

# **A Window View**

**Asha K. P.  
II M. A. English**

Twilight has come  
With pied patches  
Little drops falling  
From the clouds moving;  
The chilly wind blowing;  
The little plants dancing;  
With their little leaves nodding  
Their heads which are rubbing  
Shoulders at each other, and  
The little drops falling on the sand  
Below, makes them fall the heap  
And becomes a small river steep  
The little drops falling on the water below  
Makes it dance and greet hello  
Oh, now the colour is changed to azure;  
Oh, what a blissful state is this  
To have a moving sight like this !

# AN EYE FOR AN EYE...

RANJIT NAYAR

History tells us about the great sumerian king Hammurabi, who had framed a set of laws now known as Hammurabi's code of laws, which prescribed "an eye for an eye, and a tooth for a tooth." i.e. The punishment awarded should befit the nature of the crime committed. The crueller the crime, the crueller should the punishment be.

We consider Hammurabi's laws barbaric. We consider ourselves more civilised and humane than Hammurabi. We lose no opportunity to proclaim from rooftops that ours is a civilised society, a free society. But look at all the crimes going on this very same society of ours. Robbery, embezzlement, murder, ... you name it! Is this what being civilised means? Is this the meaning of a "free society"? Freedom to kill one's brethren, and thus speed up the annihilation of the human species? Freedom to make a mockery of moral values? We are surely better off without such "freedoms". To curb crimes and criminals, we have built up a massive police-force. But policemen and corruption are hand-in-glove with each other. Bribery has become a way of life.

To curb the rampant crime-rate, countries like Saudi Arabia and Pakistan, introduced Islamic laws, or the crime punishment formula prescribed by the Holy Quran. "Civilised" countries, including

India, condemn such measures in no uncertain terms and talk of "human rights", "basic human values" and 'human dignity'. But consider the other side of the coin. Do the crimes personify human dignity?

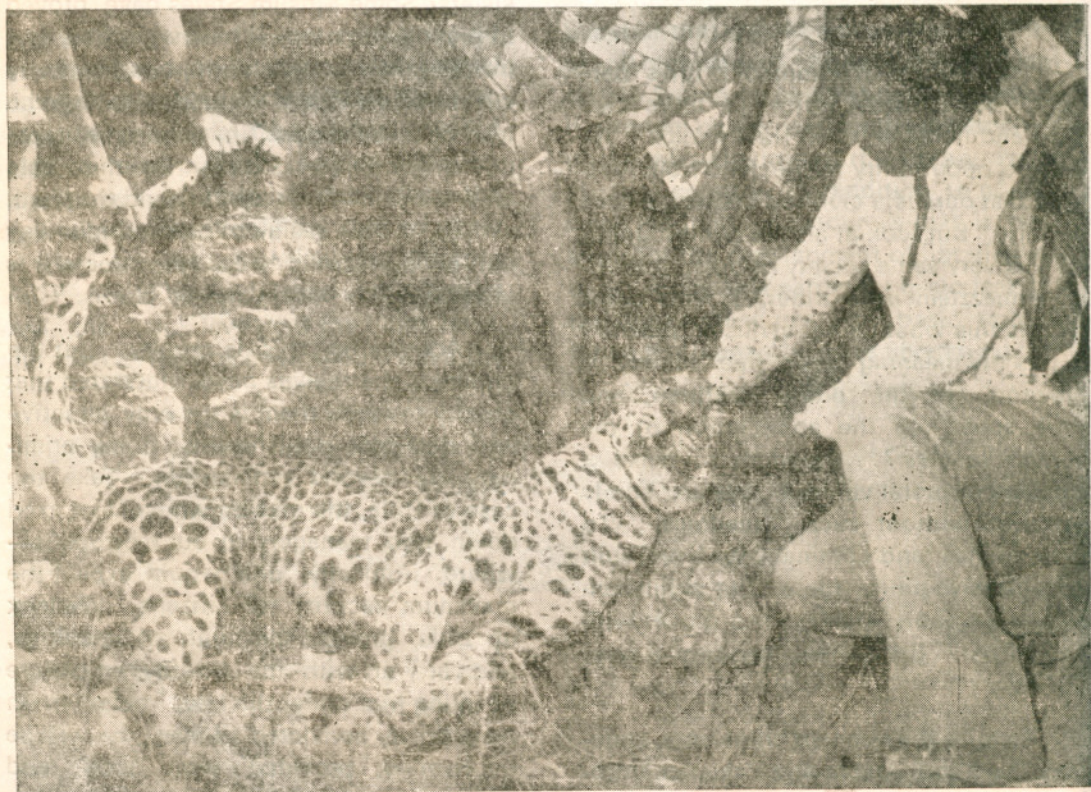
Or, is it the "right" of every "human" to inflict pain upon his brothers and sisters? Some Muslim States have proved in practice, that tough measures like the introduction of Islamic laws drastically cut the crime-rate. We should follow the lead of these nations, in framing suitable punishments for crimes. In the Bible also, we find—"cut off the hand that hath sinned." This seems to be the only way out of the sordid mess that society is in today.

Admittedly, this is cruelty. But the criminals themselves have illustrated that cruelty towards them is the only effective and deterrent punishment. Some criminals are beyond redemption. Take the case of Billa, the maniac whose lust axed down two teenagers in our metropolis—where, ironically, one would expect the maximum security for citizens. We lock up Billa, provide him with all amenities, and carry on with the lengthy procedure of trying him under the law. Later, when he is finally convicted (if ever), he will be imprisoned, provided with food and shelter—by courtesy of our benevolent State—and provided with the opportunity to jump jail, and terrorise more innocent

people. Had he been in a country which had adopted Islamic laws, he would have been promptly finished off, never to torment us again. But then, ours is a "civilised" society, and, who knows, we might succeed in reforming Billa, and as one newspaper (The Sunday standard) had the audacity to suggest, we could appoint him Hon: Advisor-on-Jails to the Govt; of India . . .

One talks of the S. P. C. A (Society for the Prevention of cruelty towards Animals); but has anyone thought of an S. P. C. H. (Society for the Prevention of cruelty towards Human-beings)? We

care more for the rights of the criminals, than for those of the hapless victims! Isn't that why we are thinking of abolishing capital punishment?" This is an age in which the whole world cries for the abolition of capital punishment. In our humble opinion, as long as crimes befitting them are committed, capital punishment must remain on the statute-books," said the Hon'ble judge, who sent a school boy to the gallows for murdering a school-mate. What we need in India, nay, the whole world, is the introduction of tough laws and measures, to meet crime squarely in the eye. △



**Mr: HAMZA the college watchman with the leopard he shot. The news of the leopard created sensation in Feroke and suburbs**

# The Thirty First Annual Report of the College

## 1978-1979



The College re-opened this year after mid-summer vacation on 27-6-78. The classes for I & II P. D. C., II & III year B. A./B. Sc./B. Com. commenced working on 27-6-78. As in the past years there was heavy rush for Pre-Degree admission. The first year B. A./B. Sc./B. Com. classes and P. G. classes other than Zoology started working on 18-9-78.

The affiliation for starting M. Sc. course in Zoology with Wild Life Biology as special subject was granted by the University during the year 1978-79 and classes for M. Sc. Zoology with a sanctioned strength of 10, commenced working on 27-9-1978.

The following is the class-wise strength of students as on 31st December 1978.

Pre-Degree	Junior	...	345
—do—	Senior	...	338
I B. A.		...	75
I B. Sc.		...	147
I B. Com.		...	58
II B. A.		...	72
II B. Sc.		...	134
II B. Com.		...	58
III B. A.		...	48
III B. Sc.		...	132
III B. Com.		...	56
Post-graduate students		...	112
Research students		...	3

Of these, 421 are Women students including 169 Muslim girls.

The strength of teachers as on date is 96 and the strength of Non-teaching staff is 47. The following are the additions to the staff during the year under report. Shri. K. I. Mohamed Ismail, M. Sc. joined the Physics Department as Junior Lecturer in Physics on 13-7-1978. Sri. K. V. Veeran Moideen, M. A. was appointed as Junior Lecturer in Arabic on 27-9-78 in the leave vacancy of Sri. A. Ismail Labbai who entered on leave w. e. f. 4-7-78 to take up appointment in the Calicut University. Dr. Sobhana, M. Sc., Ph. D. and Sri. P. K. Abdul Kader, M. Sc. joined as Junior Lecturers in the Department of Zoology on 23-10-78 and 1-11-78 respectively. Sri. P. Mohamed, M. Com. joined as Junior Lecturer in the Dept. of Commerce on 23-11-78. Sri. T. Kunheedu, M. Sc. was appointed as Junior Lecturer in the Dept. of Mathematics w. e. f. 29-11-78 in the vacancy caused by the resignation of Sri. A. Krishnamoorthy w. e. f. 19-10-78 to join the Cochin University service. Smt. M. Thahirabi, M. A., M. C. T. was appointed as Junior Lecturer in Arabic on 1-12-78 and Sri. Muhamed Poozhikuth joined as Junior Lecturer in Islamic History on 3-1-79 in the leave vacancy of Mr. P. Mammu.

Prof. S. Krishna Iyer, Department of

Zoology was deputed to undergo M. Phil. course in Zoology at the University of Kerala for 1 year from 15-12-78.

Mr. M. R. Kunhammad appointed in the leave vacancy of Sri. P. Mammu expired on 25-11-78.

M/s. P. Veeran, P. Shanmughan and M. Najeeb were appointed as Last-grade Non-teaching staff on 1-6-78, 31-8-78

and 14-11-78 respectively. Sri. K. Moideen was promoted as L. D. Accountant and Sri. A. Alavi as Attender, w. e. f. 1-7-78.

#### Examinations :

The performance of our students in the University examination this year was considerably appreciable. The following is the class-wise result of the final year students.

			No. Presented	No. Passed	I Cl.	II Cl.
II PDC	...	55%	238	130	19	82
Final B. A. Economics	...	50%	22	10	—	2
—do— English	...	75%	12	9	—	3
—do— Arabic & Islamic Hist.	...	100%	5	5	1	—
Final B. Sc.						
Mathematics	...	47%	15	7	3	3
Physics	...	86%	14	12	4	3
Chemistry	...	50%	22	11	2	5
Botany	...	100%	27	27	15	1
Zoology	...	100%	21	21	13	2
Final B. Com	...	72%	32	23	5	9
M. A. Arabic	...	100%	6	6	4	2
English	...	100%	13	13	1	6
Final MSc Maths	...	75%	4	3	2	1
—do— Chemistry	...	100%	9	9	9	—
Final M. Com	...	100%	10	10	1	8

The following students of the College secured University ranks in the examinations noted against each :

Jayakumar. G. R. I Rank in B. Sc.  
Chemistry  
Sudhakaran. M. P. I Rank in M. Sc.  
Chemistry  
Kunheedu. T. I Rank in M. Sc.  
Mathematics  
Mohamed Abdul Kader N. A. I Rank in  
B. A. Islamic History & Arabic

Four first ranks in the University is a creditable achievement.

The Election to the College Union General Council and Executive Committee according to the revised rules for college Union approved by the University was conducted on 27-10-'78.

Prof. A. P. P. Namboodiri continued to be Staff Adviser. Sri. K. Mohamed Hassan, M. A., D.P.A., Lecturer in History

was nominated as Staff Adviser during his absence in the last term.

Independence Day was celebrated on 15-8-'78 both in the College as well as in the hostels in a befitting manner. A meeting was held in the auditorium in which many students and members of the staff spoke on the occasion.

The activities of the College Union inaugurated on 7-12-'78 by Dr. N. Purushothaman, Acting Vice-Chancellor, University of Calicut.

The inauguration of the Fine Arts Association was held at 4-15 P. M. on Tuesday, the 18th January 1979 in the College Auditorium. Mr. Rajeev Nath the eminent Film Director delivered the inaugural address. Smt. P. Valsala, the famous novelist spoke on the occasion. The inaugural function was followed by variety entertainments.

As in the past years the Inter-Collegiate Debate in Malayalam for the Abussabah Memorial Trophy was conducted this year also under the auspices of the College Union. This year the team of participants from the host college secured the Trophy. The special prize for the best speaker was won by Sri. M. P. Abdussamad of this College.

The Fine Arts Association of the College conducted an Arts Exhibition in the auditorium on 9-3-79.

The Arts Festival in connection with the College Day was conducted from 12-3-'79 to 14-3-'79. As part of the Arts festival competitions in Mono-Act, Mimicry, Katha Prasangam, Group Music and Fancy Dress were held. Entertainments were staged by the competing units in connection with College Day and Arts Festival.

### **Psycho Club :**

Under the auspices of the Psycho Club this year students Moral Rearmament Force was established for which it was decided to select 49 students. M. K. Sankarankutty of III B. Com. was the Chief leader of the Force. The Psycho Club also conducted classes under its auspices on various topics such as "Problems of New Students and Their Solutions". "Over-politicisation and Its Influence on Students". — "Suggestion and its Influence on Human Beings" etc. Shri. K. Mohamed Hasshn, Director of the Psycho Club conducted the classes.

### **Society for Religious Knowledge:**

A series of lectures on Islam were arranged under the auspices of the society for Religious Knowledge. The inaugural address was delivered on 4-7-78 by Prof. Syed Ali, Head of the Dept. of Arabic, New College, Madras. Dr. Sanaula Khan and Dr. Mohamed Isa, Aligarh Muslim University spoke on the occasion.

Prof. V. Muhamad, spoke on "Islam and Logical Thinking" on 11-7-78. Dr. Moulana Syeed Ahmed Akbarabadi, Former Dean, Faculty of Theology, Aligarh Muslim University spoke on Islamic Law in the Modern Age. Mr. M. Moideen Kutty, Sectarer, Farook College spoke on Quran - A divine revelation, on 1-8-78.

Dr. Syed Ahamed Akbarabadi, delivered a lecture on "Social Justice in Islam" and "The Rights of Women in Islam" on 3-10-78 and 18-10-78 respectively.

### **Planning Forum and Social Service League:**

The following Office bearers were elected in the first meeting held on 3-8-78.

1. Kunhalikutty. K. A. II B. A.  
General Secretary

2. Mohamedali. A. II B. Com  
Secretary, Orators Eorum
3. Abdul Rahiman. T. II B. Com  
Secretary, Farmers Forum
4. Abdul Azeez. K. P. II B. Sc.  
Secretary, Social Service League

Paddy cultivation was taken up at the onset of monsoon in about 50 cents of land in the new hostel compound. The paddy was harvested in September and gingelly cultivation was taken up in the plot as a second crop. The harvest of gingelly was commenced by Shri. Moosa Baramy, Dy. Director of Agriculture 17-1-79.

As part of social service activities tiles were supplied for a house constructed for two orphan children and their widowed mother in the vicinity of the college campus. The formal inauguration of the activities of the Planning Forum was done by Sri. Koyamu, Joint Director of Agriculture in a meeting presided over by Prof. T. Abdulla. Five meetings were held subsequently.

#### Adult Education:

Farook College has been selected by the U. G. C. as one of the Centres for implementing the National Adult Education Programme. Sanction has been accorded by the U. G. C. for starting 30 Adult Education Centres by the College.

A Seminar on National Adult Education programme was held at the college auditorium on 24-9-78. The seminar was inaugurated by Sri. K. M. Balakrishnan, District Collector, Kozhikode with Principal in the chair. M/s. P. P. Ummerkoya, Karimpuzha Ramakrishnan, Dr. A. Achuthan, K. V. John and A. P. P. Namboodiri spoke on the occasion. Sri. P. Abdurahaman, Director, Adult Education welcomed the gathering.

Inauguration of Adult Education Centres at Azhinhilam, Karad, Kakkov and Vazhayoor and Thiruthiyad were made by Sri. P. Abdul Rahiman, Director, Adult Education.

Sri. P. Abdul Rahiman, Director Planning Forum attended the Adult Education Seminar conducted by the Kerala University at Trivandrum on 15th and 16th of Sept. '78. Prof. T. O. Pareed Pillai attended the seminar on Adult Education Statistics conducted by the Adult Education Department, Government of India at New Delhi from 6th Feb. to 10th Feb. 1979.

#### N. C. C. (Army)

Enrolment to the Army sub unit commenced in August and was completed in Sept. 1978. There are two Officers and 72 cadets on the rolls. Regular Parades started on 15-8-1978.

Major V. G. K. Nair and Cpl. Hamza Koya V.P. were detailed for the attachment camp with regular Army unit at Trivandrum in June. Cpl. Abdul Razack. R. attended the All India Mountaineering Camp at Manali.

Cadet Under Officer Vijayakumar. K. P. and 23 cadets participated in the Annual Training Camp at Govt. Polytechnic, Thottada.

A Platoon of our Army sub unit represented the 29 (K) Bn. N. C. C. at the Republic Day Parade at Mananchira.

Besides the customary training, emphasis was laid on social service programmes. Firing practices were imparted with 303 rifles and L. M. C. at the College Shooting Range.

Another noteworthy feature is the creditable success achieved by the C.U.O. Shahul Hameed. E. K. and Radhakrishna Das M. E. in passing the 'C' certificate

**examination.** 8 cadets passed in the 'B' certificate examination.

### **N. C. C. (Navy)**

The N. C. C. Navel wing started its activities in June. The enrolment of cadets was completed by July '78. The strength of cadets on roll is 60. The cadets were given regular training which included boat pulling practice and firing practice also.

Two cadets L/C Mehaboob. P. P. and Ramadas. G. were sent to the Republic Day preparatory camp held at Tellicherry. L/C Ramadas had attended also the combined A. T. C. at Cannanore. Under the leadership of PO/C. Sukumaran K. M. was promoted as Cadet Captain. L/C Basheer Ahmed. P. P., L/C. Rajan K. P., L/C, Ramadas. G. and L/C Mohan V. R. were promoted as Petty Officer Cadets. NC<sub>1</sub> Mehaboob P. P., NC<sub>1</sub> Unnikrishnan. P., NC<sub>1</sub> Lohidakshan. M. P., NC<sub>1</sub> Chandran\* K. T. were promoted as Leading Cadets. C<sub>1</sub>C Sukumaran K. M. PO/C. Ramadas G. and PO/C. Mohan V. K. have appeared for 'C' Certificate and other four cade were sent for 'B' Certificate Examination.

Sri. T. P. Ahamed, Lecturer in Economics acted this year also as the provisional officer. The activities of the Sub unit were winded up with a social gathering presided over by Principal. The Commanding Officer also participated in the get-together function.

### **Physical Education:**

The College Foot-ball Team retained the 'B' Zone Championship of Calicut University this year. The foot-ball team were the holders of this title for the last 3 years in succession. This time is also the joint winner in the Calicut University Championship tournament held in January 1979.

Mr. C. P. M. Abdul Rasheed III B.Sc. class and Mr. K. Ashraf of II PDC are selected to represent the Calicut University Foot Ball team that won the All India Championship. They were also selected to the South Zone University Team this year. Mr. Rasheed has been selected as the captain of this team. Mr. Ashraf K. is being recommended as Captain of the Junior Foot Ball Team of Kozhikode this year.

In the Kozhikode District Foot Ball Association League Championship the College team retained its position in the 'A' division League Championship by securing 4 points out of two wins.

The College Tennis Team became runners up in the singles and doubles in the Davis Cup Championship in the 'B' Zone tournaments held at Farock College during December '78.

The College Athletic Team participated in the Calicut University Track and Field Meet held at Trichur during December 1978. Mr. K. Ashraf University Foot-baller has won first place in 400 meters Race in the junior Meet and Mr. Janardhanan P. of III B. Com has won third place in 1500meters and 5000meters races.

In the Inter-house tournaments of the College Sir Syed House won the Team Championship in games and in the annual track and field competitions Tippu House won the Team Championship.

Prof. V. Muhamed inaugurated the College Annual Sports of this year on 16-2-79 and Sri. K. C. Samuel, DSP and Principal of Police Training College was the chief guest on the closing function on 17-2-79.

Mr. P. Janardhanan and Mr. K. Ashraf won the individual championship (bracketed) by securing 20 points each in the



men section and Miss. Geetha. M, of II B. Sc. won the individual championship for women.

### College Library:

Library Collection: (a) Books: The College Library possesses a collection of 37091 volumes including bound periodicals and manuscripts. The total number of books procured during the year 1978 is 2518.

### b) Bound Periodicals :

The Library has a collection of 846 bound periodicals of which 26 volumes are added this year.

### c) Manuscripts :

There are 17 volumes of Arabic manuscripts.

tion :

It has a collection of 3606 volumes of which 87 are added this year. Out of these 1556 books have been issued for 1 academic year.

### e) Audio Visual section :

It has a collection of 160 records, 14 taps, 2 tape recorders and one record player.

### f) Books withdrawn :

Books for which cost has been recovered, books, which are worn out beyond use and irrecoverably lost have been written off from time to time. This year 67 books have been written off. Total books withdrawn till now is 1602.

### g) Periodicals :

The Library subscribes for 144 periodicals. Many of these are bound and kept as a separate collection. A sum of Rs. 15,436/- has been spent this year for

subscription of periodicals alone.

### h) Gift Books :

This year 390 books have been received as gift books from various institutions and persons of which the following are worth mentioning :

1. American Studies Research Centre Hyderabad	: 183
2. Central Hindi Directorate	: 133
3. Prof. K. A. Jaleel, Principal, Farook College	: 37
4. Others	: 37

No. of issues :

Total number of books issued during the year is 35,893.

### Reading Room :

The College is maintaining separate Reading Rooms for men students and women students. Twelve newspapers and several other light periodicals are provided there.

### Departmental Libraries :

Now there are only two departmental Libraries attached to the following departments :

Added during 1978 Total Collection

a) Botany	26	449
b) Zoology	195	514

### Library Staff :

The staff consists of one Librarian and three attenders.

### Working Hours :

The Library ceased functioning from 8 A. M. to 8 P. M. due to scarcity of staff to cope up with shift system arranged and the working hours have been re-fixed as 9-30 to 4-30 P. M.

**Finance :**

The amount spent for procuring books

during the last three years and the total collection of books are given below :

Year	Amount spent	No. of books added	Total
1976	108072-20	3693	32,246
1977	29848-78	1462	33,708
1978	88763-39	2546	36,228

**National Service Scheme :**

The regular activities of N. S. S. were inaugurated on 15-7-78. An orientation and training programme was conducted the same day for the benefit of about 100 N. S. S. Volunteers of both the Farook College and R. U. A. College.

The programme was inaugurated by the Principal. Dr. Achuthan, Dean of students affairs and Sri. P. K. Mohammed, Programme Co-ordinator, University of Calicut conducted classes on "The Philosophy of NSS" and "The programmes under NSS" respectively.

On 23rd and 24th July, 81 volunteers took up an agricultural project in the campus of the Blind School in the vicinity of the College. Tapioca and plantain cultivation was undertaken in about  $\frac{1}{2}$  an acre of fallow land in the Blind School Campus.

The N. S. S. Unit conducted this year also as usual the Camping programme from 5th Sept. to 15th Sept. 1978 at Kokkivalavu Village. As part of the programme 50 NSS Volunteers took up the construction of 1 K. M. road stretching from Kokkivalavu to Ramanattukara. Various cultural and educational programmes were also conducted. A film show on the evils of drinking was conducted by the field publicity Department, Government of India.

As part of the health programme of NSS a large scale medical camp was

conducted on 19th November '78. 20 eminent doctors from Medical College and also from the neighbouring hospitals attended the Camp. 500 patients were given free medical check up and medicines were distributed free of cost. Apart from this the NSS took up the construction of E S P latrines at AZhinhilam village. 10 deserving families were provided with ESP latrine slabs and pits were dug by volunteers.

The N S S Volunteers gave tuition to the blind students in the Rehabilitation Centre for the Blind. The link road from Kutoolangadi to Farook College was also repaired. The valedictory address of the NSS unit was delivered by Prof. V. G. K. Nair in a meeting presided over by Sri. K. Mohamed Hassan of the History Department of Farook College.

**Scholarships and Concessions**

A large number of students are enjoying educational concessions from Harijan Welfare Department and a good number of students are in receipt of various scholarships. The number of students who are enjoying concession are given below. A few more students are likely to be sanctioned scholarship for which sanction is awaited from Government.

No. of students enjoying full fee concession from Harijan Welfare Department (OBC's)

Fee concessions, stipend, lump-sum grant, pocket money etc. to scheduled castes	...	93
-do- to scheduled tribes	...	1
-do- to other eligible community students	...	11
Fee concession under unified fee concession	...	5
Fee concession, Lump sum Grant, stipend etc. under Kumara Pillai Commission Report to OBC students of I & II PG	...	40
-do- to forward community students	...	7
National Merit Scholarship	...	7
National Loan Scholarship	...	30
Merit scholarship to children of school teachers	...	2
Educational concession to Blind	...	3
Scholarship to Fishermen community students	...	2
Island Scholarship 1978-79	...	5
Sports scholarship	...	1
Cultural scholarships 1978-79	...	5
University Merit scholarship	...	4
State Merit Scholarships	...	8
Kerala Labour Welfare Fund Scholarship	...	2
		<hr/> 657
Assistance from Students Aid Fund	...	72
-do- from Poor Boys Fund	...	8
Special Scholarship from college fund	...	2

#### U. G. C. Schemes

U. G. C. has sanctioned to the college a grant of 5 lakhs for development of degree courses during V Plan period. U.G.C. has so far released a grant of Rs. 2.15 lakhs against the U. G. C. Share of

grant towards the first stage. The balance of Rs. 20,000/- is expected shortly.

For second stage of the scheme an account grant of Rs. 1,50,000/- has been received from the U. G. C. towards the extension of womens hostel building and canteen. The total estimated cost of this comes to Rs. 2,60,000/- the UGC share of grant being Rs. 1,76,667/-. The College has taken up the whole project under Degree development and the work is in progress. The Management share relating to this scheme is Rs. 1,43,000/-.

Under the Faculty Improvement programme, U.G.C. has sanctioned Rs. 5,000 for travel grants to attend educational conferences and seminars. The U. G. C. has also sanctioned an advance of Rs. 20,000/- to conduct a Summer Institute in Mathematics for the benefit of the College Teachers.

U. G. C. had sanctioned for development of Post Graduate Students an assistance of Rs. 5.35 lakhs. The grant received is fully utilized. The construction of a building at an estimated cost of Rs. 1,80,000/- is being taken up for which an advance of Rs. 30,000/- ie received from the U. G. C. The Management share towards this scheme is Rs. 90,000/-.

The College has forwarded proposals for the College Science Improvement programme at an estimated cost of Rs. 3 lakhs last year. The matter is still under consideration of the U. G. C.

The College is approved as a Lead College in the University area by the U. G. C. last year and has offered a grant of Rs. 3 lakhs against the total cost of Rs. 3,83,000/- for this scheme.

U. G. C. has also sanctioned a grant of Rs. 7,500/- for developments of play

fields at an estimated cost of Rs. 10,000/- the management share towards this being Rs. 2,500/-. The work is in progress.

**Deputation of Teachers to Congress/ Conferences/Seminars and Training Programmes etc.:**

The following teachers of the College were deputed to undergo Teaching Reorientation Programme under COSIP-ULP at the Calicut University.

1. M/s. V. M. Francis, Lecturer in Physics, during the period from 4-7-78 to 29-9-78.
2. „ T. V. Madhavan Nambiar, Lecturer in Physics, during the period from 4-7-78 to 29-12-78.
3. Sri. T. Mohamed, Lecturer in Physics during the period from 3-1-79 to 31-3-79.
4. Sri. S. Krishna Iyer, Professor,

Department of Zoology, was deputed to undergo M. Phil Course at Kerala University from 15-12-78 till the end of the course.

5 Prof. T. O. Pareed Pillai was deputed to attend the Seminar on Literary Statistics held at Delhi from 1-2-79 to 10-2-79.

**Research Schemes of Teachers / Research Scholars :**

Dr. T. R. Hariharan Lecturer in Chemistry, was awarded Ph. D. in Chemistry for the work done on 'Thio Compounds as Analytical Reagents for the Determination of Metals and the Co-ordination Chem. of their Complexes'.

The College is recognized by the University as Research Centre for English and Dr. George V. Andrews, Professor, Post-graduate Department of English is an approved Research Guide.

The following teachers are doing part-time Research :

**Name of the Teacher**

**Topic**

1 Sri. N. K. Abdul Kareem,  
Lecturer in English

Has passed the preliminary examination for Ph. D. on 'Time and Eternity with special reference to Shakespeare Sonnets'.

An investigation into the problem of Teaching English to Malayalam speakers- Identifications of problems and suggestions for improvement.

2 Sri. U. Mohamed,  
Lecturer in English

Research project undertaken with financial assistance from U. G. C.

3 Sri. C. P. Ummer Kutty,  
Lecturer in English

Symbolism in the novels of D. H. Lawrence with reference to his Male-female principles.

4 Sri. K. Yaseen Ashraf,  
Lecturer in English

Treatment of Time in the English Stream of Consciousness novel, with special reference to Virginia Woolf.

5 K. T. Mohamedali,  
Lecturer in History

Impact of English East India Company Rule on the Economy of Malabar. (1972-1858 A. D.).

### **Distinguished Visitors :**

The Minorities Commission under the Chairmanship of Justice N. A. Ansari visited the College on 8-3-79. A reception was arranged in the College Auditorium at 4 P. M. The members of the Managing Committee and the Principal of the College had discussions with the Commission and a Memorandum was submitted by the Farook College Managing Committee.

### **Bank Counter :**

An Extension Counter of the State Bank of Travansore was opened in the College on 21-8-78. The Counter was declared open by Prof. K. A. Jaleel, Principal Farook College in a meeting presided over by Prof. M. A. Shukoor, Principal Farook Training College.

### **Zoological Society:**

Under the auspices of Zoological Society lectures were arranged. Prof. Dr. A. B. Soans and Prof. A. Sivasankar from Malabar Christian College addressed the students.

Under the auspices of the society a large scale medical camp was also conducted in collaboration with the N S S. unit of the College on 19-11-78 in which about 20 eminent Doctors from Medical College and local hospitals attended. Study tours were arranged by the Society for M. Sc. previous students and final B. Sc. students.

### **The Canteen:**

The additional building at a cost of about Rs. 92,000/- is now constructed to

supplement the old canteen building. The Canteen has now become quite spacious and convenient and it is hoped it will be utilized properly.

### **Hostels:**

The ground floor of the New Hostel has been completed and occupied. A new storey is being added to the Womens hostel. Its Common Hall and Dining Hall have been enlarged.

The five hostels for men and a hostel for women now provide accommodation for 550 students. Each hostel has its own wardens. There are mess arrangements in 3 hostels at present. Each hostel has its own literary association and cultural activities. There are ample provisions for indoor games in each hostel. The hostels have arranged their own cultural and literary activities.

### **Conclusion:**

The year under review has been a year of great progress. The addition of a new hostel, for men, the expansion of women's hostel and the enlargement of the canteen have added greatly to the physical facilities in the College. The Management has made a heavy contribution for these developmental activities. It is hoped that the great endeavours made to build up a worthy institution with ample facilities will earn the appreciation, understanding and support of the parents and the ultimate beneficiaries. The general atmosphere, tone and discipline have shown remarkable improvement and this years achievement is a stepping stone to greater heights which will be reached in the years to come.

# Currencies of Countries

Compiled by HAMZA. P. II B. A. (Eco.)

Afghanistan	Afghani	Israel	Pound
Argentina	Peso	Haly	Lira
Australia	Dollar	Japan	Yen
Autria	Schilling	Jordan	Dinar
Bangla Desh	Takka	Lebenon	Pound
Belgium	Franc	Libya	Pound
Brazil	Cruzeiro	Luxemburg	Franc
Bulgaria	Leva	Mexico	Peso
Burma	Kyat	Moroeco	Derhan
Canada	Dollar	Netherlands	Guilder
Chile	Escudo	Newzealand	Dollar
China (PR)	Yuan	Nicarogua	Cordaba
Columbia	Peso	Norway	Kroner
Costa Rica	Colon	Pakistan	Rupee
Cuba	Peso	Panama	Balboa
Czechoslovakia	Koruna	Peru	Sole
Denmark	Krona	Philippines	Pero
Dominican (R)	Peso	Poland	Zolty
El Salvador	Colon	Portugal	Escudo
Ethiopia	Dollar	Saudi Arabia	Riyal
Finland	Marakka	South Africa	Rand
France	Frank	Spain	Peseta
Germany (West)	Deutshe Mark	Sri Lanka	Rupee
Germany (East)	Mon Mark	Sudan	Pound
Ghana	Pound	Syria	Pound
Greece	Drachma	Sweden	Krona
Guatemala	Quetzal	Thailand	Bebt
Hong Kong	Pound	Tegoland	Franc
Haili	Gourde	Turkey	Lira
Honduras	Lempira	U K.	Pound
Hungary	Formt	U. S. A.	Dollar
Ice land	Krona	U. S. S R.	Rouble
India	Rupee	Uruguay	Peso
Indonesia	Rupiah	Venezula	Bolivar
Iran	Rial	Vietnam (North)	Dong
Iraq	Dinar	Yugoslavia	Dmar
Irish Republic	Pound	Switserland	Franc

# I SHALL VOTE FOR YOU!

C. B. V. SIDDIQU III B. Com.

Then it was my opportunity to address the pupils.

I walked to the dais slowly.

The murmuring, hand claps and the shouting seemed to me a dense cloud which I had to penetrate in order to reach the dais. I slowly mounted the stairs, in no hurry at all, with all the time in the world. As I climbed up I tried to take in the vast multitude gathered before me. There was movement every where. The students were either cheering or clapping; the trees in the compound seemed to dance, excited by the throbbing air around them. The buildings even seemed to move. But it was only an illusion caused by the heat waves. I too was swaying, a slight nervousness added to the prevailing mood being the cause.

I was yet to start my speech. I was searching, searching across the countless faceless faces for the one true face which mattered most to me. At last I found it, standing out prominently among the other feminine faces around it, under the shade of the old building. The orange face with blue eyes and sweat lips seemed to smile.

Now the whole group was clapping. But it was her clapping which seemed to have reached my ear clearly, encouraging

me. A sudden shout by some one from behind me gave me a start. It was my best friend Kunhammed. He was telling me to start my speech. Ofcourse, he was interested in me first as his bosom friend and then he was my party's election convener. My eyes wandered back to the face which I had sought for. My eyes fixed on that beautiful face.

I began my speech.

\* \* \* \*

".....So before you I put forward this either-or. Thank you"

I had finished my speech. It was supposed to be the last election speech I could make before the elections scheduled to be held the next day. But I had not spoken to the face-less audience before me. I had spoken to one individual alone. And she had listened in rapt attention. During my speech I had never once belittled my opponent, for how could I? As I stopped speaking again it was her clapping alone which reached my ears. As I got down from the dais I could see her making her way to the stage. A picture of perfect beauty; her long hair floating behind her, shapely figure swaying. She reached me and said,

"Good luck, Marshad."

I had no words, my tongue was dried. My eyes filled with tears and drops of water moved out slowly,

\* \* \* \*

The voting was over. I was of course a bundle of nerves. But now for the time being I could avoid the artificial smile from my lips. I knew that my election would be a close one. My friend Kunhammed had told me so. He said it could be even a matter of just one vote. I refused to believe it. But then my friend was a wizard at statistics. That was why he kept warning me not to fall in love at the moment. He kept repeating that even a single vote would count.

I kept pacing up and down the room waiting for the inevitable, the result. I remembered what she had murmured just before polling commenced,

'I shall vote for you.'

But it was not the vote which mattered, it was the heart. I could hear the sound of running foot steps. I turned around. It was she.

She came to a sudden halt in front of me. She was radiant, her joy brightening the atmosphere itself. She was finding it hard to control her emotions. In a subdued tone she said.

"Congratulations."

I was at a loss for words. I didn't know what to say. A sudden blow on my back made me turn around. It was my friend Kunhammed.

"What did I say? you have won by a vote".

As soon as he perceived Lakshmi he burst out, to me,

"So, Marshad it was your rival who congratulated you first?"

Then turning to Lakshmi, he said,

"Hard luck Lakshmi, you only lost by a vote."

She had voted for me, I had won by a vote, and she had lost by one vote.

Only the presence of Kunhammed prevented me from openly expressing the surge of gratitude and love felt for her.



# Inter-firm Comparison

## An Aid To Management

A. IRSHAD HUSAIN

M. Com. (Previous)

**M**ODERN and progressive management all over the world always asks itself these questions :

1 How is the unit or firm performing in comparison to that of others?

2 Are they operating as efficiently as it might?

3 Whether there are any areas where improvements might be made?

4 If they are successful, what are the 'strong points' on which their success depends?

5 What are their weak points where they have to take actions to improve themselves?

6 How can they increase the efficiency and profitability?

The Trading and Profit and Loss Accounts and Balance sheets along with annual reports may be published by some companies in news papers or trade journals. The figures obtained from such reports would only give an indication of the profitability, stability, solvency and growth of an organisation, but do not throw any light on whether a company has really made the best possible use of all the available resources of men, machines, materials and finance as compared to other similar units. In such case the inter firm comparison serves the management and provides it with a vivid compa-

ative picture showing how its operating performance, financial results and product-cost structure compared with those of other firms of similar types or nature. It also helps to find out the weaknesses and to find out the reasons for the differences.

The \*IFC involves the process of bringing together a number of identical firms and collecting their business figures and statistics through a natural organisation in which the participating firms repose their full confidence. The firms are carefully screened and put into different size-groups, their figures examined from a close range, comparative performance of each firm of a group drawn up showing the strong and weak points of its operations and finally the reports are published in terms of certain well-established ratio and percentages. The figures under comparison may relate to the financial results expressed in terms of financial ratios, cost structure of the products expressed in terms of certain cost ratios, and physical and operational performance expressed in terms of certain productivity ratios and percentage and so on.

The main objective is to compare each and every important element of production, marketing, administration, finance, cost, inventory, and personnel with that of others for improvement. Such IFC are entirely practicable and useful in the case of firms different in size and methods. The only requirements are (i) that they should belong to same industry and (ii) that the various costing techniques have

been put on a uniform basis for both the firms.

The fundamental techniques of IFC is fully based on the ratio analysis of some important figures, which are of special significance to management. It provides for a break down of entire information supplied by the member companies into various sections which are expressed in terms of some well established ratios and then compared to the corresponding ratios of other participants in the IFC scheme. While introducing the IFC in U. K. about a decade back the British Centre for Inter-Firm comparison developed the Pyramid structure of ratios for manufacturing industries giving primary ratios, supporting ratios and a few general and explanatory ratios.

In India, the firms now enjoy a seller's market or sheltered market. But the time is not very far when it would turn into a buyer's market. Then they will have to face a serious competition among themselves. In such a situation they have to produce quality goods at the lowest possible cost. Then they would be able to withstand the competition in the international market also which would enable them boost up their exports and to earn foreign exchange. Considerable efforts are being made by the leading professional associations in India, viz, Indian Institute of Cost and Works Accountant and Chartered Accountant, to offer the invaluable benefits of IFC to the Indian Trade and Industries in the very near future.

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\* IFC : Inter Firm Comparison.

# IS CRICKET A FASCINATING GAME?

Hemara j. K.

I B. Com.

**C**RICKET, they say, is a fascinating game. Frankly, I am not too sure. But every time there is a test match played, whether it is at Bombay or at Oval, I do become fascinated.

That's the time when I've to make do without any favourite pop singers because my kid sister aided by my big brother and father, Log the radio set. They listen for hours on end to what I heard the radio announcer describe as a "ball to ball" commentary. If any of the three arrives late on the scene, the first question he or she asks is "what's the score?". Personally I think that the score is 3 against one—that's me. And it's not fair. Not being able to do a thing about it, I listen too. What have I got to lose?

The commentator's voice goes on "Bedi has just bowled an over". Hey, did I hear right? Just what the heck is this game of cricket anyway?. I hear the roar of the spectators. Perhaps they are protesting against Bedi's ungentlemanly behaviour. I try to ask my family but I am cut short. They glare at me like tamed gorillas.

I am still puzzled over what is going on when the announcer's voice reaches me again "Prasanna has a long leg, a

square leg, a deep fine leg, a cover and a point". What on earth is going on? A man with a square leg, a deep fine leg, a long leg, a cover and a point. He must be a freak. I hear my big brother saying he is not getting any life from the pitch.

Life from the pitch! A man with three kinds of legs needs life from a pitch? I pinch myself to see if I am dreaming the whole crazy thing and startle everybody with a shriek. They shoot at me a scornful frown and turn again to the radio.

There bursts another mighty roar! "Kallicharan has hit Prasanna into the East stand! A man with three kinds of legs to be hit into the East stand! I begin to feel that Cricket is a very rowdy game.

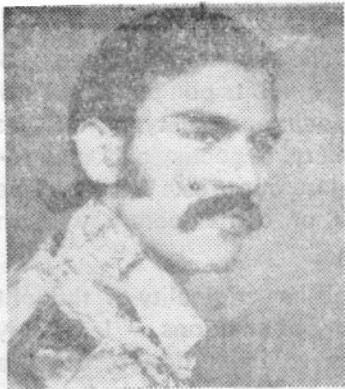
The commentator's trumpet beat again; "Bedi has just bowled his 15th" "maiden" over. This Bedi must be one demon of a man. Why are they allowing him to do this sort of thing and 15 times too? I think the spectators are gathering some perverse pleasure watching maidens being bowled over. Isn't there anyone around to stop this brutality? And the maidens the poor dears, how can they tolerate all this nonsense? I am about to get up and say my piece of the whole

thing, when the announcer says "Bedi has just been taken out of the attack".

I Knew they would take him away. The police must have arrived. He deserves to be.....my thoughts are cut in by the announcer, "Venkatraghavan will now operate from the churchgate end to Clark". Poor Clark, whatever he is ..... the victim of an enthusiastic surgeon, who

will conduct an operation on the field from one end to the other. Lord! Cricketeers must be allrounders--demons, freaks, surgeons and what not!

The announcer adds "Larry Gomes has cut Prasanna for four....." The poor man with 3 legs now set for four! God! I am confused and exasperated! Yes, Cricket is a fascinating game.     △



# Libraries and National Development

**A. M. Mohammed alias Kunhavutty**

III B. Sc. Botany

India is a developing country. A great deal of development has taken place in the past thirty years. The advancement in the technological industrial and economic fields are not worthy. But it is undesirable that the greater properties of achievement has been centering in urban areas posing a challenge to the country's progress. As far as our country is concerned, Villages constitute the bulk of the country. The largest Portion of its population is concentrated in these remote, undeveloped, obscure Villages. Hence it is a plain fact that the ultimate development of our country in every field depends up on the uplift of these poor Villages. So, in planing the development of our country we have to start from the fundamental unit— the Villages.

What all provisions are to be made to help the process of changing the face of our country? The answer may include the necessity of a well organised educational system, cultural-social development and vast resources of technical know-how. The educational system has to be given

prime importance in the process of transition. What are the objectives of education? The process of enabling the students to acquire knowledge can be pointed out as one of the most important aims of education. Now, how exactly do we do this? It is estimated that knowledge almost doubles itself in the course of 8 to 10 years. At that rate it would not be an exaggeration to say that by the end of this century we would have about 6 times the knowledge that we have today for the students to cope with. How is it possible to enable them to acquire this increased quantity of knowledge? It is in this context that the role of libraries becomes extremely important.

The scope of education is very wide. In the educational process, learning is superior to the process of teaching. The knowledge we acquire from the class room constitutes a very low percentage of the total knowledge that we get from our surroundings. In the college library situation, or in the situation of other libraries what need to be done to enable the students to make a better use of the books and to

treat the library as an indispensable unit that they have to depend on for the pursuit of their education? Here we have to make a reference to our system of education, in which there is very little incentive for the students to make use of libraries. Any one can pass the examination even without a single call on the libraries. Now as long as that situation is there, the students will have very little reason to go to the libraries.

Speaking of libraries, we can point out many drawbacks in the system of libraries in our country. The most shameful thing is absence of a national policy and a national perspective. Moreover many imbalances have crept into the system of libraries in our country. The urban community has been lucky since the present library system is largely urban-oriented. But the problem is much different in the case of the rural people. The dynamics of trying to serve this particular population is completely different from what is involved in urban library service. Hence the communication gap between these groups increases further. In order to tackle this problem, the library service in the Viljage has to be supplemented by quite a few other techniques which can reach the people in these areas so that their particular interest can be aroused.

Technological developments and the knowledge explosion have given a new dimension to the role of libraries. The notion of a library as being only something 'between covers' has now completely been reformed. We should adopt new ideas in this field. We have to take into account the audio-visual aids available today. Nowadays a library contains the film, the Photograph and whatever is capable of making an impact upon the

impressionable mind as quickly as possible in a fairly massive way.

The school libraries are in a state of neglect. In the urban areas the picture is relatively bright when compared to the situation in rural areas. The school libraries are not very effective at present. They may have fairly sizable collections of books but they are not well organised. They are not being taken care of properly. There is nobody to organise those collections. So we should give the greatest attention possible to the organisation of school libraries because that is where the children can be initiated into libraries. If the habit is picked up at that age, then it is certain that it will continue as a habit throughout their lives. The government on their part, should accept the basic principle that its responsibility to provide a good library system is as much as its responsibility to provide drinking water to the people.

We can broadly categorise the people in to three groups. The illiterate mass, the partially educated, the highly educated. The possibility of using the libraries by the illiterate mass is out of question. Hence the audio-visual type of education. Non-formal and informal education become extremely important. In the case of the second category, libraries should be taken to them, and this can be achieved by mobile library units. But unfortunately such attempts are not made here extensively for the third category knowledge and experience are at their disposal. So they should write about simple topics in science in regional languages, to take care of the middle level people. We have not directed our efforts towards the appropriate ie what is relevant to us. Appropri-

ate technology should be kept in mind even by the highly educated people and the scientists. Thus from the very beginning the youngsters become aware of our own conditions.

A society is based on a certain cultural discipline and in their country we have not imbibed library culture to a great extent. In countries like France and the U.S.S.R. when a new book is published, people queue up to buy copies. You go to France, sit in a bus or in a train, you find people reading books. Going to public libraries is an essential part of the duty of every citizen in England and the U.S.A., we should try to imbibe this kind of library culture.

A well-organised library system would have very good libraries, a state central library, District libraries and Taluk libraries, Block libraries and those which would serve as reservoir cum service libraries. Now those small libraries which serve the rural population, should be able to draw on the resources of the bigger libraries which should be established at the District level, the Taluk level and the block level. And then at the apex, we should have the

state central library. If a systematic organisation is done, then these people can have access not only to the meagre resources which are available in their own small libraries but also to the well equipped big libraries as well. The librarian needs to be accorded the status due to him. The training courses would need a lot of improvement. Inter-library Co-operation has also to develop so that maximum use is made of the available resources.

For better results, there has to be a redesigning of our education system where the library has to become much more important than it is today. Now in most cases it is an ornamental appendage to our educational institutions. This is again a matter that should receive the attention of all concerned. Moreover library legislation would be of great help in providing certain guide-lines for the development of the infrastructure of the library system in the country in addition to giving a small modicum of resources that is necessary for the development of libraries and in accepting this particular basic fact that the right to read is a very basic right as far as the human being is concerned. □

# SIMPOSIUM ON UNIFIED NATIONAL SYLLABUS

HIGHER education is imported in India, through arts, science, commerce and professional colleges, research institutions, and institutions deemed to be universities, under the U. G. C. Act. 1956. There are at present, 102 universities, 10 universities of national importance and nine institutions deemed to be universities. There are autonomous bodies with their own academic programmes and administrative network 'Universities live by self-regulation; the state's function is to make the basic law relating to universities, find the money and to ensure that self-regulation is effective'.

In the context of current discussions on an effective national education policy, we thought it relevant to ask a few noted educationists of our state, what they thought about the concept of a unified national syllabus for our universities. Among those who responded to our questions were: Dr. J.C. Palathingal, Head, Dept. of physics, Calicut University, Prof. M. A. Faroqi University of Calicut and Prof. T. Abdulla, Head Dept. of Commerce, Farook College, We have pleasure in reproducing below the views of these eminent Professors, who have been closely associated with university education in our country for the last so many years.

EDITOR



# Democratic competition for higher standard should be the goal of institutions

J. C. Palathingal

Head, Dept. of Physics  
University of Calicut

I will be surprised if any community of intellectuals will ever seriously entertain any proposal for syllabi for various courses offered in the Indian universities. From the stand-points of academic value and practicality, the implementation of any such unification will be a very retrogressive step. First of all, there is no such thing as an ideal syllabus for any course. The choice of any particular syllabus for all university in a vast nation necessarily should be based upon some such ideal or near-ideal syllabus as otherwise it will only bring down the standards of some of the existing syllabi. Scholars in any subject can hardly agree on something like the "best" syllabus. The net result will be that the entire country will be teaching syllabi which are unsatisfactory from the point of view of most teachers. The enrichment of education is served best in the reverse direction; by allowing maximum freedom to the teachers to decide what should be the syllabi.

What can be the advantage of a national syllabus? Uniformity in standards? That will be a ridiculous answer for anyone who has had experience in teaching. Standards are not set by syllabi alone, but by several factors which include the capabilities of the teachers and the taught, and finally also the standards of

the examinations and evaluations. So, even if such a step as enforcing common examinations is taken, which may result in colossal practical difficulties and delays, uniformity in standards will not result. Who will conduct such mammoth examinations all over the country with secrecy and speed? And, how? Without much further thought, one can see that it is an impossible dream; rather, an unthinkable nightmare.

Instead of the kind of uniformity sought to be brought about through such an impractical scheme, the intellectual community should think more and more about how to bring about diversity; sensible and intelligent diversity which can enrich the educational experience of the country's youth. Autonomy of educational institutions should be the goal. Every college should set up its own standards and gain corresponding recognition in the public eye. Each college degree should seek its own market value, which the potential employers of the graduates alone may fix. Democratic competition for higher standard should be the goal of institutions rather than sinking together tied feet to feet down a cliff in a huge avalanche of educational catastrophe.

# Unified Syllabus - Two Approaches

Prof. M. A. FAROQI  
UNIVERSITY OF CALICUT

THE term syllabus has two related but distinct meanings. One use of the term refers to a series of clearly stated teaching training activities often including a set of material for study and reference. This is a narrow meaning of this term. The second meaning of this term is a statement of objectives, goals and standard of proficiency expected at different levels of an educational framework. The details of the course work and reading material are not integral parts of syllabus in this sense but are means towards the objectives. Any effort for uniformity in syllabi of school and college subjects in the first sense is an exercise in futility. But the second sense merits serious consideration.

Having a uniform system of syllabi and text books in all subjects taught at the college level throughout the country is the most unrealistic proposition. It is not likely to happen in a country of the size and diversity of India. If one considers the sequence of events and vicissitudes in the formulations of the detailed syllabi for a single subject within a University, one should realize that evolving a uniform, unified or common syllabus for all subjects involves tremendous organizational problem. It is practically impossible within the present system of affiliating Universities with their respective

Board of Studies and other decision making bodies.

Such syllabi even if finally achieved will have no educational advantages to justify the effort involved. They will satisfy no one: it is very likely that in most areas of the country, the local requirements and educational needs will not be met. Though it can not be asserted that the present syllabi serve these needs fully, the uniform syllabus is likely to be worse from this point of view. Further, such a monolithic syllabus is going to alienate the teachers and the taught even more than at present.

There are instances of "uniform" syllabus in secondary schools under the central Board of Secondary Education. But this comparison is not very apt; the CBSE Scheme which has undoubtedly merits of its own, is the product of centralized planning not involving one hundred Universities with their own statutory, autonomous bodies concerned with syllabus. Further, colleges and Universities have a far more diversified scheme of teaching than the secondary school: their needs and goals are much too broad and varied.

On the other hand, a common understanding and shared value system in regard to the goals of teaching at different

levels in the University of education is both desirable and practicable. In the last few years, the University Grants Commission has set in motion machinery by which teachers from Universities and Colleges from all over the country evolve common understanding and shared perspectives in regard to teaching in their subjects. In the main, this has been done through regional, and national, "Workshops" and Conferences. The other programme of the U. G. C. such as travel grants, fellowships, grant for academic conferences etc., are indirectly instrumental in the growth of such common norms and approaches. So effective are these channels of communication - when fully utilized - that fair amount of consensus exists today regarding core content, methodology and level of training at the

pre-degree, degree, post-graduate, diploma and doctor level. With financial assistance from U. G. C. four regional Workshops were organized during 1972-74 at Mysore, Bhubaneswar, Baroda and Allahabad to discuss the content, pattern and procedure of the teaching of various branches of Psychology. Nearly 250 teachers from colleges and Universities were involved in these exercises. In turn they have influenced a wider circle of teachers, so that today the content and pattern of teaching and practical work in Psychology are approximately similar in different Universities, though the text books and other details vary from one University to another. This is a desirable trend. But any effort towards enforced or stereotyped uniformity would be both difficult and in fact counter productive.

### iii

## **We must have machinery and programme taken up at the national level**

**Prof. T. ABDULLA**

Dept. of Commerce Farook College

"TRAINING for leadership in the professions and in public life is one of the central aims of University Education". (Report of the University Education Commission). In the field of Commerce and industry the main problem is 'to improve productive efficiency, to increase national wealth and thereby to raise appreciably the standard of living of the people'. (The Secondary Education Commission Report).

The above extracts from the two famous reports on education show that we require the right type of men to manage our affairs. This would be possible only if we are able to impart the right type of education. Again, quoting from the Report of University Education Commission, we find the remark of President Truman which would throw sufficient light on the fixing up of the aim of education. Truman remarked "our national

policies must be administered by men of broad experience, nature outlook and sound judgement. But there is a critical shortage of such men-men who possess the capacity to deal with affairs of the State". He further added, "We have been much less successful in obtaining persons with broad understanding and an aptitude for management. We need men who can turn a group of specialists into a sound working team and who can combine imagination and practicability into a public programme. Men trained for this kind of administration and political leadership are rare indeed".

The nation must, therefore, lay down aims and policies to train up men and women who would give correct leadership, not only to the ordinary citizens of the country but also to those who are now at the helm of affairs. If we are to realise our national aims, we must have a machinery and programme taken up at the national level. It is not enough that we draw up plans of economic development with grandiose objectives. If they are to bear friction at all, they must be entrusted to the care of those who have had special training.

The type of education to be imparted will depend upon the needs of the society. As far as Commerce education is concerned, it relates to the optional use of resources for greater productivity. Top, middle and lower level executives are, therefore, to be trained to attain the above motive.

If the purpose of business education is to attain the highest level of productivity within minimum cost, we need plan the courses of study from the national objective. If that is so, one common syllabus for a particular stream of disci-

pline will be enough for the whole of India in so far as we have unity of purpose. In subjects like Accountancy, experts now think in terms of global standard and not national standard. But geographical, economic, cultural and environmental factors compel us to confine ourselves to homogeneous administrative units. A nation under a single government is thus taken as the denominator and syllabi for such an area could well be considered quite sufficient. It is redundant to frame separate syllabi for any stream of knowledge at the University level specially so, in the case of professional courses like Commerce, engineering and medicine.

University Grants Commission can, on the lines of NCERT form a syllabus framing body which can draft model syllabi for the whole of India. The individual Universities can accept the same with necessary modifications to suit local conditions.

As far as Commerce is concerned, the All India Council for technical education has prepared a model syllabus for the degree course in commerce, and the universities, though not bound to accept the same, do consider it as a guidance. If syllabi are prepared by a Central agency, taking into consideration the needs of the country from time to time, the available resources and the technological advancement elsewhere, individual universities can be asked to adopt the same and maintain a high standard in the subject. New syllabi prepared by universities reflect very often their deficiencies and limitations. If qualified teachers are not available in a University to teach certain modern branches, or if it would throw out some of existing teachers or if the reform of syllabi warrants hard work on the part of teachers, or if the government are relu-

stant to sanction appointment of competent teachers for smaller workload on financial ground, or due to lack of drive on the part of University men at the helm of affairs, any improvement in syllabus will be put off or discouraged. If a cell in the University Grants Commission takes up work of preparing the syllabi and makes it obligatory on the part of individual Universities to adopt the same with minor adaptations to suit the local conditions much improvement can be expected in the standards of various subjects that are

now taught at the undergraduate and post graduate levels. Moreover framing of syllabi and introducing new branches of knowledge etc. could, under such an arrangement, be done by experts and not by quacks.

Most of the subject taught in Commerce are of a countrywide application and they don't have much local affinity. Some are of an international application and they are even now dealt with on that plane.



# The King Makers of The Modern World

N. A. SULAIMAN II B. Com.

Journalism is a profession in which one must be prepared for any eventuality. All over the world, politicians have tried to get the better of the press and the only reason that the press has been able to stand up to them is that many journalists have demonstrated great qualities of independence and courage. It is not Scholarship; at its best, it is literature or history in a hurry; in part, it is action too. A journalist has the capacity to understand, to react and to communicate his ideas on different subjects.

The very inception of journalism was marked some hundred years ago, but its role in the present scenario of national and international political upheaval has added more attention towards this pre-ileged and envious profession of the world. In the modern world of material prosperity, scientific achievement, technological development and economic ups and downs, the unestimated contributions of journalism to the world are of immense

value in helping the co-ordination of new inventions and information in the concerned subjects and making the scientists or economists able to present their own observations concisely, logically and effectively. It also fulfils an important function in educating the people regarding national and international problems affecting them. The worth of this profession lies in the range and accuracy of its information, the common sense of its assessment, the quality of its writing and the wisdom and candour of its views. The journalist should have the capacity to obtain the earliest and the most accurate intelligence of the events of the time, and instantly by disclosing them to make them the common property of the nation. Objectivity, impartiality and accuracy are the most vital ingredients of this profession.

Efficient journalists even pose a nightmare to the eminent personalities and politicians all over the world. Even a king becomes a coward before a journalist.

"I fear three newspapers than a hundred thousand bayonets" said Napoleon. Excesses and atrocities during the Emergency were brought to the light of the world by them. The newspaper reports shook the thirty year-old Congress regime and caused its downfall. Expert journalists in the United States widely pictured the watergate scandal and it caused the exit of Mr. Nixon. In their fight for justice and truth, the journalists can even get the corrupt governments, ministers and other public leaders removed from office. In the case of India, some outspoken journalists like Khushwant Singh, Kuldip Nayar, Frank Moraes, and Inder Malhotra added, with their unrivalled halo, to the glamour of different magazines or dailies. Without the mention of such great journalists, we can never think of journalism. Fearlessness is the most important quality seen among them. Gandhiji was the most fearless of journalists. If there is moral integrity and a sense of social purpose, they can even safeguard the freedom of the Press. This profession is not only craftsmanship but creative activity. As an operation in ideas journalism should be as free as possible from the limitations of industrialism.

Yellow journalism is the very negation of enlightened journalistic profession.

Rumour-mongering and subjective tendentiousness in reporting the events create many problems. In the present-day world, 'big shots, in business and industry try to keep the journalists under pressure to make them sing their praises and honours. Some crooked fellows even take advantage of this clumsy business and make personal gains to serve their selfish motives. It is high time to eliminate such unscrupulous elements who mar the beauty of this enlightened and noble profession and pose a threat to honest people. Journalism is a glamorous and colourful profession in the hands of those who turn it to an interesting hobby honest and faithful. The value of this profession in the life of community is never a negligible factor. It is a praise-worthy fulfilment of a bad need. "We live under a Government of men and morning newspapers" as Wendell Phillips has said. In conclusion may I point out one instance of the privileged position that the journalists and the profession of journalism enjoy today. When the "London Times" management announced the closure of their esteemed issues for an indefinite period, Englishmen complained that "their breakfast will be turning sour without their favourite newspaper which used to add taste to their bacon and egg dishes".

# THE RIVER

JOJU JOSE

I B. Sc. (Physics)

The river with ease doth bend  
And the sparkling ripples portend  
A nest of glittering orange silk  
As off them the sunlight brightness milk

And as today I stand here alone  
On these desolate sands forlorn  
The slanting sunlight brings to mind  
Those facts in memory entwined  
Those casuarina trees far across  
Still their tops gently toss  
With silent motion the wind endows  
Covers the horizon the quivering lows.

And those shimmering shallow waters  
That 'neath the evening orange sun loiters  
Even today as then long lost  
Over pebbles and brambles tossed  
That over the distant buffaloes furl  
And arround sandy islands curl  
In which as of old natives bathe and dive  
An' burdened oxen to cross doth strive

Over which storks in squadrons fly  
And where we long before did try  
To lift a kite to loftier height  
Over that brilliant beauteous sight

And as today I stand here on this shore  
Beneath the conflagrant sky as of yore

Onto the distant shore lastly my eyes  
doth glow  
Over the watery expanse that' twixt the  
twain doth flow

Behind me in the air slowly floats  
Of the whispering leaves the melodious  
notes  
That brings to me the distant days that saw  
We eat and drink, there on that greenish  
straw.

And even now as the sun further sinks  
And darkness every where slowly flings  
My eyes behold about my feet the sand  
That too the distant past doth command

How me and sis' did simply write  
On these very sands perhaps be might  
A message simple then we thought  
'Good bye Coleroon Good bye' be it ought

And now as along my foot prints I turn  
and tread  
Form the bund a solitary silhoutte  
perhaps it seemed  
Wondered I, how fate it turned that  
triple word  
Thing endeared into something real  
and dreadl



# The 'Stream-of-Consciousness' Novels

K. MOHAMMED ISMAIL

II M. A.

William James, the American psychologist, used the metaphor 'Stream-of-consciousness' in his 'Principles of Psychology' to denote the chaotic flow of impressions and sensations flowing through the human consciousness. Proust in France, James Joyce in Ireland, Dorothy Richardson and Virginia Woolf in England and Faulkner in America are the chief architects who introduced the stream of consciousness 'technique' in their novels. The first to employ this technique was Edouard Dujardin, a French writer.

A 'Stream-of-consciousness' novel is a "type of fiction in which the basic emphasis is placed on exploration of the pre-speech levels of consciousness for the purpose primarily of revealing the psychic being of characters." This type of novel is also known as the psychological novel, the novel of subjectivity or interior monologue. The chief traits of the novel are: absence of action, plot and catastrophe, delineation of the subconscious, pre-occupation with time, subjectivity and inwardness.

The traditional novel takes into account events external only but what happens every minute in the mind of the character is a deep analysis of the soul. The soul, or the inner reality, cannot be judged by what the character says or does. Words and deeds of a person are often

conventional and fear of social censure may prevent a man from giving a real account of the man. From external facts, it has become necessary for the novelist with a knowledge of the mind of human beings, to switch over from the traditional to the psychological novel, that is from outward life to inward life. The probe is psycho-analytical. The division into past, present and future is considered to be artificial; for the past is never dead; it merges with the present and the future is in the present. The human consciousness is always in a state of flux. It constantly undergoes changes and becomes different in response to sensations and emotions from outside. It is conceived as chaotic: a welter of sensations and emotions, feelings, desires and memories.

The psychological novel also represents a reaction against the traditional well-made novel. Its tendency is towards deformatisation. Both plot and character and delineation of life in the chronological manner have all disappeared from this type of novel. There is no plot-construction, no logical arrangement of incidents and events, leading chronologically to a catastrophe. In the novel of subjectivity, there is no plot, no character, no tragedy, no comedy and no love-interest as in the traditional novel. Instead of continuity of action, events have a tendency toward

discontinuity. The novel of this type is shapeless incoherent and produces certain difficulties for the proper understanding. For life is not "a series of gig lamps symmetrically arranged, but a luminous halo, a semi-transparent envelope."

The sense of life is often rendered best by passing from one series of events, one group of characters, one centre of consciousness to another. One is able to have a picture of the life of a character through the indication of the mind. The imagination is stimulated and rendered more active, is actually exhilarated, by broken bits of information. This "technique conforms more closely to the actual thought-process, which is made up of a flux of sensations and impressions, than does a connected chain of logical reasoning."

James Joyce and Virginia Woolf provide the best illustration of this technique. Through their novels they have enlarged the domain of consciousness. Joyce shocks the reader with his amazing virtuosity. Joyce in effect undertakes an imitation of life of through the medium of language. 'Ulysses' throws overboard almost all the customary formalities of novelistic narration and invites the reader to share as best as he can a flux of composite and unsorted out experience of human life. The author does not tell us how the characters are to behave, or describe how they do actually behave-rather, we are shown the stimuli that condition their behaviour pattern. T. S. Eliot wrote, "To some of Joyce's younger contemporaries, like myself, 'Ulysses' still seems the most considerable work of imagination in English in our time, comparable in importance with the work of Marcel Proust." Joyce has very little of what may be called normal characterization. He has reduced all that to a few

stylized gestures and attitudes. The characters "only look forward to the ruin of all space, to time's livid final flame, to doomsday."

Leopold Bloom is the central figure of the novel 'Ulysses'. The entire plot of the novel is his itinerary in the city of Dublin on 16 June, 1904, and we are introduced to diverse places in Dublin at different periods of that same day. It deals with sixteen waking hours for Bloom and his experiences become our experiences too. His mind resembles a fast moving motion picture which is constantly being edited-enlarged, or cut short. It seems Joyce deliberately and consciously adopts the cinema-technique called montage in unravelling the thoughts of almost all the characters. Joyce was searching for new goods. He was convinced that a new approach must be made to literary creation through an altogether new language, style and syntax. Joyce decided to obtain "metaphysical effects by rhetorical devices", says Harry Levin. This device was: the interior monologue or the stream of consciousness. Though Joyce did not invent the technique, with Joyce the technique of turning inward penetrated to the innermost recesses of the mental process and experience of man.

Virginia Woolf is one of the most gifted and innovative of the 'Stream-of-consciousness' novelists. She is said to have perfected this technique with her novels 'Mrs. Dalloway' and 'To The Light House'. She is the supreme novelist of the mystery of personal life. The individual, as she sees him, is a world peopled by various selves, and of these there is always one who is a spectator of the rest: within him is played that continuous ironic drama in which no man is a hero to himself and yet paradoxically, he is the hero of the play. As Bernard in puts it,

**'The Waves'** "It is not one life that I look back upon; I am not one person; I am many people. I do not altogether know who I am. We are not simple as our friends would have us to meet their needs"

Mrs. Woolf writes: "Examine for a moment an ordinary mind on an ordinary day. The mind receives myriad impressions— trivial, fantastic, evanescent or engraved with the sharpness of steel. From all sides they come, an incessant shower of innumerable atoms; and as they

fall, they shape themselves into the life of Monday or Tuesday."

In Mrs. Dalloway a rich panorama of British society in all its pomp and splendour in its grandeur and gaiety, as well as in all its snobbery, hypocrisy and insincerity passes before our eyes. We get a fine satiric picture of contemporary western civilization.

Mrs. Woolf has originality of thought and spontaneity of emotions. Inevitably they give rise to fresh design, strange music and new rhythm.

# WITNESS

Muneer Kasaragod  
Final B. Com.

The moon came up from behind the hill;  
Full and resplendent  
Spreading the cool rays,  
Through the dancing leaves  
Of trees behind the mill.  
Standing on the ground  
I watched his shadow,  
That the still moon spread  
On the walls of mill,  
As he locked the doors  
That seemed very slow  
In contrast to his urgent need.  
The doors creaked and hinges screeched  
In protest to ages of neglect.  
At last he locked the door  
And hopped through the ground  
And crossed the moor.  
The oblique rays of moon  
Shone cooler than ever !