

SURABHI

Journal of Arts and Literature

The Bi-annual Journal of Indian Institute of Space Science and Technology

**Vol.5 No.2
(December 2015)**



Indian Institute of Space Science and Technology

Department of Space

Valiamala, Thiruvananthapuram

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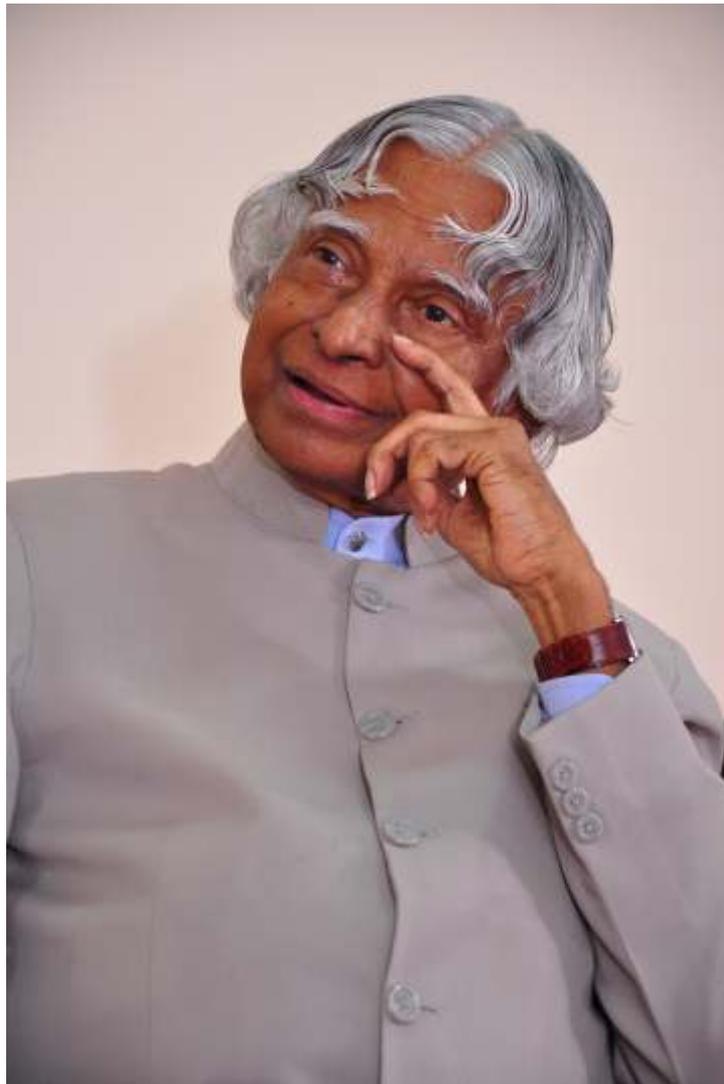
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Indian Institute of Space Science and Technology
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Lead, Kindly Light...



Dr. A. P. J. Abdul Kalam

(1931-2015)

President of India(2002-2007)

Chancellor, IIST (2007-2015)



From the Editor's Desk

P. Radhakrishnan

In Memoriam

Standing before the Himalayas, one cannot help being overwhelmed by its grandeur. History, likewise presents, if rarely, extraordinary human beings who inspire us by their greatness and permanence. The trajectory of one such person started on October 15, 1931 and found its target in the Raizina Hill, New Delhi where he stayed during 2002-07. The world will never forget the 11th President of India. Even after his Presidency, he continued to live in every human heart.

He died at the age of 84. Premature? Not really. Untimely, in his case at any age, though! Death must have taken him remorsefully on July 27, 2015 while he was engaged in his favorite recreation – interacting with students. What a fitting end to a *karmayogi*! Like Kahlil Gibran, he had always wished to be “*free from the kind of greatness, which does not bow before children*”.

He was no great speaker, no great writer. Yet he communicated better than the best. For, his medium was sincerity and his hallmark, authenticity. He taught youngsters to dream not while asleep, but while awake.

Yes, we are talking of the legendary Dr. APJA Kalam.

A great talent can hardly be grafted on anything but a great soul. Most of all, Dr. Kalam was a human being par excellence. Listen to the words of Einstein: “Generations to come will scarcely believe that such a one in flesh and blood ever walked on this earth”. These words about Gandhiji would equally well apply to Dr. Kalam!

Long ago, he had walked the beaches of Thumba, the birth place of rocketry in ISRO. He was ISRO's best contribution to the nation. For, by his own admission, it is in ISRO that he honed his skills and talents that made him.

ISRO is proud beyond measure of its association with him. We are all proud that we lived in the era of Dr. Kalam. Doubtless, he will continue to inspire the nation forever.

Surabhi salutes this great son of India!

Finally,

Best wishes for a Happy New Year.

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JUST GO ON

*For want of a moment's rest,
In that journey of miles long drawn,
Does the mighty wind lose its zest?
Nay! It goes on, just goes on...*

*From springs and icy peaks, rivers flow,
Through nooks and cracks, dusk to dawn.
Even in the tightest spots, never do they slow,
Seaward, they go on, they just go on...*

*Behold the trees, towering pylons of bark!
Once sprouted, they rise and grow anon.
Do they tire? Do they ever lose life's spark?
Nay, young one! Sunwards, they grow on, just grow on!*

*Time, that peerless master ov'r us,
Shapes our lives from the moment we spawn.
We rest, we cease, but will he stop thus?
Never! For he goes on, just goes on...*

*Look around thyself, O son of mine!
Millions strive here, each, but God's tiny pawn,
In a cosmic game toward some cause divine!
Some see, some don't but the game goes on, just goes on...*

*Identify a purpose, O little one!
For your lifestream's course to be drawn,
When once you start, stop at obstacles none,
Resolute be you! Go on, and keep going on!*

*A flame on the ground is seen around
But flames on a hill, view the horizon!
May such a thirst be in you, without bound,
That 'til you find your hilltop, go on! Just go on!*



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DIFFERENT WORLDS

Dear Mr. Frankie,

How are you? I am Avi, a ten year old boy from India and one of your greatest admirers, for you have been my greatest inspiration in my world full of constant struggles and my fight against the everlasting pain. We live in different parts of the world... very far apart, but we have similar experiences and stories to share. And I know that you, as my role model, would understand me, even if nobody else did.

My incredible journey started about two years ago, when all of a sudden, I began experiencing uncontrollable eye blink, severe hand movement and neck jerks. As I was a young child, my parents often thought that I did so just to seek attention or it was a new fad that I had learnt from the television and would soon get rid of.

But this habit, as I then perceived it, soon manifested into severe hand movement, leg stomping, yelping and uttering words which I had never heard and never meant to say! I tried a lot to stop it, but I just couldn't. I didn't know what was happening to me! It was like a hiccup which I could control, but not for very long, and eventually had to let it out. I wondered what was happening to me but my parents still couldn't realize what it was.

Whenever, I would go for a movie or to a shopping mall, I would be kicked and of course had to face harsh comments like "Get out of here you idiot!"... "Quit babbling stupid." It was heartbreaking for me, for I had never done anything purposefully and yet people never understood me. Let alone common people, my own relatives said cruel and harsh

things about me. I was a nuisance for them, I felt, and I never wanted to see them again. But these constant complaints had a serious effect on my parents.

While my father readily agreed, my mother was reluctant about giving in to the suggestions of going to astrologers and exorcists. I never believed in such baseless, unscientific therapies...but as my mother had convinced me, I couldn't let her down, for she was the only one who had made an effort to understand me. "I would do it only for you!" I often said. And unfortunately, I had to go the "exorcist's sacred haven"! I got a strange feeling as I set my foot in that hideous place.

The "priest" stared at me as if I had committed a holy sin, only to be interrupted by my vocal tic "Screech- Ah!"; and then he began "Oh- Oh! This boy has been captivated by ghosts and possessed by the evil spirits. We must do a grand prayer and chants to relieve this boy from the dark world of the evil!" and suggested that I use some "divine" herbs to scare away the evil which would cost a fortune. I was spellbound, by how these fake people used the unawareness of people to instigate a fear of unknown in them and now they were trying those techniques with us. But my mother wasn't convinced and took me away.

Yet this urge to determine the cause of that behavior of mine wasn't yet over, as next in line was a consultation with an astrologer who after doing all his calculations, exclaimed, "Oh, the Saturn and the mighty Jupiter are creating problem for this child. He's destined to stay like this forever, but if we please the Gods by using these divine stones... he would be relieved!"

As curious as I got, I wondered how the planets could conspire to give me such a condition and how the Gods be pleased by wearing rings and stones! Fortunately, my mother didn't fall into such deceptive traps and decided to get a scientific medical consultation. I was so relieved!

I didn't like going to doctors but I couldn't do anything, for that was the only option left! The doctors of course hadn't been aware of such a medical condition and were left baffled. Some suggested that we consider a psychiatrist, while the others prescribed me varied pills and even a surgery without even diagnosing the problem or having the answers to any of our questions. Not getting any appropriate answers, regular nasty comments from the relatives and neighbors and having spent an enormous fortune, resulted in more stress and arguments amongst my parents.

My father couldn't understand me. He still felt that I did everything on purpose and had even shouted at me. The anxiety was escalating and so were the frequency and severity of my tics. My mother, now even more frustrated and remorseful, decided to take the matters in her own hands and researched about my symptoms. And this effort didn't go in vain as we soon stumbled upon the works and research done on the "Tourette Syndrome". We both read the research papers with the same gaze of immense apprehension and passion.

My mommy's eyes were filled with tears when she found out that this condition doesn't have a cure, though she tried to remain very strong. I tried to make her smile but understanding the gravity of the situation, I went back to my room.

My mommy decided to consult a neurologist and told him about the Tourette's. He exclaimed "Ahh! I have heard about this but I haven't treated anyone with such symptoms!" My mother hurried and panicked and we left having sought no answers to any of our questions.

Though I hadn't shown it in front of mommy, I was extremely apprehensive too. I couldn't get my mind off the fact that I was approaching my school and I feared the reaction of my classmates and teachers to my new noticeable tics. I didn't want to attend school.

I got extremely hysterical on the day I had to be there at school but I was comforted by my mother who convinced me that people would accept me the way I was. I trusted my mother and went to school, only to face humiliation, complaints and rude comments. The principal called my mother and threatened her, "What has happened to Avi? I am sorry, but, in spite of his good grades, Avi can be expelled from school, due to this sudden change in his behavior. He continues to make noises and movements in spite of being continuously reprimanded. If he doesn't stop it, we have no other option!"

"But he doesn't do this on purpose...he has Tourette syndrome" my mother said nearly breaking down.

"But we can't let other students suffer because of him!"

"Thank you!" said my mother and stomped out of the room.

This wasn't only that principal's reply but of

many others who refused to have me in their school and everywhere I went, my mother had to justify my behavior. Many others also suggested to get me enrolled at a school for the mentally challenged, but my mother, though so desperate, never gave in to this suggestion because she didn't ever consider me as mentally handicapped. My father, however, readily agreed, as it would give him a relief from the constant embarrassment he had to face with me standing next to him. I regretted the grave situation I had put my beloved mother in. And to my father, who had already given up hope on me, I was a growing shame. Though he now accepted that I wasn't doing anything deliberately, he didn't believe in my abilities.

To get my mind off all this, my mother decided to give it another chance and get me enrolled in another school. After certain failed attempts, I finally got into one, the St. Johannes School. But I wasn't happy because I was still nervous about the reactions of the new people I would meet. I had also become a victim of horrifying dreams.

The first morning of my new school, I protested against leaving the house. I didn't want to annoy my dearest mother, but I couldn't stand the idea of going to school! I exclaimed "Why do you want me to go to the school mommy? I don't want to leave you and go. I am very happy at home. I don't want to go to school and get teased again." I didn't realize, at the moment, that this got her more worried! I resumed "Why should I go to a place where everybody says that, I am bizarre, that I am dumb and that I can't even

think or do anything...? Why am I so different?"

She convinced me by saying that "You are special Avi! If God gave you Tourette's, he has also given you a superb mind to shine. It's in your hands now. You wouldn't want to let Tourette's win!"

That line of hers filled me with unfounded enthusiasm and I got ready to face this new challenge. But this tranquility was not to last too long because as soon as my eyes fell on the building, I couldn't help but feel restless.

Thousands of odd thoughts ran through my mind, getting me more anxious, but this chain of thought was interrupted by the sudden appearance of the principal of the school Reverend Father Michael Paul. And of course my mommy was happy to see him, for he had recognized my abilities and talents despite my odds.

I had quite a strange feeling dragging along every step to my class. I had met at least one person, who didn't mock me, even after knowing my Tourette's. My class teacher too, was one of this kind. She introduced herself very calmly "Hello! I am your class teacher Monica. How are you feeling? You must introduce yourselves to your new friends." She could even understand my shock.

I began with a fumble "Goo-good morning Ma'am. I am Avi..."

I was interrupted by giggles and chuckles from various students. The teacher realizing, the intensity of the situation, continued "Wow what a lovely name! Avi. I didn't reply. She understood my silence and resumed "You may

go and sit there!"

I sat where I was told to, quietly. I was soon busy admiring the magnificence of the view from the window. I hardly knew, then, what the next thirty minutes had in stock for me, because now I had to face my 'classmates'. They besieged me with their unlimited questions which left me confounded, for I had been pulled out of my comfort zone and my loyal constant Tourette's wasn't to leave me. Seeing this perplexity and my twitches, many began to ridicule and make fun of me!

One huge boy slapped me, with a devilish smile on his face. One of the girls with big devious eyes pinched me and giggled in her shriek voice "Oh! Avi is such a prick!" One of the little monsters twisted his eyes, wrinkled his huge nose, popped out his tongue and made a funny face and the others began throwing water on me! Other boys and girls joined them and started teasing me, singing in chorus "Avi, you are a fool"!! They also started pulling my hair and commented "Oh look he's squinting"! "Is he dog 'cause he barks like one all the time?" said the other. "Ohh! Friends don't touch him, maybe he has got a terrible illness which may be contagious! I don't want to be like him!" I couldn't bear it anymore! Tears began rolling down my cheek. I wanted to run away, from this room dominated by outrageous bullies who had nothing else on their minds but to trouble me, but my legs stopped moving.

I was petrified, yet I tried to shout but the words got all mixed up in my mind. I regurgitated but then I transformed into my aggressive mode! I could do nothing else than throw tantrums because people wouldn't listen to me or understand me otherwise. I started banging the tables and behaving in a

way that would appear awkward to many. I wanted to scare these crazy monsters away, who had no respect for me and who didn't even know how to deal with people. They wanted to disturb my composed world with their boisterous and hideous activities. Just because I had some fits and twitches, was I considered different?

I never wanted to relive this tormenting harassment ever again; I never wanted to return.

After some time, I gained my calm, and walked out of the room towards the sports field. I was anxious, looking at the weird expressions of the people passing by me. I was wearing the same uniform as anybody else did, walking normally...I got a strange feeling, as I had experienced at the very first glance at the school building. I wanted my mommy to hug me and take me away from such a place. I however was attracted to a serene place, seeing the fish dancing ecstatically in their aquarium and the vibrant butterflies kissing the fragrant flowers, I was comforted.

But the day's adventure wasn't over for me as I had to face the insolent teachers, one of whom was my sports teacher "What are you doing here, boy? Don't you know that you have to follow the discipline of the school and reach the ground on time for your physical education class?" I was taken aback by this sudden loud noise. I couldn't answer. "Wow! how courageous you are. Don't even have the manners to apologize." I hadn't been able to answer as other thoughts had occupied my mind. I questioned myself "Why didn't anybody have the time to stop for a while, Why was everybody in such a hurry? What's so wrong in admiring nature? Why

was I expected to do what everyone did?! Why are there such restraints?"

I forgot about them soon as fortunately the classes had ended and finally I was able to see my mommy again! She sensed my bizarre behavior and took me to the comfort of my home! She deduced what had happened with me and it was true to her fears. I hugged her "Mommy...I told you that this would happen. I never want to go back to this school".

I now had to face even uglier and horrendous thoughts of going back to school the next day. I began to think "Why everyone was in such a rat race? Why did people act in such a way with a new, different student? What could have they gained out of it?! Why couldn't they accept differences? What would I do if they attacked me again...I couldn't let them get away with it!" I wanted get these questions answered. Lying in bed, I asked my mother as I often did "Mommy...why is everybody so different from me?"

She thought for a while and replied "Because you are an extraordinarily gifted child my darling! God has made you different from the rest! You have special qualities which nobody else possesses."

Her soothing answer, made me happy but new questions emerged in my mind now. "Then why does everybody act like this? Everywhere I go...I get teased!" "Come on Avi, you are tired now... go get some sleep!" She answered quickly. I don't know why she never answered that question, which made me curious and agitated. Nevertheless, I slept profoundly.

Not wanting to bring up the heart breaking topic again, the next morning, my mother

acted as though nothing never really happened and persuaded me to go to school, though she wanted to protect me. She always consoled me "It was your first day! I know it could have been better, but I am sure, everyone would want to be your friend! Give it a chance! I know you will enjoy your day today!" I could feel her insecurity and helplessness. Due to her persistent efforts, I set off for school again.

I sat in the corner of the room lost in my own serene world, near a window, away from the happenings and clatter of the class. I wondered as to how crazy this world, enamored by competition and pride that they can go onto humiliate an innocent person. I then reflected back on my life...at least I was different from this world. I soon found myself, gazing at two flamboyant birds, chirping and dancing on the tree across the road! "Why couldn't I be happy and enjoy my life as these charming birds do? They are never mocked when they make a noise, then why am I never understood?" I wondered. I hardly knew what a life changing adventure awaited me over the next few minutes and days.

This feeling of agitation got worse, when a teacher came to the class, completed teaching a chapter and began posing questions at every student of the class. Of course, my turn came and the teacher, looking at me bluntly, started "You..." I was startled and stood up. "What do you mean by ----?" She resumed. I couldn't understand what she said and stood there, with my head down. The teacher, now furious, "You don't even know the answer of such a simple question...What language do you understand?! You just keep blabbering about silly things!"

This remark of hers was accompanied by laughter and indignant comments from the outrageous monsters. Somebody even said "How could a fool like him answer a question?"

Suddenly Jaanvi got up and said, "Ma'am, he's a new student. He hasn't read the chapter." The person, whom I expected to be a bully, was supporting me! The teacher mumbled something and I sat down.

It later, however, did occur to me that Jaanvi wasn't like the others. She had tried to keep up with me. I noticed that she even stood away from all those monstrous bullies who had caused me devastating pain, the day before. I felt guilty, for the very first time, to have judged somebody without knowing them. I thought "Maybe this girl is different! Maybe, my mother was right. I might make new friends!"

I sat there alone wondering... and soon, I was staring at her huge bag carrying books of all sorts while I carried just two registers.

On the table lay a fascinating colorful book, featuring vivid and diverse pictures and text. I tried to focus and soon ended up marking a few words and replicating a few drawings and scratching some pages. I got so engaged that I didn't even notice that I sipped a few mouthfuls of water from her bottle. Having read through the book, I confirmed what I had done. I noticed her standing there too. She sure must have seen what I did, but she didn't say a word. I could sense from her eyes, though, that she was a little perturbed. But the others didn't let go this chance to mock me. I had become the laughing stock for them. Though I was concerned, yet I had some sense of security of a friend who would stand by me.

I started seeing Jaanvi through new eyes, filled with the emotions of amity and joy. She did not appear to be just another ordinary girl, but an amazingly precocious girl who was different from the rest, though I wondered why! I knew that it wasn't sympathy, which some people showed towards me; it was something more than that. She understood me and my world, and was a true friend.

Before long, the students lined up and moved to the auditorium. Seeing me tired, the teacher excused me and Jon to remain in the class. Jon, a weak and frail boy, sat on his bench, completing some work. Rising to this opportunity, I quietly locked the door of the room.

A voice inside called, "Avi, don't do this. You'll get punished. What will you say to your mommy and to the teacher?" Another voice began, "But you must take revenge. How can you let somebody mock you and get away with it? Just because of the fear of punishment, you can't let some people exploit you. Your mommy and teachers will understand!"

I was confused. But before I could do anything, the people of my class returned. They started banging the door. Jon put two and two together, and realized what I had done. He tried to unlock the door but I stopped him. He protested, but I yelled.

The teacher tried to communicate, "Avi, open the door, dear." But I wasn't ready to give up. I could hear various giggles and exclamations which made my will not to open the door, even stronger. I wanted to stay away from such people, they made me feel dejected.

There was a knock on the ventilation panes above the door. I suddenly felt that I was losing the battle. The security guard entered through the ventilation pane, and proceeded to open the door. But I gave him a hard time. I screamed "Ahhh! No! Don't unlock the door." He was unsure as to how he should react. But after persistent efforts, he was able to open the door. It was a bittersweet moment for me.

Jaanvi came up to me and said "Hey! I hope you are alright. Here, have some water." I spoke to her for the first time, "Yes. Thank you. I was a bit angry." "I understand", she replied. At the other end of the room, "He's mad. What will he do next?" I heard a few voices call out. "Why isn't he being punished?" some others hummed. I revolted and screeched "I am as normal as you are!" Jaanvi was standing there, and she tried to calm me down. At the other side of the room was the teacher telling the students "Kids, I hope you realize that he's differently gifted. He has the Tourette Syndrome."

That was it, the long hidden secret was revealed, my unique behavior had been named in front of many. And as soon as the teacher left, I was surrounded by these heartless people who now had a new matter to mock me at.

"Avi a fool, Avi is mad!" was on everybody's lips. "To- Tourette?? What is it?", some others questioned, except Jaanvi. I realized that I had done the right thing by locking the door and I did not regret it.

It was not only the students who ridiculed me, but mature teachers who didn't miss one opportunity to scold me. "Avi, stop speaking

and sit here. Why aren't you doing your work?", one would say. "An imprudent child", another would call me.

I was aware of how Jaanvi, who had adored her teachers, was now getting impatient and agitated. The whole day, she hadn't smiled and was disconcerted. I, however, didn't react. It was only after quite some time that I saw her eyes gleaming and smiling, reading a very familiar diary which I recognized as mine. I couldn't stop appreciating the happiness on her face. I hardly knew that it would become the turning point in my life. I was confounded by the way she spoke to me "Wow Avi, I never imagined that you could express your emotions so vividly. You must write."

I smiled blissfully. I wanted to thank her but I didn't speak. I knew she understood. I went back home happy this time, reflecting back on the happenings of the day. I told my mommy, everything that had happened. She was at first surprised that I had gone to the extent of taking revenge. "Avi, what you did wasn't the right thing to do. You must never think of taking revenge. Apologize for your mistake tomorrow." However she was also delighted that I had made a new friend and said, "I told you that you shall make new friends. I am so proud of you!"

The next morning, getting up wasn't a problem for me; I knew what fun awaited me at school. I knew I had someone to talk to. That day at school, Jaanvi said, "So you like the aquarium, we can go and enjoy there!" That made me so exuberant that I almost jumped up excited. I couldn't thank her enough. From that moment, our friendship grew through leaps and bounds. By the

aquarium, she asked, "Don't you feel like flying away from this world and go somewhere happy?"

"Yes", I said, "but I didn't know you felt the same!"

"Yeah, but I reach that ideal world, when I begin to write. Don't you, too?"

"Of course, I do! I enjoy writing!" I said excitedly.

"Then you must write more often. You are brilliant!", she said encouragingly. And I did write my heart out that day. I showed her my poem. She happily read it and exclaimed, "This is sensational! You are going to shine!"

Those words made my day. That day, I saw her persuading the teacher. "Ma'am, please consider this. You will love it." "Oh. This is brilliant. You wrote this?", exclaimed the teacher. "No ma'am. But I want to submit this for the school magazine on Avi's behalf." "Very well. I will see to that!", the teacher said and hurried out of the class! "What happened?", I asked keenly "It's a surprise!", Jaanvi meekly replied. "I can't wait for it! Ah!", I exclaimed. She soon presented me the school magazine, featuring a poem along with my photograph. I was dumbstruck. The teacher arrived with a broad smile on her face and hugged me. "Well done Avi, I am proud of you!". I didn't know how to thank Jaanvi. I took the magazine to my mother. She was so elated to see my poem that she kissed me! She accompanied me to the school the next day, where she expressed her gratitude to Jaanvi for her efforts. I knew that I had made a new best friend! I not only began

to enjoy school but I developed a new passion for writing and expressing my emotions! I got the sense of joy and pride by writing. I understood the meaning of life through a new perspective, with a new friend.

My temperament of aggression was changing too. I had stopped giving excuses for not going to school. I was happy in the new world I had discovered. People still mocked me, but I overlooked them as I was enjoying life with my new friend!

Then one day, Jaanvi came and dejectedly said "I will have to leave this school! I am moving to another city!" That stunned me. I was scared of losing a friend who helped me see this wild world around me with a new perspective. I was unhappy. I felt helpless as I couldn't do anything to help my friend stay with me. Next day, I came to school searching for her but I couldn't find her. My mind was telling me that she had gone but my heart desired to see her and talk to her. My eyes were searching for her; I wish she could be here with me. But as a true friend, she taught me a way to lead life, question life, and seek new answers. I still, at times, think that my world is much more "normal and simple" than the one around me which is crazy, where people are self centered and only a few like Jaanvi respect and understand differences.

I don't know why God gave me this, but He did give me an extremely understanding and beautiful angel from heaven in the form of Jaanvi who helped me change my life! And I was heartbroken to leave her! That true relationship with her made me understand the meaning of friendship. It changed my perception of people. I learnt to understand people without being judgmental. I realized

that all people around me weren't monsters and bullies...there were good people, too. I would want to thank Jaanvi, my hero, if I meet her now. I continue writing today, hoping that she would read it and come back to me someday!. I am now following a creative writing course in a new school. I enjoy this place, new culture and the company of new friends. Learning from the experiences of not only my life but also yours, I definitely feel that Tourette's isn't a disability but rather a very devoted educator who's helped me, like it has helped you, to keep going in life and not let it stop me from pursuing my dreams. I truly am moved by your philosophy "Never let anything to stop you from chasing your dreams!"

Mr. Frankie, you have been an encouragement for people suffering from the Tourette syndrome to concentrate on their abilities rather than their disabilities. I would definitely want to work with you to make people aware about not only Tourette's but also to spread the message of understanding, being compassionate and "being nice to someone different for no reason" and that people don't have to make fun of something that's different around them.

Of course I understand how you have been through similar kinds of situations from exorcism to being bullied by not only children but by the "intellectual and understanding adults" and how you have managed to come out so strong! And I salute you for bringing a ray of hope into the lives of many suffering from the Tourette syndrome.

Looking forward to working with my hero to ignite a fire and bring change in this world!

Love and regards
Avi

ENDNOTES

1. Tourette Syndrome is a genetic and often inherited neurological disorder which mainly occurs due to disturbance in the balance of neurotransmitters. It causes the victim to make repeated, rapid involuntary movements or noises known as tics. Only about 3 out of 1000 people have been diagnosed with this disease.

2. Mr. Frankie referred to in this story is actually Mr. Frank Bonifas, who, now a 58 year prolific writer, has suffered from the severe form of Tourette's since the age of seven. He has written a book titled "Fu-Fu-Fu Frank! - One Man's struggle with Tourette's" to educate the world about Tourette's.

Reference- www.abcnews.go.com/Health/tourette-syndrome-tormented-writer-long-disorder/story?id=17788315

3. This is a real life anecdote. Name changed to maintain anonymity.



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D'YE KEN HIM YONDER

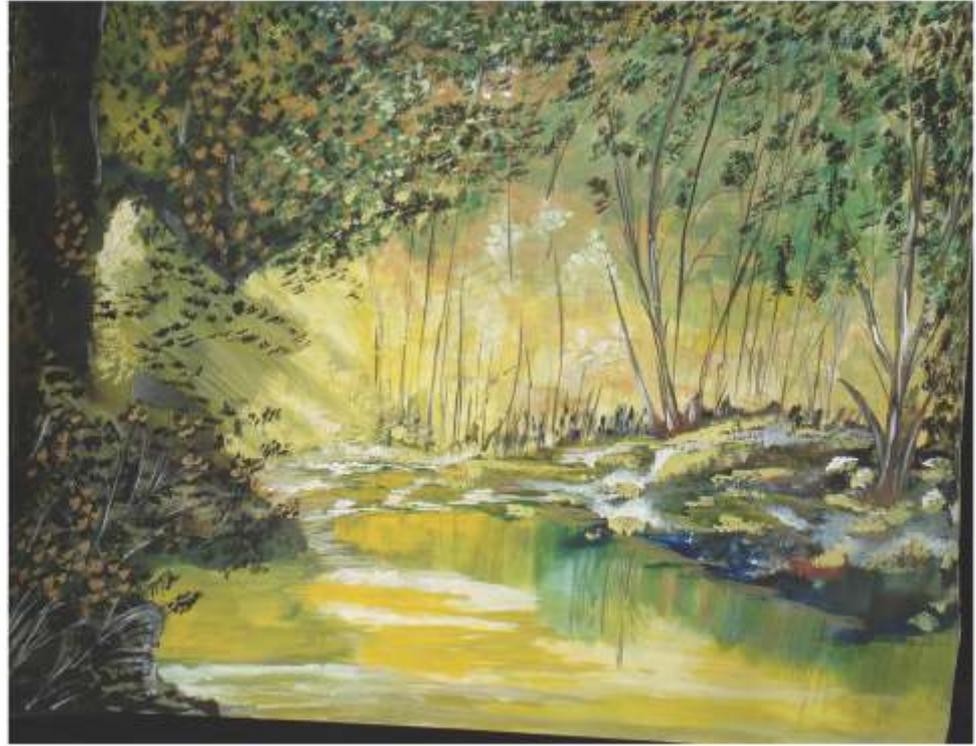


*He urged you sole pronged
But you ignored him and did
What says the throng?
Pity on you, having him at home
You saw him not
Yore on the yuletide, when one was shivering
And you had a coat plus one
Didn't you spare one?
Lest you may have but one
He urged you, you ignored him
He was right and you were wrong
Early on the dawn man butchered a goat
It cried on and on.... Anon....anon....
Denied it the life, to have a nice appetite
Couldn't you fight your enemy inward?
"It doth make cowards of us all", said Shakespeare
I say, it isn't true. He isn't a spear carrier
It makes you masters of thy
It is bold at times but often too shy
It is the greatest of all science
It's your conscience- ken'im.*



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Paintings



Lake



Blue Bells



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The Search...

I hurried towards the security gate. As I was passing through the turnstile (the punching machine at the gate), I noticed that it was 12:32. My car was in the parking lot in front of the gate. I had promised my wife that I would reach home by 12:45, as she wanted to go to her office in the afternoon. My son's school had a holiday on account of St.Thomas Day. The day, being a working day for office goers, we had decided to take half day leave in turns, so that none would be affected at their own offices. Due to some prolonged (as it would always be) discussions at my office, I could not go out of office by 12:15 (thirty minutes would be required to drive home on normal days). As I neared my car, I found to my shock that my car was sandwiched between the back fence, two other cars on the sides and a beautiful ash- coloured Swift car in the front. The Swift car was so skillfully parked that my car and the cars on its sides could not move an inch!!!!... Imagine my anguish...as it was nearing 12:45...

I took my cellphone from my car and I rushed back to the gate and asked whoever I met, about the owner of the Swift. None could recognize the person. Frantically, I rushed to the security personnel who were manning the video surveillance system at the gate. After some effort, we could get a play back video visual of the car entering the parking lot and stopping in front of my car at 9:00 hrs. But unfortunately, I could not get any video of the person coming out of the car. The security personnel were helpful and we waited for some more time, and we could see the visual of a person punching in at 09:03 hrs. As he was the lone person, making an entry into office for long, I immediately came to the conclusion that he had been the person, who parked the Swift wrongly right in front of my car. Alas, I could not recognise him... What to do?...

After attempts by several persons, finally one person identified the “culprit”, and she gave three phone numbers of the person. I anxiously started calling all the numbers. As Murphy would always have and love it, I could not get him in any of these numbers. What to do? There were three calls from my wife, during all these pandemonium. Finally I had to harshly tell my wife that she might go away to office after leaving the kid at home, as I was stuck in this conundrum. It was 13:00 hrs... An idea struck me and I called a friend of mine, in office and asked for his car. He promptly came down and gave the car key and I drove way in his car. During the journey, I got a call from my wife. She had asked our kid to sit in a nearby tailoring shop. I reached the place at 13:30 hrs and fetched the kid. What a relief...

After reaching home, I made several calls to the culprit's numbers at office, but could not talk to him. Around 14:30, somebody answered my call, but it was not the person, but his colleague. I gave an unusually long “sermon” to his colleague, as I could not get him!!! His colleague told me that he would be passing on all these sermons faithfully and

conscientiously, to his friend, as soon as he was back. Later at around 15:30 hrs, I could get the person and he promptly replied that the car did not belong to him!!!!!!...Hell broke loose...

I decided to browse the Motor Vehicle Department site, and I found that the car belonged to a lady, but could not trace her address or phone number. I talked to my next door guy, who happened to be Motor Vehicle Inspector, and he could arrange the lady's phone number from MVD records. I spoke to the lady and I found that the lady's husband worked at our office and he had taken the car in the morning to office. She also gave a hint on the section in which her husband worked, although she was not quite sure. I hang up and later made the call to that section in my office.

It was 16:00hrs, still hot, with no AC at home; I was wiping the sweat from my face. I asked for the person when somebody lifted the phone. The person came on line, and I asked the person, without any introduction, whether the Swift car KL-01 BK x80x, belonged to him. His immediate reply was “ Sir, do you want my car to be shifted from its place?”





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The Walk of Life

*Walking down the narrow road amidst the sky so gloomy and the air so thin,
the cold breeze strolling down as if grasping with its invisible hands my whole body within.
I still remember the calmness of that night, the flicker of a lamp post at the corner of the road.
The war of day had ended, no pen in hand, no work at stake and no mind to reload.
Sound was but a drop of fear in the monotonous calmness possessed by the night.
Sullen in its behaviour, trying to fight the cold silence with no silver lining and no ray of light.
I tread lightly my path sniffing the air involuntarily learning its familiar scent.
My mind finding means to entertain the time interval between the consciousness of my desire and its
fulfillment.*

*There you were, my desire, standing at the end of the path I, now, walk.
Your eyes desperate to see me, the silence reverberating itself with no one else to talk.
As I come in sight, your pale eyes turn moist seeing me, with tears meandering down your face.
The happy, welcoming look wanting to shorten the distance between us as I increase my pace.
I hold you tightly embracing you close to my heart; the touch warming us, the love binding us again.
I promise to stay close, never to lose the grip of our entangled hands and never to leave us in vain.
Wiping your tears, I look at the charming serenity on your face as the cold air still whips.
The serenity just like on the sleeping face of a baby, with a bubble of white milk at the corner of its lips.*





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Copyright: An Overview

Introduction

'Copyright' is the exclusive legal right of the author of an 'original work' to copy the work for economic benefits for a fixed period. Copyright is a negative right because it prohibits others from copying a work without the permission of the author or his assignee.

When an idea or concept residing in the intellect of an author or creator is given an external expression in a suitable medium, like paper, it is his intellectual property. As the owner of the work the author has the exclusive right to copy, modify, display and distribute his work irrespective of the media in which it is fixed. The society in return to the disclosure of a creative work and to motivate the author to create similar works gives to him exclusive right to copy his work. The article 27(2) of Universal Declaration of Human Rights states that "everyone has the right to the protection of moral and material interest resulting from

any scientific, literary or artistic production of which he is the author" [Alikhan and Mashelkar 23-24; Hornby, and Clarke 170].



Fig. 1. Rights within Copyright

Copyright can be split into two, viz. economic rights and moral rights (fig. 1). Economic right is concerned with royalties, sale of all or part of copyright, licenses etc related to a work. The author can derive economic benefits from his work directly or by assigning copyright to professional publishers or broadcasters. The moral rights are special rights or author's personal rights which include the paternity right and integrity rights. These rights are

inseparable from the author and continue even after the expiry of copyright. The author has the right to be acknowledged as its creator and to preserve the integrity of the work. The moral rights empower him to object to distortion, mutilation or any other derogatory action on the work which may spoil his reputation [Hornby and Clarke 171-2.].

From the moment the author's expression of an idea or information or artistic rendition fixed in a tangible medium it becomes susceptible to copying, publishing, communicating to public or selling.

Protection of copyright and related rights of authors, performers, producers and broadcasters has direct impact on the culture and economic development of countries. It is assumed that protection by legislation stimulates creativity in literary, artistic and musical works. Copyright-related activities have led to growth in employment of authors, composers, musicians, photographers, commercial artists, computer analysts, programmers, librarians, dancers, actors etc. [Alikhan and Mashelkar 24 - 5].

Copyright is an intellectual property like patent, trademarks, industrial design, trade mark and trade secret. Unlike other intellectual property rights, copyright is closer to people and their life because it is concerned with things used in day-to-day life, like books, newspapers, music, radio, DVD, television, and movie.

Works

The term 'work' has a very broad connotation in the context of copyright. The definition of 'literary and artistic work' in Berne Convention includes "every production in the

literary, scientific and artistic domain, whatever may be the mode or form of its expression, such as books, pamphlets and other writings; lectures, addresses, sermons and other works of the same nature; dramatic or dramatico-musical works; choreographic works and entertainments in dumb show; musical compositions with or without words; cinematographic works to which are assimilated works expressed by a process analogous to cinematography; works of drawing, painting, architecture, sculpture, engraving and lithography; photographic work to which are assimilated works expressed by a process analogous to photography; works of applied art; illustrations, maps, plans, sketches and three-dimensional works relative to geography, topography, architecture or science" [Berne Convention. Article 2].

Copying

To 'copy' is to "reproduce a work in any material form". It includes 'storing' of a work in any medium by electronic means. Communicating a work to public is 'publishing'. Publishing includes "keeping any work in a digital format in a computer that is part of a network and 'storing' works in web sites. [Indian Copyright Act. Section 3 & 4; James 271]. Reproduction, adaptation, distribution, broadcasting, storing in an electronic media and communicating to public are copying in the context of copyright.

Before the invention of printing press scribes were employed to copy documents manually. Invention of printing press by Guttenberg was a turning point in copying because producing identical copies became easier. The use of printing press for copying began to fetch

financial benefits to authors and printers [Godwin 5-6].

As the technology of document reproduction underwent modernization many new gadgets became available in the markets. These included polygraph, letter copying press, typewriter, hectographs, mimeographs etc. Some of these were ideal for taking limited number of copies. Photocopying was widely used from 1970s. In the years that followed Xerox copiers became more and more versatile.

Later copying underwent drastic changes with the advent of computers, computer networks, and Internet. In the last quarter of 20th century copying became less expensive and there arose the strong need to protect authors and publishers from illicit copy makers. Next change occurred with the copying equipments like computers, computer networks, digital tools became consumer operated. Reprography, tape recorders, computers and networks have made the reproduction of literary and artistic work easier and inexpensive. It has become possible to disseminate copies to large

number of users within and outside national boundaries violating copyright. Legal control has become ineffective as technologies progressed with little control over pirated content distribution. [Godwin 6]. With the help of Internet illegal copying, piracy transmitting text, sound, images, films, e-books and computer programs became effortless. This situation called for additional protection to authors, performers and broadcasters and their assignees. As a result technology measures were introduced to check unauthorized copying.

Multiplicity of Media:

Initially copyright was concerned with a single medium; book. But as time progressed a wide variety of dissimilar items and products of different technologies were brought under the purview of copyright.

Copyright vs. Societal Needs

A review of copyright legislation in the past in India, UK, USA reveals that the duration of copyright protection has been increasing over the years. (Table 1)

Table 1. Duration of Copyright Protection in India, UK and USA

Country	Year	Period of protection
India	1847	Life time of author + 7 years or 42 years whichever was less
	1914	Lifetime of the author plus 50 years
	1992	Author's life and 60 years
UK	1710	14 years. Further renewable for another 14 years, if author is alive after expiry of the initial period
	1842	42 years from the publication or lifetime of the author and 7 years after death whichever was longer
	1911	Lifetime of the author plus 50 years
	1988	Life time of the author plus 70 years
USA	1790	14 years with provision for further extension for 14 years
	1831	28 years with provision for extension for another 14 years
	1909	28 years with provision for extension for another 28 years
	1976	Life of the author and 50 years post-mortem
	1998	Life of the author and 70 years post-mortem

The copyright protection for a long period keeps works away from public domain and prevents free use for further creation of creative works for society. Side by side with these restrictions 'theft' or copyright infringement also grew and assumed new dimensions. [Godwin 6].

In the beginning the duration of copyright was shorter compared to the present. The slow process, high cost for copying and poor demand were major deterrents blocking large scale copying and distribution. The period of protection was extended as the possibilities of infringement increased. Situation has further changed with the introduction of photocopiers, scanners and Internet. Scanners can be used to digitize paper documents and make them available to millions of users through the Internet. These were some of the reasons for the extension of the duration copyright protection. Now the term of copyright, though it varies slightly from country to country, is the life of the author plus sixty to seventy years.

Copyright protection is given to a work for a period during which unauthorized reproduction of a work is considered illegal copyright infringement. After the expiry of the period of protection the work automatically moves to the unprotected public domain with no legal restriction for copying, digitizing, communicating to public, broadcasting, hosting in Internet etc.

Milestones in Copyright Legislation

The idea of copyright emerged in the 14th and 15th centuries as a fall out of the increase in trade, emergence of universities and subsequent spread of education. With the

invention of printing press and paper production of identical printed copies became speedier and cheaper. The original publisher lost control over his book with the advent and spread of printing technology and his money and effort were unprotected. As a protective measure copyright laws were enacted [James 269].

Passed by British Parliament in 1709, the Statute of Anne is regarded as the world's first copyright law. This statute had granted exclusive rights to authors or creators for 14 years. If the author survived at the end of this period protection could be extended for another 14 years. This statute was model legislation for other countries to follow.

Copyright Legislation in USA

The basic idea of protecting the rights of an artist is contained in US constitution in Article 1, Section 8, Clause 8 which reads "the Congress shall have power ... to promote the progress of science and useful arts, by securing for limited time to authors and inventors the exclusive right to their r e s p e c t i v e w r i t i n g s a n d discoveries." [Copyright 37]. The architects of US Constitution wanted to protect copyright ensuring economic incentive for brilliant ideas and inventions and authors much before US Copyright Law came into force. The Statute of Anne was the model before US while drafting the first Federal Act on Copyright passed in 1790. The Act gave authors the right to print, reprint or publish their work for a period of 14 years and to renew it for another 14 years. This act was amended several times often to extend the period of protection or to include new media ["Copyright" 35.].

Technological Protection Measures (TPM) was introduced in digital works to counter unauthorized access. TPM includes Digital Rights Management (DRM), password protections, software firewalls, digital water marking, encryption etc. Rights management information identifying the work, its author, owner of right and information about the terms and conditions of its use can be embedded on the digital work. But access control measures could be circumvented by use of technologies and hence circumvention of TPM is made offence. DRM is widely used in film and recording by publishers [Thomas 278; Hombal and Prasad 235-6]

According to Digital Millennium Copyright Act (DMCA), which came into force from October, 1998 in USA protects TPM used to prevent unauthorized access or copying or use or performance of a copyrighted work. The production and dissemination of technology devices or services for by passing measures used to control access to protected content is a criminal offence attracting penalty [Hombal and Prasad 237].

Unlawful decryption of DVDs containing a movie is an example of circumvention of technology measures [Thomas 281].

Copyright in India

In the pre-independent period British Copyright Law was applicable to India. Through an enactment in 1847 the period of protection was fixed as life time of the author and 7 years after his death but in any way not more than 42 years altogether.

The copyright Act of 1911 superseded earlier statutes and was applicable to all British colonies including India. Some of the

provisions in this act were revised in 1914 by an Act which remained valid till 1957 [Dureja 54 - 55].

After independence a copyright bill was introduced in Parliament which culminated in the Copyright Act of 1957 the primary legislation on copyright protection in independent India.

This act was amended in 1983, 1984, 1992, 1994, 1999, and 2012 mostly to extend period of protection or to incorporate recommendations of various international conventions and treaties.

International Scenario Berne Convention

National laws discriminate between native authors and foreign authors and hence authors in each country were concerned about protecting of their works in other countries. Uniform copyright protection was necessary at international level as a legal base to make worldwide use of works by reproduction (copying), translation, broadcasting, and transmission. ["Copyright" 41].

Copyright is transnational in nature, especially in the present day networked environment. In other words, with the progress of technology it has become essential to protect copyright internationally.



Each signatory of Berne Convention is bound to provide same level of protection to foreign works as they provide to native works irrespective of country of origin of the work. Apart from this member countries have agreed on minimum period of protection as life of the author plus 50 years, with a few exceptions like photographs and cinema. [Ntabo and Otike 5-6].

A group of 60 countries signed the Berne Convention in 1863. The convention was revised by successive conferences to refine the provisions and to add exceptions helpful to developing countries [“Copyright” 41].

Berne Convention tried to encompass newer technologies in its scope. Rome Convention held in 1928 accepted the moral rights of authors and artists. US acceded to Berne Convention only in 1988 [Ntabo and Otike P4 -5]. n depending on bilateral agreements.

Geneva Convention (UCC)

In 1952 September 40 countries, including US signed Universal Copyright Convention (UCC) at Geneva at the initiative of UNESCO. UCC was created to make USSR, USA and China come under a multilateral agreement so that universal protection of copyright is ensured. UCC lost its importance when USA and countries that emerged from USSR adhered to Berne Convention [Ntabo and Otike 8-9].

Other Conventions / Treaties

The Rome Convention (1961), the TRIPS Agreement (1994) and Beijing Treaty (2012) have recognized the rights of broadcasting organizations, performing artists and producers of phonograms or sound recording. The neighboring rights, viz i. the

rights of performers (dancers, magicians, aerobats and jugulars), ii. Producers of phonograms, and iii. Broadcasting organizations and broadcasters were also protected [Reddy GB 29 – 36]

The World Intellectual Property Organisation (WIPO) was setup by the Convention establishing the World Intellectual Property Organisation. The WIPO became a specialized agency of United Nations from 1974 with headquarters in Geneva, Switzerland to promote intellectual properties globally.

The Brussels Satellite Convention (1974) protects broadcasting organizations in the area of satellite transmissions.

Trade-Related Aspects of Intellectual Property Rights (TRIPS) Agreement (1994)

TRIPS agreement which came into force on January 1, 1995 is a comprehensive multilateral agreement which stipulated minimum standard for protection and enforcement of Intellectual Property Rights [Das 309]. It gave broadcasting organizations right to control fixing, reproduction, wireless rebroadcasting and communication to public of broadcasts. Twenty years of minimum protection commencing from the calendar year of broadcast is allowed in TRIPS Agreement.

According to this agreement the member states have to protect computer programs and compilations of data as literary works and also protect the neighboring rights [Reddy GB 32].

The WIPO Diplomatic Conference on certain Copyright and Related Rights held in 1996 concluded two treaties to deal with the digital

issues related to copyright, viz. i. the WIPO Copyright Treaty (WCT) and ii. WIPO Performances and Phonograms Treaty (WPPT) [Reddy GB 32].

These treaties, collectively known as 'Internet treaties', have modernized the international system of copyright by improving copyright protection to suit the digital era. These treaties require member countries to provide legal protection and effective remedies against circumvention of technological measures like encryption used by right holders to protect their rights when creations are disseminated through Internet. The treaties also require prohibiting the deliberate alteration or deletion of electronic rights management information. These treaties protect computer programs and original databases also [Reddy 32].

Beijing Treaty on Audiovisual Performance, 2012

This treaty was concluded to improve the economic rights of film actors and similar performers. It makes it possible for performers to share revenue generated from audiovisual productions along with producers. Moreover, performers are given moral rights which make them eligible for attribution and protection against distortion of their performance. Actors and other performers like musicians and dancers whose performances are included in an audio visual work like films or TV program are benefitted by this treaty. The treaty covers both online and offline use of performers works and ensure remuneration for performance apart from protecting their moral rights [Das 310].

Over view of India Copyright Act as Amended up to 2012

Against the backdrop of the developments in other countries and at international level the copyright in India amended up to 2012 is outlined below.

The Indian Copyright Act envisages establishment of a Copyright Office and setting up of a Copyright Board. The Copyright Office is under the control of the Registrar of Copyright appointed by the Central Government [Indian Copyright Act Section 9 & 10]. The Copyright Board is constituted by Central Government with a Chairman and 2 to 14 members [“Indian Copyright Act”. Section 11].

The conditions that a work should satisfy to make it eligible for copyright protection are laid down in the act. Originality of the work is one among them. The other conditions for copyright are i. work should be first published in India; ii. if published abroad the author should be an Indian citizen on the date of publication or on the date of death if he is no more; and iii. author should have been an Indian citizen on the date of creation of the work in case of unpublished work [“Indian Copyright Act”. Section 13].

In India copyright subsists in three broad categories of works, viz. i. original literary, dramatic, musical and artistic works; ii. cinematograph film; and iii. sound recordings [“Indian Copyright Act”. Section 13].

The act defines literary works in such a way to include computer programs, tables and compilations including computer databases,

any piece for recitation, choreographic work or a dramatic work, musical work, artistic work like painting, sculpture, drawing (diagram, map, chart or plan), engraving or a photograph; a work of architecture and any other work of artistic craftsmanship.

Cinematograph film stands for any work of visual recording including sound recording accompanying such visual recording. Sound recording is defined as a recording of sounds from which such sounds may be produced regardless of the medium on which such recording is made or the method by which the sounds are produced.

Scope of Copyright

Copyright is the exclusive right to do or authorize to do certain acts with regards to a work or its substantial portion.

With respect to a literary, dramatic or musical work or computer program the exclusive copyright is given to the author for i. reproduction in any material form or storing electronically in any medium; ii. distributing copies to public; iii. performing in public or communicating to public; iv. making any cinematograph film or sound recording; v. translating; vi. making adaptation; and vii. doing any of the first four activities listed above with a translation or an adaptation

In the case of computer programs in addition to the above rights selling or giving on rental or offering for sale or rental any copy of the computer program are also included in the scope of copyright.

The activities under copyright with respect to artistic work include: i. reproducing in any material form (including storing in any

medium electronically or by any other means, depicting in three-dimension of a two-dimensional work or vice versa); ii. communicating to public; iii. distributing copies; iv. including the work in a cinematograph film; v. making any adaptation; and vi. doing any of the activities mentioned from i to iv above with adaptation of a work

The activities coming under copyright with respect to cinematograph film comprise of i. making copies, ii. selling or giving on rent or offering for sale, and iii. communicating to public.

Activities are included in copyright of sound recording are i. making any other recording embodying work (including storage); ii. selling, giving on rent, or; iii. communicating the sound recording to public [“Indian Copyright Act”. Section 14].

Who Owns Copyright?

The author of a work is the first owner of its copyright, provided the work is not created as part of his employment. The activities coming under the scope of copyright are exclusive right of the author. Authorship of different works is given in table 1.

Table 1. Authorship of Different Works

Sl. No.	Work	Author / First Owner
1	Literary or dramatic work	Author
2	Musical work	Composer
3	Artistic work	Artist
4	Photograph	Photographer
5	Cinematographic film / sound recording	Producer
6	Computer generated literary, dramatic, musical or artistic work	The person who causes the work to be created
7	Work created in the course of employment	Employer
8	Work undertaken under the control of i. public undertakings ii. Government iii. International Organisation	Public Undertaking Government International Organisation
9	Public Speech	Person who delivers the speech

In the case of works appearing in newspapers, magazines, or periodicals the proprietor is the first owner if there is no agreement to the contrary [“Indian Copyright Act”. Section 17 - 21].

Assignment of Copyright

Copyright of an existing work or a future work can be assigned partially or fully to any person for the whole term or a portion of the term. Such assignment should be given in writing, signed by the author or his authorized agent identifying the work, specifying clearly the rights, duration and terrestrial coverage. The assignment should also show the amount of royalty or any other payment to the copyright owner or his legal heirs.

The copyright owner is free to relinquish all or any of the rights in a work by giving notice to the Registrar of Copyright or by giving a public notice [“Indian Copyright Act”. Section 21].

The duration of copyright protection in Indian Copyright Act varies with the type of work as evident from table 2 [“Indian Copyright Act”. Section 22 - 29].

Compulsory license

Works denied to public can be communicated through a system of compulsory license. The Copyright Board has the power to issue compulsory license if the owner of copyright refuses to publish or allow republication of a work or refuses to allow performance or

Table 2: Type of Work and Period of Protection

Sl. No.	Type of Works	Period of Copyright Protection
1	Literary, dramatic, musical or artistic work published during the life time of the author (Single author)	Life + 60 years from the calendar year following the year of death of the author
2	Literary, dramatic, musical or artistic work published during the life time of the author (Multiple author)	Life + 60 years from the calendar year following the year of death of last surviving author
3	Literary, dramatic, musical or artistic work other than photograph (Anonymous and Pseudonymous author)	60 years from the calendar year following the year of first publication
4	Literary, dramatic, musical or artistic work, other than photograph (Anonymous and Pseudonymous author whose identity is disclosed before expiry)	Life + 60 years from the calendar year following the year of death of the author identified
5	Literary, dramatic, musical or artistic work or engraving - Posthumous Work	60 years from the calendar year following the year of publication.
6	Literary, dramatic, musical or artistic work or engraving - Posthumous Work of which an adaptation is published earlier	60 years from the calendar year following the publication of adaptation.
7	Cinematograph Film	60 years from the calendar year following the year of publication of film
8	Sound Recording	60 years from the calendar year following the year of publication of sound recording
9	Performance	50 years from the calendar year following the performance
10	Broadcast	25 years from the calendar year following the broadcast
11	Government Work / Work for which a Public Undertaking is the First owner /	60 years from the calendar year next to the year of first publication

[Indian Copyright Act. Section 30A].

refuses permission for broadcast. In such cases any person capable of publishing or performance the work can approach the Copyright Board for a compulsory license. However, the owner of copyright shall be eligible for royalty in such cases.

Indian copyright act sympathetically deals with the disabled people in giving of compulsory license for their benefit. Anybody working for the benefit of disabled persons may apply to the Copyright Board for a compulsory license to publish any copyright protected work.

Statutory License for Broadcasting

If a broadcasting organization wants to communicate to public through broadcasting or performance of a literary or musical work or sound recording which is already published they can do so by giving advance notice and paying royalty to the right holder. The broadcasting organization should announce the names of authors and main performers of the work except when such work is communicated by performance [“Indian Copyright Act”. Section 31D].

Licenses to Translate and Publish

Indian copyright act encourages translation of works required for teaching, scholarship or research. In such cases, after seven years from publication of the work, translation and publication can be done after obtaining compulsory license from Copyright Board. Application can be submitted after three years from publication if the work is to be translated to an Indian language [“Indian Copyright Act”. Section 32]. A work in public domain can be published through compulsory

license if it is not available for purchase or sold at a higher price [“Indian Copyright Act”. Section 32A].

Copyright Societies

To safe guard authors, composer and publishers from exploitation the system of copyright societies was introduced in the Indian Copyright Act. Copyright Societies watch, protect enforce rights of its members. Rights can be assigned to Copyright Societies authorizing them to collect fee for using the work. The Society distributes the fee collected to the right holders.

Any 'association of persons' can seek permission to form a Copyright Society with the permission of the Registrar of Copyrights. Copyright society, under the supervision of Central Government, is accountable to copyright owners and is empowered to issue licenses on any copyright in a work. Licenses for literary, dramatic, musical and artistic works included in a cinematographic film or sound recording have to be routed through a registered Copyright Society.

Rights of Broadcasting Organisation and of Performers

The Copyright (Amendment) Act 2012 has made statutory license compulsory for broadcasting by broadcasting organization. Broadcasting should be done only after giving prior notice to the right holders and paying royalty in advance at the rate fixed by Copyright Board. It is also necessary to announce the name of authors and main performers during broadcast [“Indian Copyright Act”. Section 31D].

All broadcasting organizations have special rights known as “broadcast reproduction rights” in their broadcast for 25 years from the calendar year following the year of broadcast. This right aims at preventing unauthorized re-broadcasting; making the broadcast available on payment; making records of sound or visual of the broadcast; and selling or giving on rent such records.

Protection of Performers Rights in India

A performer is entitled to enjoy “performer's right” on his performance for 50 years from the calendar year following the year of performance. The performer is eligible for royalties if his performance is used for commercial purposes.

Copyright Act as amended in 2012 provides performer's exclusive right for i. making a sound recording or a visual recording of the performance, and ii. Broadcasting or communicating to public the performance; and iii. not objecting commercial exploitation by the producer of the film

The amendment has ensured not only continued royalty to performers for their performances but also the moral rights of performers on their performances [“Indian Copyright Act”.Section 38A - B].

Infringement of Copyright

Doing anything which is the exclusive right of the owner of copyright or his assignee right without license or permission of Registrar of Copyright is copyright infringement. Allowing any place to be used for unauthorized communication of a work to public is also deemed to be copyright infringement.

It is illegal to sell, hire, display, distribute or import infringing copies of a literary, dramatic, musical or artistic work in the form of a cinematograph film [“Indian Copyright Act”.Section 51]

Considering the societal needs the act gives certain relaxations in the name of 'fair dealings' with any work, other than computer programs. Copying or storing the work in any electronic medium for private or personal use and or research, criticism or review or for reporting current events and current affairs comes under fair dealing. This provision allows copyright works to be used for education, research, dissemination of knowledge and information for promotion of economy and culture of a society to a great extent [Das 401].

The provisions for fair dealings were included in the Copyright Act to strike a balance between the interest of the copyright owner and societal needs. It is difficult to define fair dealings. Indian Copyright Act is also not very clear about this where as Western countries have set certain criteria to determine the extent of 'fair use'.

Some Actions that are 'Fair Dealings'

1. Making copies or adaptations of a legally procured copy of a computer program made for the purpose for which it was supplied or making back-up copies as a precaution against loss, destruction or damage.
2. Reproducing any work for judicial proceedings or for reporting judicial proceedings.
3. Copying or publishing any work by secretariat of a legislature for exclusive use of

the members of legislature.

4. Reproducing a work in a certified copy made or supplied in accordance with law in force.

5. Reading or reciting in public a reasonable extract from a published literary or dramatic work.

6. Reproducing a work by a teacher or a pupil in the course of instruction or as part of questions to be answered in examination or in answers to such questions.

7. Performing of a literary, dramatic or musical work by the staff and students of an institution or of a cinematograph film or sound recording, if the audience is limited to staff, students, parents and guardians of students and if the program is part of course activity.

8. Playing a recording before the residents in residential premises or as the activities of a club not established for profit or as part of a club or society or other organization not run for profit.

9. Performing a literary, dramatic or musical work by an amateur club or society before a non-paying audience or for the benefit of a religious institution.

10. Storing a work in any medium by electronic means by non-commercial public library for preservation if it has a non-digital copy of the work.

11. Making not more than three copies of a book not available for sale in India by a person in charge of a non-commercial public library for the use of the Library.

12. Reproducing or publishing a publication if
i. the matter is an act of legislature; ii. an act is reproduced or published with commentary or any other original matter; iii. The document is a report by a committee or body appointed by government and the report has already been laid on the table of the legislature and such reproduction is not prohibited by government; v. judgment or order issued by a court, tribunal or other judicial authority unless its reproduction or publication is prohibited.

13. Performing a literary, dramatic or musical work or the communication to public of such a work or a sound recording in a religious ceremony or an official ceremony organized by Central Government or state government or any local authority. Religious ceremony includes marriage processions and festivities related to a marriage.

14. Adapting, reproducing, issuing copies or communicating to public any work in any accessible format to facilitate persons with disability or sharing with any person with disability in a suitable format for private, personal use or educational purpose or research.

15. Providing copies by any organization working for persons with disabilities in an accessible format to persons with disabilities on non-profit bases by recovering only cost of production and if it is not made available to others.

Consequences of Infringement

Copyright infringement for trade and business is a serious offence. The punishment for this is imprisonment for a term not less

than six months which may extend to three years with minimum fine of Rupees 50000 which can be extended up to Rupees two lakh ["Indian Copyright Act".Section 63].

If person repeats infringement, for every subsequently offence imprisonment shall be one year which can extend up to three years with fine ranging between Rupees one lakh and Rupees 2 lakh ["Indian Copyright Act". Section 63A].

Any police officer not below the rank of sub-inspector can seize, without warrant, all infringing copies of the work and all plates used for making infringing copies of the work, wherever found and all seized copies and plates will be produced before a magistrate ["Indian Copyright Act".Section 64].

Those who circumvent an effective technological measure used for protecting any of the rights with the intention of infringing rights shall be punished with imprisonment up to 2 years and fine ["Indian Copyright Act". Section 65 A].

Librarians Concern

Majority of documents in libraries are copyright protected due to the extended copyright protection. Librarian has the dual responsibility to provide information to users and to protect copyright by discouraging infringement [Sitharama 229 – 234]. Librarians, as custodian of copyrighted works on the one hand and as provider of information on the other hand are between two opposing forces.

A modern library owns non-conventional resources like CDs which are also covered by copyright. The format of electronic

documents and media change or get outdated as time progresses unlike books. This necessitates migration to new formats and media which is infringement or illegal copying. Since hardware and software used to create digital image / information changes often libraries are bound to migrate from one format to another to make them accessible and usable. Migration from one format to another violates copyright and raises copyright issues. Librarian will be forced to discard the work in old format and purchase the new format subject to availability. Discarding without replacement amounts to loss of information to posterity. Often replacement will not be available in the market. Similarly, transmission of a work electronically also copyright infringement.

Librarians Members of the library and information profession are involved in organizing, storage, retrieval and dissemination of information. They should clearly know the implications of copyright in electronic / digital environment and assume responsibility to make the clientele aware and ensure compliance.

Copyrighted works are exposed to public and hence works are most susceptible to infringement. Hence Copyright can be considered as the most fragile and weakest of intellectual property. It is very easy to make multiple copies in no time without compromising quality in the age of Internet.

Plagiarism and piracy have been coexisting with copyright. Copying a large portion without permission is infringement. Copying without permission or attribution is both infringement and plagiarism. [Reddy 34].

Conclusion

Copyright evolved over a period of two centuries. It grew to meet the challenges of technologies during this period, mainly in the area of media and means of communication. In addition to books, digital documents, cinematography and broadcasting were also brought within the scope of copyright. Legislation, both at national level and treaties and conventions at international level had added new dimensions to copyright issues. Indian copyright law evolved with these global changes in the post independence era.

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“ങ്ഹാ! നീയിത്ര വേഗം വന്നോ?” ഗോപി ഇറയത്തേക്ക് കയറുമ്പോൾ അമ്മ ചോദിച്ചു. “സുമതി കാലത്തന്നെ വന്നേർന്നു. ഓ ഇപ്പൊ പോയോളോ....”

“സുമത്യോ? അവള് വന്നേർന്നോ? എന്തേ വേഗം പോയേ?” ഗോപി ചോദിച്ചു.

“യ്ക്ക് ഇരിപ്പൊറക്ണ്ല്യ അമ്മായേ, ഞാനിന്നെ വരാനു പറഞ്ഞാ അവള് എറങ്ങേ. ഞാനറഞ്ഞു... നീയ് വില്ലേജോഫീസിൽക്ക് പോയിർക്കുണ്, പ്ല വരുംന്ന്. നീയ് പോയ കാര്യാക്കെ ശര്യായേ?”

“കുടിക്കട സർട്ടിഫിക്കറ്റിന് ഇനീം ഒരു ചാലു കുടി നടക്കണം.” ഗോപി മുറുമുറുത്തു. “എന്തിനേഅമ്മേ അവള് രാവിലെത്തന്നെ വന്നേ?”

“വന്നട്ട് പൂവ്വോളം ആവലാതിം കരച്ചിലും ആയിർന്നു. വീട് വെയ്ക്കേണ്ടായിരുന്നു അമ്മായേന്നും പറഞ്ഞാർന്നു നെലോളി. ലോണിന്റെ പൈസ്യൊക്കെ കഴിഞ്ഞുത്രെ. പണി ഞതീം ബാക്കീണ്ട്. പണിക്കാർക്കും കാൾ കൊടുക്കാൻണ്ട്. അവളാകെ വെഷമത്ലാ.”

“നാശം!” ഗോപി അരിശം പൂണ്ടു. “വിക്കല് കഴിഞ്ഞട്ടിലു, അപ്പക്കും വര്ായി ഏമദണ്ടോം പറഞ്ഞ് ബന്തുസന്തക്കാര്!”

“അങ്ങനെഅറത്തു മുറിച്ച് പറയല്ലേ ഗോപ്യേ. അവളത്രക്കും ധർമ്മ സങ്കടത്ലാണ്. പ്രാരാബ്ബാക്ക ആർക്കൊ എപ്പൊ വര്ാനൊന്നും പറയാൻ പറ്റിലുല്ലോ.”

“അവൾടെ ഭർത്താവ്ന് ബാങ്കില് ജോലീലേ? സ്വന്തം ജീവനക്കാർക്ക് ബാങ്കീന് പലിശ കൊറച്ച് ലോൺ കിട്ടും ചെയ്യും, നട്ടാ!...”

“ഒര് പ്യൂണിന് എത്ര ശമ്പളം കിട്ടും, ന്റെ ഗോപ്യേ? ആ പൈസ്യൊക്കെ കഴിഞ്ഞു. ചെത്തിത്തേപ്പ് കഴിഞ്ഞു. ഞതി, വയറിങ്ങ്, ടാക് വെക്ടാ അന്നെകൊറേ പണ്യോള് ബാക്കീണ്ട് ത്രെ. ഒരു അര ലക്ഷം കൂടീണ്ടാക്കാൻ ചക്രശ്വാസം വലിക്കാ അവള്. ഞങ്ങള് മാസാമാസം അടച്ചു തീർത്തോളാം, ഗോപ്യേട്ടനോട് ഒന്നു പറയു അമ്മായേന്നും പറഞ്ഞാ അവള് പോയേ.”

“കാര്യങ്ങൾടെ കെടപ്പറിയാണ്ടെ അമ്മ ഓരോന്ന് ഏൽക്കണ്ടോ, ട്ടോ!” ഗോപി ചൊടിച്ചു. “പത്തു പൈസ കയ്യിലെടുക്കാൻല്യാച്ചാ ഒറ്റ കൂട്ടീം തിരിഞ്ഞു നോക്കിലു. നാല് കാൾ എങ്ങനെകിലും കയ്യിലിണ്ടാക്കുമ്പഴേക്കും വര്ായി, അമ്മായേ... ഗോപ്യേ... ന്നും വിളിച്ച് ഓരോര്ത്തര്.”

“ഞാനൊന്നും ഏറ്റുട്ടിലേ!... നെനോട് വെവരങ്ങള് പറേണുന്നേളു.”

ഗോപി, കടലാസുകൾ അകത്തെ മുറിയിൽ ഭദ്രമായി എടുത്തുവെച്ച് വീണ്ടും ഇറയത്തേക്ക് വന്നു.

“ഞതിന് കടലേ പോണോ? നേരം ഇത്രയീട്ട്?...” അമ്മ ചോദിച്ചു.

“പോവാണ്ടെ പറിലു അമ്മേ. കടലേ നല്ല തെരക്കുള്ള സമയാണ്.” ഗോപി ഇറങ്ങി.

നഗരത്തിൽ, ഹോം അപ്പയൻസസ് വിൽക്കുന്ന കടയിലാണ് ഗോപിക്ക് ജോലി. വിലപനകുടാതെ, മിക്സി, ഗ്രൈന്റർ മുതലായ ഉപകരണങ്ങളുടെ റിപ്പയർ പണിയുമുണ്ട് ഗോപിക്ക്.

ഭാഗത്തിൽ തനിക്കും അമ്മക്കും കൂടി അവകാശപ്പെട്ടു കിട്ടിയതാണ് ഒന്നരയേക്കർ പാടം. അഞ്ചാറു കൊല്ലം മുമ്പുവരെ അതിൽ ഇരുപ്പുകൃഷി നടത്തിവന്നിരുന്നു. തൊട്ടുകിടക്കുന്ന വിളയിടങ്ങൾ ഉടമസ്ഥർ തരിശിടാൻ തുടങ്ങിയിട്ടും, ഗോപി സ്വന്തം കൃഷിസ്ഥലത്ത് ഒരുപുവൽ കൃഷി തുടർന്നുപോന്നു. ഈ കാലയളവിൽ, നാട്ടിൽ കൃഷിസമ്പ്രദായത്തിന്റെ അലകും പിടിയും മാറിക്കഴിഞ്ഞിരുന്നു. കുന്നിറങ്ങിയിരുന്ന പാടങ്ങൾ ഇപ്പോൾ ഉഴുന്നത് ടില്ലറുകളാണ്. നിലമൊരുക്കി തയ്യാറാവുമ്പോഴേക്കും കൊല്ലങ്കോട്ടെ മുത്തലീഫിന് മൊബൈലിൽ വിളിക്കുകയായി. കർഷകസഹകരണസംഘത്തിൽ നിന്നും വാങ്ങുന്ന ഞാറ്റു കെട്ടുകൾ കണ്ടത്തിൽ ചിന്നുന്നതും നടുനതും കൊല്ലങ്കോട്ട് നിന്നും എത്തുന്ന തമിഴ് കുലിവേലക്കാർ.

കൊയ്ത്തുകാലം അടുക്കുന്നതോടെ വീണ്ടും മുത്തലീഫിന് ഫോൺ വിളിക്കുന്നു.

മൂന്നാം കൊല്ലം ആയപ്പോഴേക്കും തമിഴന്മാരും പഠിച്ചു. കുലിവേലക്ക് തമിഴരും നാട്ടുകാരും തമ്മിൽ വ്യത്യാസമില്ല എന്ന നിലവന്നു.

വയ്യ... കൃഷി എന്ന പ്രാരാബ്ധം പേറിനടക്കാൻ വയ്യ. ഭൂമി തരിശിടാനും വയ്യ. ഭൂമിയുടെ ഊർവരത മനസ്സിലേയും ബാധിക്കുന്നു. വരും തലമുറക്ക് ബാക്കിവെക്കാതെ മുഴുവനും വിറ്റ് കൃഷി എന്ന പ്രാരാബ്ധത്തിൽ നിന്നു തടിയുരാനും മനസ്സുവരുന്നില്ല.

പങ്കജാക്ഷൻ നാൽപ്പത് സെന്റ് മേലേക്കണ്ടം വാങ്ങാൻ തയ്യാറായി വന്നപ്പോൾ ഇപ്പോൾ വിൽക്കുന്നില്ല എന്നു പറഞ്ഞ് ഒഴിഞ്ഞുനോക്കി. എത്രയായാലും ഒഴിവാകുന്നില്ല എന്നു വന്നപ്പോൾ, തന്നെ ഒഴിഞ്ഞുപൊക്കോളം എന്നു കരുതി നടപ്പുവിലയുടെ രണ്ടര ഇരട്ടിയോളം വിലയായി പറഞ്ഞു. ആ വില അയാൾ പെട്ടെന്നു സമ്മതിക്കുകയാണുണ്ടായത്. റോഡിനോടു ചേർന്നു കിടക്കുന്ന കണ്ടമാണ്, പറമ്പുവില പറയാമായിരുന്നു എന്ന് പിന്നീട് തോന്നി. സാരമില്ല, ഇനിയുമുണ്ടല്ലോ, ഒന്നിൽ ചില്ലാനം ഏകദേശം.

വിലപനയോടൊപ്പം തന്നെ, തുകയുടെ മുക്കാൽ ഭാഗം അമ്മയുടേയും തന്റേയും പേരിൽ ബാങ്കിൽ സ്ഥിരനിക്ഷേപമായി ഇടണം. ഗോപി ഭാവിപരിപാടികൾ തയ്യാറാക്കിയിരുന്നു. ശേഷിക്കുന്ന തുകകൊണ്ട്, വീടിന്റെ തെക്കുഭാഗത്തുള്ള ചായ്ചുകെട്ടി വാർത്ത് അടച്ചുറപ്പുള്ള ഒരു മുറിയാക്കണം. ക്രമേണ, മോട്ടോർ വൈന്റിംഗ്, മിക്സി റിപ്പയർ തുടങ്ങിയ ജോലികൾ വീട്ടിലിരുന്നു ചെയ്യാനുള്ള സംവിധാനം ഒരുക്കണം.

അന്നു വൈകീട്ട് കടയിൽനിന്നും വന്നശേഷം ചായ കുടിക്കുമ്പോൾ ഗോപി അമ്മയോട് പറഞ്ഞു.

“അമ്മേ, പൈസ ഒരിക്കൽ മടീന് എറങ്ങാ പിന്നെ അതു കഴിഞ്ഞു. എത്ര ബുദ്ധിമുട്ടിട്ടാ നമ്മള് ഓരോ പറ്റുതോളം ഇണ്ടാക്കണോ? അതിന്റെ ബുദ്ധിമുട്ട് നമക്കേ അറിയൂ. അതിന് തടസ്സാവണ രീതീന് പറഞ്ഞാ ഇത്തിരി ദണ്ണണ്ട്. വേറെ ഒന്നോണ്ടല്ല, അവസാനം തുങ്ങാൻ നമ്മളെന്ന വേണ്ടിവരും, അതോണ്ടാ...”

“കീഴ്ക്കടെ ഒക്കെ മറന്ന് പെരുമാറാൻ പറ്റോ ഗോപ്യേ?” ഊൺ മേശക്കരികിലെ സ്റ്റുളിൽ ഗോപിയുടെ അടുത്തിരുന്നു അമ്മ പറഞ്ഞു. “കുമാരൻ സൊന്തം കുട്ടോളേം, മദ്യനേം നെനേം ഒക്കെ ഒർ വിത്തുസോലുണ്ടാണ് വളർത്തിക്കൊണ്ടോന്നേ. അതൊക്കെ നമ്മള് മറക്കാൻ പാങ്ങുണ്ടോ?”

ഗോപിയുടെ അമ്മാമനാണ് കുമാരൻ. സുമതിയുടെ അച്ഛൻ. മരിച്ചിട്ട് പതിനൊന്നു കൊല്ലം കഴിഞ്ഞു. മധു വല്യമ്മയുടെ മകനും. ആറു വർഷമായി ദുബായിൽ ആണ്.

ഗോപിക്ക് പൊറുതിമുട്ടി. ഒന്നും പ്രതിവചിക്കാതെ, ചായ മുഴുവനും കുടിച്ച് ഇറയത്ത് പോയി വായ കഴുകി അയാൾ അകത്തെ മുറിയിലേക്ക് പോയി.

വീട്ടിൽ ഒരു മുറികൂടി ചേർക്കുക എന്നത് ഒരു കുറ്റകൃത്യമാണോ? ഗോപിക്ക് മനസ്സിൽ ഈ പെരുകിവന്നു.

വീടും പരിസരവും എല്ലാം ഒരുവിധം വൃത്തിയായി ഇരിക്കുന്നു. അതൊരു മഹാഭാഗ്യം തന്നെ, ഗോപി സമാധാനം കൊണ്ടു. മരാമത്തുകൾക്ക് പുറപ്പെട്ടാൽ, പാടം വിറ്റുകിട്ടുന്ന സംഖ്യ ഒരു തൂണുമില്ലാതെ ചിലവായിപ്പോയേനെ.

മധുവേട്ടന്റെ കല്യാണസമയത്ത് ഈ വീട്ടിലെ അറ്റകുറ്റപ്പണികൾ ഒരുവിധം നടന്നിരുന്നു. പുതിയ വീട് കെട്ടിക്കഴിഞ്ഞിരുന്നുവെങ്കിലും, ഭാര്യയെ തറവാട്ടിലേക്ക് കൊണ്ടുവരുന്നതും ഒരു ചടങ്ങായി വേണമെന്ന് മധുവേട്ടന് നിർബ്ബന്ധമുണ്ടായിരുന്നു. അതിനോടനുബന്ധിച്ച എല്ലാ കയ്യാൽ ചിലവുകളും അങ്ങോരണയാണ് വഹിച്ചത്.

താനിരിക്കുന്ന ഈ മുറിയിലെ ചുമർ പെയ്ന്റ് ചെയ്തതും അന്നായിരുന്നു, ഗോപി ഓർത്തു. ഇപ്പോഴും മങ്ങലേറ്റിട്ടില്ല.

ഒരു പ്രത്യേകരീതിയിലാണ് ചുമർ പെയ്ന്റ് ചെയ്തിരിക്കുന്നത്, ഗോപി ചുമരിലേക്ക് നോക്കിയിരുന്നു. പഴയ രീതിയിലുള്ള കുമ്മായച്ചുമരാണ്. ആദ്യം തന്നെ, അതു മിനുസക്കടലാസു കൊണ്ട് ഉരച്ചുമിനുസപ്പെടുത്തി വൃത്തിയാക്കി വെള്ളപുശിയിട്ടുണ്ട്. അതിനുശേഷം ചുമരിൽ ഒരു പാറ്റേൺ പ്രത്യേകരീതിയിൽ പെയ്ന്റ് ചെയ്തിട്ടുണ്ട്.

പാറ്റേണുകൾ കൊത്തിയ ഒരു ഒരുളൻ വടി ചായത്തിൽ മുക്കി ചുമരിന്റെ അടിഭാഗത്തു ചേർത്തുവെച്ച്, മുകളിൽ തട്ടുചുമർ വരെ ശ്രദ്ധയോടെ ഉരുട്ടിക്കയറ്റുന്നു. ഇതോടെ, ഇളം പിങ്ക് നിറത്തിലുള്ള ഡൈമണ്ട് ചിത്രങ്ങൾ ചുമരിൽ പതിയുകയായി. ഓരോ ഡൈമണ്ട് ചിത്രത്തിലും, പൂഷ്പിച്ചുനിൽക്കുന്ന ലതയുടെ പാറ്റേണും കാണാം. അതും ഇളം പിങ്ക് നിറത്തിൽ തന്നെ.

ഓരോ തവണയും ഉരുൾവടി ഉരുട്ടിക്കയറ്റുമ്പോൾ, ഇടതും വലതും വരുന്ന ഡൈമണ്ട് കളങ്ങൾ മുറിയാതെ, ശ്രദ്ധയോടെയാണ് പെയ്ന്റ് ചെയ്തിരിക്കുന്നത്, ഗോപി കൗതുകത്തോടെ ചുമരിലേക്കുതന്നെ നോക്കിയിരുന്നു.

ചുമരിനോട് ചേർന്ന് മൂലയിൽ മേശമേലാണ് ടി.വി. ഇരിക്കുന്നത്. ഗോപി മേശവലിപ്പിൽ നിന്നും കണക്കുപുസ്തകമെടുത്ത് അന്നത്തെ വരവുചിലവുകൾ അതിൽ ചേർത്തു. പുസ്തകം തിരിച്ചു വെക്കുമ്പോൾ ഡയറി എടുത്തു ഒരു നിമിഷം ആലോചിച്ചിരുന്നു. ഇപ്പോൾ വേണ്ട, ഊണ് കഴിഞ്ഞു എഴുതാം, ഗോപി ഡയറി മേശവലിപ്പിൽ തന്നെ വെച്ചു.

ഗോപി ടി.വി. ഓൺ ചെയ്തു. കുറേ ചാനലുകൾ എന്തെന്നു പരതുകയും, താല്പര്യം തോന്നാത്തതിനാൽ മാറ്റുകയും ചെയ്തശേഷം ചരിത്രം, ശാസ്ത്ര വസ്തുതകൾ മുതലായ വിഷയങ്ങൾ പ്രതിപാദിക്കുന്ന ചാനൽ ആയപ്പോൾ ഗോപി അന്നത്തെ വിഷയം എന്തെന്നറിയാൻ തെല്ലുനേരം കാത്തിരുന്നു.

മനുഷ്യവംശത്തിന്റെ പരിണാമം, വിശേഷബുദ്ധിയോടെ മനുഷ്യൻ ഇതരജീവികളിൽ നിന്നും തെറ്റിപ്പിരിഞ്ഞ കാലം മുതലായവ ആയിരുന്നു അപ്പോൾ ടി.വി.യിൽ പ്രദിപാദിച്ചിരുന്ന വിഷയം. ടി.വി.യിൽ മനുഷ്യന്റെ എല്ലിൻകുടും തലയോടും പോലുള്ള ദൃശ്യങ്ങൾ തെളിയാൻ തുടങ്ങി.

“..... ആയിരത്തിത്തൊള്ളായിരത്തി എഴുപത്തിമൂന്നിലാണ് ജോഹാൻസൺ പ്രഖ്യാതമായ കണ്ടെത്തൽ നടത്തിയത്. ആഫ്രിക്കയിലെ എത്യോപ്യയിൽ നിന്നും അദ്ദേഹം കണ്ടെത്തിയ ‘ലൂസി’ എന്ന ഫോസിൽ, നരവംശചരിത്രം അപ്പാടെ തിരുത്തിയെഴുതുവാൻ ഇടവരുത്തി. ഗോറില്ലകളുടേയും, ‘കില്ലർ ഏയ്പ്സിന്റേയും’ വംശാവലിയിൽ നിന്നും, ഒരു മുക്കുട്ടക്കവലയിൽ വെച്ചു മാനവജാതി പിരിയുന്ന ഘട്ടത്തിലേക്ക് വിരൽ ചൂണ്ടുന്നതായിരുന്നു മുപ്പത്തിരണ്ടു ലക്ഷം വർഷം പഴക്കമുള്ള ലൂസിയുടെ ഫോസിൽ.”

ടി.വി.യിൽ അവതാരകൻ വിശദീകരിക്കുവാൻ തുടങ്ങി. ഗോപി റിമോട്ട് കൺട്രോൾ മേശമേൽ വെച്ചശേഷം കസേരയിൽ ചാരിയിരുന്നു. അവതാരകൻ തുടർന്നു.

“.....നാം ഇതുവരെയും കരുതിയിരുന്ന പോലെ ക്രമാനുഗതമായല്ല മനുഷ്യനിലെ വിശേഷബുദ്ധിയുടെ പരിണാമം; പ്രത്യുത, പതിനാറും പതിനെട്ടും ലക്ഷം വർഷങ്ങൾക്ക് മുമ്പു, തപിതമായൊരു മാറ്റമാണ് മനുഷ്യരാശിയിൽ വന്നത് എന്നും ഇതിനാൽ നിഗമനപ്പെടുന്നു എന്നും ജോഹാൻസൺ വാദിക്കുന്നു. ജോഹാൻസണും ഷ്രീവും ചേർന്ന് എഴുതിയ “ലൂസീസ് ചൈൽഡ്” എന്ന പ്രഗത്ഭപുസ്തകം ചിന്തോദ്ദീപകവും, ശാസ്ത്രജ്ഞർക്കിടയിൽ ഇപ്പോഴും വിവാദപരവുമാണ്.”

ഗോപി ടി.വി. സ്ക്രീനിൽ കണ്ണിമവെട്ടാതെ നോക്കിക്കൊണ്ടിരുന്നു. കരുണയാണ് ഇത്തരം വിവരങ്ങൾ ഗോപിയോട് സംസാരിച്ചിരിക്കാറുള്ളത്. ഗോപിയുടെ കൂടെ പത്താം ക്ലാസ് വരെ പഠിച്ച കരുണൻ ഇപ്പോൾ പുരാവസ്തുചരിത്രത്തിൽ ഉപരിപഠനം നടത്തുന്നു. ഗോപിക്ക് ഉപരിപഠനം നഷ്ടപ്പെട്ടതിൽ കരുണൻ ഇപ്പോഴും വ്യാകുലപ്പെട്ട് പറയാറുണ്ട്. എന്തു ചെയ്യാം? വീട്ടിലെ അന്നത്തെ സാഹചര്യങ്ങൾ അങ്ങനെയായിരുന്നു.

തുടർന്ന് പ്രോഗ്രാമിലെ അവതാരകൻ കുറേയേറെ വസ്തുതകൾ നിരത്തിവെക്കുവാനും അഭിനെ അവലംബിച്ച് ശാസ്ത്രജ്ഞർ എത്തിച്ചേർന്ന നിഗമനങ്ങൾ പ്രതിപാദിക്കാനും തുടങ്ങി. ചുമലല്ലുകൾക്ക് ക്രമാതീതമായ വലുപ്പമുള്ളതിനാൽ, നമ്മുടെ ഈ പൂർവ്വികർ നിലത്തും മരങ്ങളിലുമായി കഴിഞ്ഞവർ ആയിരിക്കണം. എന്നാൽ, മുട്ട്, മുട്ടിൻ ചിരട്ട എന്നിവ പൂർണ്ണദശയെ പ്രാപിച്ചിരുന്നതിനാൽ, നമ്മെ പോലെ നിവർന്നു നടക്കുവാൻ തക്ക ബലമുള്ള പാദങ്ങളും ഇവയ്ക്കുണ്ടായിരുന്നു. ശബ്ദം പുറപ്പെടുവിക്കാനുള്ള 'സൗണ്ട് ബോക്സ്' എല്ലാം കഴുത്തിൽ രൂപപ്പെട്ടിരുന്നു.

ഗോപി സാകുതം എല്ലാം ശ്രവിച്ചിരുന്നു.

“തുടർന്ന് ആയിരത്തിത്തൊള്ളായിരത്തി എൺപത്തിയാറിൽ ടാൻസാനിയയിലെ ഓൾഡുവായ് എന്ന സ്ഥലത്തുനിന്നും, പിന്നീട് അലംസെഗേർ എന്ന യുവപാലൻമോളജിയറിസ്റ്റ് രണ്ടായിരമാണ്ടിൽ എത്യോപ്യയിലെ ഡികിക എന്ന സ്ഥലത്തുനിന്നും ഇതിനു ഉപോൽബലകമായി കണ്ടെത്തിയ ലൂസിയുടെ അവശിഷ്ടങ്ങൾ മാനവരാശിയുടെ പരിണാമത്തെക്കുറിച്ച് ഏതാണ്ട് പൂർണ്ണരൂപം പ്രദാനം ചെയ്യുന്നുണ്ട്. ഈ പരമ്പരയുടെ രണ്ടാംഭാഗം വെള്ളിയാഴ്ച പ്രക്ഷേപണം ചെയ്യുന്നതായിരിക്കും.”

ഇതിന്റെ രണ്ടാം ഭാഗം മറക്കാതെ കാണണം, ഗോപി മനസ്സിൽ കുറിച്ചിട്ടു.

രണ്ടുതരം അത്ഭുതങ്ങൾ ആണ് ഗോപിക്ക് അപ്പോൾ തോന്നിയത്. പാതാളത്തോളം ആഴമുള്ള കാലത്തിലേക്ക് ഇക്കൂട്ടർ എങ്ങനെ ഇറങ്ങിച്ചെല്ലുന്നു? പിന്നെ, ഒരു ചെറിയ അസ്ഥിക്കഷ്ണത്തിൽ നിന്നും നമ്മുടെ പൂർവ്വികരുടെ ശരീരവലിപ്പം, ആകൃതി എന്നല്ല, സമുദായരീതി വരെ എങ്ങനെ ഇത്ര കണിശമായി ഗണിച്ചെടുക്കുന്നു?

ഇനി കരുണനെ കാണുമ്പോൾ ഇതിന്റെ വിശദാംശങ്ങൾ മനസ്സിലാക്കാൻ ശ്രമിക്കണം.

“നാം ഇതിഹാസരൂപത്തിൽ പല കഥകളും കേട്ടിരിക്കും”, കരുണൻ ഒരിക്കൽ ഗോപിയോട് സംസാരിച്ചിരുന്നു. “കഥയോട് നമ്മൾ പുലർത്തുന്ന മാനസികബന്ധം ഒരു തലത്തിൽ ആണ് വ്യവഹരിക്കുക... എന്നാൽ, അവ നമ്മുടെ പൂർവ്വികരായിരിന്നു എന്നും, നമ്മെപോലെത്തന്നെ പല സമൂഹവ്യവഹാരങ്ങളിൽ ഏർപ്പെട്ടിരുന്നവരായിരുന്നു എന്നും ഒക്കെ അറിവാവുമ്പോഴാണ് ആ ഇഴകൾ അടർത്തി പരിശോധിക്കാനുള്ള ജിജ്ഞാസ നമുക്കുണ്ടാവുന്നത്. ചരിത്രത്തിന്റെ ശാസ്ത്രീയമായ പഠനം എന്നതിന്റെ കേവലാർത്ഥവും ഇതു തന്നെ.”

“ഉദാഹരണം, ശങ്കരാചാര്യരുടെ കഥ എടുക്കാം. അമ്മക്ക് കുളിക്കുവാൻ സൗകര്യത്തിന് നദിയുടെ ഗതി അദ്ദേഹം മാറ്റി എന്ന കഥ പ്രസിദ്ധമാണല്ലോ. ആ കാലത്ത് ഒരു നദി വഴി മാറി ഒഴുകാൻ തുടങ്ങി എന്നാൽ, ഇന്നതിനുള്ള രേഖകൾ - ആർക്കിയോളജിക്കൽ തെളിവുകൾ - ചിലതെങ്കിലും കണ്ടെത്താൻ കഴിയും. ശാസ്ത്രീയമായ രീതിയിൽ കാലവും ഗണിച്ചെടുക്കാൻ പറ്റും. ഇങ്ങനെ, ഒരു കാലഘട്ടത്തിൽ നദി വഴിമാറുക മുതലായ പ്രതിഭാസമുണ്ടായി എന്നിരിക്കട്ടെ, അതിനെ അതു ജീവിച്ചിരുന്ന മഹാന്മാരുടെ അപദാനമായി ചേർക്കുക, ഇതും മനുഷ്യസഹജമായ ഒരു സ്വഭാവമാണ്. ശ്രീരാമന്റെ സേതുബന്ധനം, ശ്രീകൃഷ്ണന്റെ ഗോവർദ്ധനോദ്ധാരണം, കാളിയമർദ്ദനം മുതലായ പല ചരിത്രകഥകളും ശാസ്ത്രീയമായി അപ്രഗഥിച്ച് കൂട്ടിവായിക്കാവുന്ന പുരാണകഥകളാണ്!”

കരുണന്റെ വാക്കുകൾ അപ്പോൾ ഗോപിയുടെ ചെവിയിൽ മുഴങ്ങിക്കൊണ്ടിരുന്നു.

പണ്ട്, ലോവർ പ്രൈമറിയിൽ പഠിച്ചിരുന്ന കാലം ഗോപി ഓർത്തു. കുന്നിൻ ചെരുവിൽ ഉയർന്ന തട്ടിലാണ് സ്കൂൾ. താഴെയുള്ള പാത കുറച്ചു കഴിഞ്ഞാൽ, ഒരു ഇറക്കത്തിലേക്കിറങ്ങി അപ്രത്യക്ഷമാകുന്നു. ഇന്റർവെൽ സമയത്ത് മറ്റു കുട്ടികൾ തിമർത്തു കളിക്കുമ്പോൾ താൻ ഏകനായി സ്കൂൾ വളപ്പിനരികിൽ താഴെ പാതയിലേക്ക് നോക്കിനിൽക്കാറുണ്ടായിരുന്നു. ആ ചെറുപ്രായത്തിൽ പാതയിൽ ഇറക്കം തുടങ്ങുന്ന ആ ഭാഗമായിരുന്നു തനിക്ക് ലോകത്തിന്റെ ഒരറ്റം.

ഇന്നും, സമയത്തെക്കുറിച്ച് ആ അജ്ഞത തന്നെ പിന്തുടരുന്നുണ്ടോ എന്ന് ഗോപിക്ക് സംശയം തോന്നാറുണ്ട്. തന്റെ മുത്തച്ഛൻ അഥവാ, അദ്ദേഹത്തിന്റെ അച്ഛൻ... അതുവരെ ശരി... കുഴപ്പമില്ല. അതിനും മുമ്പു ജീവിച്ചിരുന്ന ഒരു തരം ഇരുണ്ട കാലത്തു ജീവിച്ചിരുന്നവർ ആയിരുന്നു എന്നൊരു തോന്നൽ. എന്താണ് ഈ തോന്നലിന് ഉപോൽബലകമായുള്ളത്? അതും വ്യക്തമായി ഗോപിക്ക് പറയാനാവില്ല.

ടി.വി. ഓഫ് ചെയ്തശേഷവും ഗോപി ചുമരിലെ ഡൈമണ്ട് കളങ്ങളിൽ നോക്കി ടി.വി.ക്കു മുമ്പിലുള്ള കസേരയിൽ വെറുതെ ഇരുന്നു. മനസ്സിപ്പോഴും ആദിമമായ, ലുസി ഉടലെടുത്ത ആ പ്രാക് കാലത്തിൽ കൂടുങ്ങി നിൽക്കുന്നു. ലക്ഷക്കണക്കിന് വർഷങ്ങൾ മുമ്പ്! അമ്പമ്പോ! എത്ര ഇരുണ്ട കാലമായിരിക്കണം അതു?! സൂര്യകിരണങ്ങൾ ഉറന്നുവീഴാത്ത അത്രയും കനപ്പുള്ള മേലാപ്പോടുകൂടിയ കാട്, അതിൽ മറ്റു ജീവജന്തുക്കളോട് മത്സരിച്ചും, കായ്കനികളും വേട്ടയാടി പിടിച്ച ജീവികളെ ഭക്ഷിച്ചും ജീവിച്ചുപോന്ന ആദിമനുഷ്യർ... ഭക്ഷണം പാകം ചെയ്തു ഭക്ഷിക്കുവാൻ ഇവർ ശീലിച്ചത് എത്രയോ കാലത്തിനു ശേഷം... കൃഷി കണ്ടുപിടിച്ചത് പിന്നെയും കുറെ യുഗങ്ങൾക്ക് ശേഷം... കാലത്തിന്റെ മാനദണ്ഡം മനസ്സിൽ ലഭിക്കാത്തതിനാൽ ഗോപിക്ക് അസ്വസ്ഥത തോന്നി.

ഗോപി വീണ്ടും ഡൈമണ്ട് കളങ്ങളിൽ നോക്കി ഇരുന്നു. പുഷ്പിച്ച ലതകളെ ആവരണം ചെയ്തുനിൽക്കുന്ന ഡൈമണ്ട് കളങ്ങൾ, കാലത്തിനാൽ ബന്ധിതരായ ആത്മാക്കളായിരുന്നു ആ ലതകൾ. ഇന്ദ്രൻ വരുണൻ, യമദേവൻ, കുബേരൻ എന്നീ ദിക്പാലകർ സ്വക്ഷേത്രങ്ങളിൽ കാവൽ നിൽക്കുന്നു.

ഗോപിക്ക് ആ സമയം തമ്മിൽതമ്മിൽ ഘടിപ്പിച്ച കളങ്ങൾ ഒരു വലപോലെ തോന്നി. കളങ്ങൾ... മുകളിലേക്കും താഴേക്കും വശങ്ങളിലേക്കും ഒന്നിനോടൊന്നു ബന്ധപ്പെട്ടുകിടക്കുന്ന കളങ്ങൾ. ബന്ധങ്ങൾ എങ്ങനെയാണ് വരുന്നത്? തമ്മിൽ ചേർന്നു കിടക്കുന്ന വശങ്ങളിലൂടെയാണോ? അല്ല!... കളങ്ങളുടെ അടിഭാഗം ഒരു ഫണൽ പോലെയാണ്. നേരെയുള്ള ഫണലും, അതിനുതാഴെ തലകീഴായുള്ള ഫണലും പൃഷ്ഠത്തോട് പൃഷ്ഠം ചേർന്നിരിക്കുന്നു. കളത്തിന്റെ നാലു വശങ്ങളും കാലത്തിന്റെ തടയണകൾ. ഒരു കളത്തിൽ ആർജ്ജിച്ച എല്ലാ സ്ഥാവരജംഗമങ്ങളും, എല്ലാ ആർജ്ജവങ്ങളും ഫണലിലെ സംയോജനബിന്ദുവിലൂടെ അടുത്ത കളത്തിലേക്ക് കൈമാറുന്നു.

കാലത്തിന്റെ പ്രവാഹം, ബാറ്റണുകളുടെ കൈമാറ്റം, തലമുറകളുടെ റിലേ ഓട്ടം... എല്ലാം ഗോപി ആ ചുമരിലെ കളങ്ങളിൽ കാണുവാൻ തുടങ്ങി.

മേശയും ചുമരും ചേരുന്നിടത്ത്, ഏതാണ്ട് നടവിലുള്ള ഒരു കളത്തിലേക്ക് ഗോപി നോക്കിയിരുന്നു. ഈ കളം ഞാൻ തന്നെ. അതിന്റെ മുകളിൽ കിടക്കുന്നത് അച്ഛൻ, അതിനും മുകളിൽ അച്ഛന്റെ അച്ഛൻ... ഗോപിക്ക് രസമായി. അയാൾ ക്രമത്തിൽ മുകളിലെ ഓരോ കളങ്ങളും ക്രമത്തിൽ എണ്ണി തിട്ടപ്പെടുത്തുവാൻ തുടങ്ങി. ഒന്ന്, രണ്ട്, മൂന്ന്,... എഴുപത്തിരണ്ട്, എഴുപത്തിമൂന്ന്.... ഇത്രയായപ്പോഴേക്കും കളങ്ങളുടെ എണ്ണം തീർന്നു.

എഴുപത്തിമൂന്നാം കളത്തിൽതന്നെ ഗോപി നോക്കിയിരുന്നു. തന്റെ എഴുപത്തിമൂന്നാം മുത്തച്ഛൻ!! എത്ര കാലം മുമ്പായിരുന്നിരിക്കും അദ്ദേഹം ജീവിച്ചിരുന്നത്? ഓരോ തലമുറയും ഇരുപത്തിയഞ്ചോ മുപ്പതോ കൊല്ലം കഴിയുമ്പോൾ മാറുമെന്നിരിക്കട്ടെ, അപ്പോൾ തന്റെ എഴുപത്തിമൂന്നാം മുത്തച്ഛൻ ഉദ്ദേശം രണ്ടായിരം കൊല്ലങ്ങൾ മുമ്പ് ഈ ഭൂമിയിൽ ജീവിച്ചിരുന്ന ഒരു വ്യക്തി ആയിരുന്നിരിക്കണം! അതായത്, യേശുകൃസ്തുവിന് സമകാലീനനായി!! ഗോപി കോരിത്തരിച്ചുപോയി.

നന്ദ്രത്തിൽ ചരിത്രപ്രധാനമായ സംഭവങ്ങൾ നടക്കുമ്പോൾ, അവക്ക് സാക്ഷീഭൂതനായി എന്റെ ഒരു മുത്തച്ഛൻ ഇവിടെയും ജീവിച്ചിരുന്നു. ഇന്നു നാം സദ്രാം ഹൂസൈനെതുകിലേറ്റിയ സംഭവത്തെ അനുകൂലിച്ചും എതിർത്തും അഭിപ്രായങ്ങൾ ഉന്നയിക്കുന്നു. അന്നത്തെ ഗ്രാമസദസ്സിലോ അഥവാ, കുടുംബസദസ്സിലോ തന്റെ എഴുപത്തിമൂന്നാം മുത്തച്ഛൻ യേശുകൃസ്തുവിനെകുരിശിൽ തറച്ചതിനെപ്രതികരിച്ച് സംസാരിച്ചിരുന്നുവോ? ഈ രീതിയിൽ ചിന്തിച്ചിരിക്കാൻ ഗോപിക്ക് എന്തെന്നില്ലാത്ത ഒരു ഉണർവ്വു തോന്നി.

പാഞ്ചാലിയുടെ വസ്ത്രാക്ഷേപത്തെ വിമർശിച്ചു സംസാരിച്ച മുത്തച്ഛനും ഉണ്ട്, എനിക്ക്. അദ്ദേഹം എവിടെയാണ്? ഓ... ഈ ചുമരിൽ ഇല്ല. ഈ ചുമരിന് ഇരട്ടി ഉയരം ഉണ്ടായിരുന്നെങ്കിൽ, തനിക്ക് ആ മുത്തച്ഛനേയും കാണാമായിരുന്നെ.

അമർത്തിവെച്ച സ്പ്രിംഗ് പോലെ ഉള്ളിൽ ചുരുണ്ടുകൂടി കിടന്നിരുന്ന കാലം ഗോപിയുടെ മനസ്സിൽ പെട്ടെന്നു കൃതിച്ചെഴുന്നേറ്റു. ആ ഉയർച്ച മനസ്സിൽ തളം കെട്ടിക്കിടന്നിരുന്ന ഇരുട്ടിനെ പായിച്ചു.

തന്റെ പ്രപിതാമഹർ ഇരുണ്ട കാലഘട്ടത്തിൽ തളക്കപ്പെട്ട ആത്മാക്കളായിരുന്നില്ല! അന്നും സൂര്യൻ ഇന്നത്തെപോലെ തന്നെ കത്തി ജ്വലിച്ചു നിന്നിരുന്നു. ഗോപിക്ക് സ്വയം തിരുത്തൽ വളരെ എളുപ്പത്തിൽ നടത്തുവാൻ കഴിഞ്ഞു.

താൻ അറിയാത്ത, കേട്ടിട്ടുപോലുമില്ലാത്ത മുത്തച്ഛന്മാരുടെ ഭ്രമണിയിലേക്കു ഗോപി കൗതുകത്തോടെ നോക്കിയിരുന്നു. ഓരോ കളത്തിലേയും പ്രപിതാമഹർ ചെറുമകനെവാത്സല്യത്തോടെ നോക്കി.

ആരെല്ലാമായിരുന്നിരിക്കും, അവർ? അവർ എങ്ങനെയുള്ളവർ ആയിരുന്നിരിക്കും? എല്ലാവരും സദാചാരത്തോടെ ജീവിച്ചിരുന്നവർ ആയിരുന്നോ? ഏയ്... ആയിക്കൊള്ളണമെന്നില്ല. പണ്ഡിതൻ, പാമരൻ, ധനവാൻ, നിസ്വൻ, വിദ്വാൻ, അധമൻ, സ്ത്രീലമ്പടൻ, സാത്വികൻ, കുറ്റവാളി, രാജ്യസ്നേഹി, സ്വാർത്ഥി... തന്റെ വംശപരമ്പര ഇങ്ങനെ ഓരോ കണ്ണിയിലുടേയും ഒഴുകിയിരിക്കാം.

ഏതായാലും ഒന്നു തീർച്ചയാണ്. തനിക്കു മുകളിലുള്ള ഭ്രമണിയിൽനിന്നും ഏതെങ്കിലും ഒരു കളം മാറ്റി എന്നിരിക്കട്ടെ, എങ്കിൽ പിന്നെ താഴെക്ക് ചങ്ങലയില്ല! അതായത്, ഈ അറ്റത്ത് നിൽക്കുന്ന താനുമില്ല! ഗോപിക്ക് ഉള്ളിൽ ഒരു ഉൾക്കിടിലം അനുഭവപ്പെട്ടു. വംശസംരക്ഷണം... മഹത്തായ ഈ ഒരു കർമ്മം തനിക്കു മുമ്പേ ജീവിച്ച ഓരോ മുത്തച്ഛനും ചെയ്തുപോന്നിട്ടുണ്ട്.

ചിന്ത ഇത്രയുമെത്തിയപ്പോഴാണ് ഗോപിക്ക് ഒരു അപചയം തോന്നിയത്. എന്തിനു മുത്തച്ഛന്മാരെ മാത്രം കണക്കാക്കി? മുത്തശ്ശിമാർക്കും തുല്യപങ്കാളിത്തമില്ലേ? അതായത്, ഓരോ കളത്തിലും, തൊട്ടുകിടക്കുന്ന കളങ്ങൾക്കു കൂടി തുല്യബന്ധം കല്പിക്കണം. തന്റെ കളത്തിനു മുകളിൽ അച്ഛൻ അമ്മ എന്ന് രണ്ടു കളങ്ങൾ. അതിനു മുകളിൽ രണ്ടു മുത്തച്ഛന്മാരും രണ്ടു മുത്തശ്ശിമാരും. ഇങ്ങനെ, രണ്ട്... നാല്... എട്ട്... പതിനാറ് എന്നിങ്ങനെ മുകളിലേക്ക് മലർത്തിവെച്ച കൂടയുടെ ആകൃതിയിൽ ബന്ധങ്ങളുടെ കളങ്ങൾ പടർന്നു കയറുന്നു. എല്ലാ ബന്ധങ്ങളും ചുമരിലെ കളങ്ങളിൽ ഒതുക്കുവാൻ പ്രയാസം. ചുമരിന്റെ മുന്നിലും പിന്നിലും ഇതുപോലുള്ള കളങ്ങളുടെ പടലങ്ങൾ ആവർത്തിക്കുന്നതായി ഗോപിക്ക് തോന്നി. അവയിൽ, തന്റെ കുടുംബഭ്രമണി പോലുള്ള അനേകം കുടുംബങ്ങളുടെ പടർപ്പുകളും അനേകം അയാൾക്ക് കാണുവാൻ കഴിഞ്ഞു. കളങ്ങൾ പോലല്ല, തേനീച്ചക്കൂടിലെ അറകൾ പോലെ, ഗോപി മനസ്സിൽ സ്വയം പറഞ്ഞു.

ക്ഷണനേരത്തിൽ, ചുമരിൽ പടർന്നുപന്തലിച്ചു കിടക്കുന്ന എല്ലാ കളങ്ങളും താൻ എന്ന ജീവിയിൽ സാരമായ ബന്ധം പുലർത്തുന്നതായും ഗോപിക്ക് കാണുവാൻ കഴിഞ്ഞു.

ആദവും, ഹവ്വയിൽ നിന്നും എല്ലാം തുടങ്ങുന്നു. അതോ ലൂസിയിൽ നിന്നോ? കമഴ്ത്തി വെച്ച കൂടപോലൊരു ബന്ധപരമ്പര താഴോട്ട്... ഇപ്പോൾ കണ്ടെത്തിയ, മലർത്തി വെച്ച് കൂട പോലൊരു വള്ളിപ്പടർപ്പ് മുകളിലോട്ടും!... ഗോപിക്ക് വീണ്ടും മനസ്സിൽ ആശയക്കുഴപ്പമായി.

മുകളിലേക്ക് ഒരു മേലാപ്പുപോലെ കയറിപ്പോവുന്ന ബന്ധങ്ങൾ ഒരു മഹാവൃക്ഷമായാണ് അപ്പോൾ ഗോപിക്ക് തോന്നിയത്. ആദത്തിൽ നിന്നും തുടങ്ങുന്ന, തന്നിലേക്ക് നേരിട്ടെത്താത്ത പല ബന്ധങ്ങൾ ആലിൻ വേട് കണക്കേ പല ശാഖകളിൽനിന്നും ഊർന്നിറങ്ങുന്നു. കൊള്ളാം, ഈ ചിത്രമാവും ഒന്നുകൂടി ഭേദം, ഗോപി മനസ്സിൽ പറഞ്ഞു.

ഗോപി വീണ്ടും സ്വന്തം കളത്തിലേക്ക് മിഴിയുന്നി. തനിക്കു വലതുവശം ചേർന്ന കളത്തിൽ മധുവേട്ടൻ, ഇടത്തേതിൽ സുമതി. അതിനു മുകളിലെ കളങ്ങളിൽ, അച്ഛൻ, അമ്മ, കുമാരമ്മാമൻ...

സുമതിയുടെ മകൾ കാഞ്ചനയോ? അയ്യോ!... പാവം! അവൾ മേശക്കടിയിൽ പോയിരുന്നു.

ഗോപി എഴുന്നേറ്റ് മേശ മെല്ലെ ചുമരിൽ നിന്നും തെല്ലുകുറ്റിയിട്ടു.

“നീയെന്താ ഗോപീ, കൊറേ നേരയീലോ ഇബടെ ഇർട്ടത്ത് കുത്തിരിക്കണു...” അമ്മ പിറകിൽ വന്നു നിന്നത് ഗോപി അറിഞ്ഞിരുന്നില്ല. “അമ്മ പറഞ്ഞത് മോന് വെഷമായ്യോ? ഞാൻ നിർബ്ബന്തിക്കണൊന്നുലു, ടോ...”

“ഏയ്... അങ്ങനൊന്നുലു, അമ്മേ. ടി.വീല് ഒര് പ്രോഗ്രാം ഇണ്ടായിരുന്നു. അത് കണ്ടിരുന്നതാ.”

“എന്നാ നീ എണീക്ക്! മണി എട്ടായി. നീ വേഗം ഉണ്ണാൻ വായോ.”

“ങ്ഹാ... ദാ വര്ായി അമ്മേ ഞാൻ... അമ്മ കിണ്ണം വെച്ചോളു.”

കൈ കഴുകി ഗോപി ഊൺ മേശക്കരികെ എത്തി.

“അമ്മേ... സുമതി എന്ന് വരാം നേ പറഞ്ഞത്?”

കിണ്ണം മലർത്തുമ്പോൾ ഗോപി ചോദിച്ചു.



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Painting



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SURABHI

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