



ANDHRA LOYOLA COLLEGE

(AUTONOMOUS)

VIJAYAWADA

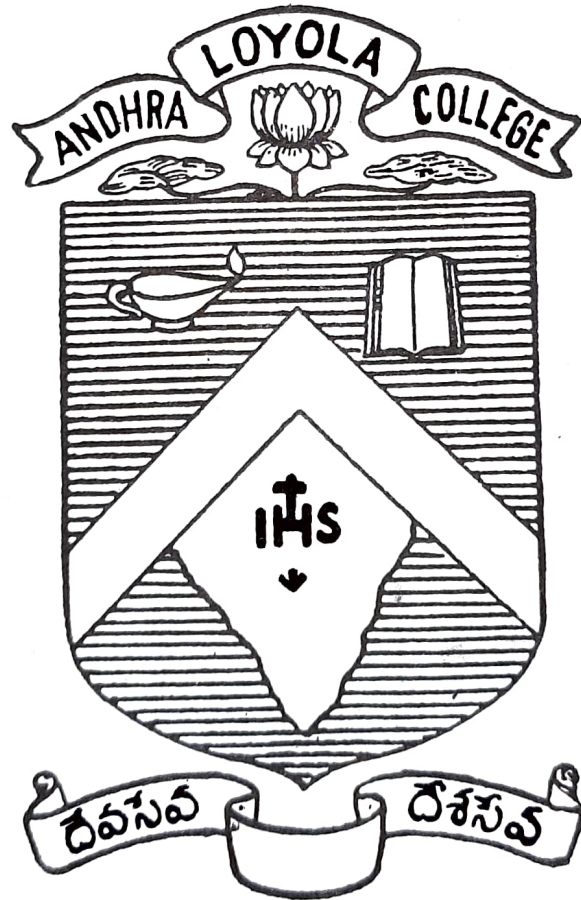


38th ANNUAL

MAY 1992

**ANDHRA
LOYOLA
COLLEGE**

(AUTONOMOUS)



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1991-92**

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*OUR PRINCIPAL - Rev. Fr. J. KURIAKOSE, S.J.
'WORK IS WORSHIP'*

EDITORIAL

We are far from making tall claims about this fruit of our student's efforts. It pretends to be nothing more than what it exactly is -- just a college magazine with all the imperfections natural to a college magazine. And we venture to guess that perhaps because of just such imperfections, do college magazines hold out any attraction. We should not be much drawn towards a child if it were as mature in the articulation of its ideas as an adult. It is the child's lisp, indistinct and halting as it naturally is, that amuses us and makes the child such a darling! So is it perhaps with what is found inside the covers of this magazine -- just a number of articles arranged in the best possible manner. This is not, however, to justify the not very high standard contributions in the pages of this book. Disappointed though we are at the absence of extraordinary merit in the contributions, we comfort ourselves with the thought that the long gap after which we are resuming the publication of the college magazine perhaps has some thing to do with the unexciting fare it offers.

Selection was a little difficult. Not that we could exclaim, 'Here's God's plenty!', about a good number of equally brilliant contributions, but that, unfortunately, all the articles were uniformly a shade above mediocrity. Apart from the fact that the response to our invitations to contributions was not overwhelming, variety was totally missing in the articles submitted. Essays of a general and scientific interest we have in plenty; poems too, there are a good number; it is more the case with Telugu. It has made us wonder if Loyola has turned into a nest of singing birds! Short stories, skits, imaginative photo features and incisive cartoons which give life to a magazine are missing. Even the essays lack depth and much claim is not made to the originality of the contributions. A lot of editing had to be done in the case of most of the articles. The temptation to recast whole paragraphs was strong too. That was however, resisted. After all, a college magazine should give a credible picture of the students abilities. Hence the articles, with the blemishes, here and there, have been carried into print.

One often is faced with the question, "What precisely is the nature and purpose of a college magazine?" The answer perhaps is simple. The college magazine is obviously for the students and certainly by the students. This consideration has prompted us to keep the magazine free from the writings of the staff and to feature exclusively students' contributions. However, as the magazine should chronicle the events on the campus during the year, the Principal's report has to find a place in it. The role of a college magazine is to expose the students, though not adequately, to the rich and rewarding experience of writing. This should be true, at least in the case of the students with an aptitude for writing. Writing, as all must admit, is an intellectual discipline, certainly worth going through, whatever line of career the students opt for. It is so because, when one writes, one has to take a good look at his subject, think and analyse, organise and order his thoughts and put them down in the clearest and simplest terms. The students should grab at such an experience. Unfortunately a large number of students tend to think of the college magazine as an elitist hunting ground -- an avenue for high-brow activity. Unaware of their own capabilities, they don't even make an attempt at writing. We do hope that students will shed this attitude in future and make the magazine lively, reflecting the enthusiasm of the budding writers.

* * * * *

The Indian education system, whatever permutations and combinations its constituents are subject to, cannot escape examination figuring as its major component. The student's merit is rated on the basis of his performance in the examination. The higher the percentage of marks one scores, the more academically accomplished one is supposed to be. It just does not matter how one has got the percentage, or how well-informed one is, in the subject of one's study.

It is not surprising therefore that the examination is given the utmost importance in our scheme of education. With our long experience of the all-important examinations in our system of education, we know that the student studying for an examination is never at ease and is never relaxed. Obsessed with scoring high in the examinations, the student loses his aptitude for the subjects of study. Rather, he tries to master the technique of passing the examination, by studying the trends in paper-setting. A kind of negative attitude is developed in the student. It leads also to superficiality, as the student understands clearly that passing the examination is one thing and thoroughness with the subject is quite another. The former has become all important as it gives the student the eligibility for a job or for admission into higher courses of study.

Naturally, therefore students resort to all kinds of methods to 'pass the examination'. Their certificates do not mention how they have passed the examinations! Large-scale malpractices are resorted to. Come the examination season, students, parents and teachers are in a state of tension, the students burning midnight oil -- not always at a book, but busy preparing slips to copy from. All this becomes insignificant when one thinks of the violence resorted to at some of the examinations. Police pickets to prevent violence on campus during examinations make an odd scene!

The universities, supposed to spend their time and energies on research, busy themselves with the conduct of such none too reliable examinations. It is time that we took hard decisions about this evil. It might appear an extreme and unpracticable -- why not abolish examinations altogether? Surely there are other means -- healthier, more reliable and more academic -- to test the student's accomplishments. Considerations of space preclude our going deeper into the subject. We conclude here.

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LOOK INSIDE FOR.....
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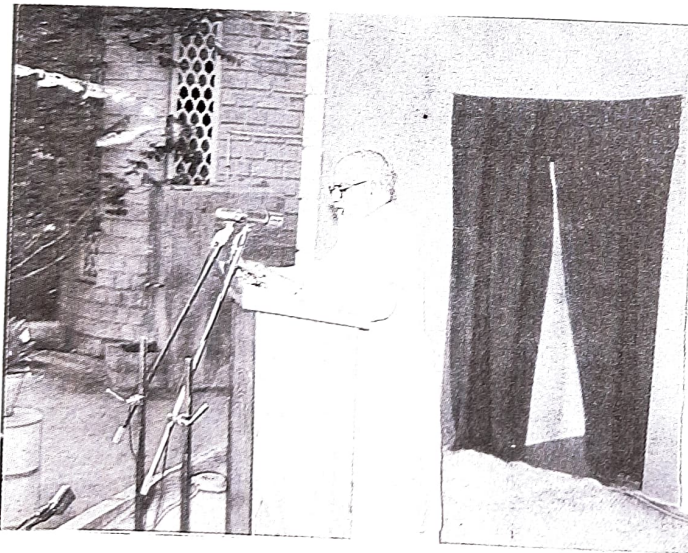
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COLLEGE DAY REPORT - 1991-92

SATURDAY, 22 FEBRUARY, 1992

Rev. Fr. J. KURIAKOSE, S.J.,
PRINCIPAL

Prof. Purushotham, Regional Joint Director of Higher Education, A.P. Guntur. Rev. Fr. Rector, staff and students of Andhra Loyola College, ladies and gentlemen,



Principal Presenting College Annual Report

I have the pleasure of presenting to you the 38th Annual College Day Report. A very short profile of the college is not out of place before the main body of this annual report begins. Started in 1954, Andhra Loyola today offers, besides the Intermediate Courses in Arts, Science and Commerce, ten degree courses including B.Sc. Computer Science, B.Sc. Electronics and B.Sc. Physical Ed-

ucation, and two post-graduate courses - M.A. in English Literature and M.A. in Social Work. The college also offers three Diploma courses of its own-Post-graduate Diploma in Journalism, Post-graduate Diploma in Computer Applications and Diploma in photography. There are approximately 2400 students on the rolls, 840 of whom stay in the three hostels on the campus. The strength of the teaching staff is 132 and that of the administrative and service staff is 84 (which will rise to 159 if the hostel staff are also included.) The college has an extensive campus of 95 acres with solid and spacious buildings, well laid out play grounds and beautiful shady avenues. It has indeed few parallels in the entire state. Against this back ground I wish to place before you the events and activities in the college during the year 1991 - 92.

CHANGES IN ADMINISTRATION

The academic year began with certain changes in the administration. Rev. Fr. T. Tnniah, S.J., who as Principal ably managed the affairs of the college for the past seven years, asked for a respite from the responsibilities of the onerous office. One can easily understand how the stress and strain of the Principal's job tells on the vigour of

the incumbent. During his tenure as Principal, Fr. Inniah toned up the administration of the college, introduced new Under-graduate Courses, started Post-graduate courses, and ushered in autonomy. New buildings were added to the college complex - the recreation hall of the New Hostel, the Devaiah Memorial Auditorium and the new block of 14 class rooms. While we record our gratitude for his manifold services to the college, we wish him a restful period of recuperation before he returns to the arena.

Rev. Fr. D. Showraiah, S.J., replaced Rev. Fr. Prakash Rao, S.J., as the Vice - Principal for Intermediate students on the latter's transfer from the college. Fr. Antony Theckemury, S.J., returned to the college after a spell of six years, to take charge as Controller of Examinations. Rev. Fr. S. Emmanuel, S.J., became Warden of New Hostel and Rev. Fr. P. Charles, S.J., Warden of Gogineni Hostel. Rev. Fr. V. Amalanathan, S.J., assumed charge of the Xavier Hostel in addition to his office as Rector of the college.

CHANGE OF STAFF

As years pass, the cadre of experienced senior teachers gets depleted. Mr. Y. V. Subba Rao and Mr. S. Hari Purushotham - both of the Mathematics Department, retired from service last summer. The former had served the college for 35 years and the latter for 34 years. Both were respected by their students and colleagues for their competence and dedication to work. We place on record our gratitude for their long and devoted service and wish them God's blessings in their retirement. Another teacher whom we miss is Rev. Fr. J. M. Das who had to rejoin his parent institution after the expiry of his period of deputation to this col-

lege. Fr. Das headed the P.G. Department of Social Work from its inception in 1987. Braving many difficulties and unfazed by many constraints, he laid a solid foundation for the Social Work Department and directed it on sound lines. This is evidenced by the excellent results of the first two batches of students. While thanking him for his services, we assure him that our good wishes accompany him wherever he goes. The Economics Department too lost a good and dedicated teacher when Rev. Fr. Philomin Raj, S.J., was transferred from the college on a new assignment. He was rendering good spiritual service to our students. His place remains unfilled.

The void in Social Work Department created by Fr. Das's departure has been amply filled by Rev. Fr. G. Chirackal, S.J., former Professor of Social Work in Loyola College, Madras, and veteran in the field of social Work Studies. We look forward to greater progress in this department. Others who joined the various faculties in the year under review are : Fr. P. Charles, S.J., of the English Dept., Messrs K. Rama Seshagiri Rao, S. Basaveswara Rao, N. V. Ramana Murthy, A. Shou Reddi and N. Srinivasa Rao - all of the Mathematics Department, Messrs P. Srinivasa Sastry, Clement Robert Raj and T. Sri Kumar of the Physics Department, Br. P. Anthony, S.J., of the Zoology Department, Messrs K. B. S. Sastry and A. Srinivasa Kumar of the Computer Science Department, Messrs P. Srinivasa Rao and C. S. V. Rama

Krishna of the Electronics Department, Mr. P. Chinnaiah of the Department of Physical Education, and Mr. K. Jonathan of the History Department. We welcome them to the

Loyola fold trusting that they will emulate the sterling example of competence and commitment set by their predecessors.

ACADEMIC ACHIEVEMENTS

The annual report of the Principal is expected to mention the academic achievements of the students. I shall mention only the final results of the Intermediate, Degree and Post-graduate students who completed the courses last summer.

INTERMEDIATE 380 Intermediate students took the examinations at the end of the 2nd year. The Over-all percentage of passes is 64. 124 I Classes, 81 II classes and 38 III Classes.

DEGREE In the B.A. Courses the percentage of passes is 75, with 24 I classes, 23 II classes and 2 third classes. In B.Com 95% of the students secured a full pass with 36 I classes, 23 II classes. In the B.Sc., Mathematics, Statistics, Physics group, 89% of the students passed securing 31 first classes, and one third class. Of the 78 students of the Mathematics, Physics, Chemistry group, 81% passed with 60 I classes, 2 II classes, and one III class. In the B.Sc. Botany, Zoology, Chemistry group, the percentage of passes is 65, with 24 first classes, one second class and 3 third classes. The first batch of our Computer Science students secured 88 % passes, 32 first classes, 5 second classes and one 3rd class. The students of B.Sc. Physical Education, again the first batch, scored 92% passes, with 19 first classes, 4 second classes and one third class.

POST-GRADUATE

In M.A.(Litt.) our students secured 100% passes for the second year in succession with four I classes, fifteen II classes and eight III classes. Mr.M.Srinivas stood first in the University, Miss. C. Rekha second, Miss. P.

Radha third and Miss. Kanaka Durga fourth and Ramana Kumar eighth. No less creditable is the performance of our M.A.Social Work students, 96% of those who sat for the examinations passed securing thirteen I classes, nine II classes and two III classes, bagging the first six ranks in the University. Mr.Vargheese Shaja was placed 1st, Miss.Surya Hemalatha 2nd, Mr.S.James 3rd, Miss.Mary Neeraja 4th, Mr.T.Venkateswara Babu 5th and Mr. K.Jaya Kumar, 6th.

I wish to comment briefly on the results. The results of the Intermediate students (64%) is no mean achievement compared to the state average of 28%. But it is not good enough for the standards of this college. That more than one out of every three of our Intermediate students have failed should disturb us - the teachers and the management. One may blame it on the poor calibre of the students, on their indolence, lack of motivation etc., But the parents, teachers and the administration cannot dodge their responsibility. A concerted effort by them is needed to improve the performance of our Intermediate students keeping in mind the high performance of yester years.

The results of the Post-graduate students are very commendable. I hope they will be repeated, if not bettered.

Coming to the results of the degree students, let me point out that they are the results of the first batch of students under the autonomous programme and hence deserve greater attention. Compared to their immediate predecessors, who took the University examinations, the students have fared better under autonomy. "Naturally"! the cynics will remark, implying that the results have been inflated by a liberal award of marks or by moderation. I wish to make it clear that

the college has no provision for moderation of results. As for the risk of liberal valuation, let it again be clear that the semester-end examinations are fully external and therefore they are as dependable as the University examinations. No student who fails to secure the minimum 35% of marks in any subject in the semester-end examinations is declared to have passed, however high he may have scored in the internal assessment. Moreover, a student must, unlike in the non-autonomous system, also secure 35% in the aggregate of I.A & S.E. As a result some students fail eventhough they get pass marks in S.E. Exams. The real reason I would say for the better performance of the students under the autonomous programme is that the semester system and the regular internal assessments have helped them to apply themselves to studies more seriously.

CO AND EXTRA - CURRICULAR ACTIVITIES

A common complaint against the autonomous programme is that students have little time for co-curricular and extra-curricular activities. Let the facts speak for themselves.

The **Departmental Associations** were revived this year and several of them have been brimming with activities. Educational tours, visits to industrial plants, guest lectures, inter-class competitions and tournaments are a few among their activities. A cultural week with Inter-collegiate competitions in Quiz, debating, music and dramatics was successfully organised in December.

The students and staff sponsored and patronised a performance given by St.Louis Orchestra of the Blind which netted a handsome sum of Rs.27,000/-

Sports and Games take pride of place among co-curricular activities. During the year under review our students have done creditably in this field. A detailed report on their achievements was given at the sports meet held last evening. I shall confine myself only to the high-lights.

In the Inter-collegiate Athletics meet conducted by Nagarjuna University, our college team emerged champions with 80 points. Mr. K. Venkaiah, senior Intermediate, who won the trophy for the individual champion, deserves special applause. Our hockey team stood first in the University Inter-collegiate tournament; both in foot-ball and in handball our teams were placed second. Fourteen of our players were selected for the various teams of the University. Some of our students took part and distinguished themselves in tournaments and competitions at the national level. Mr.K.Venkaiah, senior Intermediate, secured 4th place in 500 mts. at the School Nationals and 9th place at the Open Nationals. Mr. Dalyn Clarke, Senior Inter, stood first in shot-put and discus throw at the South Zone meet and fifth at the School Nationals. P. Hrudaya Raju represented the state at the Junior Nationals in hockey. N. Madhukar, Junior Inter, was Vice-captain of the under Sixteen State Cricket Team and Y. Rajesh, Junior Inter, was a member of the same team. Miss. M. Sirisha, I B.Sc., played Kabbadi and Kho-Kho for the University and the state respectively. Miss. M. Jyothi, III B.Sc., represented the Womens Hockey team at the Nationals.

I wish to congratulate our players and athletes on their very creditable achievements and wish them more laurels in the years to come.

N.C.C. We have the three wings of the NCC, with their complement of 290

cadets. I am happy to report that T. Harish Kumar, I B.Sc., took part in the Republic Day Parade this year. Two others, Cdt/Sgt. Y. Adeswara Rao, I B. Sc., and Cdt/Sgt. Ch. Aseervadam, Sr.Inter, attended the Republic Day Camp at New Delhi. Our thanks are due to Lt.Commander, Mr.P.Ramakrishna, Lt.P.Balasundar Reddy and Lt.V.Sreerama Murthy, and Care-taker Officer, Mr.Ch. Veeraiah Chowdary, and other Officers of the N.C.C. for the training they impart to our cadets.

N.S.S. The National Service Scheme of our college with its 200 volunteers in two units has done commendable work during the year under the able leadership of Mr.N.Satyam and Dr. V.Vallabha Rao. The following deserve mention among its many activities :- an eye camp, two adult education centres, a medical camp and one special camp in an urban slum.

Yet another area in which our students have shone is the oratorical and quiz competitions. It will take too long to enumerate all the laurels they have won, either as teams or individually. Suffice it to say that the college teams topped in six inter-collegiate debates and won an equal number of trophies in inter-collegiate quiz competitions. A.S.Subba Reddy (III B.A) I.S.A.Mohan Krishna (III B.A) D.Suryanarayana (III B.A), B. Vignan (I B.Sc) are our star debaters, while kamal pujara (III B.Com), I.Mohan Krishna (III B.A) and D.Suryanarayana (III B.A.) have shone brightly in quiz competitions

The students and staff of M.A.Social Work, in collaboration with the Municipal Corporation conducted several welfare programmes for the benefit of slum dwellers in various parts of the city, besides carrying on their extension activities in Arulnagar, Q colomy adjacent to the campus. They de-

serve special praise for successfully organising a one day seminar on 'Field Work, an Integral part of Social Work Education' and a training programme on ecology in collaboration with the C P R Centre for Environmental Education, Madras.

Now, who says autonomy has stifled student activities? With a little encouragement and some guidance the students can shine in many a field. Why? They are prepared to do anything if only they can be freed from the drudgery of the class rooms.

ACADEMIC ACHIEVEMENTS OF TEACHERS

Another complaint against our autonomous programme is that it has overburdened the teachers. True, the teachers do feel the strain of the time-bound schedule of work as a result of the semester system. In spite of this many of them have been able to improve their academic qualifications, do research and publish present papers, and guide students in various and co-curricular activities during this year. Thus, Mr. G. Subrahmanya Sastry of the Chemistry Department obtained Ph. D. from Sri Venkateswara University for his thesis "A Study in Thermodynamic Properties of Ternary solutions of Non-electrolytes". Mr. Ch.Sree Ramachandra Murthy of the Telugu Department was awarded Ph.D by the Banaras Hindu University for his thesis "A Comparative Assssment of Various Adhyatma Ramayanas". Mr.P.Sudarshan of the Social Work Department obtained the M.Phil Degree from Delhi University and Mr.K.M. Sastry of Mathematics Department from Nagarjuna University. At present there are 15 Lecturers on our staff who hold Ph.D degrees

and 16 Lecturers with M.Phil qualification. I am happy to mention that several of our teachers are currently working at research degrees. May their tribe increase!

I wish to mention those teachers who have published papers or presented papers at National conferences/seminars. Dr. N.Appanna of the Botany Department presented a paper on "Airborne Periconia in South India, An Overview" at the National conference on Aerobiology held at Pondicherry in October 91. Mr.R.Ravindra Bhas of the Telugu Department presented a paper on "Folk Worship Methods in Krishna District" at the National seminar on Folklore held at Hyderabad in November 91. Dr.G.Sambasiva Rao read a paper on "Nationalism in Joshua's poetry" at the National seminar on "Nationalism in Modern Telugu poetry" held at Aligarh University and another paper on "Annamayya Sankeerthanalo Janapada Kalalu" at the seminar organised by Sri Venkateswara University on 15th of this month. His second book "Pracheenandhra Kavayitru Stree Swabhava Chitranam" was released in Dec., 91. It is not surprising, therefore, that the University Grants Commission has selected him for a Career Award which carries a grant of Rs.50,000. The paper of Dr.Ashok Babu of the Physics Department on "Infrared Spectrum and Normal Co-ordinate Analysis" was published by the Indian Journal of pure and Applied Physics. A paper by Dr.B.Venkateswara Rao of the Chemistry Department, on "Super Conductors and their Utility" has been accepted for publication in the Telugu Science Journal of the Telugu Academy. I wish to compliment the above mentioned teachers as well as all our teachers who continue to pursue learning while carrying out their duties faithfully.

THE AUTONOMOUS PROGRAMME

More than once reference has been made in this report to autonomy. Many may be eager to hear how it has worked out in this college. Well, we will soon be completing four years of autonomy. Our achievement in this period has been quite modest. Autonomy has enabled us to adopt the semester system and Internal Assessment. It is not far from the truth if I say that so far we have been concentrating our attention on implementing the semester system and the new methods of evaluation efficiently and reliably. Now that we have stabilised and streamlined these, our focus henceforth is on improving the curriculum. Based on a feedback from the staff and the students we are in the process of revising the syllabi and restructuring the courses wherever possible. Another area which calls for attention is methods of teaching. Although methods other than lectures have already been adopted by some departments, e.g., project work in Computer Science and Electronics Departments, student's club for weekly seminars, quiz, discussions, etc., in Commerce Department, visits to industries, study tours and guest lectures by a few departments, we feel much more has to be done in this respect.

The autonomous programme in our college has caused some difficulties which we are trying to sort out. However, it has certainly helped the students and the staff to put in regular and methodical work which in return has enabled the students to achieve better results. One beneficial aspect of autonomy, greatly appreciated by all, is that we are able to hold the degree examinations on schedule and to announce the results early.

The Alumni Association of the college

merits mention in this annual report. It was a very active Association till 4 years ago. But after the death of its founder-director, Fr.A.Miranda, it seems to have lost its vitality. We are happy that Rev.Fr.G.Francis,S.J., former principal of the college, became the Director of the Association from July 1991. Although hampered by indifferent health, he is working quietly and steadily to restore the Association to its pristine vigour. I appeal to the former pupils of the college to give him their whole- hearted support.

IN MEMORIAM

I regret to report that three of our students were snatched away from us during this academic year by the cruel hand of death. P.Srikanth,(Sr. Inter) passed away on 10th August, '91 after a brief illness. Ch.Peddi Raju, Jr. Inter, took suddenly ill in the early hours of 14th Dec., '91 and died on the way to hospital. Equally unexpected was the sudden demise of Suresh Kumar, II B.Com, on 11th February, '92. We deeply grieve over the untimely death of these promising young men, and pray that their souls may rest in peace. The sudden death of Mr.Ch.Rathaiah, Record Assistant in Zoology Department on 1st September, '91 shocked the College Community. Soft spoken, quiet but efficient, he was a man of duty and above

all a good man. The college is the poorer for his death.

Let me conclude this report on a note of thanks giving. First and foremost our gratitude goes to Almighty God whose loving providence has watched over this institution and who has inspired and enabled us to accomplish whatever has been done in the interest of the students and of the community at large. Next I express my deep sense of gratitude to the teachers for their constant support and unstinted co-operation without which the college could have achieved little. I am no less grateful to the members of the non-teaching staff who performed their tedious tasks with a sense of dedication and whose silent and efficient work makes possible the smooth running of this large institution. A word of thanks is due to our students also on this Annual Day for thier contribution to campus life, and in particular for their good behaviour and the fine spirit of service they display on all occasions. I thank all our guests who have honoured us with their presence, thus showing their appreciation for our work.

Finally, I thank you, sir, for your gracious presence as Chief guest of this evening's function and for agreeing to give away the prizes.



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WISDOM FOR ALL

A. John Samuel, Sr. Inter

*Never give pain,
Even if you gain
Never tell a lie,
Even if you are to die
Never be greedy,
But help the needy.
Do not make a noise,
Even if there is a choice
In the broad day light,
Make your life bright.
Lead your life best,
By working without rest.
Let courage be thine for ever,
Bowing to insolence never.*

*** * ***

TECHNIQUE FOR FAST READING

*N Brahmaiah,
III B.Sc,*

Here is the FINGER TECHNIQUE to improve your reading speed and boost your study efficiency. You master the technique and you will find that you are capable of achieving much more than what others have told you.

Yes, in 30 minutes, you can learn the FINGER TECHNIQUE for faster reading and find that you can read much faster than you do now. Read the following instructions slowly. Once you develop fast reading, you will be much better at studies. Do not skip any stage because you think you're smarter than some others. All I ask is for half an hour so that I can prove to you that your mind is much more powerful than you think.

CHECK YOUR READING SPEED Let's begin by finding out your current reading speed. Have a stop-watch by. If possible, ask someone to check the time as you read. Now, read the following passage at your normal speed. Then note the time you have taken to read it. Ready? Start.

THE YOUNG MAN HAD LOOKED EVERY WHERE FOR AN EFFECTIVE MANAGER BUT HAD FOUND ONLY A FEW. THE FEW HE DID FIND WOULD NOT SHARE THEIR SECRETS WITH HIM. HE BEGAN TO THINK MAY BE HE WOULD NEVER FIND OUT WHAT REALLY MADE AN EFFECTIVE MANAGER TICK.

THEN HE BEGAN HEARING MARVELLOUS STORIES ABOUT A SPECIAL MANAGER WHO LIVED, IRONICALLY, IN A NEARBY TOWN. HE HEARD THAT PEOPLE LIKED TO WORK FOR THIS MAN AND THAT THEY PRODUCED GREAT RESULTS TOGETHER. THE YOUNG MAN WONDERED HOW FAR THE STORIES WERE TRUE, AND IF SO. WHETHER THIS MANAGER WOULD BE WILLING TO SHARE HIS SECRETS WITH HIM.

CURIOUS, HE TELEPHONED THE SPECIAL MANAGER'S SECRETARY FOR AN APPOINTMENT. THE SECRETARY PUT HIM THROUGH IMMEDIATELY.

THE YOUNG MAN ASKED THIS SPECIAL MANAGER WHEN HE COULD SEE HIM. HE HEARD, "ANY TIME THIS WEEK IS FINE, EXCEPT WEDNESDAY MORNING; YOU PICK THE TIME".

THE YOUNG MAN QUIETLY CHUCKLED BECAUSE THIS SUPPOSEDLY MARVELOUS MANAGER SOUNDED LIKE A 'KOOK' TO HIM. WHAT KIND OF MANAGER HAD

THAT KIND OF TIME AVAILABLE? BUT THE YOUNG MAN WAS FASCINATED. HE WENT TO SEE HIM.

WHEN THE YOUNG MAN ARRIVED AT THE MANAGER'S OFFICE, HE FOUND HIM STANDING AND LOOKING OUT OF THE WINDOW. WHEN THE YOUNG MAN COUGHED, THE MANAGER TURNED AND SMILED. HE INVITED THE YOUNG MAN TO SIT DOWN AND ASKED, "WHAT CAN I DO FOR YOU?"

Now, stop and check your time. Find your approximate reading speed on the chart below. For comparing later, write it down here. _____

If your seconds are	Your reading speed is	If your seconds are	your reading speed per minute is
10	1368	70	195
20	684	80	171
30	456	90	152
40	342	100	137
50	274	110	124
60	228	120	114
130	105	180	70
140	97	190	72
150	91	200	68
160	86	210	65
170	76		

THE FINGER TECHNIQUE FOR READING FASTER Put the book which you want to read, upside down. You will be using your finger next to the thumb to train your eyes. Move your finger under a line of text as shown below in figure 1. Move your eyes as your finger moves. Make sure that your finger does not cross the line. Do not move your lips. Do not make sound as you read. Practise this for five minutes. Read the paragraph again to make sure you understand it. After a 5 minute practice, go to the next practice II.

FIGURE I

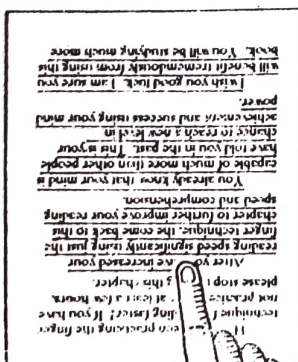


FIG: ONE

Move your finger end to end under each line to guide your eyes for reading faster

FIGURE II

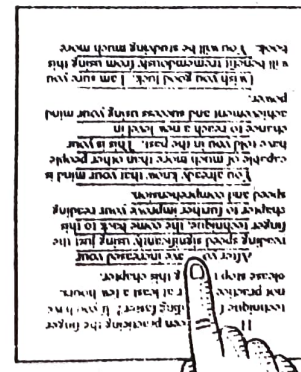


FIG: TWO

Move your finger less than end to end under each line to guide your eyes for reading faster.

PRACTICE EXERCISE II Since the book is upside down, avoid trying to understand any word. Just practise moving your finger and move your eyes with the finger. Move your finger faster and faster and smoothly. Practice for 5 more minutes. Then go on to Practice Exercise III

PRACTICE EXERCISE III Repeat the practice exercise. This time do not move your finger from end to end of a line, but a little less as shown in Figure II. Practice for 5 more minutes. This time move your finger faster than ever, yet smoothly. After this practice go on to Practice Exercise IV.

PRACTICE EXERCISE IV Repeat Practice Exercise III. But this time keep the book NORMAL and as your finger moves, see the words. Don't try to understand every thing. It is enough if you understand 70% to 80%, only. Important – move your finger fast and see the words as your finger moves under a line. Begin practice for 5 more minutes. After completing this, test your reading speed again.

As you read the passage below, move your finger as you have done in the exercise above, but a little faster. You need not understand every thing well. You will miss some words. Do not mind. Avoid moving your lips and making sounds as you read. Now close your eyes for a minute or two and breathe deeply. Now you are ready to read faster and to take the test again. Reading faster as if you were in a hurry, find out how much time you take to read the following:

MANY YEARS LATER, THE MAN LOOKED BACK ON THE TIME WHEN HE FIRST HEARD OF THE PRINCIPLES OF ONE MINUTE MANAGEMENT. IT SEEMED LIKE A LONG TIME GOAL. HE WAS GLAD HE HAD WRITTEN DOWN WHAT HE LEARNED FROM THE ONE MINUTE MANAGER.

HE HAD PUT HIS NOTES INTO A BOOK, AND HAD GIVEN COPIES TO MANY PEOPLE.

HE REMEMBERED SOME ONE TELEPHONING TO SAY, "I CAN'T THANK YOU ENOUGH. IT'S MADE A BIG DIFFERENCE IN MY WORK". THAT PLEASED HIM.

AS HE THOUGHT BACK ON THE PAST, HE SMILED. HE REMEMBERED HOW MUCH HE HAD LEARNED FROM THE ORIGINAL ONE MINUTE MANAGER, AND HE WAS GRATEFUL.

THE NEW MANAGER WAS ALSO HAPPY THAT HE COULD TAKE THE KNOWLEDGE ONE STEP FURTHER. BY GIVING COPIES TO MANY OTHER PEOPLE IN THE ORGANISATION, HE HAD SOLVED SEVERAL PRACTICAL PROBLEMS.

EVERY ONE WHO WORKED WITH HIM FELT SECURE. THEY COULD ALSO SEE WHY THE SEEMINGLY SIMPLE ONE MINUTE MANAGEMENT TECHNIQUES WORKED SO WELL WITH PEOPLE.

EVERY PERSON WHO HAD HIS OWN COPY OF THE TEXT COULD READ AND RE-

READ IT AT HIS OWN PACE UNTIL HE COULD UNDERSTAND IT AND PUT IT TO GOOD USE HIMSELF. THE MANAGER KNEW FULL WELL THE PRACTICAL ADVANTAGE OF REPETITION IN LEARNING ANY THING NEW.

SHARING THE KNOWLEDGE IN THIS SIMPLE AND HONEST WHY HAD, OF COURSE, SAVED HIM A GOOD DEAL OF TIME. AND IT HAD CEERTAINLY MADE HIS JOB EASIER.

MANY OF THE PEOPLE REPORTING TO HIM HAD BECOME ONE MINUTE MANAGERS THEMSELVES. AND THEY IN TURN, HAD DONE THE SAME FOR MANY OF THE PEOPLE WHO REPORTED TO THEM.

THE ENTIRE ORGANISATION HAD BECOME MORE EFFECTIVE. AS HE SAT AT HIS DESK THINKING, THE NEW ONE MINUTE MANAGER REALISED WHAT A FORTUNATE INDIVIDUAL HE WAS. HE HAD GIVEN HIMSELF THE GIFT OF GETTING GREATER RESULTS IN LESS TIME.

Stop. Check your time. Find your approximate reading speed from the chart below.

If your seconds were :	Your reading speed per minute is	If your seconds are	Your reading speed per minute is
10	1818	120	152
20	909	130	140
30	606	140	130
40	455	150	121
50	367	160	114
60	303	170	107
70	260	180	101
80	227	190	96
90	202	200	91
100	182	210	87
110	165		

Write down your new faster reading speed here: _____

Your Old reading speed: _____

Most people will almost double their reading speed. A few people who are already good at reading or who need some other types of skills will see a lesser improvement.

For calculating the percentage improvement in your reading speed, use the following formula:

$$\text{Percentage improvement in reading speed} = \frac{\text{Difference between Old reading speed and New reading speed} \times 100}{\text{Old reading Speed}}$$

Now, are you convinced that your mind and eyes have the ability to be much faster than you do now? Do not worry about understanding. Today is the first day only, so you do not understand fully. Keep practising. Your understanding will improve in the next few days. Within a week you will have normal understanding. Also, remember that you do not have to understand fully every word. For example, if you miss something while reading a newspaper or a novel, it is O.K.

HOW AND WHY

-P. Lakshmi Narayana Rao, II B.Sc

-S. Joji Reddy, II B.Sc

1. Why does milk appear white?

Milk and curd look white when seen in sunlight only. However, they appear red in red light and blue in blue light. Do you know Why?

Sun light has seven colours in it and they can be separated by a prism. An object gets the colour that reaches our eye after it is reflected from the object. The molecular colour of milk and curd does not absorb any of the colours in sun light. When milk and curd are seen in red light they look red because they reflect red colour. The same reason holds good for the colours of the other objects also.

2. Why do women have sweet voice?

Women, in general, have sweeter voice than men. Even boys have feminine voice until they are grown up. Normally the age between 11 and 13 years is known as the period of puberty. At this stage some of our glands produce sex hormones. In boys they cause the growth and appearance of hair etc. Their bodies produce a hormone called, 'Testosterone' which changes the length and thickness of the vocal chords. Though this hormone is not produced in girls, a little change takes place in their voice also. This is due to the corresponding growth of their throat, mouth, nose and upper jaw. This explains why women have a sweeter voice than men.

3. Why does blood group vary from person to person?

Human blood is composed mainly of red blood corpuscles, white blood corpuscles, platelets and plasma. Microscopic investigations have shown that molecules of antigen found on the surface of red blood corpuscles differ from person to person. Antigen molecules are a kind of protein. This difference in the antigen molecules causes different groups of blood.

There are four important groups of blood, viz., 1) A, 2) B, 3) AB and 4) 'O'. The

blood containing 'A' type antigen is classified as 'A' group blood. Same is the case with 'B' group. Blood which contains neither 'A' nor 'B' is classified as 'O' group. The blood containing both the antigen groups 'A' and 'B' is called 'AB' group. When there is a need for blood transfusion, the question arises, who can donate which group of blood and who can receive which group of blood. The table below gives the answer:

Blood Group	To Whom it can be given	From whom it can be taken	Type of Antigen
A	A & AB	O & A	A
B	B & AB	O & B	B
AB	AB	O, A, B & AB	A & B
O	A, B, AB & O	O	No Antigen Present

4. How does the water in an earthen pitcher cool?

In summer water in an earthen pitcher becomes cool in a few hours. This can be explained by the fact that evaporation causes cooling. When a liquid evaporates, its temperature falls because the liquid itself supplies the heat required for the vaporisation. The loss of heat brings down the temperature of the liquid. The earthen pitcher has a large numbers of pores. Water oozes out of the pores and evaporates. This evaporation causes cooling. Because a glass or metal container has no pores, water cannot come out of them and does not evaporate.

We feel cool under the fan in summer. The cooling effect we experience is again due to the evaporation of the perspiration coming out of the pores of our skin. Also, in summer, dogs normally hang out their tongues. They do it to expose their tongues to the air for evaporation, so that they may enjoy the cooling effect caused by evaporation.

5. How do we lose our memory?

Some people lose their memory after an accident or on hearing shocking news. They even forget their close friends and relatives. This is known as 'Amnesia'.

A head injury, a mental shock, old age, extreme tiredness, effects of medicines etc., are the usual causes of amnesia. Memory is said to be stored in the brain as a 'memory trace'. What makes up this trace is unknown. According to one theory each experience sets up an oscillating pattern or wave of electrical excitation, in a group of cells. Memory is considered a three-part system - sensory information store (SIS), short-term-memory (STM) and long-term Memory (LTM). For any information to be permanently stored, it has to be passed from short-term to long-term memory by the mechanism of rehearsal. In cases involving loss of memory, assistance of psychiatrists should be obtained at

once. Normally old age weakens memory, but some times peptic ulcer, blood pressure, asthma etc., also affect memory.

6. Why the 'knot' for the unit of a ship's speed?

The 'knot' in terms of which the speed of a ship is expressed is the abbreviation of 'nautical mile' the unit of distances across the sea. Sailors in the olden days used a log of wood for measuring the speed of a vessel. The log had a weight tied to one end and a long rope at the other end. The log floated behind the ship and rope was let out as the ship sailed on. The speed could be measured in terms of the length of the rope let out in a given time. Later, the rope was knotted at equal distances. The number of knots passed in a certain period gave the speed. This is the origin of the 'knot'. Today, the logs are replaced by metal rods with flat blades around them.

7. How have different countries got their names?

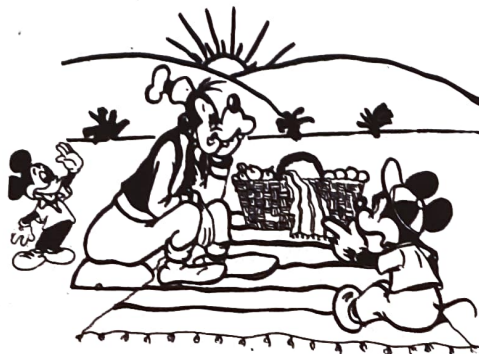
The names of good many countries, like the names of so many other things, have interesting histories. For example, America is named after Amerigo Vespucci the explorer; France after the Frankish invaders and England after the 'Angles'. The Greeks and the Romans called England 'Albion' which is probably derived from the Latin word, 'Albus' which means 'White'. Tasmania has been named after its dark-skinned natives, 'Tasmanoids'. Similarly, 'Australoids' were the ancestors of the present tribes in 'Australia'. 'Bharat Varsha' (India) originated from the brave son 'Bharat' of Shakuntala.

8. How real are ghosts and evil spirits?

Every race or religion has some degree of belief in ghosts and spirits. But scientists hold them as a figment of imagination. According to the men of science such creatures as ghosts or spirits are an illusion or a hallucination. A mirage is an example of an illusion, caused by the total internal reflection of light. Similarly hallucination is caused by some anxiety or tension in the mind subject to excitement. Intoxicating medicines also cause hallucinations. Scientists, therefore, argue that ghosts are non-existent.

9. Why is up the hill difficult and down the hill easy?

As we go up the hill, we have to lift the weight of our body against gravity. The effort requires naturally greater energy. As we go down the hill, the body is carried down the slope by gravity. So our muscles do less work and we do not feel tired.



A WORLD WITHOUT SPORTS

-- JAYESH THOMAS, I B Com

The young tribal boy, Ekalavya, in the Mahabharatam, attracted by Drona's training of the Kuru princes in archery, offered all he had to become a disciple himself of the famed Guru. The guru spurned him as an outcaste. His ambition unchecked, Ekalavya, as a sincere disciple, made a statue of his guru and started practising archery. He excelled the others - even Arjuna in the craft. For all his devotion, Ekalavya had to offer his right thumb as 'gurudakshina', though his guru was the petrified form of the great archer, Drona. The episode shows the basic nature of sports in ancient India and the incessant desire lurking in the hearts of the youth to forge ahead of others in the sportsfield. Sports is no laughing matter in modern India either.

What will the world be like without sports? A world without the bravery of the gladiators, the martial valour of the Rajputs and the chivalry of the knights could be very dull. Can we think of Rome without its amphitheatre or Spain without its bull fights? Think of a world without soccer, spectacular gymnastics, thrilling skiing and other sports events that excite us in the olympic meets, and all that you see is the picture of a drab world with a death-like calm.

Sports run in the sinews of man. A Jesse Owens, a Sunil Gavaskar or a P.T. Usha, may fade out of the arena, but their accomplishments linger in the minds of thousands of sports lovers. Sunny may sink into the horizon but other heroes like Tendulkar emerge out of the sports horizon. Will it ever be possible to forget the Myke Tysons and the Navratilovas? As memorable as these names are 'Kiwis', 'Kangaroos', 'Reliance Industires', etc., associated with sports.

Sports constitute man's greatest means of recreation. Squash, tennis, billiards, cricket and golf are expensive elite games, whereas volley ball, basket ball, soccer and kabaddi entertain the not so privileged. Sports have become an adjunct to socio-political life. Pot-bellied politicians at times enjoy a match or two, with a few journalists - atleast for the camera! Cricket and Tennis are international events attracting world-wide publicity and with aggressive marketability woven into it. They have become serious commercial propositions with the media cashing in on the excitement they generate. The Star TV and CNN open multichannels for high extravaganza sports events. Sports organizers enjoy state patronage and they control the gate money the spectators pay. Millions who watch are the contributors to those escalating sports finances. Sponsors reap a good harvest from the consumer durables they push into the market. Sports have created a fantasy for the spectators and a bonanza for the businessmen.

A world without sports fosters provincialism and national boundaries may widen. Swamy Vivekananda's call for more football as a means of spreading nationalist feeling had the right response.

Santosh Trophy whether it is held in Coimbatore or in Calcutta has the backing of the sports lovers of the whole country. Cricket has transcended national boundaries and is relished equally well in any clime. Satellite communications have made it easier for all cricket fans to have the same euphoria, sighs and frenzy whether one is in New York or in New Delhi. A world without sports is like a world without colour - dull and intolerably drab.

EXCESS PROVES BITTER

U. Chinnappa Reddy,
III B.A.

*The buzzing bees in the garden
Flitting from flower to flower
Relishing honey to the lees
Stopped not when their stomachs were full.
Alas ! those last drops tasted bitter*

*Bow, bow, bow barked a dog
In quest for meat cut into slices.
Had its full, having found it;
yet went on gulping more and more
Alas ! those last slices proved bitter.*

*Whined and whined the child
And its cries made the mother feed
The child, to the full, but to no avail
For it kept on eating, not giving a pause.
Alas ! those last bits became bitter.*

*Towards the children, parents
pour out their love in abundance
Following up 'the let go policy'
To some extent it helps, but
Alas , that excess love turns out bitter*

*Men and Women toil and moil
Day and night they keep on getting
Even when all their needs are met
Unaware of the fact that
Those last bits are always bitter.*

BACK-BENCHER IN CLASS - AN ANALYSIS

- A. Lakshmi Narayana, Senior Inter

(With due apologies to lovers of Chemistry)

Name : Back-bencher

Symbol : B6

Atomic Number : 0.007

Atomic Weight : Body weight- Brain=Head weight

Occurrence:

- 1) On the rear chairs in the class room
- 2) In the front rows of cinema halls
- 3) In restaurants and ice-cream parlours

Preparation and Equation : Back chair+student-attention=Back Bencher.

Physical Properties :

i) tries to look like a film star, ii) puts on clothes of the latest cut and style, iii) generally busy discussing class-mates, and iv) normally wears a look of bored indifference on campus.

Relative Density : Heavier than the rest of the class.

Chemical Properties :

- i) Acts ridiculously resulting in fights & quarrels,
- ii) discards teacher's words as absolute Greek and Latin,
- iii) extremely sensitive to movies and canteen,
- iv) reacts with chalk to produce cartoons on black-board, and
- v) very reactive in bunking classes.

Uses :

- i) good consumer of parent's money,
- ii) helpful to theatres and managements of restaurants, and
- iii) acts as a good promoter of noises all over the class room.

LOVE

C Chrysolyte, I BA

To love someone we love

Is NOTHING!

To love someone who loves us

Is sensibility!!

To love someone who hates us

Is certainly our ability!

But to love someone who has hated us

Is the noblest thing we can ever try!!

(Inspired by, 'Love thine enemy' from the Holy Bible)

AUTONOMY AS I SEE IT

– from a Radio Talk by D.Suryanarayana, III BA

It was 1989. On the 10th June that year, I shyly made my way into Loyola College. Little did I then realise that I was going to be in a different format of education for the next three years. Every student of Loyola has to go through a formality known as 'Orientation.' It was here that we learnt about Loyola having turned Autonomous the year before. We were explained what 'autonomy' is and how this system is going to be different from the others.

Autonomy to the electronic media, financial autonomy to the states etc. have been the issues confronting the nation for quite some time now. In fact 'autonomy' has been hotly discussed. At any rate, autonomy to educational institutions, atleast at the degree level, is the best thing to have happened to the Indian educational system in ages. Here is the opportunity to break away from the shackles of the formal British educational system Macaulay introduced long, long ago, with the only mean ambition of producing clerks for British Indian administration. Innovative methods should and could be introduced with this autonomy and there is every chance and scope for the education turning more purposeful and vocational.

One of the recommendations of the University Grants Commission endorsed by the New Educational policy was the setting up of autonomous colleges. The Commission thereby hopes that atleast some of the better colleges would be freed

from the unnecessary restraints imposed by affiliation and by which autonomous colleges would be encouraged to develop curricula suited to the students and to the needs of the community. In accordance with the University Grants Commission's revised guidelines on autonomy, every institution seeking autonomy should have an administrative pattern consisting of 1) a Governing Council or a Board of Management, 2) an Academic Council and 3) a Board of Studies for each discipline.

In Loyola we have the semester pattern, with the academic year divided into two semesters, and a system of evaluation in which Continuous Internal Assessment and an external End-semester examination Assessment have equal weightage. I have found the Continual Internal Assessment (CIA) very beneficial because it forces the student to go through the entire syllabus atleast once before he faces the Semester-end examination. I personally feel that in the year-end set up, the student leaves out, from the examination point of view, quite a few chapters and gets away with it. The student's knowledge of a subject, in such a case, is bound to be incomplete. Further, the student, taking the examination just at the end of the year, if by, chance falls ill, is bound to lose a whole academic year. But in the autonomous set up any supplementary examinations are held with a view to saving the student from losing a year. Moreover with the answer scripts of the Internal examinations returned to the students, the student has

the chance to review and improve his performance.

In the autonomous set up, a student is assessed through projects like the preparation of assignments of selected topics or library work or seminars. This is certainly a deviation from the age old practice of spoon-feeding. The student is made to go thoroughly into the subject and understand it on his own. This helps the student to develop a liking for a particular subject. Thus the creative element in a student is exploited and brought out in the autonomous system.

The delayed conduct of university examinations results in the students' losing an academic year some times. On the contrary a student of an autonomous college gets his results within two months of writing his final examinations which are held in a timely manner. This facilitates his pursuing his post graduate courses in any university of his choice.

In the framing of the syllabus, the lecturers are at liberty to include certain topics which are otherwise not studied by the students of the affiliation system. For example, as a student of political science, I have the privilege of doing a paper in International Relations which would be useful for me in the entrance examination to prestigious institutions like the Jawaharlal Nehru University, New Delhi and Central University, Hyderabad. So, the syllabus in an autonomous college is bound to be dynamic and innovative. For the successful progress of autonomy, the staff should be an enlightened one as it is they who should carry on the changes and fortunately for us in Loyola, we have a great faculty in every subject. The staff is an ideal mix of youth and experience.

Autonomy has revived and stirred up the extra curricular activities of the students. Various departmental associations were formed and were given freedom to carry on their activities. Hence the student had once again a sense of involvement. This builds a lot of self-confidence and boosts the leadership qualities in the student. As a student of an autonomous college, I further feel that the autonomous set up has enabled the lecturer-student relationship into perfection.

All this, however, is not to deny the defects of the system. As ours is only the second batch under autonomy we still have doubts about the credibility of our degrees when we go to the other universities. Generally people view the International Assessment marks with suspicion, attributing favouritism to lecturers. So, even though a student really slogs for his marks, he cannot escape the suspicious eye of the people outside. With so many examinations, the students are bound to become examination-oriented. This narrows his outlook and approach. The lecturers are exhausted with these examinations and their creativity is endangered because of the overload of work. It takes time for the students as well as for the lecturers to accustom themselves to this type of education. This may result in confusion. The most important thing needed in autonomy is perfect planning.

When this system is introduced for the first time in any college, both students and lecturers have their own doubts and apprehensions about it. This complex will not permit the college management to go in for any kind of experimentation. Hence, autonomy needs time to succeed.

MY FAIR LADY

G Jayaraju

III B.A.

The heavens above smiled
The moon glided down her silvery way
And as trees in moon light stood in attendance
The queen of my heart made her way to lonely me.
The earth reeled
The hills grinned – all in jealousy
As the cool breeze and with it
My delight – real fairy she was –
Stole into my eager arms.
The night-queen's perfume
Touched my nostrils
My beloved's cheeks outpinked the rose
Her smile, bright as the moon,
Was to me the cheeriest boon.
The bright and piercing ray of the sun
Forced my eyes open as I turned in my bed
The dull drab things that I see every day
Greeted my sight that would not believe them.
Then the shock of realisation – My angel
Was just my dream – not so fortunate was I.

THE LITTLE CHILD

Nawal Saroj Tirkey
Senior Inter

O Child!
An image of the one above
Reminder of His lasting love
You inspire the thought so great
That Love is Love when built on Faith.
The smiles on your bud-like face
Give relief from the daily race
You bring us cheer, so warm, so nice
You are the apple of our eyes!

BLACK HOLES - A SPACE MYSTERY

PRS Chakravarthi

II B.Sc.

Space is a source of perennial wonder and fascination. The more we think of the sun, the planets, the stars and the satellites, the more are the wonders they spring at us. One of the greatest wonders of space is the Black Hole. What exactly is a Black Hole? An area in space in which the pull of gravity is so strong that nothing, not even light, can escape from it is called a Black Hole.

Black Holes are believed to be formed when giant stars collapse at the end of their lives. When a star begins to die, gravity takes over and smashes nearly all its atoms into a super dense state. If that star is about one and a half times the sun in mass, the star's gravity is strong enough to crush the material so much that we end up with a neutron star.

If the force of a dying star is very massive, then a 'run away' situation will develop among the atoms of the star. Then the force of gravity will take over completely and the matter will be crushed down to nothing. The big star then is turned into a black hole. A black hole is so called because no light or any other radiation can escape from it. Any matter passing too close to it will fall in it and can never be seen again.

A good number of scientists have conducted a lot of experiments to find out the dimensions of the black whole. In 1916 a German astronomer Karl Schwarzschild found that the shape of a black hole is spherical. He calculated the volume of a black hole formed a giant star. When the giant star Belageuse (which is three times and massive as

the sun) becomes a black hole, it will shrink six and a half million million million times and still not be at the perfect black hole stage. That is, it is so tiny that we think of it as no larger than a point. Even a point on this page is larger than the centre of a black hole into which the star's material goes.

ACTION OF A BLACK HOLE

The boundary of a black hole is given by the sphere(imaginary)with schwarzschild's radius, which has real existence. If any body or any matter crosses the boundary of the black hole, a terrific collapse of the body occurs. When any body reaches the boundary of a black hole and moves over it, the body is pulled into the black hole to vanish for ever. Whatever body passes by a black hole, it will be stretched out like a pice of elastic matter and then is no more seen. For an outside observer, these series of events appear strange. All that one sees is the body plunge towards the boundary and appear to hover there. No one can see the body inside the boundary of a black hole, because no radiation can escape from within it.

The black holes rotate in a kind of whirl-pool action. Any body, light or radiation falling into it, therefore is dragged into its vortex. While black holes are a certainty, we are uncertain of their existence in our galary the Milky way. Giant black holes, likely at the centre of galaxies provide power source for objects like quasars. Further studies of black holes might reveal more astonishing facts about them and the universe at large.

HOW MUCH DO YOU KNOW?

*P Lakshmi Narayana,
II B. Com.,*

I. SOBRIQUETS

1. What is the "Land of Morning Calm"?
2. Which is the "Forbidden City"?
3. Which is the "Land of Thousand Lakes"?
4. Which is the land of "Golden Pagodas"?
5. Which country was described as "India of the Soviet Empire"?

II. DISCOVERIES & INVENTIONS

1. Who invented Zero?
2. Who invented the safety match?
3. Who invented the Logarithm?
4. Who discovered Electricity?
5. Who propalned The Black Hole theory?

III. WHO IS WHO?

1. Who introduced Civil Services in India?
2. Who said, "Go back to the Vedas?"
3. Who is the first Indian to swim across the English Channel?
4. Who is called the "Father of Physics"?
5. Who is Ali Akbar Khan?

IV. BOOKS & AUTHORS

1. Who wrote "Eternal India"?
2. Who wrote "Runs & Ruins"?
3. By whom was the "song of India" written?
4. Who is the author of "The Judgement"?
5. Who is the author of the book, "Naked Triangle"?
6. Who wrote "India Divided"?

V. HOW GOOD IS YOUR AWARENESS?

1. What does "Din-i-Ilahi" mean?
2. How many states are in the USA?
3. What does "Equinox" mean?
4. Where is The National Botanical Garden of India situated?
5. What are "Primary Colours"?
6. What is Philology?
7. What does ICRISAT stand for?
8. What is meant by North-South Dialogue?
9. What is "Zero Hour"?
10. How many earth days are equal to one 'lunar day'?
11. What is the second largest city in the world?

VI GAMES & SPORTS

1. What is Thomas Cup associated with?
2. What is Ezra Cup associated with?

VII GENERAL SCIENCE

1. At what temperature do Fahrenheit and Celsius scales give the same reading?
2. How many muscles are there in the human body?

ANSWERS TO "HOW MUCH DO YOU KNOW"?

GROUP - I

1. KOREA
2. LHASA
3. FINLAND
4. MIANMAR (BURMA)
5. POLAND

GROUP - II

1. THE ARABS
2. J.E. LANDSTROM
3. JOHN NAPIER
4. VOLTA
5. S. CHANDRASEKHAR

GROUP - III

1. LORD CORNWALLIS
2. SWAMY DAYANNANDA SARASWATI
3. MIHIRSON
4. ISAAC NEWTON
5. MUSICIAN

GROUP - IV

1. INDIRA GANDHI
2. SUNIL GAVASKAR
3. SARAJINI NAIDU
4. KULDEEP NAYYAR
5. BALWANT GARGI
6. RAJENDRA PRASAD

GROUP - V

1. THE DIVINE RELIGION
2. 52 STATES
3. EQUAL DAYS & NIGHTS
4. CALCUTTA
5. RED, YELLOW & BLUE
6. STUDY OF LANGUAGES
7. INTERNATIONAL CROP RESEARCH INSTITUTE FOR SEMI ARID TROPICS (ICRISAT)
8. DIALOGUE BETWEEN THE DEVELOPED AND THE DEVELOPING NATIONS
9. THE TIME WHEN MOST IMPORTANT MATTERS ARE RAISED IN THE PARLIAMENT
10. 28 EARTH DAYS
11. LONDON

GROUP - VI

1. BADMINTON
2. POLO

GROUP - VII

1. -40°
2. about 700



జిజ్ఞాసన: సుజాన్

THE PROBLEM OF NUMBERS

– G. Vimal Kumar

– Senior Inter

India with a population of nearly 85 crores accounts approximately for 24% of the world's land area. With its share of 15% of the world's population, India comes a close second only to China. However, China has been able to reduce the growth-rate of population to 1.0%. India comes nowhere near China in this respect. The growth-rate of population in our country 2.35%. The following table gives us a clear idea of the Indian population over the period from 1901 to 1991.

Census Year	Total Population in millions	Average Annual growth-rate%
1901	238.3	0.30
1911	252.0	0.56
1921	251.2	-0.03
1931	278.9	1.06
1941	318.5	1.34
1951	361.0	1.26
1961	439.1	3.98
1971	548.2	2.20
1981	684.0	2.46
1991	843.9	2.35

According to Malthus there are three stages in the growth of population:

I stage : In the first stage when the economy of a country is undeveloped, both the birth and death rates are likely to be high. The birth rate is high because of early marriages, lack of awareness of family planning methods, and other social customs. Death rate is high due to poor-diet, ill health and the absence of medical facilities. As a result population growth will be slow. Prior to 1921, the Indian situation represented this stage. Population increased from 23.6 crores to 26.1 crore. Between 1911 and 1921 the births per thousand were 49.2 while deaths were 48.6.

II Stage : This is the developing stage of economy. Health and sanitary conditions improve. Medical facilities also improve. As a result death rate falls, but the birth rate is constant. India now is in this stage. Population increased from 58 crore to 84 crores at the rate of 2.35% annually between 1971 and 1991.

III Stage : When the country's economy is in a developed stage, many structural changes take place. People understand the use and benefits of family planning. They would like to maintain their standard of living. As a result, both the birth rate and the death rate are low. All the developed countries are in this state. The rapid decline in death rate and slow decline in birth rate are an important factor in population trends. The Government should take necessary steps to bring about a rapid decline in the birth rate.

Causes for the rapid growth of population :

1) Marriage felt compulsory: In India marriage is an unavoidable social institution. Most men and women necessarily marry. Naturally this causes a high birth rate.

2) Illiteracy: Being illiterate, majority of Indians are unaware of the necessity and the latest methods of birth control.

3) Religious sentiments: Children are regarded as the gift of God. Birth control is, by some, viewed as a sin.

4) Poverty: The vast majority of the Indian poor regard children as earning members of the family.

5) Early marriages: It is estimated that 50% of the girls in India are married off before they reach the age of 15. Early marriages prolong child-bearing period.

6) Advanced medical facilities: Death rate has declined rapidly and average span of life has increased because of the progress in medicine.

7) Ignorance: A large number of Indians are ignorant of modern methods of birth control, such as sterilisation, abortion, vasectomy, tubectomy etc.

If India maintains the present growth of population, she will have to face serious troubles like 1) the fall in per capita income, 2) scarcity of food, clothing and shelter, 3) large scale unemployment, 4) creation of unproductive consumers, that is, persons unengaged in production and 5) inadequate health-care.

Educating the masses in family planning methods, raising marriageable age, campaign for the one child norm, eradication of illiteracy and ignorance, an attempt to develop in the masses a scientific attitude to social and religious customs and a campaign for the acceptance of the small family concept can alone bring down population growth significantly.

* * *

FACTS BEHIND FIGURES

- M. Raveendra Babu, II B.Sc &
MLVS Ravi Prakash, II B.Sc

No day passes without our using numbers. But how few of us understand that their value is relative in just the same way as 'big' and 'small' are relative! What appears small to man may seem big to an ant, and what is big to us may be small to an elephant. Numbers too, in the same way, mislead us.

The use of numbers began very early in man's history. The ancient shepherd counted his sheep by means of pebbles, by putting away one pebble for each sheep. Then evolved the natural numbers 1, 2, 3 . . . which have had the utmost utility. The use of artificial numbers including complex numbers began in due course.

Now let us see how numbers, the use of which is very scientific, can still mislead us. What does the statement, "35 lakh people attended a certain meeting" mean to any one? Will the impression the statement creates be changed very much if the statement read, "15 lakh people attended the meeting"? Such huge numbers give us the only impression that they are big unless we try to connect them with something our minds can perceive clearly. We can visualise the difference between the numbers the two grounds – one with a capacity of 15 lakhs and the other with a capacity of 35 lakhs – can accommodate, by only by comparing the two grounds.

The difference in the income of Rs. 6000/- per month of a professional and that of Rs.8000/- per month of a business may seem little. Both of them perhaps lead more or less the same sort of luxurious life. But

between the two there is a solid difference of Rs.2000/- a month which most of us aspire to get!

Four goals in a game of foot ball is quite a big score, but four runs in cricket are just a few – got just by a single well-performed stroke. Two hundred runs are quite a big score. The one who hits that score has his photo flashed in the papers. But think of the plight of one who earns Rs. 800/- in a city like Vijayawada or Hyderabad – underfed, underclothed and perhaps living in the underworld.

Delhi, say the Geographers, has moved 2500 (4000 Kms) north in the past 15 crore years. It is easy to imagine the distance of 2500 miles which is twice that between Vijayawada and New Delhi. But how far behind is 15 crore years? How to form a picture of this distance of time when our life-span is just about 80 years?

We are most often misled by the numbers in commercial advertisements. "Are you 1 of the 9?" asks a commercial ad. 1 and 9 are printed in bold figures. The reader fears he is indeed one of the nine, and wonders with bated breath what is in store for him. He reads further that 9 out of 10 have dental problems and a particular brand of tooth paste cures them. Still more misleading is the ad declaring that a number of dentists have shaped this brush or formulated that paste. Very attractive indeed, but by no stretch of imagination can we think what part each dentist has played in shaping the product.

Facts and figures given as percentages can also be misleading. The percentage of increase in G.D.P. and in the production of foodgrains and the percentage of decline in inflation, claimed often by the Government just mean nothing. Again, comparing directly the percentages in different situations and of different groups can be equally misleading. Suppose 9 out of 9 in one school and 99 out of 100 in another school pass an examination. A comparison of percentages of passes in the two schools forces us to the conclusion that the first school is better than

the second. 99 passing out of 100 is certainly a greater achievement than 9 out of 9 passing. Similarly averages can also be misleading. Supposing the per capita income in India is given as Rs.1200/- per month, thanks to the members of the high income group like the Tatas, Birlas, Ambanies etc. It is easily seen, however, that a majority of Indians struggle to make even a third of it!

To conclude, don't be carried away by figures but try to understand the facts behind them.

MOTHER'S LAP

ISA Mohana Krishna,
III B.A.

*In these hours of incessant idleness
When the weeping firmament
At once imposes humid silence,
A walk
Bare-footed
Heavens breathing the clouds,
The age-old hill
Standing solemnly
Like a crowned warrior
Amidst the defeated town,
A walk
Among perturbed minds.
Children of perennial penury
And illuminated happiness
Mirthful in dirty waters;
Let them not look into*

*Their mother's hazy eyes
Tears gushing from them
Are not joyful rivulets!
The wearied and listless trees
Still sheltering hopes,
Ignorant of the dazzling
Wrath of the gods!
A flash.
A thunder.
Cuddled up in my
Mother's warm lap
I sleep
And dream of
A morning of benediction
After a night of destruction*

SELF CONTENT

M. Baquer Hussain

II B.Com

*Be not so after bliss
unaccompanied by conscience
Acquire no knowledge
bereaved of character*

*Comprehend the futility of worship
deprived of modest service
Toil and moil with industry
Is puerile without morality*

*Fervour and love that are extended
may see no riches and reputation
Then they ought to be construed
As steps to detachment*

*Declaration be of truth
Stripped of bias
Helps us to hold our head high
with the bliss of self content*



SMILE

– Nawal Saroj Tirkey, Senior Inter

Walking home from work one day
Fighting dog-weariness away,
I looked to neither left nor right
But cursed myself and all in sight.
Lucky for me that in the noise
I heard my soothing inner voice –
"Ought not you to learn to smile
You'll find things different in a while."

So, whenever you are in deep worry
Remember my simple, little story;
You know, it's best not to fret
What comes of it is vain regret.
A damn I care for all your jest
While I indulgently suggest –
"Ought not you to learn to smile?
You'll make things look worth the while."

MY VIEWS

–N. Balaraju, I.M.A. (Social Work)

LIFE

Life is a a story in volumes three
The 'past' the 'present' and the 'yet to come'
The past has been written up and laid aside
The present, we go throught it every day.
And the future or the 'yet to be'
Is locked up from sight- god keeps the key.

B+ (B Positive)

Encourage positive reaction in yourself
Say YES more often than you say No.
Say I'II TRY and not I CAN'T
Say I'II FIND OUT instead of I DON'T KNOW
Say I'D LIKE TO KNOW rather than
I AM NOT REALLY INTERESTED
SAY I WILL in place of I WON'T

HOPE

C. Chrysolyte, I B.A

*As moments sail by, slow or fast,
We know they cannot be anchored.
And, many a time, I have wondered
Why the feelings they beget clutch the heart.*

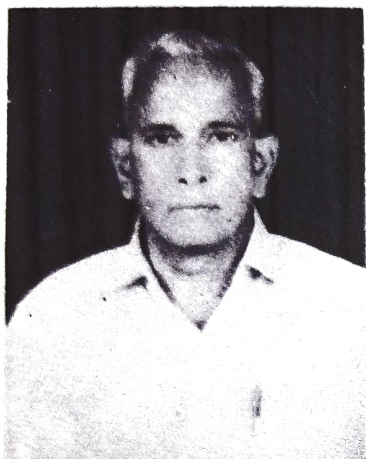
*Once as I tried to understand
The warmth and the intimacy, the joy
And the sympathy, the love and the kindness,
The moments had in me generated
Struck I was with the Creator's concern and love.
His concern and love for both of us
Out of which he blesseth you and me.*

*But then, it was just beyond my understanding.
Because His love is so abundant,
Expansive and infinite as the skies,
Deep and vast as the boundless ocean, and
Strong and intense as the brilliance of the Sun.*

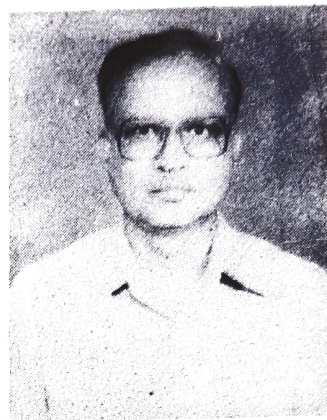
*That has made me realise and infer
He has many more things for us
The more we trust Him and wait on Him
The more hopeful of bliss shall we grow.*



THEY CALLED IT A DAY



Sri. D. Satyanarayana Murthy
Head, Dept. Of Commerce
1958-1992



Sri S.H. Purushotham
Head, Dept. Of Maths
1957-1992



K. Gopala Rao
Head, Dept of Physics
1957-1992



L.V. Satyanarayana
Lecturer in English
1967-1992



Y. Veerabhadra Rao
Head, Dept. Of Maths
1962-1992

MAY THEY ALL HAVE A PEACEFUL RETIRED LIFE

SNUFFED OUT HERE TO GLOW ELSEWHERE



K. Suresh Babu

II B. Com

Passed away

11.2.92



P. Srikanth

Sr. Inter

passed away

10.8.91

*

IT PLEASED GOD TO
TAKE THESE MEMBERS OF OUR FAMILY
INTO HEAVEN, UNTO HIMSELF

*



Ch. Peddi Raju

Jr. Inter

passed away

14.12.91



Ch. Rattaiah

Record Assistant

Dept. of Zoology

passed away 1.10.91

Is death last sleep? No, it is the last and final awakening.....

Sir Walter Scott

PERIODICAL CALENDAR 1990 TO 2000

M. Kiron Kumar, Jr. Inter

The following tables will give you the calendar for 1990-2000.

A- YEARS

B- MONTHS:

1990-2000	J	F	M	A	M	J	J	A	S	O	N	D
1990	1	4	4	0	2	5	0	3	6	1	4	6
1991	2	5	5	1	3	6	1	4	0	2	5	0
1992	3	6	0	3	5	1	3	6	2	4	0	2
1993	5	1	1	4	6	2	4	0	3	5	1	3
1994	6	2	2	5	0	3	5	1	4	6	2	4
1995	0	3	3	6	1	4	6	2	5	0	3	5
1996	1	4	5	1	3	6	1	4	0	2	5	0
1997	3	6	6	2	4	0	2	5	1	3	6	1
1998	4	0	0	3	5	1	3	6	2	4	0	2
1999	5	1	1	4	6	2	4	0	3	5	1	3
2000	6	2	3	6	1	4	6	2	5	0	3	5

C-WEEK DAYS:

SUN	1	8	15	22	29	36
MON	2	9	16	23	30	37
TUE	3	10	17	24	31	38
WED	4	11	18	25	32	39
THU	5	12	19	26	33	40
FRI	6	13	20	27	34	41
SAT	7	14	21	28	35	42

GUIDE TO USE :

On What day did March, 25 of 1992 fall? Find the year 1992 in Section-A (1990-2000). Move the finger across in a horizontal line until the column marked M=(March). Add to the number (O) (Code No) in this column the number of days in the date chosen (25). Now look for the total (0+25=25) in Sec. C, and you will see that March 25, 1992 fell on a wednesday. Likewise we can know what date comes on what day.

II METHOD

MEMORY CALENDAR

With the help of the above code numbers, we can prepare a numerical calendar. In this method we have to get by heart the code numbers of months and days of a particular year.

Year	J	F	M	A	M	J	J	A	S	O	N	D
1992 A) Months Codes	3	6	0	3	5	1	3	6	2	4	6	2
B) Days Codes	SUN	MON	TUE	WED	THU	FRI	SAT					
	1	2	3	4	5	6	7=0					

Get by heart the numbers in the table.

U S E : With the help of the code numbers we can, without seeing any calendar, know which day falls on which date.

GUIDE TO USE : Ex. I On what day did April 3, 1992 fall? To know this, we have to add the date (April, 3) to the code number of that month which is 3-(3+3=6). So number 6 in table B shows the day as Friday. This calculation is done with the help of memory.

If we get a total of more than 7, then we have to divide the total with 7. (7 refers to the days of a week)

Ex II Let us now take the date 10 of the month of April, and add it to the Code No. 3 of April. We get $10+3=13$. 13 is more than 7. So divide 13 by 7: $13/7=1\frac{6}{7}$. The remainder is 6.

The remainder 6 refers to the day, which, in this case, is Friday. Like this we have to use this memory calendar.

In this calendar there is the difficulty of memorising the code Nos. So I am giving on another easier method.

III METHOD

EASIEST AND USEFUL MEMORY CALENDAR FOR A YEAR

How to make code numbers for months? We know that the Code for January is 3 of 1992. With the help of this code we can easily prepare code numbers of months for a whole year like this.

Add the code number (3-in case of Jan.) the days of that month:

Days	Jan Code	Total
(31)	+3	=34

Then we have to divide the total with 7. (7) refers to the days of a week

(i) For February the code number is 6. $29+6=35$

(ii) March Code No. is 0 as 29 (Feb. days) $+6=35$; $35:7$ leaves a remainder of 0. The code number for coming months, i.e. whole years. codes and years codes also, are given here.

Months		J	F	M	A	M	J	J	A	S	O	N	D
Ex.	A) 1992												
	Code No.	3	6	0	3	5	1	3	6	2	4	0	2
	B) Days	SUN		MON		TUE		WED		THU		FRI	
	Codes	1		2		3		4		5		6	
													7

GUIDE TO USE : Ex. On what day did May 1st, of 1992 fall? To know this we have to add the (May 1) date to the code no. (May 5) $1+5=6$. 6 shows the day, as a Friday in the B Table.

If we get a total of more than 7? We have to divide the total with No.7. Ex. May $17+5(\text{Code})=22$

(The remainder refers to the day of that date (M) know them in your mind only.)

PHOTOFEATURE

LITTLE HEADS - BIG LOADS



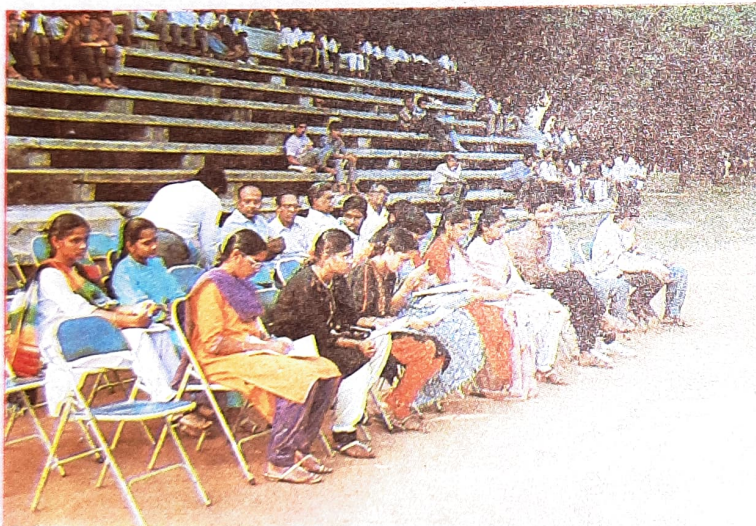
*On the rails of life
Going ahead with heavy loads
To eke out a living at a tender age
To feed themselves and dependents
Stronger and older perhaps!
Picture of economic prosperity?
Or a return to barbarity?
Exploited by rapacity*

*Tiny weak hands and laden heads
In their hands no slate, books nor leads
Turbans to cushion the heads for loads
Half-naked, Trudging on the roads,
No bag of books on their backs
No uniform,, no tie, no badge, no snacks
piling up on one another's skulls tiles
Their smiles concealing the misery, pain
and hunger-all this for some other's gain.*



TEXT AND PHOTOS BY AS SUBBA REDDY, III B.A

*'Students Associations Week' Celebrations -
Inaugural Of Inter-Collegiate Debate*



Debate Teams - Getting Ready

Wrangling It Out - Loyola's Vignan



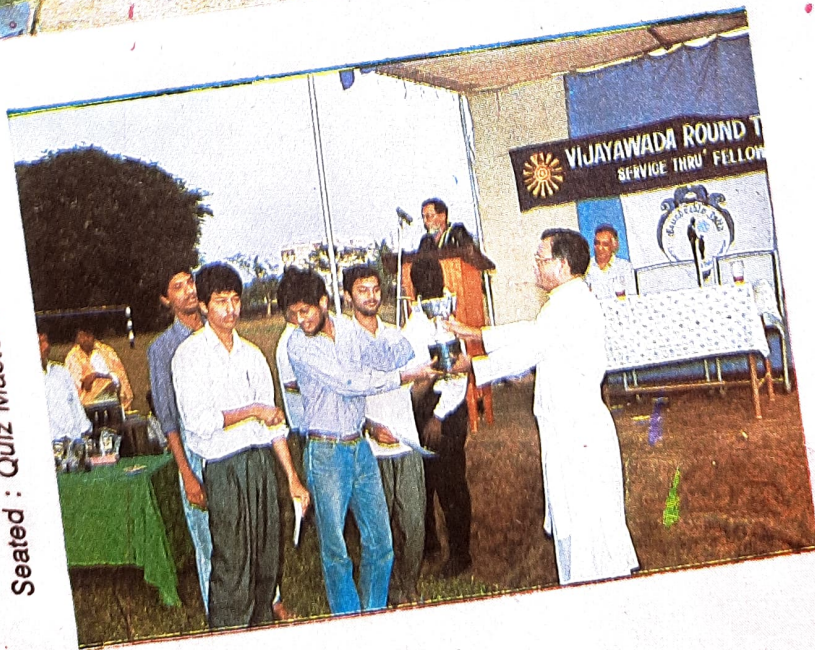


Chittori Trust Prize (Cash Award)
Being Given Away To Best Debater



Inter-Collegiate Quiz-Teams
At Guessing Game

Quiz-The Winners Team Receiving The Trophy
From Rev Fr. Showraiah, Rector.
Seated : Quiz Master Prof N.S.Das





*College Day - Sweet Melody -
Student Orchestra*



Sports Day - Yoga Display- Students Of Physical Education

*Settling Scores Outside Class -
Tug Of War- Staff Vs Students-
Students 'Pulling Up' Teachers*





COLLEGE DAY

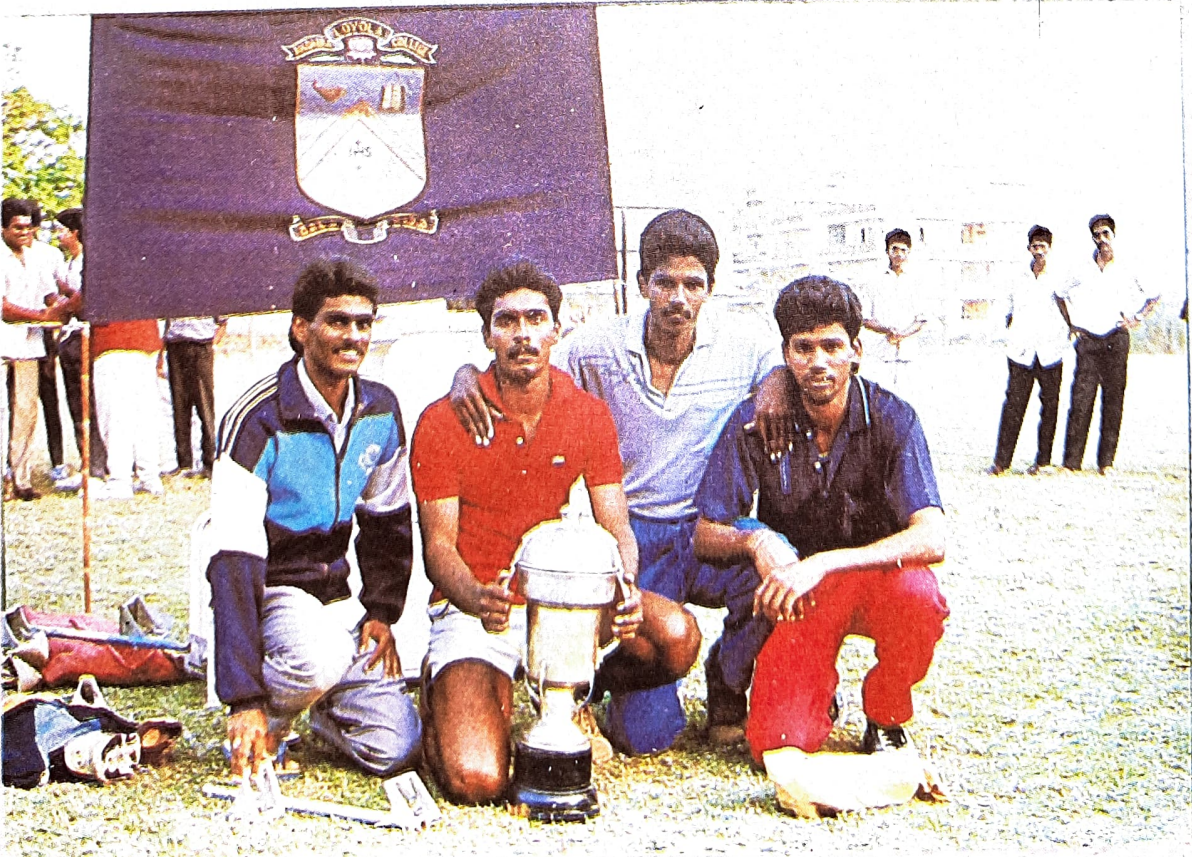
*The Chief Guest Prof Purushotham, Regional Joint Director,
Higher Education, AP, seated in the middle*



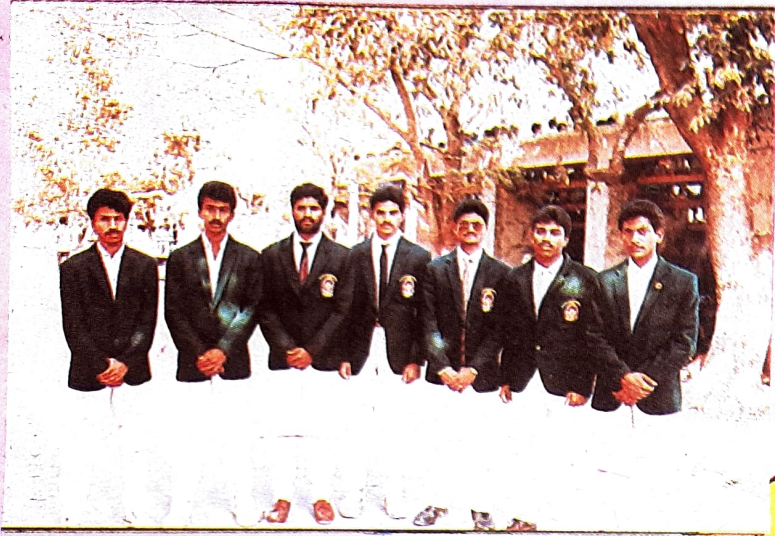
Snapped after entertaining the College Day audiences



Starcast of the skit on College Day



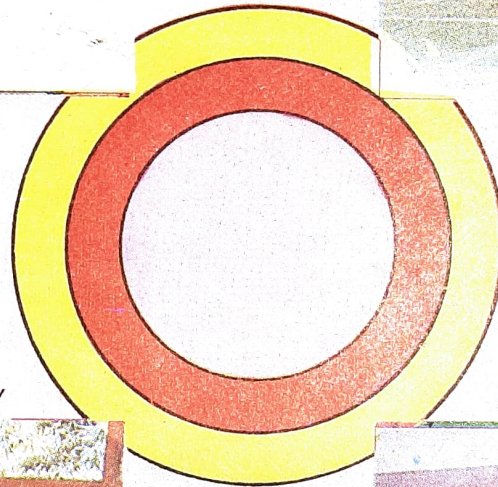
Sports Stars with their Trophy



*Loyola Sports Stars On Nagarjuna Varsity
Sports Horizon*



*Our Debaters & Quizzers
With their Trophies in Inter-Collegiate Contests*



Workshop On Environment-Dept. of Zoology



Bidding Farewell To a Year's Activity -Valedictory





తెలుగు పూలు



తెలుగుపూలు....

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हिन्दी

((((((((((((((((((0))))))))))))))))

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నా దృష్టిలో ప్రేమంటే

యస్. బాలరాజు.

P.G. Dept. of Social Work

'ప్రేమ' అనేది ఒక పవిత్రమైన మధుర స్పందన. ప్రేమంటే యిలా ఉంటుంది అని చెప్పడం చాలా కష్టం. ప్రతి జీవి ఈ భూమిపైన అడుగిడిన క్షణం నుండి, తన ఉనికిని కోల్పోయే లోపల ఎదో ఒక దశలో ఈ ప్రేమను చవిచూస్తుంది అని మాత్రం చెప్పగలను. సాధారణంగా యుక్తవయసులో ఉన్న యువతీయువకులు తమకు తెలియకుండానే ఈ బాటలోనికి నడవటం సర్వ సాధారణం. ఈ వయస్సులో తమకు తెలియకుండానే, తమలో శారీరక మానసిక ఎదుగుదలకు లోనవుతారు. తత్ఫలితంగా తను ఆపోజిట్ సెక్స్ వారితో స్నేహంగా మెలగాలని, వారితో తాము తాముగా గుర్తింపబడాలని, ఎక్కువసేపు వారి సన్నిధిలో గడిపివేయాలని, కలసి మాట్లాడుతూ ప్రక్కప్రక్కగా నడచి వెళ్ళాలని యిలా ఎన్నెన్నో కోరుకుంటారు. ఇదియే వారిలో ప్రేమ అనే పునాది పడటానికి ఓ కారణం. ఇలాంటి కోరికలు ప్రతి ఒక్కరి మనస్సులలో ఉన్నా అందరూ అలా చేయలేరు - కారణం భయం. దాంతో తను మనస్సులోని కోర్కెలకు కళ్ళెం వేయటమే కాకుండా ఆ కళ్ళాన్ని ఈ భయమనే ఊహాతరువుకు కట్టి వేస్తారు. అంతేకాని మౌనంగా, మెత్తగా, అమాయకులుగా కనిపించే వాళ్ళలో ప్రేమలేదనుకోవడం పొరపాటు. కాకపోతే వాళ్ళు బయటపడరు. ఒక్క మాటలో చెప్పాలంటే మనస్సులూ ఉన్న ప్రతి ఒక్కరికి ప్రేమనేది ఉంటుంది. కాకపోతే అది ధైర్యవంతుల నుండి వెలికివస్తుంది. పిరికివాళ్ళల్లో మనస్సులోనే మ్రగ్గిపోతుంది.

ప్రేమంటే యువతీ యువకుల మధ్య ఏర్పడే 'పవిత్రబంధం' మాత్రమే అని కాదు. ప్రేమ అనే పదం యొక్క విశాలమైన అర్థంలో మమత, అనురాగము, అనుబంధము, అప్యాయత అనేవి దాగియున్నాయి. ప్రేమ అనే పదానికి, సరి అయిన అర్థం, నిర్వచనం చెప్పడం చాలా కష్టము. రకరకాల మనస్తత్వాలు, భిన్న ప్రవృత్తులు కలిగిన వ్యక్తులు రకరకాలైన అర్థాలు, నిర్వచనాలిచ్చారు. ఏ నిర్వచనం ఎలా ఉన్నా ప్రేమలోని నిర్మలత ముఖ్యం. 'ప్రేమ' అంటే 'ప్రే' రేపించబడిన రెండు 'మ'నస్సుల కలయిక. అది ఆ యిద్దరి వ్యక్తుల మధ్య ఏర్పడే విచిత్రమైన పవిత్రబంధం. అలాంటి ప్రకృతి వరమైన ప్రేమను ఇప్పటి యువతరం భ్రష్టు పట్టిస్తున్నారు. ఈ ప్రేమ యొక్క నైతిక విలువ నానాటికి నశించి పోతున్నది. ప్రేమ అనేది వారి దృష్టిలో ఒక ఆటబొమ్మలా తయారయింది. అలా అని మొత్తం యువతను తప్పు పట్టలేను. కాని ప్రేమికులలో దాదాపుగా

ఎక్కువ మంది ఇలాంటి వారు ఉండబట్టి నిజమైన ప్రేమను కూడా అనుమానిస్తుంది ప్రస్తుత సమాజము.

ఏ యువకునికైనా ఓ యువతితో పరిచయం ఏర్పడి ఆ పరిచయం ఎక్కడైనా కావచ్చు (కాలేజీలో, గుడిలో, ప్రయాణాలలో, ఏవైనా జిల్లా, జాతీయస్థాయి క్యాంపులలో....) వారి ఆ పరిచయం స్నేహంగా మారితే, వారి స్నేహం నిర్మలమైనది, నిష్కల్మషం అయినది- అయినప్పటికీ, వారు ఏదైనా సందర్భాలలో తారసపడినప్పుడు, సరదాగా కొంచెం సేపు స్నేహంగా మాట్లాడుకోవటం, నవ్వుకోవటంలాంటివి జరిగితే, అది చూసిన సమాజం వారి స్వచ్ఛమైన స్నేహాన్ని అర్థం చేసుకోలేకపోవటమేకాకుండా, అపార్థం చేసుకొని, వాళ్ళిద్దర్నీ వింతగా చూసే హీనస్థితికి దిగజారిపోయింది. ఇంతేకాదు యిద్దరు సోదరీ, సోదరులు కలిసి రోడ్డుమీద నవ్వుకుంటూ నడచివెళ్తున్నా చూసి అపార్థం చేసుకొనే దౌర్భాగ్యపు గ్రుడ్డి సమాజమిది. ఇలా ఈ సమాజం మారటానికి కారణం ప్రేమ పవిత్ర అర్థానికి శృంగభంగము కలగటమే అని చెప్పవచ్చు.

స్వచ్ఛమైన ప్రేమకు ఒక అద్భుత శక్తి ఉంటుంది. ప్రేమకు అందంతోటి, డబ్బుతోటి, కులంతోటి, మతంతోటి, వేషధారణతోటి, భాషతోటి సంబంధంలేదు. ప్రేమకు కావలిసింది ప్రేమించే మనస్సు. “నిన్నెవరూ ప్రేమించకపోతే అది నిశ్చయంగా నీతప్పే” అని అన్నాడోకవి . అంటే ప్రేమించటానికి, ప్రేమించబడటానికి , కావలిసింది ఒక్కటే, అది ప్రేమించ గలిగే మనస్సు. కాబట్టి మనకున్న మనసులు కలిసి మాట్లాడుకొనే మూగభాషనే ప్రేమభాష అన్నారు.

“నా అందాన్ని మెచ్చి నన్ను ప్రేమిస్తున్నావా?

అయితే నాకీ అందం వద్దు - నన్ను ప్రేమించవద్దుకాని

కోటి కిరణాలతో నిత్య తేజుడైన ఆ భానుని ప్రేమించు!

నా యవ్వనాన్ని ప్రేమించేకంటే.....

శాశ్వతమై, ప్రతివత్సరమూ క్రొత్త యవ్వనాన్ని సంతరించుకొనే ఆ వసంతాన్ని ప్రేమించు

నా బిశ్వర్యాన్ని చూసి ప్రేమించాలనుకంటే మాత్రం - నన్ను ప్రేమించనే వద్దు!

లోతైన సముద్రాన్ని ప్రేమించు, అందులోని రత్నరాశులు నీ ప్రేమార్ఘులు.

‘నా ప్రేమ కోసమే’ నన్ను ప్రేమిస్తున్నావా.

అయితే ప్రియతమా, నన్ను సూర్యునికంటే వసంతంకంటే సముద్రానికంటే ఎక్కువగా ప్రేమించు. ఆ క్షణాన నాకు నేనుగా, నా హృదయాన్ని నీకర్పిస్తాను.

“వస్తుందయం”

మోహర్తి కోటేశ్వరరావు

II B.A.

జీవితం ఒక శిల అయితే దాన్ని అందమైన సుందరశిల్పంగా మర్చే ఉలి లాంటిది విద్య. జీవితపు తూరుపులో యౌవనపు ఉషస్సు ఉదయించినప్పటి నుండి జీవితానికి ఎరురయ్యే వివిధ విచిత్ర మజిలీలలో “విద్యార్థి దశ” అనేది మధువుల సెలయేటి గట్టున “వెన్నెల మజిలీ” వంటిది.

ఆమని వస్తుందంటే న్రానుకు ఎంతటి ఉల్లాసమో, నవవధువులా ముచ్చటగా అలంకరించు కుంటానని సగటు విద్యార్థి జీవితం కూడా ఎటువంటి బాధ, బరువులు, బాధ్యతయుతమైన పనులూ లేకుండా హాయిగా సంతోషంగా సాగిపోతుంది.

- అది సగటు విద్యార్థి విషయం

ఇహ ---- విద్యార్థి జీవితంలో ముఖ్యమైనది “స్నేహం”! స్నేహం అనిర్వచనీయం అనుభవైక వేద్యం అగరు పరిమళ ధూపం. నిజమే అష్టాదశ వర్ణనలతో శ్రోత్య ప్రేయమైన అనుభూతులు అందించగలిగేది, హృదయమై, శాశ్వత తీపిగురుతులను ఆస్వాదించగలిగేది స్నేహమే!

ఒక వైపు చూస్తే - విద్యార్థి జీవితంలో ఎదురయ్యే స్నేహాలు, అనంతసిలాకాశపు మేఘాల దారుల్లో స్వేచ్ఛగా పల్లీలు కొట్టే విముక్త విహంగాలు, అడక్కముందే ప్రాణాలను సైతం త్యజించే అమృత హృదయాలు కొన్ని కనిపిస్తాయి.

రెండోవైపు చూస్తే

విడదీయబడ్డ స్నేహాన్ని ఒక్కటిగా చేసేవారు పైవారయితే ప్రపంచాన్ని మరచి, స్నేహ సామ్రాజ్యంలో ఒక్కటిగా ముడిపడ్డ జంట హృదయాలను నిశితమైన మాటలతో, సంస్కార హీనమైన ధ్యేయాలతో విడదీసే సానదీసిన గండ్రగొడ్డళ్ళు.....(వివేక) విజ్ఞానాన్ని కలుషితం చేసి, కన్నీటి కషాయాన్ని దోసిట్లో పోసే దుష్టశక్తులు కొన్ని కనిపించకమానవు.

పై రెండు విషయాల్ని దృష్టిలో ఉంచుకొని, సగటు విద్యార్థి స్నేహం చేయటం మొదలుపెడితే..... అదే స్నేహం విద్యార్థి జీవన ప్రగతికి సుధా స్రవంతి. అనూహ్యమైన స్పందనలను శాసించే అమృత భాండం.

అది సగటు విద్యార్థి జీవితంలోని “స్నేహం” “పాత్ర”!

విద్యార్థి జీవితంలో మరో ముఖ్య భూమిక “లవ్” అదే “ప్రేమ”. పువ్వుకు తావి, పుడమికి వాన, ఉదయానికి ఉషస్సు ఎంత సహజమో, యౌవనంలో ప్రేమ అంతే సహజం. ఎందరో మేధా

వులు ప్రేమకై బ్రతుకు బలి చేసిన అమర జీవులు ప్రేమను గూర్చి ఎంతో చక్కగా వర్ణించారు. కొందరిని ప్రేమ మహా మనుషులుగా తీర్చి దిద్దితే, అదే ప్రేమ కొందరిని అధోలోకాలకు అణగ త్రొక్కింది.

కత్తి లేకుండా, రక్తం చిందకుండా, గుండెను చిదిమి కన్నీటి రుచిని చూపాలన్నా ఆశక్తి, సత్తువ ఒక్క ప్రేమకే సాధ్యం అని భావించుకున్న సలీం - అనార్కలి, దేవదాసు - పార్వతి — అమావాస్య చీకట్లలో సైతం అమృత మధురమైన వెన్నెల రేఖలు విరియించగల్గి, కార డవుల్లో సైతం కర్ణపేయమైన సంగీతాలు విసిపించగలిగేది “ఒక్క ప్రేమే” అని నమ్ముకున్న మల్లి - నాగరాజులు — ఇంకా ఇలాంటి వారి ప్రేమ కథల తాలుకా “సమాధులు” మనకు ఎప్పుడూ గుర్రే ఉంటాయి.

క్లాస్ రూముల్లో — కాలేజీ కాంపస్ లో మొదట మొదట సరదాగా మాట్లాడుకోవటమూ — తరువాత ఒకరి నుండి ఒకరు కళ్ళతోనే మాట్లాడుకోవటమూ అది స్నేహంగా మారి — ప్రేమగా రూపాంతరం చెంది — ప్రేమలేఖలు దాకా పాకి, వీలైతే గోడలకు ఎక్కిన పేర్లు వీళ్ళ చేత క్లాసులు ఎగ్గొటించి, చివరకు తమ జీవితాలను తామే కాల్చుకోవటం, కొన్నాళ్ళు దేవదాసుల్లానో, ఏ సలీంలానో మారి, తను, తన ఆరోగ్యమే కాల్చుకున్నదే కాక, తన వాళ్ళని సైతం కాలేసి, ఏ ఉరి త్రాళ్ళ సందిళ్ళలోకో పరుగులు తీసి తమ జీవితాలను అంతం చేసుకోవటం! ఇవీ నేటి సగటు విద్యార్థినీ విద్యార్థులలో తొంభై శాతం మనకు కనిపించే “ప్రేమ కథలు”

కేవలం “యావనపు ఆకలి” తీర్చుకొని సమసిపోతున్న ప్రేమికులకు తోడుగా, వాళ్ళు బలహీన మనస్తత్వాలకు జోడుగా, క్షణికపు ఆవేశాలు, కన్నబిడ్డల భవిష్యత్ పట్ల పెద్దలకు ఏర్పడిన దృష్టి మాంద్యం, కులమత పరమైన కుళ్ళు పోరాటాలు, ఇవన్నీ కలసి సగటు విద్యార్థినీ విద్యార్థుల చదువుకొనే కాలాన్ని, విద్యార్జన శతాబ్దాన్ని అబద్దాల దారాలతో నేసిన రంగు బట్టల తెరల వెనుక దాచేస్తున్నాయి.

ఈ ప్రేమ ప్రవాహంలో విద్యార్థి పయనించే “విద్య” అనే “నావ” సుఖంగా తీరంవైపు చేరాలంటే వివేకాత్మక విజ్ఞానమనే “చుక్కాని” కావాలి. అటువంటి దాన్ని సంపాదించాలంటే “చదువు” అనే తపస్సులో తలమునకలు కావాలి. క్లాస్ పారాలే కాక, లోక జ్ఞానం సైతం నేర్చుకొని ఉండాలి. - ఇది సాధ్యమైన వాడు.....

సగటు విద్యార్థినీ - విద్యార్థుల భావి జీవితములో మమతా మధురిమలు చలికించి, సమతా సరిగమలు పలికి ఆనందనందనాలు వికసించి, ఆమని కోయిలలు గొంతెత్తి ప్రేమగానం చేస్తూ, భావితరాలకు బాట చూపే కమనీయ, రమణీయ విశ్వ కళ్యాణకాంతి నిశాంతాన తొంగి చూస్తుంది.

తెలుగు సాహిత్యంలో కొన్ని ప్రశ్నలు

C.Rameswara Reddy

I B.Com

1. ఆది కావ్యముగు రామాయణంలోనూ, పంచమవేదమైన భారతంలోను *mimicry* చేసిన వ్యక్తులెవరు?
2. ఆధునికాంధ్ర సాహితీ గగనంలో ఉజ్జ్వలంగా ప్రకాశిస్తున్న "Red Star" ఎవరు? ఈయనకు మరో పేరు
3. గిన్నీస్ పుస్తకంలోనికి ప్రవేశించిన భారతీయ నాటకం ఏది? దాని రచయిత ఎవరు?
4. చతుష్పక్షికళలో నొకటైన స్వరవంచనలో శక్తి వంచన లేకుండా కృషి సల్పి ధ్వన్యనుకరణ సామ్రాజ్యానికి వికచ్చత్రాధిపత్యం వహించిన ఆధునిక వ్యక్తి?
5. వైదరాబాద్ లో అన్నిరకాల పాతవస్తువులు అమ్మే బజారు పేరు?
6. సాహసానికి మరో పేరు - త్యాగానికి తల్లి పేరు - ఎవరు?
7. అల్లసాని వాని కంటే ముందు ఆంధ్రకవితా పితామహుడని బిరుదునందిన వ్యక్తి ఎవరు?
8. ఏడక్షరముల పరిమితి కలిగి ఆరోహణావరోహణ క్రమంలో ఒకే విధంబోగా చదవ గలిగిన ఇంగ్లీషు మాట.
9. ఆంగ్లములో వున్న ఒకే ఒక నంబరుకు సరిగ్గా ఆనంబరన్ని అక్షరాలే వున్న నంబరు.
10. "చచ్చు పచ్చళ్లు ముర్తాబాద్, ఆవకాయ జిందాబాద్" అని చెప్పిన పోస్టరచయిత ఎవరు?
11. తంగిరాల రామలింగమూర్తి - ఇది పద్యకావ్యమా? గద్యమా? పద్యమైతే ఏ ఛందస్సు?
12. ఆంధ్రులకు ఇష్టమైన పచ్చళ్ళత్రయం.
13. వృక్షాగ్రవాసీ నచ షక్తిరాజు
చర్మాంగధారీనచసోమయాజీ
త్రినేత్రధారీ నచశూల పాణిః

Answers :-

1. (a) రామబాణ ఘాతానికి గురియ్యే బంగారు లేడి రూపంలోని మారీచుడు
(b) ఆహల్య పుష్పాంతంలో ఇంద్రుడు కోడిలా కూసినట్టు చెప్పబడింది.
(c) సర్వనశాలలో కేవలం సంహరించడానికి తీముడు ద్రోపదిని అనుకరించి అనుమానం లేకుండా చేసి అతనిని విడుదలయ్యాడు.
2. ఆదుద్ర, 'Mr. కాంట్రబెర్నీ'
3. అద్రక్యేపండే (అల్లం ముక్క) - కర్త/ దర్శకుడూ/ కథానాయకుడూ శ్రీ బిబ్బన్ ఖాన్. ఈయన వైదరాబాద్ నివాసి. అతి సామాన్యుడు. కాని ఆయన నాటకం అపమాన్యం.
4. శ్రీ నేరెళ్ళ వేణూ మూర్ధవ్
5. జామ్మేరాట్ బజార్
6. శ్రీ బంగుటూరి ప్రకాశం పదితులు గారు
7. 13 -20-45 నడుమ రామాయణం వ్రాసిన కొరవి సత్యనారాయణ
8. Reviver
9. four (4)
10. శ్రీ పుచ్చు పూర్ణానందం గారు
11. పద్య కావ్యము - అటవెలది
12. ఆవకాయ, గోంగూర, అల్లం
13. టెంకాయ
(అంటే చెట్టు చివరన ఉండి షక్తికాదు
చర్మాన్ని దరించి సోమయాజీని కాదు
మూడు కమ్మలుండి శివుడు కాదు)

“చింత ప్రశ్న - చిలిపి జవాబు”

సేకరణ : తెలసాకుల వెంకట సుబ్బారావు
III B.Sc.

1. లోకానికి వెలుగిచ్చే సిటీ ఏది?
2. ఇంకా ఏవూరికి పెళ్ళి కాలేదు?
3. పుల్లగా ఉండే పుణ్యక్షేత్రం ఏది?
4. ఏ కట్టు మంచిది కాదు?
5. అన్నింటికన్నా పెద్ద తాళం ఏది?
6. ఏ చెట్టుకు బాధలెక్కువ?
7. ఏ పాలు మంచివి కావు?
8. ఏ కప్పకు బలమెక్కువ?
9. బూట్లు ఏ దేశంలో ఎక్కువగా వాడతారు?
10. ఏ మతంలో ఎక్కువ మంది వున్నారు?

1. ఎలక్ట్రిసిటీ, 2. కన్యాకుమారి, 3. ద్రాక్షారామం, 4. తాకట్టు, 5. పాతాళం, 6. చింతచెట్టు, 7. కోపాలు, పాపాలు, శాపాలు, 8. తాళంకప్పకు, 9. బూటాన్ లో, 10. సతమతంలో

“జంట ప్రశ్నలు - ఒకే జవాబు”

సేకరణ : జె. రవికుమార్
III B.Sc..

1. హోటలు తెళ్ళి ఇష్టపడితినేది ఏది?
చూడ చక్కని పుణ్యక్షేత్రమేది ?
2. పొయ్యి ఎందుకు ఆరిపోతుంది ?
ఊయలలోని బాబు ఎందుకు ఏడుస్తున్నాడు ?
3. పిల్లి నిదుర నటిస్తుంది దేనికని ?
పాప నిదుర లేస్తుంది ఎందుకని ?
4. అరటి తొక్కమీద కాలేస్తే ఏమవుతుంది ?
ఫీల్డర్స్ దగ్గర కొచ్చిన బంతిని ఏం చేస్తారు ?
5. పాలిచ్చే ఆవును మీరు నరుకుతారా ?
పాపం చేసినవారు వెళ్ళే చోటు ఏది?
6. బడి పిల్లవాడు ఏడుస్తున్నాడు దేనికి ?
మూగవాడు సైగచేస్తున్నాడు ఎందుకు ?
7. మామిడి వేసవిలో ఎందుకు పూస్తుంది ?
బాలుడు పశువుల వెంట ఎందుకు వెళతాడు?

1. చూరీ, 2. ఊపక, 3. పాలకోసమే, 4. పడతారు, 5. నరకము, 6. చలకలేక, 7. కాయలూనికి

స్నేహం

M. Koteswara Rao

II. B.A.

మల్లెకన్నా తెల్లనైనది
పాలకన్నా స్వచ్ఛమైనది
సుధకన్నా మధురమైనది
ఆవేదనలో ఆలంబనగా నిలిచేది!
సంతోషాన్ని పంచి ఇచ్చేది
ప్రాణం సైతం లెక్క చేయనిది
ప్రతిఫలం ఆశించనిది
వెలుగునీడలలో తోడై నిలిచేది!
తనువులు వేరైనా,
ప్రాణం ఒకటిగా ఉండేది!
మనుష్యులు దూరమైనా
మమతను హృదయాలలో నిలుపుకొనేది!
అదే సృష్టిలో శాశ్వతమైనది
తియ్యనిది “స్నేహం” !!

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M.Koteswara Rao

II B.A.

నాడు -

నిన్ను మహాసాధ్విగా భావించి,
అనాగరికపు కట్టుబాట్లతో బంధించి,
సగౌరవంగా సజీవ దహనం చేశారు.

నేడు -

నీకు సమానత్వం కావాలంటూనే
కట్నకానుకల కసాయిముడులతో
స్వార్థ పర విష సర్పాలకు బలి చేస్తున్నారు.

అయినా -

కుళ్ళిన స్వార్థపు పల్లెల్లో నలిగిన మల్లెవై
మానవోదయానికి పునర్జన్మ నెత్తుతున్న

-ఓ స్త్రీ -

నీ జీవితోదయానికి నాంది
పలికేదెప్పుడు?

హృదయం

A. John Samuel
Senior Inter

నవ్వేది
నవ్వించేది
కన్నీటిని తుడిచేది
పన్నీటిని చల్లేది
మమతల కమతాలలో
సమతను పండించేది
స్వార్థాన్ని దహించేది
ధర్మాన్ని కాలేదీ
ప్రేమను పంచేది
నిరాశానిశాధులలో

ఆశాజ్యోతిని వెలగించేది
హిమాలయాల కంటే ఎత్తైనదీ
సముద్రం కంటే లోతైనదీ
ఆకాశం కంటే విశాలమైనదీ
నీలో దానవుని చంపేది
నీలో మానవుని పెంచేది
నిన్నే మాధవుని చేసేది
అదే అదే హృదయం
అందరిలో ఉంది నిజం

ఎవరు?

సుజ శ్రీ
III B.A.

పేదవాడి గుండెల్లో పేరుకుపోయిన
పేదరికాన్ని తీసేదెవరు?
కట్నాలకోరల్లో ఇరుక్కుపోయిన
అబలలను రక్షించేదెవరు? చితికిపోతున్న బ్రతుకులను
వెలుగులోకి తెచ్చేదెవరు?
బ్రతుకులతో అడుకునే
నరరూప రాక్షసులను శిక్షించేదెవరు?
కులాల ఉచ్చుల్లో చిక్కిపోయిన
ఈ సమాజాన్ని రక్షించేదెవరు?
ఈ నవ సమాజంలో ఇంకా నాటుకొని వున్న
అరాచకాన్ని పెరికేదెవరు?
సాగుతున్న ఈ జీవన సమరాన్ని నిలిపేదెవరు?
వీటి పరిష్కారానికి ఉదయించాలి
మరో మహానుభావులు, మహాత్ములు, వీర కేశోరాలు
అప్పుడైనా ఈ సమాజంలో మార్పు వస్తుందేమో!!!

ఈ గమనం ఏ గమ్యానికో ???

Bro. Anthony SDB
I.B.A.

పట్టపగలే మధ్యరాత్రిలా అంధకారమయమై
చుట్టుప్రక్కల లెక్కలేని చుక్కల సంఖ్యలో
దినం దినం జరిగే నేర ఘోరాలకు తట్టుకోలేక
మండుతోంది నా హృదయం
మౌనై పోతుంది నా మనస్సు
వివశమై పోతుంది నా దేహం
నన్ను నుసి చేస్తున్న ఈ మంటలు
మనసులో మండుతున్నాయా?
లేక - గుండెలో రగులుతున్నాయా ?
మనసులో మండినా గుండెలో రగిలినా
ఫలితం మాత్రం ఒకటే సుమా!
దిన దిన వ్యధలతో నలిగి నలిగి
సతమతమౌతోన్నదీ బ్రతుకు.

ఈ బ్రతుకూ ఒక బ్రతుకేనా?
అన్యాయాన్ని అరికట్టలేను నేను,
న్యాయానికి చేయూత నివ్వలేను నేను.

చావలేక ఎందుకో ఈ పాడు బ్రతుకు!?!

ఈ బ్రతుకుకొక బ్రతుకు దెరువనేది

భవిష్యత్తులో ఉందో? లేదో!

ఉంటే - ఇప్పుడెందుకీ అంధకారం ?

లేకుంటే - ఇక బ్రతికెందుకు?

మనస్సును మధనం చేస్తున్న వ్యధలతో

వేగి వేగి ఇక వేగలేక చస్తున్నాను

ఆ - చస్తున్నానా ? బ్రతికే ఉన్నానా ?

అవునాను - చస్తూ, బ్రతుకుతున్నాను!

అంతేకాదు - బ్రతుకుతూ కూడా చస్తున్నాను!

అయోమయం అంధకారపు అలజడుల మయం

గందరగోళం ప్రస్తుత జీవన గమనం!

ఈ చావలేని బ్రతుకలేని పనికిరాని

గుండెలు బండబారిన బ్రతుకీడ్చేకంటే,

దీనికి శాశ్వతంగా వీడ్కోలు చెప్పడమే మేలు - కదూ!

కాని - చేయడానికి అది నా చేతిలోని పనికాదు; నిజమే

అంతేకాదు - సృష్టికర్తకు తప్ప నాకా అధికారం లేదు.

అందుకే - అన్వేషించాలి నేను మరో మార్గం!

కానీ ఆమార్గమేంట్ నాకంతుబట్టటం లేదు.

అయినా - ఆపలేను ఆపబోను నేనా అన్వేషణ

మరి - సోదరా! ఆ మార్గమేంట్ నీకు తెలుసా?

నీకు తెలిస్తే - పదుగురితో పాటు నాకూ చెప్పా!?!

మరి తెలియకుంటే-నీగమనం ఏగమ్యానికో???

ప్రేమతత్వం

వె. విజయ

B.Sc. P.G.D.C.A

మౌన మందిర ప్రాంగణం
ఏకాంతం,
శూన్యంలోకి సారించిన దృష్టి,
ఏదోశబ్దం.....
మమతల కిటికీ రెక్కల చప్పుడు
కారణం పరికిస్తే,
ప్రేమ పెనుగాలి ఉధృతం!
ఏమిటో, ఎందుకు, ఎలా,
ఎప్పుడు, ఎక్కడ, పుడుతుందో తెలియదు
హృదయ ఫలకం మీద,
రెండక్షరాలతో మొదలయ్యి
జీవితం అంతా గుర్తుండి పోయే
పాఠాలు నేర్చి వెళ్ళి పోతుంది
అనుభవాలు పంచి,
అనుభూతి మిగిల్చి చెరిగిపోతుంది.

పోలికలు

వి. సుధాకర్

పాల వంటి కులము
పండు వంటి సంసారి
నిక్షేపం లాంటి పిల్ల
గుమ్మడి పండు వంటి బొజ్జ
రేవులో తాడిలాగున్నావు
తాబేలులాగ తారాడు
లేడి పిల్లలాగ పరుగెత్తాడు
పుచ్చపువ్వు లాంటి వెన్నెల
గొలుసు పళ్ళులాగ సాళ్ళు తేలాయి
మెరికళ్లాంటి మనుష్యులు
డేరామేకు లాంటి మెతుకులు
తియ్య బెల్లం లాంటి పండు
అగ్గిపిడుగు లాంటి మనిషి
మణిపూస లాంటివాడు
వెన్నపూసవంటి మనస్సు
నల్లజాకపు రాయిలాంటి మనస్సు
ఉక్కు తునకలాంటి మాటలు
బొబ్బిలి పులిలాంటి వాడు

ఉప్పల దున్న పోతులాగున్నాడు
చలిచీమ లాంటివాడు
కోకిల లాంటి కంఠము
నిండుకుండ లాంటివాడు
సత్యహరిశ్చంద్రుని వంటివాడు
నిండు చంద్రుని లాంటివాడు
కాకిపిల్ల లాంటివాడు
మేకపోతులాంటి గడ్డము
నిద్రలో కుంభకర్ణుడు
మెరుపుతీగ వంటి కురులు
కమలముల వంటి కన్నులు
చంద్రబింబం లాంటి ముఖం
చక్రవాకముల వంటి చన్నులు
మేడిపండు వంటివాడు
దొండపండు వంటి వెదవులు
లే తీగ వంటి నడుము.

పిలుపు కవిత

సుజశీ

III B.A.,

రండి రండి కలసిరండి కదలిరండి భరతమాత తనయులార
భావిభారత పోరులార

అన్యాయాన్ని, అక్రమాన్ని అణచుటకు
వెనుదిరగక.....వెనుకాడక

రండి రండి కలసిమెలసి.

మలినపడ్డ సమాజాన్ని మారుద్దాం!

చేజారి పోతున్న దేశగౌరవాన్ని నిలుపుదాం!!

మంటగలసి పోతున్న మానవత్వపు విలువలను తెలుపుదాం!!

మనదేశ గౌరవాన్ని నిలబెడదాం

విశ్వమంత మన సంస్కృతిని చాటుదాం

మతం మత్తుతోను, కులం కుట్రతో

సాగించే, కావించే మారణహోమాలనూ

ఆ నెత్తుటి మరకలను చెరుపుదాం

సమసమాజ స్థాపనకై చేతులు కల్పదాం

జాతి సమైక్యతతో జీవిద్దాం.

బ్రతుకంతా భారంతో

వేకువంతా వేదనతో

సాగించే ఓ అన్నా

కదలిరా! మాతో కలసిరా!!

అన్యాయాన్నీ, అక్రమాన్నీ

నడిపించే నయవంచకులకు

బుద్ధి చెబుదాం

అల్లకల్లోలపు వరవల్లో

కొట్టుకు పోయే బ్రతుకులను రక్షిద్దాం!

దుష్టులను శిక్షిద్దాం!!

ఈ సమాజాన్ని మార్చలేమని

సందేహమేల? సంశయమదేలా??

చిన్ని చిన్ని చీమలు కలసి

చంపలేదా మహాసర్పాన్ని

నీవు నేను వాడు వీడు కలసి

మార్చలేమా ఈ సమాజాన్ని?

బ్రతుకంతా హాయిగ గడపాలంటే

జగాన శాంతిని చూడాలంటే

లేచిరా ! లేచిరా !!

తిరగబడ్డ తెలుగుబిడ్డవై

సమసమాజ స్థాపనకై

వందేమాతరం! మనదే ఈతరం!!

* * *

న్యూ హాస్టల్ దోమ

M.L.V.S. PRAKASH

దోమా! దోమా! ఓ న్యూహాస్టల్ దోమా!
నన్ను కుట్టబోకే, నీకు దణ్ణం పెడతా!
దుర్గమ్మా! ఓ బెజవాడ కనకమ్మా,
ఆలయాన కుంకుమార్చన చేయిస్తా

అర్ధరాత్రి చేయునట “ఝం ఝం” అని నాదాలు,
తీయతీయగ దించునంట రణరంగ నినాదాలు,
ఇంక మనకి వచ్చునంట క్రొత్త క్రొత్త వ్యాధులు //దోమా//

ఎనాఫిలస్ దోమలంట మలేరియా తెచ్చునంట,
క్యాలెక్స్ దోమలంట బోదకాలు ఇచ్చునంట,
న్యూహాస్టల్ దోమలంట, శరీరమంత తూట్లంట.//దోమా//

ఎవరికి చెప్పేది? ఏమని చెప్పేది?
మేయరైనా, వార్డెనైనా దోమకు లెక్కేది?
గుడిసెలోని మానవునికి ఉండేటి దిక్కేది?//దోమా//

* * *

చిలిపి కవిత

ఎమ్. కిరణ్ కుమార్

I Inter



సూరి - పూరి

వాడి పేరు సూరి,
తింటున్నాడు పూరి,
లొయోలా క్యాంటీన్ లో దూరి.
నాకు నోరు ఊరి,
అడిగాను వాడి దరిచేరి,
తిన్నాడు, వాడు మితిమీరి,
చూశాడు నావైపు ఓ సారి,
చూసుకొన్నాడు వాడిదారి,
నేను టేబుల్ దరి చేరి,
లాగించాను మిగిలిన పూరి,
ఉత్సాహంబు మీరి
తెలియరాదాయె తప్పించుకొను దారి
నేను కౌంటర్ దరి చేరి
చెప్పుకొన్నాను సంజాయిషీ ఓ సారి
మ్రోగించాడు తిట్ల బేరి
చూపించాడు కిచెన్ కు దారి
అరకిలో Kg. పప్పు నూరి,
బయటపడ్డాను బుద్ధిమూరి.

*** ** ** ** **

నవ్వు - పువ్వు

ఎమ్. కిరణ్ కుమార్
I Inter

హృదయాంతరాల నుండి వెలికి వచ్చునదే 'నవ్వు'
వ్యధలను మరిపించు శక్తి గలదానవు 'పువ్వు'
నిన్నువలచే వారికి, ఆనంద జీవనం వాసగేది 'నీ నవ్వు'
అనన్యమైన సిరి జల్లు నీవు, అపురూపమైన హరివిల్లు 'నవ్వు'
అనురాగపు చిరునవ్వు - అపురూపమైన పువ్వు.

* * *

నవ్వు - నవ్వించు

నవ్వు - నవ్వించు
నలుగురికీ నీ ప్రేమను పంచు
నవ్వు - నవ్వించు,
ఆనన్యమైన పువ్వులను ఇతరులకందించు
నవ్వు - నవ్వించు,
నలుగురికీ నీ నవ్వును పంచు
నవ్వు - నవ్వించు,
నీలోని నిరాశ నిస్పృహలను తొలగించు
నవ్వు - నవ్వించు
అది నరుని ప్రత్యేకతయని నిరూపించు.

*** ** ** **

స్నేహ సందేశం

వె. విజయ
P.G.D.C.A.

చిత్రమైన ఈ జీవిత రంగంలో
విచిత్రంగా ప్రవేశించిన మిత్రమా
ఏమని చెప్పాలి నీకు
గీతస్పృతుల నీలినీడలు
వెన్నంటి వస్తున్న విధానాన్ని
వివరించాలని ఉంది
కుంచె పట్టిన చేయి
కదలిక ఆగిందని తెలపాలని ఉంది
కానీ,

మిత్రమా, రంగుల లోకాన్ని
గడ్డి పువ్వులో చూచే నేను,
రంగుల కోణంలో ప్రపంచాన్ని చూచే నీవు,
భవిష్యత్తుకు వేసిన బంగారు బాటపైన నీవు
వాలిన జీవితపు నీడలో నేను,
దూరం లేదు మధ్యన

కానీ,

ఓపలేని బాధ ఉన్నది
మోయలేని భారమున్నది
మాసి పోని రూపమున్నది
నిన్న మొన్నటి నీకు
ఈ విన్నపాలు ఎందుకులే
ఆరి పోయే దీపపు
ఆఖరి వెలుగులో
మిగిల్చి వెళ్ళగలిగే స్పృతులలో
ఏదైనా జీవితోదయపు శుభవేళ
గుర్తుంచుకో గలిగితే ఈ నేస్తాన్ని
నేనిచ్చే జీవన సందేశం,
ప్రపంచపు మానగీతికలో
నీవు పల్లవి కావాలి
జీవితాల మరళిగానంలో
చరణం కావాలి
మూగ గుండెల రోదనలో
శృతిసీవై మిగలాలి

కావాలోయ్ కావాలి

జి. విఘ్నేశ్వర్లు
III B.A.

వ్రాయటానికై బోర్డు
సంరక్షణకై గార్డు
గుర్తింపునకై కార్డు
బ్రతికించుటకై లార్డు - //కా.//
కూర్చోటానికి కుర్చి
తినటానికి మిర్చి
ప్రార్థించటానికి చర్చి
డాక్టరేట్ కి రీసర్చి //కా.//
వ్యాయామానికి ఆట
ఆనందానికి పాట
పూలు పూయుటకు తోట
కూర్చోటానికి పీట //కా.//
అన్నంలో పప్పు
కూరలో ఉప్పు
పూలకి కొప్పు
కాలికి చెప్పు //కా.//
ఉండటానికి గూడు
తినటానికి కూడు
దున్నటానికి బీడు

చూడటానికి కళ్ళజోడు //కా.//
లాయర్ గారికి కోటు
ఎన్నుకొనుటకై ఓటు
నదిని దాటుటకు బోటు
కూలీవానికి రేటు //కా.//
హాస్టల్ కి వార్డెన్
వ్యాహ్యళికి గార్డెన్
ఆభరణానికి గోల్డెన్ //కా.//
విజ్ఞానానికి చదువు
వివాహానికి వధువు
నిషా ఎక్కుటకు మధువు //కా.//
ప్రచారానికి పాంప్లెట్
చిన్న పిల్లలకు చాక్లెట్
తినటానికి ఆమ్లెట్
కావాలోయ్ కావాలి
విద్యార్థికి విహారయాత్ర
సన్యాసికి తీర్థయాత్ర
రాజుకి జైత్రయాత్ర
కావాలోయ్ కావాలి.

స్వస్తి వాక్యం

రచన : కొలిపాకుల వెంకట సుధాకరరావు

III B.Sc.

నిశీధపు రాత్రిలో

ఒక చిన్న క్రొవ్వాత్తినై

సువిశాల మైదానంలో

ఒక చిన్న యిసుక రేణువునై

చరాచర జగత్తులో

ఒకచిన్న పరమాణువునై

గల గలా పారే జలపాతంలో

చిన్న నీటి బిందువునై

గణ గణ మ్రోగే శంఖారావంలో

చిన్న నాదాన్నై

చీమలు దూరని చిట్టడవిలో

చిన్న గడ్డిపోచనై

కల్మష మెరుగని పసిపాపల

తలలో నాల్కనై

కలలు పండని అభాగ్యులకు

దారిచూపించే చుక్కానినై

కల్లీ సారా వ్యాపారుల

గుండెల్లో సింహస్వప్నమై

కష్టపడి శ్రమించే, ఫలితం దక్కని

అనాధల పాలిట కామధేనువునై

కన్నూ మిన్నూ గానని కామాంధులకు బలయ్యే

కన్నెపిల్లలకు చేయాతనై

పార్టీలు ఫిరాయించే రాజకీయ మధాంధుల

చెవిలో విప్లవ గీతాన్నై

వరకట్నం కోసం కోడళ్ళను చిత్రహింసలు పెట్టే

అత్తమామల పాలిట యముడినై

ఈ లోకంలో వేదవాడికి జరిగే

అన్యాయాలకు చరమగీతం పాఠానోయ్!

లోహరాక్షసులు కొనసాగించే

అక్రమాలకు స్వస్తివాక్యం పలికిస్తానోయ్!

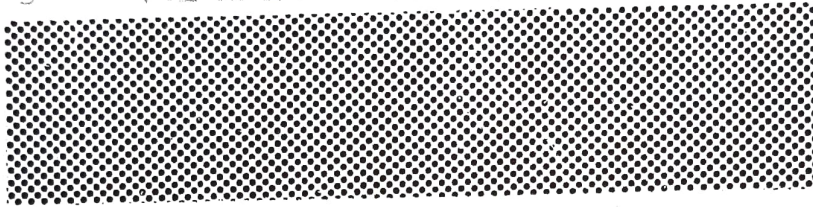
* * *

मौरं

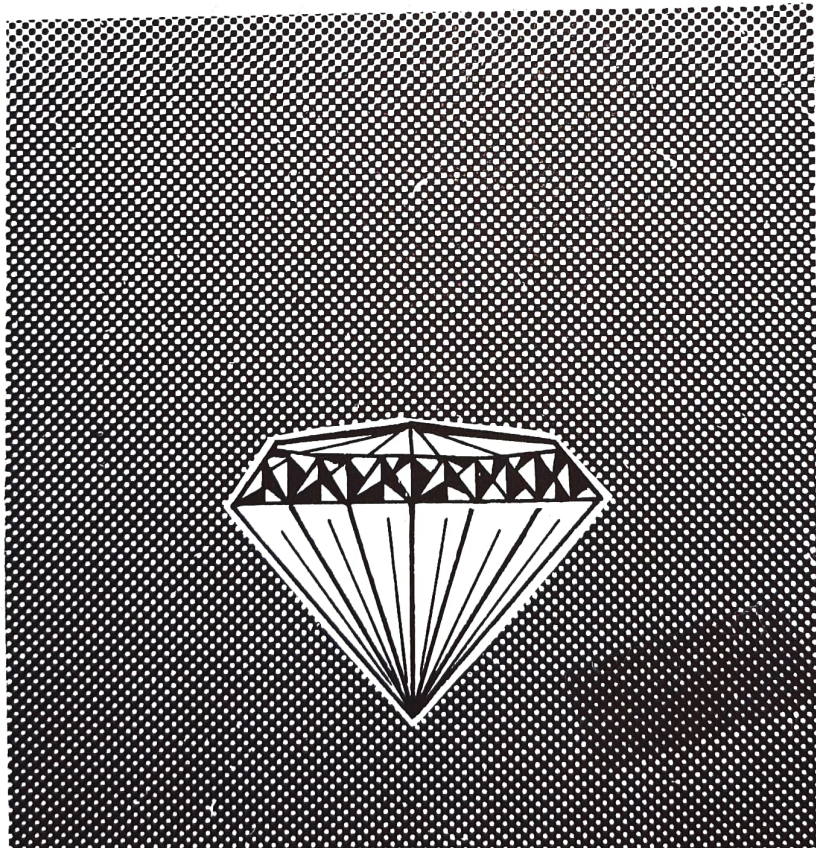
से भवन
त है - और
ध्यास के उपवन में
स्थायी - क्यारी छान रातला
ऊपर ही ऊपर से
कसूम को,
जिसमें है रसीला कणिका

जो उभे
थी सूर्य अपना
घर था वह
कलौती बेटी
लाड - प्यार
का जी पढने
- विद्यालय
करती थी वह

पेड - पौधों से घिरा था उस वर
'आशा'। वे बहुत आनंद से रहते थे मां, सालोमी ने बचपन
से पाला था जब वह छः वर्ष की थी स्कूल में शर्ती की गयी पहले पहल उस
में नहीं लगा, लेकिन धीरे - धीरे वह पढने में बहुत तेज हो गयी उसने उच्च
की पढाई अच्छी तरह पूरी कर दी छुट्टियों में वह माता - पिता की सहायता व
सुशील, चंचल और कोमल हृदय की थी



हिन्दी हीरे



संयुक्तियाँ फैलाये गणतन्त्र समन में
ममा जाता है
किमलय रसाम्बादन में
और तब पुष्प - भोगकर
एक और मतदाना हो
बुद्धक जाता है
'पिता को भी मिली और पिता - पिता और इ
भवन थी उनकी कितनी ही हवाई किले हवा मे
कुछ करके दिखायेगी माता - पिता
मन कावज म रववर ते

सामाजी ने दरवाजा रकोना मोहन ने पत्नी को उवासर
हा - 'मैं ने आशा से शादी के बारे में पूछा, लेकिन उसने न कह दिया वह
जैसे आशा को कालेज में पढा सकें इसलिए शादी के लिए कहा। 'पति ने
है क्योंकि एक तो अच्छा घर मिलेगा और रहेब में भी कलौती होगी
जगह भी मिली पहले तो उसको शय सा लगा लेकिन उसकी जान - पहचान
सहन, वेध - धूषण, जोली - पहचान भी बरतन गई है वह सबसे लेसती करती
है

रववर आशा के माता - पिता को भी मिली उन्होंने बहुत शोक
गयी उनकी आशा थी कि 'आशा' एक दिन कुछ

सालोमी ने बचपन से ही आशा को बहुत तार - प्यार से पाला था जब वह छः वर्ष की थी स्कूल में शर्ती की गयी पहले पहल उसका जी पढने में नहीं लगा,
लेकिन धीरे - धीरे वह पढने में बहुत तेज हो गयी उसने उच्च - विद्यालय की पढाई अच्छी तरह पूरी कर दी छुट्टियों में वह माता - पिता की सहायता करती
थी वह सुशील, चंचल और कोमल हृदय की थी

एक दिन मां ने आशा को बुलाया और कहा - "बेटी अब तुमने मैट्रिक परीक्षा पास की तो आगे क्या करना चाहती हो?" उसने जवाब दिया - मां, मैं
कालेज में पढना चाहती हूँ। मां बोली - बेटी पहले तुम्हारी शादी कर देंगे, उसके बाद कालेज में पढोगी आशा ने कहा - मां, मैं
ले पढ़ूंगी, इसके बाद शादी करूंगी।

जूता

जॅम्स एक्का
बिए (प्रथम)

मैं जूता हूं
हो गरीब, हो अमीर
हूं मैं सबका जूता!
फिर भी जब बन जाता
क्रान्तिकारी
किसी के गाल पर
किसी के गले पर
चढकर लाता क्रांति
आता हूं मैं काम
कभी माला के रूप में
कभी हथौड़े के रूप में
यही उपयोगिता देख मेरी
करते हैं सब पूजा मेरी
फिर भी मैं सिर्फ जूता हूं
सब के पैरों पर
दबकर रह जाता हूं
धूल के आंसू बहाता हूं
हां, मैं सिर्फ जूता हूं!

मेरी बोतल रानी

माकसेन लकडा
बिाए (प्रथम)

मेरी बोतल रानी
तू निकली अति दानी,
तू कभी न करती आनाकानी
सबको पिलाती अपना मीठा पानी
मेरी प्यारी , मुखडा है तेरा ढंका
मोल अपना कभी है न आंका
दूर किसी को कभी न हांका,
ररवा है समेटे सबको बांका
मेरी प्यारी सूरत है तेरी अति न्यारी
तू न करती किसी से सीना - जोरी
पर कहती है तू सबको मोरी !
मेरी प्यारी, बदन है तेरा गोल
तू ररवता सदा अपने में है अमृत घोल ;
प्यारस लगता सबको है तेरा बोल,
बता दुनिया को आज तू अपना मोल !
प्यारी तेरे रहते मुझे कभी हुई न तकलीफ
तू अपने में थी बडी शरीफ
जग में सबने की तेरी तारीफ
तुझ से बढकर था न कोई खालिक
पर किसी ने किया आज अपहरण तेरा,
लुट गया मुझ से अब जीवन मेरा,
ढुलक पडा आंखों से आज है आंसू मेरा,
छा गया जीवन में अंधकार घनेरा !
मेरी प्यारी अब,
मैं लुट गया
मैं टूट गया
मैं बिखर गया

भौरां

सिधिल टिग्गा

बिण (द्वितीय)

कहां से भनन
आता है - भौरां
मधुमास के उपवन में
क्यारी - क्यारी छान डालता
ऊपर ही ऊपर से
कुसुम को,
जिसमें है रसीला कशिश
जो उसे
अपनी बाहों में छिपाकर
जी भर
माधुर्य प्रेममय रसापान करा सके
पहचानता है -
मोद - भोग की स्पृहा से
पागल सा
पंखुडियां फैलाये गदराये सुमन में
समा जाता है
फिर
किसलय रसास्वादन में
और तब पुष्प - भोगकर
एक ओर मतवाला हो
लुडक जाता है।

आशा

साम्युल मराण्डी

हवा मन्द गति से बह रही थी। चिडियां अपनी तोतली बोली बोल रही थी। सूर्य अपना मुरवडा छुपा रहा था। चारों ओर सुनसान लग रहा था। उस एकांत प्रांत में एक घर था। वह पेड - पौधों से घिरा था। उस घर में तीन सदस्य रहते थे, माता - पिता और इकलौती बेटी 'आशा'। वे बहुत आनंद से रहते थे। मां, सालोमी ने बचपन से ही आशा को बहुत लाड -प्यार से पाला था। जब वह छः वर्ष की थी स्कूल में भर्ती की गयी। पहले पहल उसका जी पढने में नही लगा, लेकिन धीरे - धीरे वह पढने में बहुत तेज हो गयी। उसने उच्च - विद्यालय की पढाई अच्छी तरह पूरी कर दी। छुट्टियों में वह माता - पिता की सहायता करती थी। वह सुशील, चंचल और कोमल हृदय की थी।

एक दिन मां ने आशा को बुलाया और कहा - "बेटी ! अब तुमने मैट्रिक परीक्षा पास की तो आगे क्या करना चाहती हो?" उसने जवाब दिया - मां, मै कालेज में पढना चाहती हूं। मां बोली - बेटी पहले तुम्हारी शादी कर देंगे, इसके बाद कालेज में पढोगी। आशा ने कहा- मां नो नांलेज विद्वैट कालेज। अतः मैं पहले पढूंगी, इसके बाद शादी करूंगी।

घर का मालिक मोहन बाजार गया हुआ था। साईकिल से घर पहुंचकर उसने दरवाजा रवटरवटाया। सोमाली ने दरवाजा रवोला। मोहन ने पत्नी को उदास देरवकर पूछा - "कथा हुआ; आज तुम बहुत उदास दिरवाई दे रही हो?" उसने कहा - "मैं ने आशा से शादी के बारे में पूछा, लेकिन उसने न कह दिया। वह अभी शादी करना नहीं चाहती है। देरवो, हम दोनों के पास उतनी सम्पत्ति नही है जिससे आशा को कालेज में पढा सकें। इसलिए शादी के लिए कहा। "पति ने कहा - " उदास मत होओ। किसी प्रकार से पढवायेंगे। कालेज में पढाना ही अच्छा है। क्योंकि एक तो अच्छा वर मिलेगा और दहेज में भी कटौती होगी।

मां - बाप की इच्छा पर आशा की भर्ती कालेज में हो गई। उसे छात्रावास में जगह भी मिली। पहले तो उसको भय सा लगा। लेकिन उसकी जान - पहचान धीरे-धीरे हो गई। जब से आशा कालेज गयी थी तब से उसकी चाल-ढाल, रहन -सहन, वेष -भूषा, बोली - पहचान भी बदल गई है। वह सबसे दोस्ती करती थी। वह सब लडकियों की अगवानी करती थी। एक दिन वह क्लास छोडकर छात्रावास के कमरे में आयी और दरवाजे को अंदर से बंद किया। सुबह तक उसने दरवाजा न रवोला। किसी को पता न चला कि उस का क्या हो गया।

अगले दिन कालेज में रवबर फैल गयी कि आशा ने आत्महत्या की। पुलिस आयी। यह रवबर आशा के माता - पिता को भी मिली। उन्होंने बहुत शोक मनाया। वह उसकी इकलौती बेटी थी। वह परिवार की रोशन थी। उनकी कितनी ही हवाई किलें हवा मे उड गयी। उनकी आशा थी कि 'आशा' एक दिन कुछ करके दिखायेगी। माता - पिता का स्वप्न साकार न हो सका और आशा का स्वर्गवास हो गया।

पुलिस की जांच - पडताल में पता चला कि 'रेगिंग' के कारण आशा की मृत्यु हो गयी।

