ണുനീർ, അവർക്കായി സമർപ്പിക്കുന്നു.....

X X X

ഒരു സാധാരണ വിദ്യാലയത്തിലെ ഒരു സാധാരണ വിദ്യാർത്ഥിനിക്കുപോലും സ്വപ്നം കാണാൻ കഴിയാത്തത്ര സൗകര്യങ്ങളായിരുന്നു സൈനികസംഘം തന്റെ കൂട്ടികൾക്ക് നൽകിയിരുന്നത്. (അന്നത്തെ സൗകര്യങ്ങൾ, പിന്നീട് വർഷം തോറും വർദ്ധിച്ചിട്ടുണ്ടുണ്ട്.)

അധ്യയന രംഗത്തായാലും, കലാകായിക രംഗങ്ങളിലായാലും, സർവ്വോപരി അച്ചടക്കത്തിന്റെ കാര്യത്തിലായാലും, സൈനികസംഘത്തിൽ നിന്നും നാം ആർജ്ജിച്ചിട്ടുള്ളതൊന്നും നമ്മുടെ ആജീവനായ സമ്പത്തായി വേണം കരുതേണ്ടത്.

മാതൃമുഖം ലഭിക്കാൻ മാതൃമുഖംകാണാൻ ലഭിക്കുകയും അനുഭവിക്കുകയും ചെയ്ത വരാണു ഞങ്ങൾ. പിൽക്കാല ജീവിതത്തിലെ ഓരോ നേട്ടത്തിന്റെയും പിന്നിൽ, സൈനിക

സംഘത്തിൽ നിന്നും പഠിച്ച പാഠങ്ങൾ നിർണ്ണായകമായ പങ്കു വഹിച്ചിട്ടുണ്ട്. അത് അനിവാര്യമായ സത്യമാണ്.

അടുക്കും ചിട്ടയും അച്ചടക്കവും നിറഞ്ഞ ഒരു ജീവിതം ഇന്നത്തെ തലമുറയ്ക്ക് കൈമാറ്റം വന്ന വിലമതിക്കാനാകാത്ത ആ സമ്പത്തിന് നാം അർഹരായിട്ടുണ്ടെങ്കിൽ, നമ്മുടെ ആ ചെറിയ മാതൃവിദ്യാലയത്തോട് നാം നന്ദിയും കടപ്പാടും ഉള്ളവരായിരിക്കണം.

ഹൃദയതലങ്ങളിലെ മുഖ്യമായ അറകളിലൊന്നിൽ കഴക്കൂട്ടം സൈനികസംഘം എണേന്നും നിറഞ്ഞുനില്ക്കും.

ജന്മജന്മിലെ ആഘോഷിക്കുന്ന ഈ വേളയിൽ ഈ ചോദ്യം വിദ്യാലയത്തിന്, ഒരുപൂർണ്ണ വിദ്യാർത്ഥിയുടെ ഏറ്റവും ആശംസകൾ. മൂപ്പനന്ദിയുടെയും സ്നേഹത്തിന്റെയും ഒരുപിടി വാടാലേറുകളും.

X X X

കൂട്ടനായാണ് ഓർമ്മുപോകുന്നത്. ആത്മസംയമനം പാലിച്ച്, ഏതെങ്കിലും കേന്ദ്ര ബിരുദ വിനെ ആധാരമാക്കി, കാവ്യാത്മകമായ ശൈലിയിൽ വ്യക്തമായ സാമൂഹ്യ ബോധത്തോടെ എഴുതപ്പെടുന്ന കഥകൾ കാലത്തിന്റെ അതിർവരമ്പുകളെ ഭേദിക്കുന്ന കലാസൃഷ്ടികളായിരിക്കുമെന്ന യാഥാർത്ഥ്യം നമ്മുടെ കാമികർ മനസ്സിലാക്കാൻ വൈകിയിരിക്കുന്നു.

[5 20 ചോദ്യങ്ങൾ ഉൾപ്പെടെ] ആധുനികരുടെ കഥകൾ പുസ്തകങ്ങളുടെ പേജുകൾക്കപ്പുറം കടക്കുന്നില്ല. പലരുടെയും കഥകൾ കഥകൾ ഏതെങ്കിലും ഏഴുതൊട്ട് എന്നറിയൻ സഹായിക്കും. പാസ്പർ ഹോമുത്തലിറ്റാത്ത, ശില്പശ്രമത്തിലൂടെ ഇവരുടെ കഥകൾ വായിക്കുമ്പോൾ, പിന്തൊണകയിൽ കയറിയ കാള

ആത്മാഹുതി

ചൊറുകഥ

ഏത്... എന്ന് നിലക്കൂ... കൈ കൊട്ടി വിളിച്ചു.

അയാളുടെ പുറംഭാഗം മാത്രമായിരുന്നു കൺ മുമ്പിൽ ദൃശ്യമായത്.

ഉം...? അയാൾ തിരിഞ്ഞു നിന്നു.

സ്നേഹിച്ചു നിന്നുപോയി! സ്വപ്ന നാഡികളും തളരുന്നു. മുഖം കണ്ട് നടുങ്ങിയിരുന്നു. വെളുത്ത വെള്ളക്കടലാസുപോലെ വിളിയിരിക്കുന്നു. ചുവന്ന വട്ടക്കണ്ണുകൾ, തൂങ്ങിക്കിടക്കുന്ന തടിച്ചു വരണ്ട അധരങ്ങൾ, പുറത്തേക്ക് തള്ളി നില്ക്കുന്ന ദേഷ്ടങ്ങൾ, നീണ്ട നാസിക, വലിയ കാതുകൾ, റോം വളർന്നു നില്ക്കുന്ന കവിരത്തടങ്ങൾ... ഹോ... ഭീകരം...

എന്താ വേണ്ടത്? അകലെ നിന്നെന്നതു പോലെ ചോദ്യം കാതിൽ പാഞ്ഞെത്തി.

പറുങ്ങി.

എന്താണു ചോദിക്കേണ്ടത്? ചോദിക്കാൻ ഉദ്ദേശിച്ചത് ആ ഭീകര വേണം കണ്ടപ്പോൾ മറന്നു പോയിരിക്കുന്നു. ചുവന്ന നയനങ്ങളിൽ നിന്നുള്ള തീഷ്ണമായ നോട്ടത്തെ പേടിച്ച് തല കുനിച്ചു. ഓ... ഞാനല്ല... വിഴി വിഴിപ്പാഞ്ഞു. അയാളുടെ മുഖം രൂഢമാകുന്നത് കണ്ടു. കണ്ണുകൾ ഞെട്ടിപ്പോയി ചോരനിറമാർന്നു.

“എനിക്കു മനസ്സിലായി”... ആ അലർച്ച കർണ്ണത്തിൽ തട്ടി പൊട്ടിച്ചിതറിയപ്പോൾ വീണ്ടും ഞെട്ടി. ഇയാൾക്ക് മനസ്സിലായി പോലും.

ഏ... എന്ത്? ചോദിക്കാനുദ്ദേശിച്ചത്...

അന്തരം എന്നു പറയൂ... ആകാക്ഷ മനസ്സിലെ ഒരു കിനാവുള്ളിപ്പോലെ ചുറ്റിപ്പിടിച്ചു. പറയാം... എന്റെ കൂടെ വരൂ...

അയാൾ തിരിഞ്ഞു നന്നു. ആശങ്കയോടെ പുറകെ നന്നു. അറിയാതെ കാലുകൾ മുമ്പോട്ടു വെച്ചു പോകുന്നു.

കാരണമുണ്ടായിരുന്നു.

വിഷപ്പാമ്പുകളെപ്പോലെ ചീറിയുകയുന്ന ഈ കാലികൾ മനസ്സിൽ നിറഞ്ഞു നില്ക്കുന്നു. അതിനെ ഏന്തും യെപ്പെട്ടിരുന്തോ?

ഇയാളുടെ സമീപനം ലഭിച്ചപ്പോൾ ആ യം മറന്നിരിക്കുന്നു. പക്ഷേ ഇതാ മറ്റൊരു യം. അന്നു വീണ്ടും ഗ്രസിച്ചിരിക്കുന്നു.

ഇയാൾ എവിടെയാണ് അന്നു കൂട്ടിക്കൊണ്ടു പോകുന്നത്? അത് ഒരു ചോദ്യവിഹ്നമായിത്തന്നെ അവശേഷിച്ചു. അയാൾ തിരിഞ്ഞു നോക്കിയിരുന്നില്ല. അന്തഃപാസമായിക്കൊണ്ടു തി ആ മുഖം കാണുമ്പോൾ ഭീതി തോന്നുന്നു.

ഒരു വലിയ ഇരുമ്പു ഗോറിനു മുമ്പിൽ അയാൾ നിന്നു. ഗോര് അന്നു അകന്നു മാറി.

വരൂ... അയാൾ അകത്തേക്ക് കയറി. പുറകെ അന്നും. വലിയ മതിൽക്കെട്ടിനകത്താണ് നിലക്കുന്നതെന്ന് തോന്നുന്നു. കാഴ്ചകൾ ഞെട്ടും അന്നു വ്യക്തമാകുന്നില്ല. കണ്ണിനു മുമ്പിൽ ഒരു നേർത്ത പാട പോലെ... മുമ്പിൽ ഭീകരനായ അയാൾ അവിക്തമായിത്തന്നെ നിലകൊണ്ടു.

ഒരു കുറുൻ കെട്ടിടം കൺമുസിൻ തെളിഞ്ഞു വന്നു. ഇപ്പോൾ ഏല്പാ വ്യക്തമാണ്. അയാൾ കെട്ടിടത്തിനകത്തേക്കു കയറി.

പുറകെ കാലുകൾ നീട്ടിവെച്ച് നടന്നു. ഒരു കാൽ വലയത്തിൽ അകപ്പെട്ടതുപോലെ ഗേറ്റ് അടഞ്ഞുകഴിഞ്ഞിരുന്നു. എന്തെന്നോടുകൂടിയായി രുണോ? (തന്റെ ജീവിതത്തിൽ) മുറികൾ ഒന്നൊന്നായി പിന്നിട്ടു. ഒരു മുറിയുടെ വാതിൽക്കൽ അയാൾ നിന്നു. എന്തിന് അകത്തേക്കു വിരൽ ചൂണ്ടി. അങ്ങോട്ട് ദൃഷ്ടി പായിച്ചു.

ഈ?! തെളിപ്പായി.

കയറിൽ തൂങ്ങി നില്ക്കുന്ന ഒരു മനുഷ്യ ശോലം!

അ..... അത് താൻ തന്നെയല്ല.....

വീണ്ടും തെളി.

അതെ താൻ തന്നെ. ജീനിയോടെ അയാളുടെ മുഖത്തേക്കു നോക്കി.

ഹ...ഹ...ഹ...അയാൾ ബീജ്സമായി പൊട്ടിച്ചിരിച്ചു.

അടുത്ത മുറിയിലേക്ക് നടന്നു.

അവിടെയും ഒരുവൻ രക്തത്തിൽ കുളിച്ച് മരിച്ചു കിടക്കുന്നു. കൈയിൽ ചോര പുരണ്ട കത്തി. അ.... അത് താൻ തന്നെ. അതിനടുത്ത മുറിയിലും. ജീകരമായ മരണത്തെ കണ്ടു. അങ്ങനെ ഏല്പാ മുറിയിലും. കണ്ണിൽ ഇരുട്ടു കയറുന്നു. തിമിരം ബാധിച്ചവനെപ്പോലെ തല ചുറ്റുന്നതു

പോലെ തോന്നി. മരണത്തിന്റെ ചൂടിൽ താൻ ഉറുകിത്തീരുന്നു.

ഹാ..... ഇതെന്ത് പരീക്ഷണം?!!

എന്തു..... പറയുന്നു? അയാളുടെ പൈശാചികമായ ശബ്ദം കേട്ട് വിറച്ചു.

ഇല്ല..... എനിക്കിതൊന്നും മനസ്സിലാകുന്നില്ല..... ഏകിൽ വാ... അയാൾ വിളിച്ചു.

കോണിപ്പട്ടികൾകയറി മുക്തിലേക്ക്. ഓസ്റ്റിൽ അയാൾ നിന്നു. വാ... വേഗം.... സമയം അടുത്തിരിക്കുന്നു. സമയമോ? മനസ്സിൽ സംശയത്തിന്റെ നാമ്പുകൾ. കയറിച്ചെല്ലുകയേ നിവൃത്തിയുണ്ടായിരുന്നുള്ളൂ. അയാളുടെ കരാള ഹസ്തങ്ങൾ തന്നെ പെട്ടെന്നാണ് ചുറ്റിപ്പറന്നത്....

ഒരു നീരാളിയെപ്പോലെ..... അയ്യോ.... നിലവിളിക്കാൻ ശ്രമിച്ചു പക്ഷേ ശബ്ദം തൊണ്ടയിൽ അന്നെ കുരുങ്ങി നിന്നു. അയാളുടെ ബലിഷ്ഠമായ കാരങ്ങളിൽ നിന്നും കുത്തി മറാൻ ശ്രമിച്ചപ്പോൾ നീണ്ട നഖങ്ങൾ ശരീരത്തിൽ പോൽ ഉണ്ടാക്കി. ആ നീറലിൽ പൂജയുമ്പോൾ ചോദിക്കാൻ ഉദ്ദേശിച്ചത് പത്മം മനസ്സിലേക്കു കടന്നു വന്നു. ഓസ്റ്റിന്റെ മുക്തിൽ നിന്നും താഴേക്ക് എറിയപ്പെട്ടപ്പോൾ- എറിയപ്പെടുകയായിരുന്നില്ല. നിലവിളിക്കാൻ ശ്രമിച്ചില്ല. പിന്നിൽ നിന്നും ഇരുകാലികളെയുന്ന കൂരമ്പുകളിൽ നിന്നും രക്തപ്പൊന്നായിരുന്നു ശ്രമം.... താഴെ കല്ലിൽ തട്ടി ശരീരം മിന്നിമിന്നിയപ്പോൾ മനു ബോധമായി താൻ ഉത്തരം കണ്ടെത്തിയിരിക്കുന്നു.

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സായം സന്ധ്യ

കവിത

പുഞ്ചവയൽ വരമ്പുകളിലൂടെ
പുഞ്ചിരിയുമായ് കന്യകൾ പോകുന്നു
പകലോൻ പടിഞ്ഞാറെ ഭേട്ടിലായ്
പിരിയാൻ ഒരുക്കം തുടങ്ങുന്നു.

അശ്വമാന്റെ വദനം ചുവപ്പായ്, പശ്ചി-
മാകാശം രക്തവർണ്ണത്തിലായ്
ആർത്രേയൻ അസ്വസ്ഥനായെൻ മനം
“ഹാ! നീ എവിടെക്കു പോകുന്നിതു സന്ധ്യ?”

കൃണയനായ് പക്ഷികളൊക്കെയും
കൃട്ടത്തോടെ പാണകനീടവേ,
കൃട്ടിലെത്താത്ത നാഥനെയാർത്തിട്ട്
കൃട്ടത്തോടെ കരയുന്നു പെൺകിളി!

വീടുകൾ തോറും വിളക്കു വച്ചാളുകൾ
ലോകനാഥനെ വാഴ്ത്തിപ്പാടീടുന്നു
ആ ഗാനം കേട്ടിട്ടാഭോയൻ മനം
“ഹാ! നീയെങ്ങോട്ടു പോകുന്നിതു സന്ധ്യ?”

എൻ മനമകെ യസ്വസ്ഥമാകുന്നു
എന്തോ എന്നിൽ നിന്നോടിയകലുംപോൽ!
എന്നാൽ സന്ധ്യ നീ നാളെയും വന്നിടും
എന്നുമാട്ടാശ്വസിക്കുന്നിതെൻ മനം.

□ □ □

വെള്ളിയാഴ്ച

വിനോദം

വെള്ളിയാഴ്ച! ആ ദിവസം എനിക്ക് ഒരു ഹരമായിരുന്നു. ശനിയാഴ്ചയ്ക്കു തുടർന്ന് ഞാൻ കാത്തിരിക്കും വെള്ളിയാഴ്ചയ്ക്കു വേണ്ടി. ഹാറ്റി ദിവസങ്ങളെയെല്ലാം ഞാൻ മനസ്സാ ശ്വസിക്കുകയായിരുന്നു. അവയൊന്നുമില്ലായിരുന്നെങ്കിൽ! വെള്ളി! ആ ദിവസം മാത്രം എന്തും വന്നെങ്കിൽ എന്ന് ഞാൻ ആഗിച്ചിരുന്നു. കാരണം അന്നാണ് ആ ആഴ്ച പൂർത്തിയായി കിട്ടിക്കൊണ്ടിരുന്നത്. അതിലെ തുടർകഥ. അത് എന്തെ വല്ലാതെ വശീകരിച്ചിരുന്നു. ഹാറ്റ് കഥകളും - ലേഖനങ്ങളും വിനോദങ്ങളും എന്തും എനിക്ക് കാര്യമല്ലായിരുന്നു. ആഴ്ച പൂർത്തിയായി കിട്ടിയാലുടൻ ഹായടിക്കാൻ ഞാൻ ആ നിമിഷകഥ വായിച്ചു തീർക്കും. അതിനു ശേഷം നീണ്ട ഓഴ്ച ദിവസം കഴിഞ്ഞു. ഞാൻ മാത്രമല്ല, എന്റെ വീട്ടിലും നാട്ടിലും ഉള്ള ചെറുപ്പക്കാലായ സ്ത്രീകളും പുരുഷന്മാരും എല്ലാം ആ ആഴ്ചപ്പതിപ്പ് വരുത്തി വായിക്കുന്നുണ്ടായിരുന്നു ചുടാറാത്ത അപ്പം പോലെ അങ്ങുളുടെ നാട്ടിൽ അതിന് നല്ല ഡിമാന്റായിരുന്നു. എന്താൽ എന്നെ സംബന്ധിച്ച് ആ നിമിഷ കഥയുമായി വളരെ അടുത്ത ഒരു ബന്ധമുണ്ടായിരുന്നു. ഹാറ്റിയിലൂടെ കാര്യം എനിക്കറിഞ്ഞുകൂടാ. ആ കഥ എന്റെ കഥ തന്നെയാണെന്ന് എനിക്കു തോന്നി. നായകൻ ഞാൻ തന്നെ. നായകി എന്റെ അടുത്ത വീട്ടിലെ അമ്മയുടെ ടാപ്പിംഗ് കാര്യം മകൾ ലിസി! ആ നിമിഷ കഥയിലൂടെ അമ്മയുടെ കഥ ഞാൻ വായിച്ചു; ആസ്വദിച്ചു; സ്വപ്നങ്ങൾ നെയ്തു കൂട്ടി. എന്നാൽ ആ നിമിഷകഥ അവസാനിക്കാറായതോടുകൂടി എന്നെ വല്ലാതെ ഒരു

ദുഃഖം അലട്ടിക്കൊണ്ടിരുന്നു. കഥ അവസാനിക്കുന്നതു കൊണ്ടല്ല. അതിലെ നായകന് എന്തു പറയും? നായകി അയാളെ വെച്ചിരിക്കുന്ന ലക്ഷണം കാണുന്നു. ലിസിക്കും ഇതിനെയായി എന്തോട് അത്ര അടുപ്പം കാണുന്നില്ല. അടുത്തൊരു ദിവസം അവൾ എന്തെങ്കിലും പണക്കാരനായ ബാബുവിനോട് ഏറെ നേരം നിന്നു സംസാരിക്കുന്നതും കണ്ടു. അപ്പോൾ! കഥയിലെപ്പോലെ അവളും എന്നെ വെച്ചിട്ടുണ്ടു്.

അങ്ങനെ നിമിഷകഥയുടെ അവസാന ലക്ഷ്യം കാത്ത് ആ വെള്ളിയാഴ്ച ഞാൻ അക്ഷമനായി കാത്തിരുന്നു. ഹായടിക്കാൻ കഥ വായിച്ചു തീർത്തു. എന്റെ മനസ്സ് നടുങ്ങി. മുഖം വികൃതമായി. ഞാൻ ഒരു പിശാചായി മാറിക്കൊണ്ടിരുന്നു. കഥയിലെ നായകിയെപ്പോലെ ലിസി എന്നെയും വെച്ചിട്ടുണ്ട്. തീർച്ച. ഇനി ജീവിച്ചിട്ടു കാര്യമില്ല. നായകന്റെ അന്ത്യം. അത്യന്തം എനിക്കും കാലും. അയാളെപ്പോലെ എനിക്കും മരിക്കണം. അങ്ങനെ എന്റെ ശരീരം അവളുടെ വെച്ചിടത്ത് വിലയായി നല്കണം. എനിക്ക് അനവധാനായി തീരണം.

വീട്ടിൽ ആരുമില്ലാത്ത സമയം നോക്കി ഞാൻ ഒരു കയർ സംഘടിപ്പിച്ചു. വീടിന്റെ പുറകിലുള്ള മാവിൽ കയറി. മേൽതിൽ കയറാൻ വലിയ വശമില്ലായിരുന്നെങ്കിലും ആവേശം കൊണ്ട് ഒരുവിധം കയറിപ്പറ്റി. കയറിന്റെ ഹാനം കഴുത്തിൽ കെട്ടി. മറ്റേ അറ്റം മാവിന്റെ

സംഗമം

ചൊല്ലുക

പടിഞ്ഞാറുകോണിലെ അമ്പലക്കുളത്തിൽനിന്ന് അസ്തമയത്തിന്റെ പ്രകാശം ആ അന്തരത്തിൽ ഇത്തിരിനേരം അലിഞ്ഞു ചേരാൻ വെമ്പി നിന്നു. പക്ഷെ അവയെ എന്തിനേൽക്കാൻ, ആയിരമായിരം വർണ്ണങ്ങളാക്കി മാറ്റാൻ, മേലേക്കിറുകളിലു; അനാഥമായി അലഞ്ഞു, വിങ്ങി, വിറച്ചു, നിർജ്ജീവങ്ങളായി ആ രാഖരങ്ങളാകും!

എന്റെ ഇടതുവശത്ത് നീർച്ചോല ഇരുന്നാണുമാറിയാതെ ശാന്തമായിരിക്കുന്നു. അതിനപ്പുറത്തെ മണൽപ്പാറ്റയിൽ അവൾ! അവൾ പറഞ്ഞു "നമുക്ക് നടക്കാം." എങ്ങനെയെന്ന ചോദ്യം ആവശ്യമില്ലാത്തതിനാൽ ഞാൻ എണ്ണിററു.

മണൽക്കുന്നുകളിൽ ആണ്ടുപോകുന്ന കാൽപ്പാടങ്ങൾ... മണ്ണിന്റെ ഉള്ളിലെ ഇരട്ടിപ്പം പാടങ്ങളിൽ അസ്വാസ്ഥ്യമുണ്ടാക്കി.

അവളെ ആദ്യം കണ്ട ദിവസം ഓർക്കുകയായിരുന്നു ഞാൻ.

ഈ നാട്ടിൽ ഞാൻ എത്തിയതിന്റെ മൂന്നാം നാൾ

ശിഖരത്തിലും. മറ്റൊന്നും ചിന്തിക്കാതെ ഹാറ്റിയിൽ എടുത്തൊരു ചാട്ടം.

കഷ്ടം! മാവിന്റെ ചിലമ്പും ഒടിച്ചു കൊണ്ട് ഞാൻ അഴി വീണു കിടക്കുന്നു. എന്റെ അലർച്ച കേട്ട് ആളുകൾ ഓടിക്കൂടി. എന്നെ പൊക്കിയെടുത്തു. ശരീരം മുഴുവൻ പരിക്ക്. ചോര പലഭാഗത്തുനിന്നും പൊടിക്കുന്നു. ഞാൻ വാവിട്ട് കറങ്ങു. അപ്പനും അമ്മയും

അന്ന് പുഴ ചേരുന്നിടത്തായി അലറി പൂട്ടിക്കൊടുക്കിയിരുന്നു. ഇരുകരകളെയും വെല്ലുവിളിച്ച് അലറിയലച്ച് സർപ്പം തന്നിലാവഹിയ്ക്കുവാൻ വെമ്പിക്കൊണ്ടിരുന്നു. തീരത്ത് കൈതയോലകളുടെ നന്നു നന്നു അമുളളുകൾക്കപ്പുറം മറ്റൊരുപോലെ അവളുടെ മുഖം കണ്ടു! വാർദ്ധക്യമാർന്ന മുളളുകളിൽ സുവർണ്ണരേഖകൾ പരന്നിരുന്നു.

കൈതപ്പടർപ്പിന്റെ ഹാനം ചേർന്ന് അവൾ അടുത്തേക്കി.

അന്യനാട്ടിൽ ചേക്കേറാനെത്തിയ മറ്റൊരു അനാഥ ജീവിതം.

കടപുഴകി വന്ന ഒരു വാകരും വട്ടം കറങ്ങി ചില കളിച്ച് പിടഞ്ഞു ഒഴുകിപ്പോയി.

ആ കുറ്റത്തിന്റെ വരവു കണ്ട് അവൻ അങ്ങുളെയും അപഹരിയ്ക്കുമോ എന്നു യെന്നുപോയി കൈതപ്പടർപ്പുപോലും ഒന്നു വിറച്ചു!

സഹോദരങ്ങളും എല്ലാം വന്നുചേർന്നു. കൂട്ടനില വിളി. അപമാനഭാരത്താൽ ബോധം കെട്ടുവനെപ്പോലെ ഞാൻ കിടന്നു. പക്ഷെ എനിക്ക് ഉള്ളിൽ ബോധമുണ്ടായിരുന്നു. ശരിയായ ബോധം. ആ ബോധത്തിൽ ഞാൻ ശ്വസിച്ചു. ആരെയെന്നോ? ആ ആഴ്ചപ്പതിപ്പിനെ. വെള്ളിയാഴ്ചയെ. കൂടെ ഒരു ശ്വസനം കൂടി ചെയ്തു. ഇനി ഒരിക്കലും ഇത്തരം ആഴ്ചപ്പതിപ്പുകൾ വായിക്കില്ലെന്ന്.

പിന്നെ എനിക്കു് എന്നെ പരിചയപ്പെടുത്താൻ എളുപ്പം കഴിഞ്ഞു. ഞാനും അമ്മമാരും വൃക്ഷം തന്നെ, ലക്ഷ്യമില്ലാതെ അലയുന്ന ഒരു വസ്തുവു വൃക്ഷം.

പിന്നോട്ടു തുടങ്ങി പഴയ വെറുക്കൽ തോണ്ടാൻ വെമ്പുന്ന ഞാൻ; മുന്നോട്ടൊഴുകി രക്ഷപ്പെടാൻ ശ്രമിയ്ക്കുന്ന അവൾ.

വിരൂഢ്വം ദിശകൾ, വിടന്ന വേഗത. എങ്കിലും അവൾ നിത്യവും വന്നു, ചുടായിയ വെയിലിൽ സന്ധ്യരാഗം നൃണത്തിരിയ്ക്കാൻ.

പുഴയിൽ വെള്ളമിറക്കിയിട്ടിരിക്കുന്നു; അങ്ങരക്കിടയിലെ അകലവും. രണ്ടും നേർത്തു നേർത്തു വരുന്നതു് അങ്ങളിടത്തു. എങ്കിലും ചാലുകൾ ശോയിച്ചു, മരിയ്ക്കലും വരാനു തന്നെപ്പിന്നെ ചാലുകൾ.

മിയ്ക്കു ദിവസവും ഇങ്ങനെയുമാണ്, കൂറെ നടക്കുക ഏതെങ്കിലും ഒരു ബിന്ദുവിൽ പെട്ടെന്നു് നിൽക്കുക. വീണ്ടും ബിന്ദുവിൽ നിന്നു് ബിന്ദുവിലേയ്ക്കു് സ്വന്തം കാൽപ്പാദുകളെ ചവിട്ടി മായ്ച്ചുകൊണ്ടു് ഇരുകരകളിലൂടെ നീങ്ങുക.

വീണ്ടും പിന്നോന്നു്.....!

അങ്ങര പിന്നിട്ട അമ്പലത്തിൽ ദീപം തെളിഞ്ഞു. ഇത്തിരി കൂടിക്കഴിഞ്ഞാൽ അത്ഭുതമായ രാക്ഷസന്റെ കണ്ണുപോലെ അത് കണ്ണിർ പോലെ തേടി നീളും.

അകലെ പുഴയുടെ മുകുളിലെ പാലത്തിലൂടെ പോകുന്ന വാഹനങ്ങൾ താഴെക്കൂടി ജലമൊഴുകുന്നതറിയാതെ മുന്നേറുന്നു.

അതിലലിഞ്ഞു ചേർന്നിട്ടുള്ള കനെ ഭാരത്തെ കരി. പുകകൾ ആട്ടിപ്പായിച്ചുകൊണ്ടിരുന്നു.

സ്വയം മന്ത്രിയ്ക്കുംപോലെ അവൾ പറഞ്ഞു. "മടുപ്പു തോന്നുന്നു നമുക്കു് നീങ്ങാം." "ഉപ്പോ, എങ്കിൽ ഞാനൊരു കഥ പറയാം." അവൾ ആകാംക്ഷയോടെ ഉററുന്നോക്കി.

"നായകനിലാത്ത ഒരു കഥ", ഞാൻ പറഞ്ഞു.

"അപ്പോൾ നായക ഉണ്ടാകില്ല, അല്ലേ?" നിർബന്ധമില്ല"

"നല്ല ധാരണ! പ്രേമമില്ലാതെ കഥയുണ്ടാവില്ലേ? പിന്നെ നമ്മുടെ കഥയോ" അവൾ ചോദിച്ചു. "ഓ! ഇതിൽ പ്രേമമുണ്ടോ?" അവൾ മിണ്ടിയില്ല.

നടിയ്ക്കു് സമാന്തരമായിപ്പോകുന്ന റെയിൽപ്പാത. രണ്ടിനേയും വേർതിരിയ്ക്കുന്ന പച്ചപ്പാടം. പാഞ്ഞു വരുന്ന തീവണ്ടി ഒന്നു നിന്നു് വേഗത കുറച്ചു് ഇഴയുന്നു. ചക്രങ്ങളുടെ താളം മണൽ അരികൾ ഏറുവാങ്ങി നിർവൃതി അടയുന്നു.

അപരിചിതരായ യാത്രക്കാർ തല പുറത്തേക്കു് നീട്ടിച്ചിരിച്ചു, കൈവീശി, എന്തോടോ, പുഴയോടോ, അവളോടോ? അവരുടെ ഭാവം കണ്ടാൽ ഈ മൂന്നിൽ ഓരോ ബന്ധുവാണെന്നു് തോന്നിപ്പോകും.

അവൾ പറഞ്ഞു, "നാളെ റെയിൽവേ സ്റ്റേഷനിൽ പോകണമെന്നു വിചാരിക്കാം."

"ഉം." "ടിക്കറ്റു് ബുക്കുചെയ്യാൻ മടങ്ങാനിനി അധികനാളില്ല."

"എങ്കിലും ഇപ്പോഴേ വേണോ"

"വടക്കോട്ടു് നല്ല തിരക്കു ചിലരെക്കൊ ഇതിനകം റിസർവ് ചെയ്തു കഴിഞ്ഞു."

ഞാൻ നിശ്ചബ്ദനായിരുന്നു. ഇന്നു്, ഇത്തിരി കൂടുതൽ നടന്നെന്നു് തോന്നുന്നു പുഴയിൽ വിലങ്ങനെ കിടക്കുന്നതു് കടപുഴകി വന്ന ആ വാക മേയായിരിയ്ക്കാം. അവന്റെ ലക്ഷ്യം കണ്ടെത്തിയ മട്ടുണ്ടു് മിക്ക കൊമ്പുകളിൽ നിന്നും ഇലകൾ കൊഴിഞ്ഞു പോയിരുന്നു. കൊമ്പു് കൃത്തി ഉയർന്നു നിന്ന തടിയുടെ അടിയിലൂടെ നൂഴ്ന്നു് ഒഴുകുന്ന പുഴ!

അതിനടുത്തങ്ങിയപ്പോൾ അവൾ പറഞ്ഞു "ഇവിടെ അല്പമനേ നിലു്ക്കാം."

"ശരി"

ഞാൻ ചപ്പു ചവുക്കുക തങ്ങിനിൽക്കുന്ന വെറുക്കൽ കഴുകുന്നിരുന്നു. വിടവാൻ വിരമമില്ലാതെ നിൽക്കുന്ന ഒരു മുകുളം എന്റെ മുമ്പാകെയിരിക്കി എങ്ങനെയോ വന്നുപെട്ടു!

എന്തോ എനിയ്ക്കു് അതിനവളോടു് സാമ്യം തോന്നി!!

ചാക്കോൻ വെമ്പൽ കൂട്ടുന്ന കിളികൾ അങ്ങളിൽ കരുകുകയുൾത്തി.

അമ്പലത്തിൽ നിന്നു് ദീപാരാധനയുടെ കൃഷ്ണ വിളി ഒഴുകി വന്നു.

ഞാൻ ചോദിച്ചു.

"എന്താ ആലോചിക്കുന്നതു്." "ഒന്നു മില്ല, ഞാനൊരു കാര്യം പറയാട്ടെ" എന്റെ നെഞ്ചിടിപ്പു് അറിയാതെ വർദ്ധിച്ചു.

"ഹൃദയം ഇവൾക്കു് നല്ല ബുദ്ധി മാത്രം തോന്നിയ്ക്കണമേ."

"പുറയ്യു്"

"നമുക്കു്"

"നമുക്കു്?!"

"നമുക്കു് വിരമമേ മറ്റാരുമില്ലാത്തതു് സ്വ"



പുനം കാണാം." "എനിയ്ക്കു് ആശ്വാസമായി. 'നന്നായി' ഞാൻ ചിരിച്ചു.

"ഉം, എന്താ" അവൾ പകച്ചു നോക്കി.

"മണ്ടിപ്പൊണ്ണ, രണ്ടാൾക്കു് ഒരുമിച്ചു ജനിയ്ക്കാം, ജീവിക്കാം, മരിക്കാം, പക്ഷേ!"

"പക്ഷേ!"

"സ്വപ്നം കാണുക സാദൃശ്യമല്ല". അവൾ നെടുമ്പിഴകാത്തതുപോലെ മിഴിച്ചുനിന്നു.

"ശരിയാ". പിന്നീടു് പാഞ്ഞു.

"സകൽപ്പങ്ങൾ എല്ലാം വ്യക്തിപരം മാത്രമാണു് പെണ്ണു്".

വ്യക്തികൾ, രണ്ടു വ്യക്തികൾ മാത്രം." "??...!!"

നേടുവീർപ്പൊതുക്കി ഞാനെന്നിററു.

"നമുക്കു നമുക്കു."

പിരിയുമ്പോൾ പായാതിരിക്കാനാവില്ല.. "നാളെ വരുമല്ലോ?, വരണം."

പ്രതിഫലം

നർമ്മകഥ

നഗരത്തിലെ പ്രസിദ്ധ വക്കീലായ അയ്യങ്കാർ കോടതിയിൽ നിന്നു മടങ്ങുകയായിരുന്നു. സന്ധ്യാസമയം. സൂര്യൻ അസ്തമിച്ചിട്ടില്ല. നഗരവീഥികളിൽ ജനത്തിരക്കേറിവരുന്നു. റോഡിലൂടെ ഒഴുകിക്കൊണ്ടിരുന്ന അനേകം കാറുകൾക്കിടയിൽ അയ്യങ്കാരുടെ അംബാസഡറും ഉണ്ടായിരുന്നു.

ഏവിലെവച്ചാണെന്നു അയ്യങ്കാർക്കു തന്നെ നിശ്ചയിച്ചില്ല. പി ജംഗ്ഷനിൽവെച്ചാണെന്നു തോന്നുന്നു, ഒരു യുവാവ് കാറിനു കൈ കാട്ടി.

“സർ, ഒരു ലിഫ്റ്റ്, സർ, പാളയത്തേക്കാണ് ഇനി ബസ്സൊന്നുമില്ല, സർ” ചെറുപ്പക്കാരന്റെ യാചനാഭാവത്തിലുള്ള അപേക്ഷ അയ്യങ്കാർക്ക് നിരാകരിക്കുവാൻ തോന്നിയില്ല.

“എന്റെ പോ റജർ.”

കുറച്ചുദൂരം പിന്നിട്ടിട്ടും അയ്യങ്കാർ തന്നെ കുറിച്ചുള്ള ഒരു വിവരവും ചോദിക്കാത്തതുകൊണ്ടാവാം ചെറുപ്പക്കാരൻ സന്തപ്തം പരിചയപ്പെടുത്തി.

പ്ലോഴും കീടനാശിനികളുടെ സാന്നിദ്ധ്യം ഉണ്ടാകുന്നത് അവ തെറ്റായ രീതിയിൽ കൈകാര്യം ചെയ്യുന്നതുകൊണ്ടാണ്. അതിനാൽ ഉണ്ടാകാവുന്ന അപകടങ്ങളും അവയ്ക്കുള്ള പ്രതിവിധികളും ജനങ്ങളെ ബോധ്യപ്പെടുത്തുകയാണ്. വേണ്ടത്.

ഈ ലോകത്തിലെ കോടാനുകോടി ജനങ്ങൾ

അയ്യങ്കാർ വൊഴുതെന്നു കേൾക്കുന്നു. അയാളുടെ ചിന്തയെപ്പോഴും നാളെ വാദിക്കാനുള്ള കൊലകൾ സിന്ധ്യാനിയായിരുന്നു. അയാളുടെ നിസ്സംഗത വകവെക്കാതെ യുവാവ് തുടർന്നു.

“പുച്ഛപുച്ഛമായിട്ടാണ് ഇറങ്ങിയ വഴിയാണ് രണ്ടുകൊല്ലം അകത്തായിരുന്നു. പോക്കററിക്കു പിന്നെ അല്ലാചില്ലാ മോഷണവുമുണ്ട്.”

“ഗേവാണേ!” അയ്യങ്കാർ ഞെട്ടിത്തരിച്ചു പോയി. ഒരു കള്ളനെയാണല്ലോ ഞാൻ വിളിച്ചു കേറിയത്. ഇന്ന് ശക്തനും കണ്ടത് ഏതു മഹാപാപിയെയാണാവോ?

അയ്യങ്കാർ ഒളികണ്ണിട്ടു സഹയാത്രികനെ നോക്കി. അയാൾ പുറംകാഴ്ചകളിൽ മുഴുകിയിരിക്കുകയാണ്.

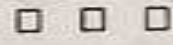
പെട്ടെന്നയ്യങ്കാരുടെ ചിന്ത മറ്റൊരുവഴിക്ക് തിരിഞ്ഞു. ഇനി തന്നെയിരിക്കുമോ രണ്ടുകൊല്ലം മുമ്പ് അയാൾക്കെതിരായി കേസു വാദിച്ചത്?

ചേർന്ന് ഇവിടം അന്യദിനം മേലിനമാക്കിക്കൊണ്ടിരിക്കുകയാണ്. നമ്മുടെ പല പ്രാവൃത്തികളും നമുക്ക് ദോഷകരമായി ഭവിച്ചില്ലെങ്കിലും ഭാവിതലമുറയ്ക്ക് അത്യദോഷമായേക്കാം. ഈ ലോകം അവർക്കും കൃഷിയുള്ളതാണ്. മേലിനീകരണത്തിനെതിരെ ഏതെങ്കിലും ചെയ്യാൻ അർഹിച്ചുകൂടാ. നമ്മുടെ മൂലി അപകടത്തിലാണ്. നമുക്ക് നിൽക്കാൻ മറ്റൊരിടമില്ല.

അയാൾ പ്രതികാരം വീട്ടാൻ വഴിവക്കിൽ കാത്തു നിന്നതായിരിക്കുമോ? യുവാവിന്റെ കയ്യിൽ ഒരു പിസ്റ്ററിലോ കത്തിയോ പ്രത്യക്ഷപ്പെടുന്നതും കാത്ത് ഒരു വിധം അർദ്ധബോധാവസ്ഥയിലായിരുന്നു അയ്യങ്കാർ വണ്ടിയോടിച്ചത്. ഈ ആപത്ഘട്ടത്തിൽ തിന്നൊന്നു രക്ഷപ്പെടാൻ സകല വൈദഗ്ദ്ധ്യവും അയ്യങ്കാർ മനസ്സിൽ വഴിപാടു നേർന്നു.

പെട്ടെന്നാണ് ഒരു വിസിൽ മുഴങ്ങിയത്. അപ്പോഴാണ് താൻ ട്രാഫിക് പോലീസിന്റെ സിഗ്നൽ കണ്ടിട്ടും വണ്ടി നിർത്താതെയാണു പോയതെന്ന് മനസ്സിലായത്. പോലീസുകാരൻ അടുത്തുവന്ന് തന്റെ ഡയറിയിൽ കാറിന്റെ നമ്പരും ഉടമസ്ഥന്റെ പേരും എഴുതിയെടുത്തു.

“നാളെ രാവിലെ പത്തുമണിക്കു സ്മരണയ്ക്കിന് കാറും കൊണ്ടുവരണമേണം. ഇപ്പോൾ പോയ്ക്കോ.”



തന്റെ സഹയാത്രികനെയും കൂട്ടുംബന്ധുവും പലവട്ടം ശപിച്ചുകൊണ്ടാണ് അയ്യങ്കാർ പിന്നെ വണ്ടിയോടിച്ചത്.

“ഓ സാർ ഇവിടെയാണ് എനിക്ക് അങ്ങേയ്ക്കു വെച്ചു കൊടുക്കാനുള്ള വാക്കുകൾ അയ്യങ്കാരുടെ മനസ്സിൽ കൃത്രിമം ചെയ്തിട്ടു.

“സർ, അങ്ങേയ്ക്കു താൻ എന്റെ കയ്യിലൊന്നുമില്ല” ചെറുപ്പക്കാരൻ കാറു നിറുത്തിയപ്പോൾ പറഞ്ഞു. ഒന്നും വേണ്ട! തന്നെന്ന് ഇറങ്ങിപ്പോയാൽ മതിയെന്ന് പറയണമെന്നുണ്ടായിരുന്നു അയ്യങ്കാർക്ക്.

“എങ്കിലും എന്റെ ഈ എളിയ സമ്മാനം സാർ സ്വീകരിക്കണം..” ചെറുപ്പക്കാരൻ നീട്ടിയ സാധനത്തിലേക്ക് അയ്യങ്കാർ മിഴിച്ചുനോക്കി.

അത് ആ ഡയറിയായിരുന്നു! പോലീസുകാരൻ കാറിന്റെ നമ്പരും ഉടമസ്ഥന്റെ പേരും എഴുതിയെടുത്ത ഡയറി!

എൻ്റെ സരസ്വതീകൃഷ്ണത്രം

കവിത

മനസ്സിൻ്റെയുള്ളിലെ വെള്ളത്തിരകളിൽ
രാർജകൾ ചിത്രങ്ങൾ മെല്ലെ രചിക്കുമ്പോൾ
ഒരു നിമിഷമാ തൃപ്തിക നിശ്ചലമായല്ലോ
കലാലയ ജീവിത കഥകൾ ചൊല്ലിപ്പാൻ.

മധുരസ്തമനകളാലലകൃതമായൊരാ
ബാല്യകാലത്തിൻ്റെ സൗഹൃദനാളുകൾ-
കേരവ്യം കേരമാണിം പകർന്നൊരി-
മഹത്സ്ഥാപനം ഹാ! എത്ര സുന്ദരം

അപ്സരകളിൻ്റെ ആദ്യപാഠങ്ങളും
അക്ഷരമാലകൾ ഗണിത ശാസ്ത്രങ്ങളും
കായികവിദ്യകൾ കേളി വിനോദങ്ങൾ
ആദ്യമായ് അഭ്യസിപ്പിച്ചതും നീ തന്നെ.

സങ്കീർണ്ണമായിട്ടും ജീവിത യാത്രയിൽ
അജയ്യനായി യാത്ര തുടരുവാൻ
അൻ്റെമനസ്സുള്ളിൽ സൃഷ്ടിച്ചു തന്നൊരു
വിദ്യാലയമേ നിന്നെ വണങ്ങിപ്പോന്നു.

നിഷ്കളങ്കമായിട്ടും ഗ്രാമീണസൗന്ദര്യം
പൂർണ്ണമായ് തന്നുള്ളിലേറു വാങ്ങി.
കേരളത്തിൻ്റെ അഭിമാന സ്മരണയായ്
സ്മരണകൾ തോറും വാഴണം നീ.



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के. शिवरामकृष्णः
षट् कक्षा, वयः 11

जयतु जयतु सैनिकशाला

- जयतु जयतु सैनिक-शाला यस्यां हि वयं वसामः ।
यत्र अस्माकं गुरुवः वसन्ति, यत्र अस्माकं भोजनशाला ॥ 1 ॥
- जयतु जयतु सैनिक-शाला यत्र वयं नित्यं पठामः ।
यत्र विमानं विद्यते, यत्र हि संति बहूनि गृहाणि ॥ 2 ॥
- जयतु जयतु सैनिकशाला यस्यां अधिकारिणः संति ।
यस्याः भूतपूर्वा छात्राः नैकान् अलंकरणान् भवन्ते ॥ 3 ॥
- जयतु जयतु सैनिक-शाला यस्याः रजत-जयन्ति अधुना ।
विविधसमारोहैः समाप्यते बहूना उत्साहेन ॥ 4 ॥
- जयतु जयतु सैनिक-शाला यस्यां हि विद्यते ज्ञानम् ।
अनुशासनेन तु यत्र सहकार्यं कुर्वन्ति सर्वे निवासिनः ॥ 5 ॥
- जयतु जयतु सैनिक-शाला यस्याः आशीर्वादेः ।
वयं ज्ञानं लभामहे सदैव कर्मण्यभिरताः ॥ 6 ॥
- जयतु जयतु सैनिक-शाला यत्र हि संति अनेके नियमाः ।
यस्याः सदिच्छाः सर्वत्र प्रसरन्ति सुचारुरूपेण ॥ 7 ॥
- जयतु जयतु सैनिक-शाला या सदा उत्कर्षं प्रवति ।
या शताब्दि लभेत इति वयं इच्छामः ॥ 8 ॥



राजेशः भानुः
दशम कक्षा, वयः 15

सैनिकशालायाः पञ्चविंशति-वर्षाणि

अस्माकं विद्यालयः एतस्मिन् वयं पञ्चविंशति-वर्षाणि
पूरयति । एतेषु पञ्चविंशति वर्षेषु अस्माकं शालया परमा
प्रगतिः कृता । अस्माकं छात्राः अधुनानैकेषु विभागेषु
अधिकारपदं समलंकुर्वन्ति । द्वौ भूतपूर्वौ छात्रौ रक्षा-
सेवाधिकारि महाविद्यालये प्रशिक्षकौ स्तः । अन्ये कतिपयाः
छात्राः राष्ट्रपतेः अंगरक्षकाः आसन् । कतिपय दिनपूर्वं
समाप्ते राष्ट्रपतेः जेल्सिहस्य फोल्ड-ग्रीस-युगोस्लाविया-
यात्रायां कैप्टन जोसेफ मैथ्यु इति भूतपूर्वः छात्रः तैः समेतः
गतः ।

तथैव अस्माकं छात्राः अधुना सेनानु लेफ्टनंट कर्नल
इति पदं ब्रलभन्त । एकः छात्रः तु रेलविभागे प्रादेशिक
संचालकः अस्ति । अन्यश्च भारतीय प्रशासन सेवायां
रक्षामन्त्रालये उपसचिवः अस्ति । एतदर्थं एव अहं लिखामि
“अस्माकं सैनिकशाला देशे सुविख्याता अस्ति । यस्याः
भूतपूर्वाः छात्राः अधिकारिरूपेण विराजते ॥”



मुजयः मिश्र
द्वादश कक्षा, वयः 17

रजत-जयन्ति-काले जीवनम्

एतस्मिन् वर्षे वयं अस्माकं शालायाः रजत-जयन्ति-समारोहे सहर्षं सहभागिनः भवामः । रजत-जयन्त्याः उत्सवस्य एकः भागः अस्ति आदरणीयस्य संस्थापकस्य श्रीकृष्णमेननस्य अर्घकाय प्रतिमानावरणम् । अस्माकं विद्यालये श्रीमेननस्य इयं प्रतिमा सुप्रसिद्धः शिल्पकारेण श्रीदत्तमहोदयेन क्रियते । श्रीदत्तः श्रीअनन्तपुरस्थे ललितकलामहाविद्यालये शिल्पशास्त्रस्य प्राध्यापकरूपेण विराजते ।

अस्मिन् रजत-जयन्ति-वर्षे अस्माकं जीवनं रोमांच-पूर्णं वर्तते । एकस्याः संस्थायाः पंचविंशति-वर्षाणि तु दीर्घकालो वर्तते । अस्मिन् वर्षे नैकाकार्यक्रमाः आयोजिताः । श्रीहामहोत्सवः, सांस्कृतिक-कार्यक्रमः अन्वेषचनेकाः कार्यक्रमः अन्वेषचनेकाः कार्यकलापाः अस्माकं जीवनं सुसुचिपूर्णं कुर्वन्ति ।

“नमस्तुभ्यं सैनिकशाले यया हि दत्तं ज्ञानम् ।
अस्माकं जीवनं तु यया कृतं परिपूर्णम् ॥”

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मनोजकुमारः
नवम कक्षा, वयः 14

अस्माकं शालायाः विविध विभागाः

अस्मिन् रजत-जयन्ति-वर्षे अस्माकं शालायाः विविधविभागयोः प्रगतिः दृष्टव्या । शालायाः मुख्यः विभागो शालाभवनं वर्तते । तत् तु सुवाकरखण्डेन नामांकितम् । तस्मिन् खंडे सर्वाः कक्षाः, कार्यालयाः, पुस्तकालयः, अध्यापक कक्षाः, प्रयोगशालाः, सभाभवनं, कार्यशाला च वर्तते । द्वितीये खंडे तु छात्रावासाः सन्ति । नेहरू, पटेल, राजाजी, प्रसाद, अशोक, वेलुत्तपी, टागोर, आझाद, शिवाजी, बल्लसोल इति नामानि छात्रावास-भवनानि सन्ति । तदनन्तरं शालाकर्मचारिणां निवास-स्थानानि अधिकारिणां च आवासाः सन्ति । शालायाः एकस्मिन् खंडे भोजनालयः अपि तु अन्वस्मिन् खंडे रजक-घारः वर्तते । शालायाः उद्यानं प्रेक्षणीयं अस्ति । अत्र एकं पुरातनं विमानं अपि विद्यते ।

“एषा मदीया खलु पाठशाला,
यस्यां हि छात्रा-निवसन्ति ।
यस्याः स्वाति अखिलदेशे प्रसृता
यस्याः जनेः या स्तुतियोग्या अस्ति ॥”

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श्री गोविन्दः टेकाले

पञ्चविंशति-वर्षाणि

अहं सैनिकशाला सेवायां 1962 तमे वर्षे सहभागी अभवम् । गत पंचविंशति वर्षेषु मया नैकाः मधुराः न तादृशाः मधुराश्च अनुभवाः अत्र अधिगताः । प्रथमं तु पाठशाला तिरुवनन्तपुरस्थे पांगोडस्थिते सैनिक-भवने आसीत् । तत्रतः 1964 तमे वर्षे आगस्ट मासे कर्णकुट्टम् ग्रामे अस्माकं शाला आगता ।

विगते पंचविंशति वर्षेषु शालायाः विस्तारः जातः । अधुना सप्तकक्षामु षटशताः छात्राः पठन्ति । पंचत्रिंशत् अध्यापकाः शतं च इतरे कर्मचारिणः अत्र सेवारताः सन्ति । मया तु दक्षिणापने प्रायः सुखमेव अनुभूतम् । संस्कृत, हिन्दी, सामान्यज्ञानं च इति विषयानां अध्यापनं मया कृतम् । शालया मह्यं आत्मविश्वासः दत्तः । मम एकः पुत्रः अभियांत्रिकीमहाविद्यालये पठति । मम एका एव पुत्री तु पुत्रवती अस्ति । इत्थं अहं अधुना सुखपूर्णं जीवनस्य यापनं करोमि ।

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बी. एस्. रेखा
अष्टम कक्षा, वयः 13

सैनिकशालानां गठनम्

भारतस्य अष्टादश सैनिकशालानां संचालनं एकया पंजीकृतया सैनिकशालासंस्थया क्रियते । अस्व प्रशासि मंडलस्य अध्यक्षः रक्षामंत्री श्री राजीवगान्धी अस्ति । उपाध्यक्ष तु राज्यरक्षामंत्री श्री अरुणसिंहः वर्तते । सैनिकशाला संस्थायाः केन्द्रीयकार्यालये एको मानदः सचिवः श्री रविः दिवा महाभागः अस्ति । तस्य सहायको द्वौ निरीक्षकौ स्तः । एकः निरीक्षकस्तु कर्नल चित्तरंजन सांवतमहोदयः अस्ति । एका कार्यपालिका समितिरपि वर्तते ।

किन्तु प्रत्येकविद्यालयस्य कृते एका स्थानीयचालक-समितिः वर्तते । अस्याः समितेः अध्यक्षः तत्रदेशस्य वरिष्ठः सेनाधिकारी वर्तते । सचिवस्तु शालायाः प्राचार्यः वर्तते । सैनिकशालानां अध्ययनार्थं मे० ज० य० न० शर्मा महोदयस्य अध्यक्ष्ये एकः पठनसंघ अपि संयोजितः । तस्य संघस्य प्रतिवेदनानंतरमेव एतास्तुशालानां विकासाय बृहत्तरः कार्यक्रमोविधेयः इति राज्यरक्षामंत्रिणा कथितम् ।

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विकासकुमारः
दशम कक्षा, वयः 15

भारतस्य सैनिकशालाः

अस्मिन् रजत-जयन्ति-वर्षे भारतस्य इतरा सां सैनिकशालानां अवलोकनं अपि हितावहं भवेत् । अधुना अस्माकं देशे अष्टादश सैनिकशालाः सन्ति । ते वर्तन्ते (1) सातारा (महाराष्ट्र), (2) बालचडी (गुजरात), (3) अमरावती नगर (तमिलनाड), (4) कपस्कट्टम केरल, (5) कोरकुण्डा (आ० प्र०), (6) रोवां (म०प्र०), (7) भुवनेश्वर (ओरिसा), (8) तिलैया (बिहार) (9) ग्वालपाडा (असम), (10) पुरलिया (प०बंगाल), (11) धोदाखाल (उ० प्र०), (12) नगरोटा (ज०क०), (13) चित्तौडगढ़ (राज०), (14) कपुरखला (पंजाब), (15) कूजपुरा (हरि०), (16) इफाल (मणी), (17) मुजानपुरतिरा (हि० प्र०)

एताः शालाः पुणेस्थिते राष्ट्रीय रक्षासंस्थाने प्रवेशाय छात्रान् प्रशिक्षन्ति । अधुना तु सर्वसेनासु एकतृतीयांशः भू० पू० सैनिक छात्राः सन्ति । इत्थं सैनिकशालाभिः स्वास्तित्वं समर्धितम् ।

“सैनिक शालाः राष्ट्रीय रक्षा प्रबोधिन्यै छात्रान् शिक्षन्ते इति चारु सिद्धम् ॥”

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रतनकुमारः ठाकुर
दशम कक्षा, वयः 15

अस्माकं दैनिकः कार्यक्रमः

अस्माकं विद्यालये वयं प्रातः षट्वादनपूर्वं उत्तिष्ठामः । तदनन्तरं अस्माकं शारीरिकोव्यायामो विद्यते । अनन्तरं अस्माकं अल्पोपहारं अस्ति । प्रातः 8.30 वादनात् अपराह्णे 1.30 पर्यन्तं अस्माकं कक्षाध्ययनं विद्यते ।

तत्पश्चात् अपराह्णभोजनं अस्ति । भोजनस्य पश्चात् किञ्चित् कालपर्यन्तं वयं विश्रामामः । सायं 4 वाजने चापपानं कृत्वा वयं क्रीडांगणेषु क्रोडामः । रात्रौ सप्तवादनतः 8.30 पर्यन्तं वयं पुनश्च अध्ययनं कुर्मः । रात्रौ भोजनं कृत्वा वयं निद्रामुक्तं अनुभवामः ।

एतादृशः अस्माकं दैनिकः कार्यक्रमः वर्तते । अस्मभ्यं विद्यालयः रोचते । अस्मिन् रजत-जयन्ति-वर्षे तु वयं सर्वं कथितं शक्नुमः यत्—

“अस्माकं शाला सर्वोत्तमा संस्था
यत्र छात्राः निविष्टं पठन्ति ।
अत्र वयं सततं शिक्षामहे
तत् ज्ञानं अनुशासनसहयोगयोः प्राप्यते ॥”

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रोनी नाथर
अष्टमी कक्षा, वयः 13

सैनिक-शालानां संस्थापकः

1961 तमे वर्षे प्रथमा सैनिक-शाला महाराष्ट्रे सातारानामकस्थले संस्थापिता । तदनन्तरं सप्तदशान्याः सैनिकप्रशालाः स्थापिताः । एतासां शालानां संस्थापकः श्री कृष्णः मेननः आसीत् । स विद्वान् राजनीतिज्ञः आसीत् । लंदन् नगरे तेन पं. जवाहरलाल नेहरोः पुस्तकानि प्रकाशितानि । केरलीयो अयं देशभक्तः ब्रह्मचारी आसीत् ।

तेन देशसेवायै स्वजीवनं समर्पितम् । अस्माकं शालायाः कोषशिला तेन एव स्थापिता । पश्चात् स यदा तिरुवनन्तपुरमण्डलस्य लोकसभायां प्रतिनिधि आसीत्, स पाठशालां आगच्छत् । अस्मिन् रजत-जयन्ति वर्षे वयं सकृत्तत्र तं स्मरामः । अधुना एताः शालाः उत्कर्षं गताः । अस्माकं शाला तु पठने पठनेतरकार्यक्रमे च अप्रगामिनी वर्तते । वयं सर्वे सैनिकशालाजनाः श्री कृष्ण मेनं एव स्मरामः—

“धन्योऽयं महाभागः येन सैनिकशालाः प्रस्थापिताः ।
यामु प्रशिक्षणं लभते नैकाः बृद्धिमंतः छात्राः ॥”

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विवेकानन्दः
द्वादश कक्षा, वयः 17

रजत-जयन्ति-स्मरणम्

अहं अस्मिन् रजत-जयन्ति-वर्षे सैनिकशालायां पठितुं सर्वस्य अनुभवः करोमि । यदा अहं स्व-सैनिक-शाला प्रवेशस्य स्मरणं करोमि तदा हि अहं अनेकैः स्मरणैः अभिभूतः भवामि । सप्तवर्षेषु मम पाठशालया मह्यं ज्ञानं अनुशासनं सहयोगे इति त्रिभिः गुणैः युक्तं पठनं दत्तम् ।

अधुना अहं महाविद्यालये पठितुं योग्यो अभवम् । अत्र स्मरणोद्यमं अस्ति यत् चित्तोडगढ़ सैनिक-शालायाः भूतपूर्वो विद्यार्थी श्रीभारतभूषण व्यासः भारतीय प्रशासन सेवा परीक्षायां अग्रिमो अस्ति । यद्यपि अहं एन्. डी. ए. इति प्रबोधिन्यै न स्वीकृतः तर्हि अहं भारतस्य सुयोग्यः नागरिक भवितुं सक्षमः अस्मि । कथितं हि यत्—

“सैनिकशालायाः विद्यार्थी सर्वक्षेत्रेषु प्रवीणः ।
स एवं विद्यां लभते यत् जीवने सफलो भवेत् ॥”

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