

SPECTRUM

"Time to open up a new chapter in life, and to explore a larger centre." - Lillian Russell

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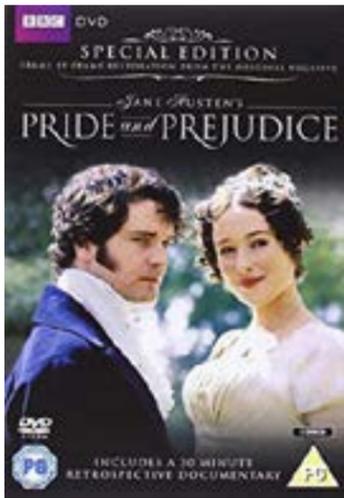
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Remembering *Pride and Prejudice*

- Neha Sheikh, SYBA

Jane Austen was born in 1775 at Hampshire, England. She was the first English writer to give the novel its distinctly modern character through her treatment of ordinary people in everyday life. She published four novels during her lifetime: *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814), and *Emma* (1815). In these works and in *Persuasion* and *Northanger Abbey* (published together posthumously in 1817), she vividly depicted English middle-class life during the early 19th century. Her novels defined the era's novel of manners, but they also became timeless classics that remained critical and popular successes two centuries after her death.



the exuberant high spirits and extravagances of her earliest writings is evident in *Lady Susan*, a short epistolary novel. This portrait of a woman bent on the exercise of her own powerful mind and personality to the point of social self-destruction is, in effect, a study of frustration and of a woman's fate in a society that has no use for her talents.

Austen began writing *Pride and Prejudice* under the title *First Impressions* in 1796, at the age of twenty-one. She wrote the first draft as an epistolary novel, meaning the plot unfolded through an exchange of letters. In 1797, Austen's father offered his daughter's manuscript to a publishing company, but they refused to even consider it.

Shortly after completing *First Impressions*, Austen began writing *Sense and Sensibility*, which was not published until 1811. Between 1810 and 1812, Austen rewrote *Pride and Prejudice* for publication. While the original ideas in the novel came from a 21-year-old girl, the final version reflects the literary and thematic maturity of a thirty-five year old woman who had spent years painstakingly drafting and revising, as Austen did with all of her novels.

The story centres on the Bennet family; Mrs. And Mr. Bennet and their five daughters, namely Jane, Elizabeth, Mary, Kitty, and Lydia. Mrs. Bennett's primary concern is to find suitable suitors for her daughters. It begins with Mr. Bingley, "a

single man of large fortune" who is to renting the nearby estate of *Netherfield Park*. Mrs. Bennet sees him as a potential match for one of her daughters.

Throughout *Pride and Prejudice*, pride prevents the characters from seeing the truth of a situation. Most notably, it is one of the two primary barriers in the way of a union between Elizabeth and Darcy. Darcy's pride in his social position leads him to scorn anyone outside of his own social circle. Meanwhile, Elizabeth's pride in her powers of discernment cloud her judgment. These two find happiness by helping each other overcome his/her pride. Outside of Elizabeth and Darcy, however, Austen seems pessimistic about the human ability to conquer this character flaw. A slew of secondary characters, like Mrs. Bennet, Lady Catherine, Mr. Collins, and Caroline Bingley, remain deluded by personal pride throughout the novel.

Pride and Prejudice, a comedy of manners and a staple of the English literature, recreates the social world of the landed gentry and embodies the theme that preconceptions and egotism can overcome true love. It is somewhat autobiographical and emphasizes the key elements of setting, characterization and theme and has rightly received extensive and thorough criticism. Jane Austen's *Pride and Prejudice* is a novel with a happy ending though it arouses such vital issues as the importance of the girl's reputation and the social prejudice which always exists, is inevitable and may influence the future of two loving hearts. Jane Austen seems to tell the reader that the representatives of the middle and the upper class may face a lot of prejudices as these two classes are very different but at the same time it is not the class that makes a man happily married but his ability to fight the pride and prejudiced mind-set in order to love the "right" person.

Technological Subjugation Over Physical Books and Reading Habits

- Pragya Parakh, FYBA

"You don't have to burn a book to destroy culture, just get people to stop reading them." - Ray Bradbury

Fifty odd posts on Facebook and Twitter, mostly skimmed. Four emails. Two full news articles. Plus the rest of the headlines and subhead on the front page. A fake news article too! Throughout, an online chat with one friend and a few text messages traded with another.

That's the diet of text I consumed in the morning as I put off figuring out how to open this article. I am not an ardent reader and at the same time too young to talk about how peoples' reading habits have been digitalised with changing times. Nevertheless none of us can defy the fact that technological books have taken over physical books.

I never realised the fact that the physical books are diminishing day by day until one fine morning my grandfather told me that the treasure which should be preserved is now just being downloaded and stored in some remote corner of an electronic gadget, which remains forgotten.

Alluring and glossy book covers, the jagged and sleek touch of paper, the spine chilling feeling which we get by unconsciously crumbling the page which has that one exasperating character and the joy we get as and when each page passes by is now getting lost and scattered because of technological subjugation.

A study by one of the researchers at Victoria University of Wellington, in New Zealand titled "Is Google Making Us Stupid? The Impact of the Internet on Reading Behaviour" promises a clear verdict, and indeed the data is persuasive. They found that when participants read offline, they performed better in concentration, comprehension, absorption and recall. Online readers performed better only in one category: Total Words Consumed.

Lead researcher Val Hooper took the findings as an opportunity to raise a flag of concern-but not the concern you might think. Instead of decrying the mind-numbing consequences of shifting our reading habits online, Hooper frets that an old-fashioned "linear" reading culture--- comprising parents, teachers, scholars and authors who tend to read and write in a manner requiring comprehension and recall, largely because they have developed and maintained an ability to focus on text for more than a minute or two at a time--- is holding back the next generation of digital native youngsters.

Let me offer you a contrasting vision: The internet is an amazing creation, no doubt about that, a testament to human ingenuity in the delivery of both everyday necessities and enjoyable junk. So

is the McDonald's drive through? Both entities by now have been recognised as addictive and harmful if frequented too often. Over the past few years we have come to a wide spread awareness of what fast food does to our bodies. If we want to maintain the kind of thoughtful, reflective, curious minds that engineered the internet in the first place, it's time to face up to what reading online is doing to our brains.

Modern life is too busy to finish every longread. For instance, you - especially if you are reading anything online, you are probably facing a decision point: read, skim or click away. Like any writer, I appreciate your patronage, even in the smallest quantum of readerly consideration and not only for me but whomever and whatever you plan to read today. I as a writer would want your sustained and focused attention which is getting reprimanded every now and then by untoward notifications.

My grandfather always says that one day hopefully, all of us look back on wasted hours of web skimming sort, like a dumb article we clicked on once didn't get much out of, and quickly clicked away from. Which is another way of saying: In context of a long meaningful and memorable life of reading, our detour into online reading will always be a chapter well worth forgetting.

A very appealing quote by Lemony Snicket, hope it stays everlasting:

"A good library will never be too neat, or too dusty, because somebody will always be in it, taking books off the shelves staying up late reading them."

Dante and *The Divine Comedy*

"Dante and Shakespeare divide the modern world between them, there is no third." - T.S. Eliot

- Neha Sheikh, SYBA

The Divine Comedy is Dante's epic poem describing his journey through the afterlife of Hell, Purgatory, and Heaven. He was born in Florence around 1265. He had a good education and was influenced in a large measure by the writings of the poet Virgil, specifically his work, "The Aeneid". Themes and characters from the Aeneid appear constantly in The Divine Comedy. Florentine politics also played a major role in the story and characters of the Divine Comedy. That period of history was dominated by power struggles within the various city states in Italy. The two groups competing for power in Florence were the Guelphs (artisans, new money and lesser nobility) and the Ghibellines (old money, aristocracy). These divisions, typically followed family lineage, with Dante being a member of the Guelph party. Through much of Dante's life, the Guelphs were in power, in fact Dante held a government position for a time. However, a bitter split developed within the Guelph party creating two factions, the Whites (to which Dante belonged), and the Blacks. Pope Boniface VIII eventually sided with



the Black Guelphs, and consequently Dante was exiled from Florence. It is no accident that Boniface ends up in Hell in Dante's poem.

The Divine Comedy is divided into three canticles – Inferno, Purgatorio and Paradiso. Each canticle consists of thirty-three cantos except for the first canticle which has thirty-four cantos, thus the entire poem is made up one-hundred cantos.

The narrative begins with Dante waking from a deep sleep, lost in a dark wood. After a few unsuccessful

attempts at escape, he encounters the poet Virgil (his supposed mentor who wrote The Aeneid), who tells Dante the only way out is down the centre of the earth through Hell, referred to as the Inferno. Virgil leads Dante through the 9 Circles of Hell, encountering terrifying scenes of punishment as well as meeting up with various inhabitants from Florence, the Bible, and classical literature. The journey through Hell ends with Dante and Virgil encountering Satan and escaping out the other side of the earth, the entrance to Purgatory.

The two travellers climb the mountain of Purgatory, where they join all those destined for Heaven on their journey of purification. Just as in Hell, Dante meets real and fictional characters in Purgatory too, each with a story to tell. Near the top of the mountain of Purgatory, Dante changes guides and begins his journey through Paradise (Heaven) with his beloved Beatrice, culminating in a vision of God.

The character of Beatrice in the poem is believed to be based on the real Beatrice Portinari, whom Dante knew and possibly fell in love with (however she was married) in Florence. Dante went on to write his first major work, "La Vita Nuova", as a love poem to her. Beatrice died at a young age, and although Dante did get married, he never seemed to recover from her death. Beatrice's role in the Divine Comedy has come to represent all that is good, as well as the theological personification of grace.

The Divine Comedy can be read at multiple levels; poetry, narrative, political, theological.

Grammar and The World: Yin and Yang

- Harshita Nair, FYBA

Grammar. Writing. Rules. Pronunciation. Communication skills. These are the different words that might pop up in your mind when you think or are asked a question "What comes to your mind first when you think about the language English?". Grammar it is, of course! Most of you might've groaned in frustration, when you thought of how grammar has made you lose marks in the exams. Yet, at the same time, it can't be denied that our lives, our verbal interactions with each other would be almost meaningless, if there was no grammar, if there was no proper set of rules laid down which said that a sentence should be in a particular order only. I mean, come on, let's be honest, the satisfaction, the pleasure that you gain, when you read a properly constructed and grammatically correct sentence, is indescribable.

Ever since the inception of English, and thereafter grammar, both have undergone many a change over the centuries. We have come a long way from using "thee", "thy", "thou", for which the word now is "you". But what has been consistent and strictly followed all over the years is grammar. No matter what may be the year, or the century, grammar is something which has never lost its importance.

Over the last few years or so, one hot topic of discussion related to grammar has been whether the advent of text messaging, text language and slangs, has ruined the grammar and grammatical skills of the present generation? And if one were to ask

this question to the whole world, more than 80-85% of the people, including myself, would agree that the text language and the slangs have indeed ruined the beauty of the English language and its grammar. But, there are some who beg to differ.

Nenagh Kemp, a senior lecturer at the University of Tasmania, conducted a research on this. She along with her colleagues at Coventry University in the UK, looked at young people's text messaging and grammar, over the course of a year. They worked with 243 participants from primary school, high school and university in the Coventry area. After a lot of research and observation, the evidences collected suggested that grammatical violations in the text messages of children, adolescents and adults did not reflect a decline in grammatical knowledge. And that young people seem to be well aware that different types of communication require different ways of writing.

But, many teachers across the globe would reject or disagree with this research because according to them, their experience has been otherwise with students, when it comes to grammar. Ask any teacher and they will have at least one story to share about their experience with the grammatical knowledge of students. If I were to recall my past memories, I actually remember many of my teachers dictating the answers out loud and some students who had replaced certain words with slangs or abbreviations,

for reasons best known to the students themselves. At times, the replacements used by the students were absolutely hilarious, but then, there were times when the abbreviations used were so meaningless and nonsensical that it would leave one wondering what was going on inside the mind of that student when they wrote it. Such situations, albeit hilarious, happen to be very sad, at the same time, because they show how much the grammatical knowledge of students has declined. These days, "You" has become "uh", "because" has become "cos", "sorry" has become "sry" and "thanks" has become "thx."

In short, what we have to understand is that Nenagh Kemp, the lecturer from the University of Tasmania, who conducted the research, is neither completely right nor wrong. She is wrong when she says that text language has not really affected the grammar of the present generation, when in fact, we all know the truth and that is, the grammatical knowledge has heavily declined. But, at the same time, she is right when she says that it is up to the young people to realize and become aware that different types of communication require different types of writing. And this awareness is what exactly needs to spread more among the youth today. And not just awareness, we need to do a lot more than that. The thing is, many people don't like or are scared of grammar because of how complicated it seems, and hence, they choose to run away from it and don't take it much seriously. So, in order to reduce this, the first thing that we need

to do is to remove this irrational fear or dislike for grammar from the minds of people. And this has to be done in a way which will make them let go of their fear or dislike and instead enjoy learning and understanding grammar. We need to develop a way of teaching grammar to everyone, not just to children, but to people of all ages, and that too, in a way which makes them want to learn the concept, the subject, wholeheartedly.

All in all, we need to make people embrace grammar, let go of their irrational dislike and fear for it and develop a genuine interest in learning and understanding the subject. By doing this, we will not only be improving the writing and other communication skills of the present generation but also paving the path for improvement for the future generation, so that they too don't end up in a similar situation like those in the present generation where the people are letting their typing language interfere with the English language which they speak and write almost on a day-to-day basis, especially in the academic or professional spheres of their lives.



Death Be Not Proud !

- Lainez Lynette, SYBA

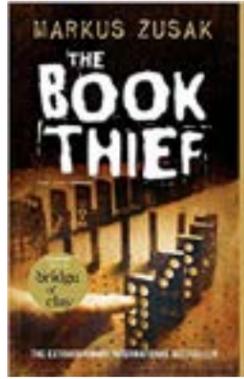
How often do you come across books which have death as the narrator? *The Book Thief* is one of the very few books that portrays death as a character rather than an end. If 'death' were a person, you would think he would be terrifying, but Markus Zusak makes 'Death' out to be sarcastic and compassionate. The book however, isn't about death. It revolves around a girl named Liesel Meminger, whom death encounters three times in the entire book. Liesel Meminger was the daughter of communist parents in Nazi Germany. With her father taken away, she was given up to foster care by her mother, who couldn't afford to care for her. The first encounter with "Death" happens on a train when she, her younger brother Werner and her mother were travelling to Munich. Her younger brother suddenly dies on the train forcing Liesel and her mother to disembark to bury the body. This is where Liesel steals her first book, from one of the grave diggers. After the burial, Liesel and her mother resume their journey to a town called Molching where Liesel is given up for foster care to Hans and Rosa Hubermann.

Rosa and Hans Hubermann play important roles in her life. Hans and Liesel share a very special relationship as he introduces her to the world of words and books.

After waking up every night from nightmares, Hans helps her read her first book, the one she had stolen at her brother's funeral. It was *The Gravedigger's Handbook* and throughout the reading of the book we see Hans and Liesel grow closer to each other surrounded by words. Soon she is stealing books from Nazi book-burnings, the mayor's wife's library, wherever there are books to be found. The mayor's wife Ilsa Hermann is aware of Liesel stealing books from her library and it is she who gives the little girls a blank notebook so she can begin writing her own story.

Rosa Hubermann was described by Death as 'almost cute, if it hadn't been for her face which was like a creased up cardboard.' Rosa had a knack for using language full of profanity and rarely showed affection but in the later chapters she is described as a good woman for a crisis. She and Hans help a young German Jew named Max Vandenburg by hiding him in the basement of their house. Max and Liesel form an extraordinary friendship having had similar experiences of haunted pasts. However, when Nazi

soldiers come inspecting Hans and Rosa's home, Max though not caught has to leave for a safer place. He leaves behind a book for Liesel called "The Word Shaker". It is the story of Max and Liesel's friendship, and promises they will be united some day.



One of Liesel's neighbour's, the lemon-haired Rudy Steiner becomes her closest friend and quite literally her partner in crime. On Himmel Street, Liesel grows playing football with Rudy and her neighbours, stealing and spending nights in her basement learning and relearning words. And it is this love for words that eventually becomes her salvation.

And it is this passion that propel her to write her book *The Book Thief* which is her own life story, of the times and experiences she has been through with the ones she has loved and lost.

The Book Thief is a lengthy read, at almost six hundred pages it could become cumbersome to read it. But it does provide an inside view to the lives of the people living in Nazi Germany. It makes you realise that so many people living there became victims of the war, that they weren't all evil as they were often portrayed. Death portrays the burden of his job during the holocaust with the words, 'they just kept feeding me. Minute after minute.

Shower after shower', referring to the gas chambers used in concentration camps. The sadness surrounding Liesel's story builds on you, until you realise that it was like this for so many, and how serious it was! Markus Zusak wrote the book with reference to the many stories his parents narrated to him. Though Liesel is often compared to his mother Markus affirms that she is only a fictional character.

I would definitely recommend this book to anyone who has the patience to read it from cover to cover. It is a story about the power of words to create worlds. It is superbly crafted, giving a lot of details, with a plethora of characters and definitely a great story to convey. Overall you can take a lot from this story. We can learn a lot about passion and how it has the power to save as well as destroy us. There are a lot of instances where sentences are used in the most mediocre manner but it makes you pause and reflect on them. Most of them coming from the narrator, Death himself making us realise that, 'Death also has a heart'! It is an intense and moving story which will make many teary eyed. The author shows us how small deviances and unexpectedly courageous acts remind us of our humanity.

CALIBRE CORNER

- Shreya Nair, SYBA

- Harini Thakkar, SYBA



Qamar Ahmed Adamu

Q: You've been in India, in S. K. Somaiya Degree College for about a year now. How does it feel being a part of such an institution so far away from home?

A: The experience is of an extraordinary kind, quite different from my expectations. The institution has been very supportive. I think the staff is amazing, they appreciate me being here. I can attribute my positive experiences in the academic process here to the caring and kind Principal, encouraging teachers, the everyday smile I receive from the warden in the morning to my ever supportive and helpful classmates. The teachers ensure that I feel comfortable and understand their lectures. In all fairness I have come to appreciate the experience so far.

Q: Tell me about your hometown. If I came to visit you, where in your hometown would you take me? What places would you show me?

A: My home town is a very quiet place, not an industrial environment like other states, full of greenery. So if you come to my home town, I would take you to the Yankari Game Reserve and other than that I would take you to visit the Obudu Mountain Resort. You see I'm a nature enthusiast!

Q: What is the one difference between education in Nigeria and education in India?

A: It is really different! I was not expecting to study so many subjects in the first year! The exam process is different here. One has to write a lot even for a question that at its best you can give only a page or half more! In my country we give more consideration to the content. They prefer precise answers. So I was equipped with that kind of writing. After coming here it was a little difficult as I had to suddenly change the pattern of my studies. But at the same I admire the syllabus; it is more Indian in scope. I would love to see the educational institutes back in Nigeria adopt this kind of a

system.

Q: What is one part of Nigerian culture that you'd like to share with Indians?

A: Nigeria is a diverse country. I can only speak with respect to my hometown. The core aspect of our tradition is our dressing and also, horses play an important role in our culture. Even before the coming of the British we had empires, kingdoms with kings called lamido, we had sakuwa - a play with a horse, annual horse racing and even what we now call Polo. But what is important is the sakuwa. We have farm festivals during harvesting time as well.

Q: What are some of the highlights for you of the Indian culture you've seen so far?

A: The festivals of India are the most prominent highlights, especially Diwali which is my favourite.

Q: Which extracurricular activities in college have interested you?

A: I participated in Utkarsh festival which gave me a wider arena to explore myself and a huge platform for socialization.

Q: What is the one thing that you enjoy here more than your hometown?

A: I think, I love the way you celebrate

your culture so much. There are a lot of holidays round the calendar. We don't get so many back home. The energy and anticipation as the holidays and festivals come by is amazing. It makes me happy that I am here celebrating along with friends.

Q: What do you hope to get out of being an exchange student?

A: Well both India and my country Nigeria are developing countries. Studying economics here I have learnt a lot which I hope my country will emulate and hopefully if I find myself in a position to do so in future I will surely implement what I have learn here.

Q: As an exchange student you would be considered an ambassador for your home country. Do you think you'd be a good ambassador for Nigeria? If yes, why?

A: I would advise others that visiting/ studying in India is worth the experience. Especially because India has such a rich cultural history!

Q: Are you satisfied being a foreign exchange student as part of this institution?

A: Yes, I am! Everything here is different and vivid and it feels amazing being a part of it!

Riptides

- Shifa Qureshi, TYBA

There are days you feel everything all at once
or nothing at all.
Two extremes
pulling at your heart
like playing a chaotic tune
on its favourite harp.
Happy days making you feel all the feels
too happy to be true
peaceful blue skies
with gentle winds
breezing their love at you
You might even think you're a butterfly
happy, and ready to fly
That's when realization strikes you're falling,
against the wind.
And then you think

you're a shooting star
burning through the happiness
before it gets dark.
But what a shame it is
to compare yourself to an insect or a burning stone
when you are the one that hones.
All these emotions they move at your command
because you are not the sun
neither the stars.
You are the moon
that pulls and repels
all these happy memories or painful spells
like the tides in the sea.
One moment ruling the waves
or waning your world in riptides.

Angel

- Yashvi Prakash, FYBA

She's an angel, calm and serene,
Her smile's contagious, eyes are like a dream.
Forgiveness is the power she chooses to believe in,
As she looks over sin after sin after sin.

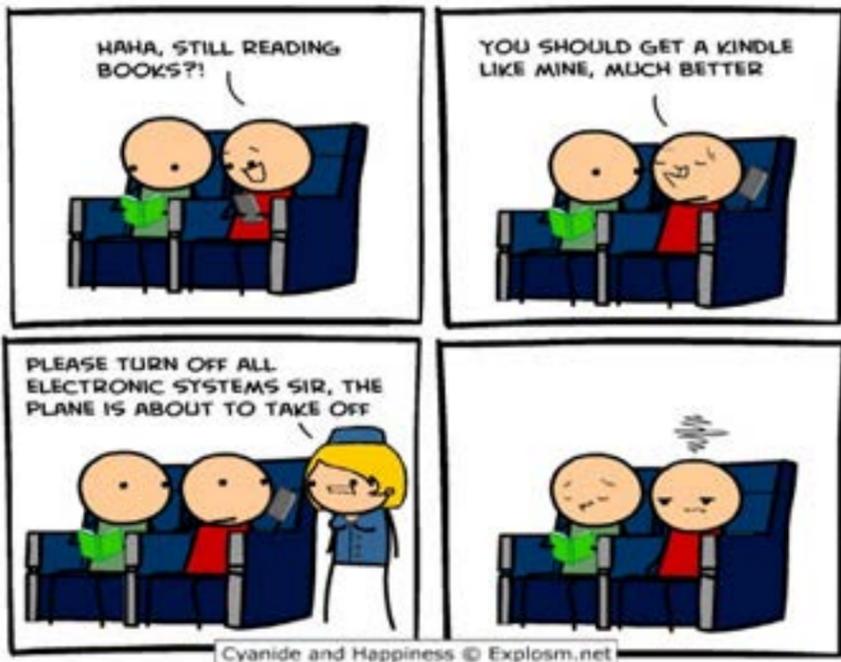
Many a whisper is heard of her unsettling past,
Where the strongest of enemies she did outlast,
Her violence had soon hit the topmost peak,
As she had in her once, a devil streak!

They're unaware the calm is one right before a storm
hits,
Her eyes fuelled with rage, she knows it somehow fits,
For every now and then, she cannot let it slide,
She knows it angers the devil inside.

TRIVIA...!!!

- Pooja Dedhia, TYBA
- Shifa Qureshi, TYBA

Comic Strip



Word Search Puzzle

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| Q | R | X | V | A | A | S | R | P | H | L | H | W | U | U | C | U | O | E | S | S | A | D | E | T | T | C | U | L | T | I | M | P | E | R | I | A | L | I | S | M |
| O | U | C | D | L | L | L | A | N | U | N | A | P | T | T | N | V | O | P | N | S | F | S | D | O | X | W | B | E | I | I | M | P | E | R | I | A | L | I | S | M |
| N | B | G | I | E | Q | S | C | S | M | U | H | C | A | T | I | P | N | M | A | O | G | E | H | C | X | Y | O | D | O | I | M | P | E | R | I | A | L | I | S | M |
| X | A | S | Y | S | M | G | I | N | B | M | L | L | N | T | R | W | K | H | R | Z | V | C | X | V | D | D | I | N | I | M | P | E | R | I | A | L | I | S | M | |
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| C | P | J | R | R | L | J | Z | C | O | N | S | U | M | E | R | I | S | M | D | I | Y | R | B | N | K | J | O | H | I | M | P | E | R | I | A | L | I | S | M | |
| M | R | G | K | I | M | J | O | N | G | I | L | F | E | C | G | Z | A | J | K | K | W | S | S | I | F | D | O | R | D | I | M | P | E | R | I | A | L | I | S | M |
| F | X | R | V | E | Y | W | O | F | H | H | J | G | L | G | C | X | I | S | W | E | N | W | S | Y | F | A | O | I | K | I | M | P | E | R | I | A | L | I | S | M |
| V | V | S | F | Y | U | K | E | O | Z | A | T | G | P | C | C | O | E | N | B | T | A | T | Y | S | S | C | I | A | J | I | M | P | E | R | I | A | L | I | S | M |
| T | F | F | N | X | F | S | G | L | J | M | Z | D | Z | K | G | X | R | D | M | R | V | P | V | M | M | T | P | L | B | I | M | P | E | R | I | A | L | I | S | M |
| F | O | U | P | N | T | C | I | S | Z | R | T | E | U | W | J | R | T | P | W | J | F | F | E | M | W | E | S | C | | I | M | P | E | R | I | A | L | I | S | M |
| X | Z | G | Y | T | V | I | A | K | E | C | K | L | T | G | H | T | V | O | F | W | S | T | E | J | U | Z | E | M | P | I | M | P | E | R | I | A | L | I | S | M |

Sudoku

| SUDOKU | | | | | ANSWER | | | | | | | | | | | |
|--------|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|---|---|
| | 6 | | | 5 | 7 | 1 | 3 | 6 | 4 | 9 | 2 | 5 | 8 | 7 | | |
| | 9 | | 6 | 8 | | 5 | 9 | 4 | 7 | 6 | 8 | 1 | 3 | 2 | | |
| 7 | 8 | | 5 | | 4 | 7 | 2 | 8 | 3 | 1 | 5 | 9 | 6 | 4 | | |
| | 1 | 5 | | 4 | 2 | 9 | 8 | 6 | 1 | 5 | 7 | 4 | 2 | 9 | 3 | |
| | 7 | | 3 | | | 2 | 7 | 5 | 9 | 3 | 1 | 6 | 4 | 8 | | |
| 3 | 9 | | | | 7 | 1 | 3 | 4 | 9 | 2 | 8 | 6 | 7 | 1 | 5 | |
| | 5 | | 4 | 8 | | 9 | 6 | 5 | 7 | 1 | 4 | 3 | 8 | 2 | 9 | |
| | 8 | 2 | 6 | | | | 4 | 8 | 2 | 6 | 5 | 9 | 3 | 7 | 1 | |
| | | | | 2 | 7 | 4 | 6 | 9 | 1 | 3 | 8 | 2 | 7 | 4 | 5 | 6 |

• FUN FACTS •

- One of the most expensive English books to ever exist to date was that of Leonardo Da Vinci – Codex Leicester which sold for a ‘mere’ 30 million dollars. Of course it was purchased by someone who could afford it; the richest man on earth – Bill Gates.
- Unputdownable is a true English word that means that the book you are reading is so engaging that you cannot stop reading it.
- Hazardous, horrendous, tremendous and stupendous are the only words that end with the letters ‘dous’ in the English language.
- The original story from Tales of 1001 Arabian Nights begins, ‘Aladdin was a little Chinese boy.’

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