

ALPHABET OF SUCCESS

SREEKALA C. T.

Attend carefully to the details of your
success

Be prompt in all things.

Canoider well; then decide positively

Dare to do right; fear to do wrang

Endure tials patiently

Fight life's battle bravely and manfully

Go not into the society of the vicious

Hold integrity sacred.

Injure not another's reputation or business

Judge not, that you be not judged.

Keep your mind away from evil thought.

Lie not for any consideration.

Make few acquaintances.

Never try to appear what you are not.

Obsence good manners

Pay your debts promptly

Question not the veracity of a friend

Respet the counsel of parents

Sacrifice money rather than principles.

Touch not, take not and handle not in

toxiating drinks

Use your leisure far improvement.

Venture not upon the threshold of curang.

Watch carefully your passions

'Xtend to everyone a kindly salutation

Yield not to discouragement

Zealasisly labour for theright, success is

certain.

CENTRE - STATE FINANCE

After the adoption of the Constitution in 1950, the main problem to be tackled properly in India has been the Centre-State financial relationship. The issue has been a permanent controversy of post-Independence period, and is still relevant. The Constitution makers conceived an India with a politically and economically strong Centre capable of counter-acting any divisive force and of protecting and developing the states particularly the financially weak ones. This outlook is clearly reflected in the Constitution.

One of the most important issues in Centre State Financial relationship has been the inadequacy of the resources in relation to their needs. The insufficiency of resources for state governments is inherent in the Constitution itself. In spite of the inclusion of two major taxes in the divisible pool and the devolution of resources from centre at an increasing rate to the states their resources continues to be inadequate. A glance at the following table will stress this fact.

Resources transferred through (Rs. crores)

	Finance commission	Planning commission	Other transfers	Total
<i>First plan</i>	447	880	104	1431
<i>Second plan</i>	918	1058	892	2868
<i>Third plan</i>	1590	2738	1272	5600
<i>1966-69</i>	1782	1917	1648	5347
<i>Fourth plan</i>	5421	4731	4949	15101
<i>Fifth plan</i>	11168	10353	3761	25282

States' Needs

The needs of the states have increased not only on account of the increasing plan-expenditure but also because of the increasing plan-expenditure on completed schemes of earlier plans to which the states have become committed. Added to these are the increased functions of the state governments in various directions. Thus despite the increased devolution of funds from the Centre, the states still remain short of resources.

Another problem connected with this is the fact that while the transfer of funds from the Centre to states has to be augmented, there is also an undesirable tendency that the states have become accustomed to look up to Centre for resources and are reluctant to exploit the resources they have in possession. They just pile up their demands before the Finance Commission without trying to minimise them in an efficient way.

P. K. A. RASHEED

The unbalanced economic growth in different states and the existence of rich and poor states add much fuel to this problem. This may be attributed to the lack of efficient planning. Moreover, there is a dangerous tendency on the part of the rich states who contribute much to the consolidated fund of India; they demand a high share of their contribution. Even though the existence of rich and poor states dates back to the pre-Independence period, the 30 years of post-Independence economic planning have not achieved a balanced economic development, resulting in a minimum growth rate in India as a whole.

The overlapping functions of Planning and Finance Commissions are another point in this issue. Due to the exaggerated demands of the states, the Finance Commission used to cut drastically their demands without realising which of them are important and which of them must be preferred. The lack of co-ordination in the working of the both the Planning and the Finance Commissions has contributed much to this problem.

The question of centre-state financial relation has been considered in recent years by various bodies including the Sarkaria commission. A memorandum issued in 1977 by the West Bengal Govt. on the centre state relation demands that 75% of the total revenue raised by the Centre from all sources should

be allocated among the states. If this recommendation is accepted, there would be considerable strain on the Central government for the fulfilment of important national needs. It will make the Centre a mere co-ordinating agency, begging before the states.

V. M. Dandekar put forward a suggestion which is known as 'Decimation of States.' According to him states have grown too big to be managed efficiently. Taking it to be a growth problem, he suggested that "a state with about ten districts and a population of between ten and twenty million is a good size to govern and we may aim at anything up to fifty states

in the country" This is the very negation of the historic achievement of Sardar Vallabhbhai Patel.

If the Centre State issue is to be solved, the states should (a) intensify the efforts to reduce their dependence on the Centre; (b) learn to plan within the resources available, (c) try to develop and promote a broad national outlook rather than a regional or linguistic homogeneous outlook and (d) make an attempt to establish a good and efficient planning. Let us hope that the Sarkaria Commission would suggest appropriate measures.

GOD AND MAN

UNNEENKUTTY PARANGAL

It is natural and usual for thinking minds to hold to hold opinions that are vastly different from one another. The theme of Genesis is also open to opposite views. This subject, though still challengingly complex, is quite familiar to generations. All the holy books—the Revelations from God—like the Qur'an and the Bible mention the beginning of mankind. They selgbrate praises of God the Creator, who created man for, as a physical mechanism, the human body surpasses all man-made machines in efficiency, pimplicity and precision. Besides, it has the power of understanding, hearing, peeing and so on. Only the all powerfull—Almighty God, the Lord of the worlds can create it.

Let your own body testify to its uniqueness, and to being a divine miracle. The Qur'an asks' "Has there not been over man a long period of time when he was nothing, (not even) mentioned? Verily we created man from a drop of mingled sperm in order to try him. So we gave him (the gift of) hearing and sight." Swami Vivekanda said, "According to the new religion, he is an atheist who does not believe in himself. The old religion says, he is an atheist who does not belive in God. We say,

he is an atheist who does not believe himself." For man himself is the greatest proof for God's existence and power.

One cannot but believe in scientific theories when they are proved. The past fathers of the church opposed such scintific laws that went against their Biblical views, but they had to fall in line with the proven realities. Darwin's theory of relativity, however, remains a hypethesis that has not been decisively proved. In any case, the Qur'an says, "He (it is) who has made every thing which he has created most good : He began the creation of man with (nothing more than) clay, and made His progeny from a quintessence of the nature of a fluid in due proportion, and breathed into him something of his spirit, and He gave you (the faculties of) hearing and sight and feling (and understanding); little thanks do you give."

A creator is essential to create everything; and God is the ultimate creator, the Greatest, the Most sublime. Man's limited faculties cannot contain Him; indeed, man cannot conceive of even a tiny portion of the universe. Go through yourselves deeply, and decide for yourself if there is a Power—a Supernatural Power—that designs and guides everything. That Power—the One, the Omnipresent and Omnipotent—creates and controls. He makes His presence felt through His creation, even as the invisible electricity or wind shows itself in a bulb or a waving plag. The sun, the moon, planets, stars, indeed the entire universe are divine manifestations.

The creator has given us freedom of choice; but has given us guidance through his books so that we may make the right choice—lest we should fail in our life. For the Holy Revelations—the Bible and the Qur'an for instance—point to the Resurrection on the Last day, and to the final judgment. Religion holds his life a more probation, and outlines the modes of behaviour which would save man from punishment later.

We are to submit to none but the only creator and Law-giver; submit only to God the Almighty Ruler of the worlds. Submission to God only is the religion approved by Him—in that, Lord-slave relationship exists only between God and man.

OBITUARY

V HASSAN HAJEE

A leading industrialist and patron of our College, passed away on 21st June 1984. He was 87.

A dynamic personage blessed with a generous and industrious nature, Janab Hasan Hajee had been one of the leading promoters Farook College and Rauzatul Uloom Arabic College. He was associated with many social and cultural activities in and around his home-town of Feroke.

In his demise our College has lost a well-wisher and patron. May God bless him !

SAYINGS OF PROPHET MUHAMMAD

(Collected by ALI ASHRAF)

The Superiority of a burned man over
One who only worships is like the superiority
Of moon when it is full, covering stars
The learned are heirs of the prophets who
Do not leave a legacy of dirhams and
Dinars but only knowledge.

He who acquires knowledge acquires
a vast portion.

On the Day of Judgement no servant of
God will put one foot ahead until he has
answered concerning four things.

His body and how he used it,
His life and how he spent it,
His wealth and how he earned it and
His knowledge and what he did with it.

You shall not enter paradise until you
have faith, and you cannot have faith until
you love one another. Gentleness adorns
everything, and its absence leaves everything
tainted. God will show no compassion on
him who has no compassion towards all
human kind. If a Muslim plants a tree or
sows a field and Men and beasts and birds
eat from it, all of it, it is a charity on
his part.

SEMINAR ON TEACHING

PARTICIPANTS

- 1) Prof : K. M. RAMAKRISHNAN
- 2) Sri. : K. MOHAMMED ISMAIL
- 3) Sri. : K. YASEEN ASHRAF
- 4) Sri. : P. MOHAMMED

PAPERS PRESENTED

- Some guide lines for the improvement
of educational standards
- Qualities of a good teacher
- Problems of teaching languages
- Problems of teaching sciences

Formal education is becoming too formal. The human element—perhaps the most important element—very often gets obscured by mechanical and routine habits. And ' Problems of Education ' is the handiest subject at any run-of-the mill seminar.

Here is something with a difference,
And who should be diagnosing and treating
our educational ills ? Who but the
actual practitioners ?
The following the views of teachers
on different aspects of college teaching.

Report

on

Student

Services

In recent years a great deal of change has taken place in the attitudes of students beset with problems of varied forces. Some of these problems when not tackled in time result in student unrest and get politicised. Many of the problems however are personal and genuine. What is it that the teacher has to do?

The teacher should know his or her students quite intimately, keep a watch on their academic progress. Students who are engulfed by problems and worries should be offered proper counselling. To prevent drop-outs at the college level the teacher has to bear an ever growing share of responsibility.

With their aims in view a STUDENT SERVICES SCHEME has been introduced during the year under review. Prof. M. Gopinath the Director of student services and a team of about eighty teachers have been carrying out the scheme. Each teacher (called an Adviser) is in charge of about forty students. The Adviser keeps a record of his wards and arranges to meet the wards often, off the class hours. Individual problems and complaints of wards are heard and appropriate solutions wherever possible are suggested by the Advisers. Problems of a general nature are brought to the notice of the Director and the Principal and appropriate steps are initiated at the college level to solve such problems. Within this limited period of its working it is gratifying that the scheme has proved a success.

SEMINAR CUM WORK SHOP

About eighty percent of the present teaching staff are young teachers. In order to help them face student problems and offer student counselling in an effective manner a two-day seminar cum-work shop on "Student problems and student advising" was held at the college on 6th and 7th of January 84. Dr. Prem Paricha of United States Education Foundation (New Delhi) was the chief guide and moderator of the programme. As many as ninety six members of the staff participated in the work shop.

On the first day, at the meet held under the president ship of Prof. U. Mohamed, Principal of Farook College, Prof. M. Gopinath welcoming the participants explained the scope and objects of the Seminar-cum-work shop. Prof. K. A. Jaleel, former Vice chancellor of Calicut University inaugurated the work shop. He exhorted the teachers to adopt boldly modern techniques for imparting education and reminded the teachers that in this computer age fast methods to learn and teach more things have to be tried. Dr. A. Achuthan, Dean of students of Calicut University dealt at length on the various students problems and suggested remedial measures to prevent the occurrences of the same. He also offered some guide lines to young teachers who by hard work and devotion could become good and effective teachers and useful counsellors. The Principal in his presidential address observed that the teacher's duty is concerned not only with the delivering of good lectures but also with the job of moulding the character of students he comes across. Prof. Shahul Hameed proposed vote of thanks.

1983-84)

On the second day, at the Seminar held under the president ship of Prof. K. A. Jaleel, Dr. Prem Pasricha gave a talk on "Teachers role in solving campus problems". She wanted the teachers to understand each student closely, correct the student in needy cases, assess the student's qualities and capabilities and bring out the concealed talent of each student by continuous encouragement. With her wide experience in the field of counselling she could by quoting case histories convince the participants of the efficacy of sound and timely counselling as an effective method not only for assuring confidence among students but also for promoting peace in the campus.

The following papers were presented :

1. Some guidelines for the improvement of educational standard (presented by Prof. K. M. Ramakrishnan)
2. Qualities of a good teacher (Sri. K. Mohamed Ismail)
3. Problems of teaching languages (Sri. K. Yaseen Ashraf)
4. Problems of teaching science (Sri. P. Mohamed)

Many questions relating to these subjects were raised by the participants including teachers trainees of Farook Training College and they were suitably answered by the moderators, Dr. Prem Pasricha and Dr. Ayyappan Pillai, Principal of Farook Training College.

Considering the width and depth of the various educational problems including teachers problems and counselling problems presented and discussed of the seminar and judging from the high degree of enthusiasm displayed by the participants, the two day seminar-cum-work shop, on all accounts, proved to be a memorable programme of the year.

—Director of Student Services

Some guidelines for the improvement of educational standards

Education involves two processes—teaching and learning. Both are closely inter-related and in the ideal state should take place simultaneously—As the Teacher teaches, the student should learn. The teacher can teach well only when the student is serious about his learning. The student learns only when the teacher is earnest about his teaching. It is only when both these conditions hold that education can take place.

Ours is an institution where class-room conditions are conducive to effective learning and teaching. If in spite of this our results are not satisfactory, we have to find out what goes wrong and to take whatever remedial steps we feel necessary to set right the situation.

He was sent, as usual, to a public school, where a little learning was painfully beaten into him, and from thence to the university, where it was carefully taken out of him

—T L PEACOCK

The villain of the piece appears to be indifferent teaching. Teachers these days especially fresh teachers don't seem to take their profession seriously enough. They don't prepare well, they don't seem to care whether anything gets across in the class room or not. There is very little motivation and there is hardly any attempt at stimulating learning. There is scarcely any evaluation. In short very little learning takes place.

The effect on the student is tragic. At first he is dazed and bewildered. In course of time he gets disillusioned and before long he takes to 'cutting classes'. There are instances galore of very bright students ending up as tragic failures.

What can we do about this? It is time we shook off our indifference and lived up to the expectations of the parents. We should all make a deliberate

Human history becomes more and more
a race between education and catastrophe

—H G WELLS

effort to cultivate a few traits which are indispensable to a good teacher.

First and foremost a teacher should love his subject. It is only then that teaching it becomes a pleasure. It is only then that one can inspire, one's students to learn it,

Secondly, a teacher has to be a deep scholar in his subject. He should keep himself informed of the latest developments in his subject. He should be in a position to answer any genuine doubt to his students

Last but not least, the student should be the main concern of the teacher. It is only when he is convinced that the student has learnt that a teacher can rest. For this he has to find out the areas where the student is weak. This requires constant, regular evaluations in the form of questions tests and so on. All this would mean that a teacher establish a close intimate relation with his student.

—Prof: K. M. Ramakrishnan

Education...has produced a vast population
able to read but unable to
distinguish what is worth reading

—G M TREVELYAN

QUALITIES OF A GOOD TEACHER

The key to the success or failure of the whole project of education is the teacher—he is the soul of the system. 'No institution is greater than its teachers.' What qualities should the teacher possess?

The teacher must be concerned not so much with what he gets as with what he gives. When the teacher—whose profession is social service—conceives his task in terms of self-sacrifice, he is able to attain the objectives of education.

Personality

The teacher's personality is a significant factor in the process of teaching.

The aspects of a teacher's personality include his physical appearance and bearing, his personal appearance including dress, carriage, cleanliness and manners; polite demeanour and courteous dealings; a good voice and expression, as well as a healthy and cheerful disposition. Among the passive virtues are friendliness (the antithesis of the taskmaster spirit,) sympathy and understanding, sincerity, tact, fairness, self control, optimism, enthusiasm and patience.

He who can, does. He who cannot, teaches.

—BERNARD SHAW

The teacher must also possess what may be termed 'executive abilities,' Self-confidence and self-reliance, initiative, adaptability and resourcefulness, organizing ability, directive ability and industry are accomplishments expected of a teacher.

Scholarship

A successful teacher is a scholar in his subject. In recent years there has been a definite trend toward minimising the importance of scholarship. The popular slogan is, 'We are teaching pupils, not subject-matter'. But in order to obtain the desired

changes in students, the teacher must be well-grounded in the materials that will help produce such changes. In addition, he should also have insight into the social and economic background of the students.

Professional Training

The teacher must be well-equipped to give of his best; a good teacher becomes a better teacher with professional training. Such a training has at best three dimensions. First, the prospective teacher

Education has for its object the formation of character

—HERBERT SPENCER

'learns by doing' through practice teaching. Secondly, would be teachers (or beginners in the profession) are given opportunities of observing various methods tried out by experts so that they would be able to decide on the best by themselves. Thirdly, to supplement the above, a teacher will be benefited by courses in methods, such as Introduction to education, History of education, Educational psychology, Educational sociology, Educational philosophy, and so on. He would do well to learn to operate and make use of various audio-visual appliances. His training should also enable him to cope with the special problems of adolescent students. Science should be taught as a process, not as a product. As Sir James Jeans says, "To many it is not knowledge but the quest for knowledge that gives the greater interest to thought". Science is also a way of thinking and an aid for acquiring knowledge. "If science is poorly taught and badly learnt it is little more than burdening the mind with dead information and it could degenerate even into a new superstition" says Biring.

'Council of the Future'

To create a generation of students with 'future in their bones', the teacher himself must learn to be 'future-oriented'. In a fast-changing world where

tomorrow's individual will have to cope with more hectic change, the prime objective of education must be to increase the individual's 'cope-ability.' The teacher, and after him the student, must know how to make repeated, 'probabilistic', long-range assumptions about the future, and to define, debate, systematize and continually update them.

We have seriously to think of creating a 'Council of the Future' in every college and university—a team

of people devoted to probing the future in the interest of the present. Attempts to base a social programme on 19th century Marxism and early 20th century Freudianism have proved to be chains to the past and present as resolute as the earlier chains. The council could provide direction and the ability to make critical judgments, to students, the people of tomorrow.

Sri. K. Mohamed Ismail



Problems of Teaching Languages

It has been said. "Language cannot be taught; it can only be learnt" Language is something to be assimilated through actual experiences; an organic thing that cannot be artificially cut up into constituent skills to be acquired separately merely an oral or auditory communication but a total experience. For these reasons, language teaching must necessarily smack of unnaturalness, except in the most ideal conditions

Our own conditions are far from ideal. Naturally problems have attained huge proportion. Quite a number of them can be traced to general causes like social backwardness, vagaries of the Government and universities, administrative complications, in College, irresponsibility on the part of teachers, guardians and students, and above all, politics the 'Big Brother'! Any attempt at solving problems

By education most have been misled;
So they beheve, because they were so bred

DRYDEN

disregarding these problems as well is bound to be ineffectual, and just another of the umpteen ad hoc adjustments of which we are the masters.

One problem that is frighteningly conspicuous is the lack of motivation. To average students, languages are not tools for use in actual life, but merely

the decorative addenda of the syllabus. Languages are approached almost as a concession to the syllabus. They are just a few of those things you take for granted in life, not quite unlike waiting for a bus, queueing up for a film ticket and such other tolerable inconveniences. It is too much to expect that the students would earnestly learn a language without knowing why they should learn it. Ordinary human beings would rather enjoy the luxury of doing nothing than exert themselves over aimless vanities.

Secondly, the importance given to language teaching goes on decreasing, especially in comparison with other subjects. While almost everyone is earnest about learning subjects, languages have only an apologetic existence. Language teaching now lives precariously at the mercy of whimsical circumstances. This is especially so in the case of English, which is the victim of misplaced and fantastical hatred of everything foreign. So much so that if English continues its meagre existence it is not because of any official educational policy but in spite of it. The change of medium of instruction has considerably reduced the student's exposure to English.

Another serious problem is the loss of continuity in language learning, which is the result of short-sighted planning. Learning is a continuous affair,

climbing up rung by rung, from stage to stage. The university syllabus must provide for an unbroken take-over from the school syllabus. But with the introduction of 'reforms' like the group system at the school examination this continuity is broken. The student when he joins a college, is stunned at the prospect of having to jump up to an impossible height. University syllabus presupposes an academic standard that the student need not necessarily have acquired. Students who score 5% marks and less in English at the SSLC examination are admitted to colleges and grapple with model ancillaries and sweat over precis-writing. And quite often the examination

'Tis well enough for a servan to be
bred at an university but the education
is a little too pedantic for a gentleman

—WILLIAM CONGREVE

and valuation condition would not normally allow them to fail at the university either!

Mother-tongue interference is not only very much present at the college level, but quite pronounced because of the recent accent on it as the medium of instruction. For example Malayalam & English have basic differences in the phonetic system punctuational details like the use of capitals, syntax and sentence structure. Naturally all these put up obstacles in the way of the teaching of English. This difficulty is experienced in the case of other languages



as well, but not in the same magnitude. It seems that the verb is the most chisive element in a second language—parteen larly in English. One is tempted to say: Give me a student who has mastered the verb and I'll show you one who has mastered the language.

That the size of the class tells upon the quality of teaching and upon the teacher-student relation is an accepted axiom. The quantitative increase in our educational productivity' has now attained cancerous proportions. Never and never universities do not offer any solution or improve the teacher-student ratio, but prove to be means of greater and greater suffocation. Allied to this is the problem of closer with mixed standards, where prodigies sit beside meriocrities. The teacher never knows his target.

To summarise, the major problems that are peculiar to language teaching, I feel, are; Lack of motivation, decrease in emphasis and in allotted time, and the size of classes and the diversity of the student's standard. All other complications spring out of these, and these themselves result from wider causes. Unless those causes are tackled by a society that is aware of its own needs, things would not change significantly. But within our own limitations, We can make language teaching more attractive and informative with the assistance of language laboratories and with the use of audio visual aids; teachers can also initiate book clubs aimed at encouraging the habit of reading.

Sri. K. Yaseen Ashraf

Problems of Teaching Science

It is a matter of general consensus that there is a very fast growth of information in various disciplines of science. In order to cope with this expansion of knowledge and to be upto date, this should be substantial improvement in our teaching of science. In this there are three factors involved, the teacher, the curriculum and the facilities.

The Teacher

The role of a well-informed and devoted teacher in bettering the academic standards of the students is indisputable. In the present system a person possessing a second class post-graduate degree is qualified for college teaching. The degree, compiled with the

experience acquired during the past years forms the total qualification of the present day college lecturer. But in a very dynamic and constantly changing field like science, will a teacher be satisfactorily equipped with necessary knowledge merely by the possession of these? At least in the fast expanding field like molecular biology, electronics and space physics, the answer will be in the negative. Close familiarity with research journals, science magazines, conducting inservice courses for the teachers in the necessary branches by competent authorities and research programmes are ways of keeping teachers abreast. They should be given due weightage in promotions and monetary benefits. The possession of an additional degree at present seems to be a disadvantage in the sense that the year or years spent for it turns out to be a loss in the teachers possible total service, and yet no weightage of any kind is given for him.

'Tis education forms the common mind,
Just as the twig is bent, the tree's inclined

—POPE

For attracting the best talents to the teaching profession, the salary of the teachers should be scientifically revised from time to time.

Teacher Selection :

For obtaining the best men the profession of teaching, the loopholes in the present system of staff selection should be patched up. Qualifications and capabilities should be recognised as the supreme criteria for the selection of teachers. After selection a training for teaching is desirable as it is done now in the case of civil services like IAS and IPS.

Improvement of Curriculum

The matter to be taught and the way in which it is imparted are equally important. A radical change is essential in an approach of selecting the matter for different courses and the method of treatment of each subject.

Many examples can be cited of our feeding the growing generation with obsolete and drastically useless information. It was said of Ford of Ford Automobiles that he would prefer untrained hands for fresh appointment to the so-called 'trained hands'. He would explain that in the case of candidates with

the formal training in educational institution, he would have a dual job; of first untraining them from the obsolete techniques they have studied and then giving them proper training. The condition of our science education is not far different.

Another serious drawback of our curricula is their serious practical relevance. The educational expansion doesn't effectively respond to the requirements of the economic system. Further, along with the educational expansion, there should be parallel modification of employment structure.

Presenting the Subject

Even many of the educational experts admit that our method of dealing the subjects is very orthodox. For instance, for introducing a new law in any branch of science in the class room, the usual practice is that, the law is stated first and the supporting evidences are given later. It should actually be vice versa; a change must take place from the deductive to the inductive method.

Practical classes should be conducted either simultaneously with or after the theoretical exposition. Moreover, our present pattern of handling the different science subjects in a compartmentalised manner needs to be changed, since the different disciplines are closely related.

Improvement of Facilities

The availability of better facilities is also essential for efficient teaching as well as learning. Many colleges do not have even good libraries. The availability of proper teaching aids will lessen the burden of both the teacher and the taught.

I would live to study and not
Study to live

—BACON

ability of proper teaching aids will lessen the burden of both the teacher and the taught.

Films and Cassette tapes can be effectively employed for teaching different sciences. This method will be more interesting and effective than lectures. We have yet to develop what many advanced countries have done: a separate branch of technology called 'Teaching technology' to produce the various audio visual aids helpful in teaching.

STILLS

Divine is the creation,
But frozen are the movements
Several are the thoughts reflected,
But nothing specific expressed.

Lips do seem to tremble,
But reves complete into a smile.
Arms seen to extend and unvite,
But never embrace.

The mouth seems to open,
But the song is never sung.
The feet seem to rise to dance,
But are frozen and still.

The expression remains the same for
ages.

The smile never vanishes
The sorrow never disappears,
The joy persists
And the ecstasy revealed stays so
On the choselled sculptures
That play raptares on poetic mind.

— ZEENAT

It was with a start that I woke up that morning, When the alarm clock gave out its loud shriek. My first instinct was to stop it and drift back to sleep. But something made me sit up. Yes, I had promised to accompany my friend to the hilltop on her assignment to photograph the sunrise, Reluctantly, I got out and dressed.

Outside, the sky was clear. The moon drifted towards the western horizon. The biting cold seemed to breeze us. I wished a thousand times that I were back in my warm cosy bed. But any friend was in no mood to listen to my lamentations. She was highly thrilled. I felt irritated and could only curse myself for promising to accompany her. However, the pure, fresh and sweet morning air revived me and by the time we reached due summit. I felt totally alert. We eagerly awaited what we had awaited on three successive mornings.

Soon, the pink fingers of dawn were visible at the far end of the horizon. The transformation had been triggered off. The eastern heaven gleamed like a foundry of all metals, common and rare. The clouds were broken into a thousand fragments and the margin of each fragment shone. And lo! up came the red tinted golden ball in all its splendour. The sight was simply exquisite.

Underneath, wisps of mist seemed to rock themselves in the valley. The whole place was bathed in the golden hue and I could feel its warmth penetrating though the mist. I looked around myself and saw things that I had never before seen in life. The adjacent hilltops gently sloped down as though in reverence to its Creator. Infinite shades of green melted, merged and blended into one another. The dewdrops sparkled like diamonds. The forest had sprung to life. The crows cawed, the cuckoos sang and the bees hummed. I was aware of the ecstatic joy that surged through me.

As we descended down into the valley we perceived a movement among the shrubs near by. We stood still and beheld a herd of spotted deer. Their coats glittered in the sun. They gently stepped into the stream near by, quenched their thirst and vanished under our very gaze. We held our breath and stood in awe forgetting to click our camera.

Walking again, I was filled to the brim with joy I wondered why I had not observed these before. Perhaps because of the selfishness that is dominant in every human being. I had only looked about for my own comfort. Nature, in her true splendour was a glorious sight, unless altered by man according to his selfish whim. I felt grateful simply to be alive, and resolved to witness this sight every morning. Perhaps tomorrow too the spotted deer would come. My whole being throbbled with an ecstasy and I thought of Tagore's lines :

Down to my spirit brings
The touch of the morning sun.
Dark of my cavern sings,
With the song of a morning bird

As I walked back home, I marvelled at the Creator's intelligence. Yes, I admitted to myself, truly God manifests Himself through nature. Witnessing such unique sights any one would agree with Tagore :

Have you not heard his silent steps ?
He comes, comes, ever comes,
In the fragrant days of sunny April,
Thro' the forest path,
He comes, comes, ever comes
In the rainy gloom of July nights,
On the thundering chariots of clouds,
He comes, comes, ever comes...

THAT MEMORABLE MORN

The Amazing Human Body

The human body has-

Up to five million hairs,

650 muscles,

About 206 bones,

Over 100 joints,

About 60,000 miles of arteries,
veins and capillaries

About 13,00 million nerve cells

About 8 pints of blood,

95 percent of water by volume,

60 percent of its weight as water,

Fat enough for 7 cakes of soap,

Enough lime to white was a
small house,

Carbon equivalent to 28 po
pounds,

Enough phosphorus to make
2, 200 matches,

Iron equivalent to a one inch nail,

One spoon of sulphur,

An ounce of various other metals

An the intestine measuring
up to a total of B meters.

— MOHAMED BABU P. A.

The Modern Student

S. A. SALAM

Today the word Student represents a quite different meaning from that of former days. In those days our society was all admiration and respect for students. They were regarded as cultured and noble. In return students were conscious of their duty and they devoted their time for study more than anything else and formed cultured better citizens. But now a days the situation has undergone a the embodiment of all evils. The word student conjures up pictures of the debris of burned buses, broken glasses of the institutions and the pale faces of imprisoned teachers. This generation of students is in the darkness of aimlessness, immorality and irresponsibility. They do not think about their liabilities and responsibilities, they are not conscious about the huge amount spent by the government for their education more than 50% of the total revenue of this poor country. As far as one section of students is concerned, education especially higher education, is a stage where their abilities and talents creative or bestructive—are to be demonstrated. Another group finds happiness in misusing their freedom or unlimited freedom which they enjoy in the campus. They take private 'tuition' while their friends are denied the only opportunity for study. A good number are slaves of liquor and opium circumstances are also responsible for this to a great extent.

The main reason for this aimlessness, irresponsibility and unrest is lack of moral

education or moral consciousness. The "Kothari commission" appointed by the Govt. of India in 1964 to advise the Government on the national matters of education, recommended stress on moral education and inculcation of a sense of Social responsibility. Although the Govt. took measures on almost all other recommendations of the commission, recommendation has been ignored. Instead of moral education we have quite, the opposite materialism and atheism.

The teacher's part also is great, But the incapability of teacher limits their own function. A teacher who has to give thousands for his appointment cannot function properly he will take it more or less as a business. So merely making laws cannot avoid all these evils. There is no inadequacy of law and its implementation. Only through moral education can we up to a very great extent purify the educational field and mould a Socially responsible, cultured and bright generation.

TWIN RIVALS

ABDULLA KASARAGÓD

When the sun enters the houses,
It is the morning of the day.

When it whitens an oldman's
White hair, it is the noon.

When it displays its crimson
It is the evening of the day.

At last it darkens the earth
And dissolves in the great ocean.

Then come the rival Moon—
Her presence makes thieves angry
And a love-sick person sad
By rousing memories mad.

Painters of nature—Sun and Moon
Twin rivals who never see face to face
They destroy the darkness in other
But do they love each other ?

Writers love these twin rivals
But do they love each other ?

Why, Oh Why ?

The sky was blue
I was there talking to you,
The birds they flew
I was there watching beside you,
The sun shone bright
My world was right around you

But Now—

My life seems to have lost its hue
only because I still long to talk to you
The ripples get larger, going away
From the joys we knew together.
Everything seems dull : the void
you made by just going away
From that friendship we hoped
would stay.

Why ?

— AFZAL RAHIM K.