

1985  
Mandragoras  
GERHARD FISCHER & KOKILA RAJAIAH ALL INDIA FLOODLIT BASKETBALL TOURNAMENT





mardi gras 85

and

**Gerhard Fischer & Kokila Rajaiah All India Basketball Tournament**



**SOUVENIR**

**INDIAN INSTITUTE OF TECHNOLOGY**

**MADRAS-600 036**



## **MESSAGE**

**Prof. L. S. Srinath**  
Director

It is a matter of pride to Indian Institute of Technology to take the responsibility of organizing the Gerhard Fischer, Kokila Rajaiah Basketball Tournaments and the Annual Cultural Festival Mardi Gras in the Campus. These two events have added much value to the campus community. Education, Sports and Culture can go hand-in-hand with beneficial effects on each other.

I wish these two events all success.

## **MESSAGE**

**Prof. J. C. Kuriacose**

Dean Students

This year our students have given expression to their innovative planning by combining two important extracurricular activities, the Basketball tournaments for the Gerhard Fischer and Kokila Rajaiah trophies and the cultural festival. The Basketball tournaments have earned a great popularity and every year the campus community looks forward to it.

The quality of the teams competing and the spirit that permeates the event has provided entertainment and pleasure to the spectators.

Both the Basketball tournament and the cultural festival provide the students opportunities to show their organisational abilities and to demonstrate their extra academic talents.

The joy these events bring to the campus community and the satisfaction it gives the organisers and participants in sharing this joy and making others happy through the talents they possess will be the real measure of the success of the tournaments and the cultural festival.

I wish everyone relaxation, enjoyment and a lot of clean fun. I hope that the efforts put in this year will touch a large cross section of the student community, giving them the opportunity to develop/display their talents each in the variety and measure in which it is given to him/her. May these days of gaiety and fun be very rewarding days for the Institute.

## **MESSAGE**

**Prof. P. K. Philip**

Advisor Sports

The Gerhard Fischer Basketball Tournaments has come to occupy a very important place in the itinerary of events in the IIT Madras. In fact it is most popular event with the Campus Community. This year the Tournament is being organised along with another popular Mardi gras. These two events should compliment each other and provide a memorable time to lovers of both Sports and Culture.

I am sure that the Tournament will foster friendship and Comaraderie among the participants as well as provide many enjoyable evenings to the Campus Community.

To the student organisers, who are the mainstay of this tournament, I wish all success in the endeavour.

## **MESSAGE**

**R. Natarajan**

Chairman, Souvenir Committee

Along with Pongal and the Cricket Test Match, the New Year heralds for the Madras IITian the Gerhard Fischer and Kokila Rajaiah Basketball tournaments, and the Mardi Gras. As far as the former are concerned, they have grown from strength to strength, attracting the best talent, and played in our inimitable OAT, and spreading joy and good cheer all round. The Mardi Gras has evoked mixed feelings, even among students, with the faculty being cultured enough to look upon this cultural festival with tolerance. However, it has always provided, at least for the organizers, participants and the freshmen, considerable enjoyment and satisfaction. It still enjoys a tremendous reputation at other colleges, who look forward to this event with much eagerness.

A lot of planning, organization and hard work go into these annual events, and I do hope that they would provide the Madras IITian—be he/she a student or staff member—a lot of enjoyment and relaxation.



# PLAYMAKING

Just like a schemer in football, a playmaker in a basketball team is a must. Today's basketball demands that the players should be able to have all the skills and play in all the different positions. But even then due to human limitations one player cannot do everything as perfectly, and hence specialisation takes place.

The 'playmaker' is the one, who controls the game and initiates plays necessary to break up the defense. He finds the weaknesses in the defense and starts to direct his attack, taking into consideration the weaknesses.

As stated earlier, it is not only the playmaker who has to execute assist passes but also the other players. In fact the schemer is the one who starts and directs attack. He studies the defensive techniques and adjusts accordingly. Playmaking alone does not make a player very useful in the team. His limitations can also be exploited by the opponents. Hence he has also to be a good forward, or a strong guard, so that he can also help his team either by offense or defense. If the schemer cannot shoot he is going to have trouble in passing, driving etc., since the defense will sag from him and put pressure on other strong forwards or a tough centre. This will reduce his value on the basketball floor. If he can make up for it either with good defense or strong rebounding, then he may prove useful.

In individual games one has to analyse one's opponents. In team games one has to analyse not only one's opponents but also one's own teammates. This analysing of one's own teammates is very important, so that one can make the correct moves at the right moment. A pass which can be received by a player is a good pass. But one that cannot be received even though the receiver may be absolutely free is the responsibility of the passer. The pass executed must be according to the ability of the receiver. This knowledge of the abilities of the players helps one in controlling the game. If a fast advance pass is executed towards a slow moving centre, then he is going to have trouble in receiving it. Similarly if a short player has been given a very high pass or a very tall centre (who is not very mobile) a bounce or a roll pass, then the chances of the pass not being received are very high. Hence it is very important to execute the correct type of pass for each and every teammate.

Dribbling is a necessity for a playmaker. He has to drive in and attract the defensive players towards him and then lay up passes for his teammates for easy

attempts. This he can do, if he is very efficient in dribbling. While driving in, with a dribble' he has to select the correct side, preferably where he can attract the other defenders too.

Some players also require quick and fast passes, specially so when they are free to shoot. If one is really good at dribbling one can also bait the defense into double teaming and flick away his pass to the unguarded player.

A player may miss a few sitters from one spot. The playmaker must be able to bring in another player, to take shots from that spot. He must also instill confidence in his players, even if they miss a few shots.

He should be able to pass with either hand and execute all types of passes, especially the not-so-popular and uncommon ones.

He must use the skills of the player to the maximum. If he has all-rounders in his team and a short player, or a meak defensive man is covering one of his players then he should direct that teammates to play pivot and make the most of the situation. The tall defensive player should be drawn out by an offensive player playing out, so that driving in will be easier against the tall players. Since the big man is out, chances for rebounding also will be better.

The playmaker, just like a good shot, should not have only favourite passes in certain situations. He should be able to control the game when he has no centres or even when he has. He should be able to control the game at a very fast place, or a dead slow-20 second-attempt pace. This will always help his team to control the game and dictate terms to the opponents.

Dribbling though a must, must be used sparingly. Unnecessary dribbling for the sake of it, can be detrimental to the team's interest.

The playmaker should have exceptional peripheral vision, passing ability, knowledge of the game, and most of all the personality, to command and be obeyed and respected.

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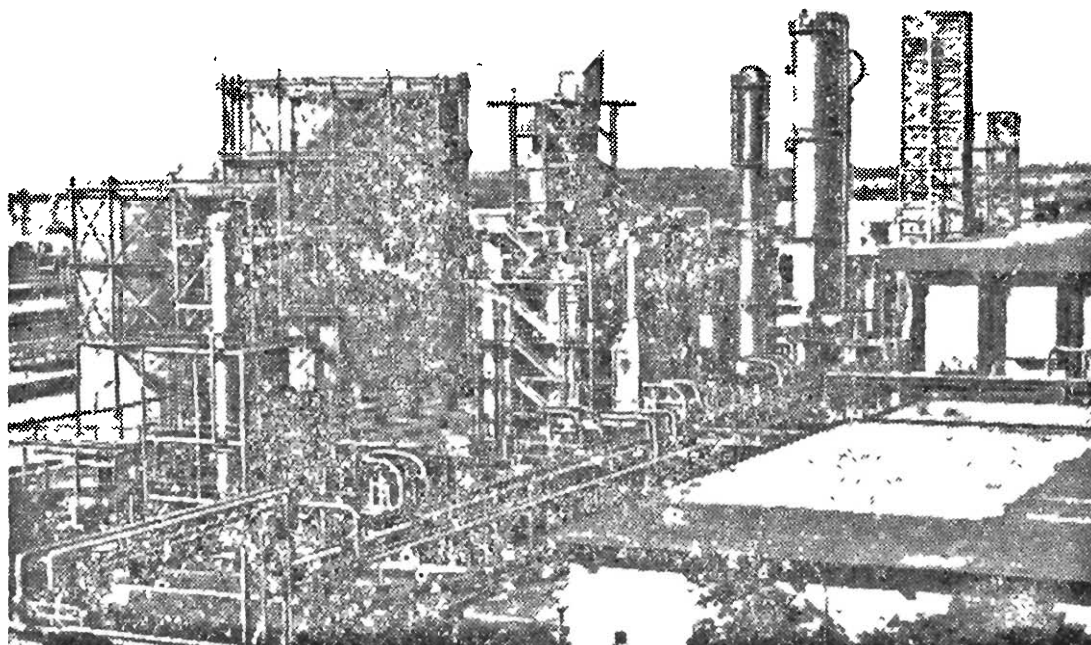
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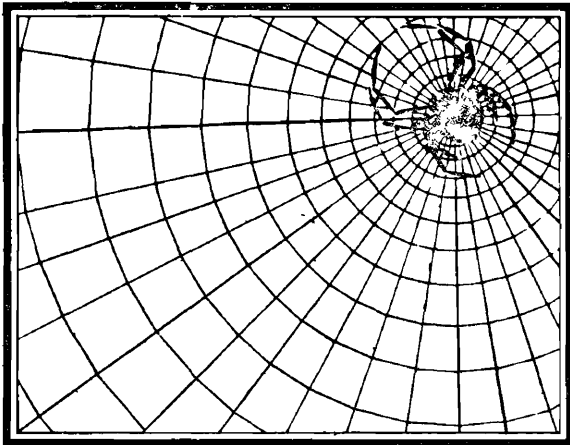
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# How to Lecture Effectively

*The following is reprinted from "TOIKE--OIKE," the under graduate Newspaper of the Engineering Faculty at the University of Toronto.*

The beginning of the lecture serves to create the atmosphere of the whole, hence it is imperative that from the very start you make it known once and for all that you are Top Dog. This may be done in several ways.

The most direct approach is to start the lecture five minutes early, before all the students have had a chance to arrive. This automatically establishes you as a "Let's not mess around" type. Any dissenting murmurs can be subdued with a mumbled "We have a lot to cover; and, anyway, you missed a lecture at Thanks giving." The beauty of this method is that it can also be used to make students feel guilty and ill-at-ease. This is done by waiting until the rest of the class starts straggling in and, when the inevitable floor-board creaks, turning around, surveying the class with an icy stare and then mumbling something like ".....don't mind .....coming in late.....but some people ..... more considerate.....?"

Another very effective opening is to describe the traffic jam coming down from the house and to follow this with some derogatory remarks about the traffic police or the automobile manufacturers. This invariably sets you up as a good joe, an allright guy, and "quite a character, eh?"

A technique favourite among lecturers of subjects connected in any way with mathematics consists of coming in early, standing at the board with the back to the class, and manipulating with very complicated mathematical expressions. These are rubbed off about a minute before lecture time, but by then most of the students will have seen

them and a general feeling of apprehension will have been created. The lecturer is then looked on as the one who will translate these hieroglyphics of higher learning for the academic cavemen of the class.

In delivering the lecture you should keep in mind that the mode of delivery depends on the subject matter. In general, subjects can be divided into three branches; the difficult, the tricky, and the easy. These are further divided into the largely boring, the mildly interesting, and the very interesting. However, because of the very rare occurrence of the latter category, the discussion here will be limited to the former two.

## **(a) Difficult, largely boring**

These subjects constitute a high percentage of the work done here. It is vital that the lecturer not enter into a discussion of the topic with any individual student. This can generally be avoided by covering the material at a rate so great that all of the class' attention is focused on the bodily transfer of the work from the board to the notes.

Sometimes, however, a question is asked. In this emergency the following treatment is recommended:

1. Ignore it.
2. Look disgusted. This often makes the student feel self-conscious and may result in his utter defeat immediately.
3. Repeat what you have said in the last five minutes, but do it in thirty seconds.



4. Start discussing a completely irrelevant point.
  5. Bring him to his knees by inferring that he is an idiot e.g.: "But after all, Mr. Guggenkopf, isn't two plus two just four?"
  6. Make the student repeat the question several times while you look at the class with a pleading expression. This suggests at once that he mumbles, does not enunciate, or cannot express himself clearly.
- NOTE: In the case of foreign students this method should be used first.
7. If there seems to be no other way out resort to the technique involving "Thanksgiving" already mentioned above.

**(b) Difficult, mildly interesting**

This category includes a fairly large number of subjects which require blackboard presentation. Although the methods discussed for (a) find wide application in this field, the content of this section will deal mainly with the cardinal topic of blackboard technique.

Two separate cases occur here :

1. Good text-book is readily available.
  2. No single text covers the work.
1. Since it is necessary to give only supplementary details on the board you have here a golden opportunity to assert your personality. The most important characteristic to develop is the writing. It should be small, especially effective in big rooms, and hovering on the brink of illegibility.

A most brilliant example of originality in this field was first reported just a few years ago. It consists of stating a lengthy law in one breath, looking disappointed when several cries of "Uhhhh?", "Whazzat?", "What the....." are heard, walking over to the board with a resigned expression, and with great dignity writing :

**NEWTON'S LAW OF  
UNIVERSAL GRAVITATION**

*T f o a b t m v a t p o t m a i a t s o t d b t*

To see the blank expressions on their faces before somebody figures out "The force of attraction....." is one of life's rare little pleasures.

Another gratifying result is obtained by writing a complicated expression on the board and then with a chalk craser rapidly wiping and altering inverting and cancelling until the answer is arrived at. This will inevitably bring great cries from the students. You can interpret them as signs of admiration for the rapidity of your mental processes.

2. In this case it is necessary to provide a reasonable amount of information by means of the blackboard.

One highly recommended procedure for keeping one step ahead of the class consists of commencing to write immediately on coming in and continuing to do so until the very end of the lecture. The writing should be accompanied by a running commentary into the board; enunciation should be limited to the result of any sequence of operations described.

e.g. "..... mlpycrossrinlefsinvidngbtwofrens hateonce-get x l"

Another popular method is the WPTT procedure. The technique consists of the above with addition of stepping back, looking at the board, stepping forward, writing another line, and saying ".....which proves the theorem." Fifteen seconds later the boards are wiped clean. Ensuing questions are treated as per (a) above. The psychological effects of this on the students are too obvious to warrant discussion.

When properly used, the black board eraser can be an effective tool in establishing the lecturer's superiority. Great effects have been achieved by not erasing the previous work completely and writing between the smudges, not erasing the previous work at all and writing on top of it, erasing each

line fifteen seconds after it was written, putting extra lines in the middle of completed sections preferably on an angle, and writing on a wet board with hard chalk.

### (c) Tricky, largely boring

Here it is often necessary to explain some obscure point to a student. However, this can also be used as a tool to affirm your superiority over the class. In preference to the methods outlined in (a) we suggest the "further research" technique.

The further research technique consists of repeating in a paraphrased form your statements of the last three minutes and then of immediately qualifying them by: (1) describing how Oppenschwitzer at Princeton had already spent four years studying this point; (2) listing six references, four imaginary, "Very good on this sort of thing"; (3) reminding the class that this was simply another theory and was probably no better than put forward by Ponsonby and Fotherington-Hyde twenty years previously. Or, if no ready explanation is available assuming a resigned expression and saying that 'If you question this you might as well start counting on your fingers again.' Whichever method you use be sure to finish it with a sweet "I hope this answers your questions."

This method has the advantage of setting you up as an individual well informed in his field, a walking bibliography, a philosopher of sorts, and a nice person.

### (d) Tricky, mildly interesting

Two techniques of cardinal importance in this field are good blackboard diagrams and effective text references.

There are two classes of diagrams, the qualitative sketches and the dimensioned quantitative drawings. It is important that all qualitative sketches be done with hard chalk, with several systems of shading, at least three kinds of broken lines, and properly proportioned lettering. Doing this sets you up as a person pains taking in details, a perfectionist who spares no effort a neat, tidy,

well-organized individual. You can further increase the beneficial effects of this by passing it off as a "mere sketch, just to give you an idea, you know", "a simple line diagram", "a rough idea. Don't copy it down; you can do much better on your own". Saying something of this sort not only shows your disarming modesty but also presents the class with visions of red pencil lines across their best, if not quite as practised, graphical endeavours.

The quantitative drawings require a totally different attack. They can be done either with very soft chalk and thick lines or with very faint lines drawn with hard chalk, especially effective on ground glass boards

It is absolutely essential that rulers, squares compasses not be used as this may suggest that you cannot cope with the subject without outside help. All symbols should be Greek, with emphasis on the less widely recognized letters. This induces thought among the students and leads to a better appreciation of the Classics. If at all possible, one symbol should be used for more than one quantity. This sharpens the students' power of observation and may also lead to some very interesting dialogue.

e.g. : "That is NOT the imaginaryi". Oh, you mean here? No, that is the i'th term. The second line? Of course that's the i vector. No, no, no! That stands for internal!"

Symbols which may have an intuitive meaning should be avoided. We recommend, for example, the use of "tau : for volume and "s" for area.

There are three basic manoeuvres in book referencing which have enjoyed considerable success over the years.

The first consists of giving a list of the three or four "very good" books, heartily recommending one of them, and then proceeding to give a set of notes that makes the books seem like Grade I Primers. This immediately shows that you are intellectually superior to the books' authors.

The second technique consists of suggesting "an excellent" book at the beginning of the year and ignoring it completely from then on. This may be augmented by referring often to one other book in particular, knowing well that there is only one copy of it in circulation.

The third technique, less widely used but devastating, consists of ignoring the whole question of references until three weeks before the exams and then announcing that Eiersetzer's "A Simple Introduction to Elementary Discontinuities" is the best book that can be found for reviewing the year's work in *Advanced Analysis of Complex Singularities*. The inference, of course, is that the subject taught is barely worth any mental endeavour, and hence all students who find trouble with it are idiots.

#### **(e) Easy, largely boring**

The main objectives are to keep the students agitated and also to try and sneak a few tricky minor points past them. The former can be achieved by high-speed dictation, slowed down only occasionally for breathing. Following the work from the text can be given a change of pace by stopping abruptly at the end of paragraph, walking to the board, thinking for a moment and then putting, with great dignity, the first word of the next paragraph at the upper left-hand corner. This should awaken most of the dozers, especially if the chalk can be made to squeak, and will also allow you to

have a little sport guessing the number of those who date up a new page in their notes.

Approaching a lecture in which you plan to put over a minor tricky point which is not in any text, has never been mentioned before, will never be mentioned again, and would make a good exam question, you should enter the room with eyes half-open and feet dragging. This gives the students a false sense of security and the trap is set. Making some minor errors and having apparently great pains in adding to a hundred you will put the class in the mood of self-assurance which comes from a feeling of utter superiority. Then with two minutes to the end of the lecture you make your rapier thrust and withdraw before anyone thinks of asking for an explanation.

#### **(f) Easy Mildly Interesting**

The procedure here consists of simply coming in on the first day, giving a genuinely good reference, telling the class that this is their snap course, leaving your office number, and leaving.

It is hoped that the above collection of ideas, drawn from experience and widely practised for many years, will enable new lecturers to assume immediate control and mastery over their students and at the same time to be admired as wonderful people.

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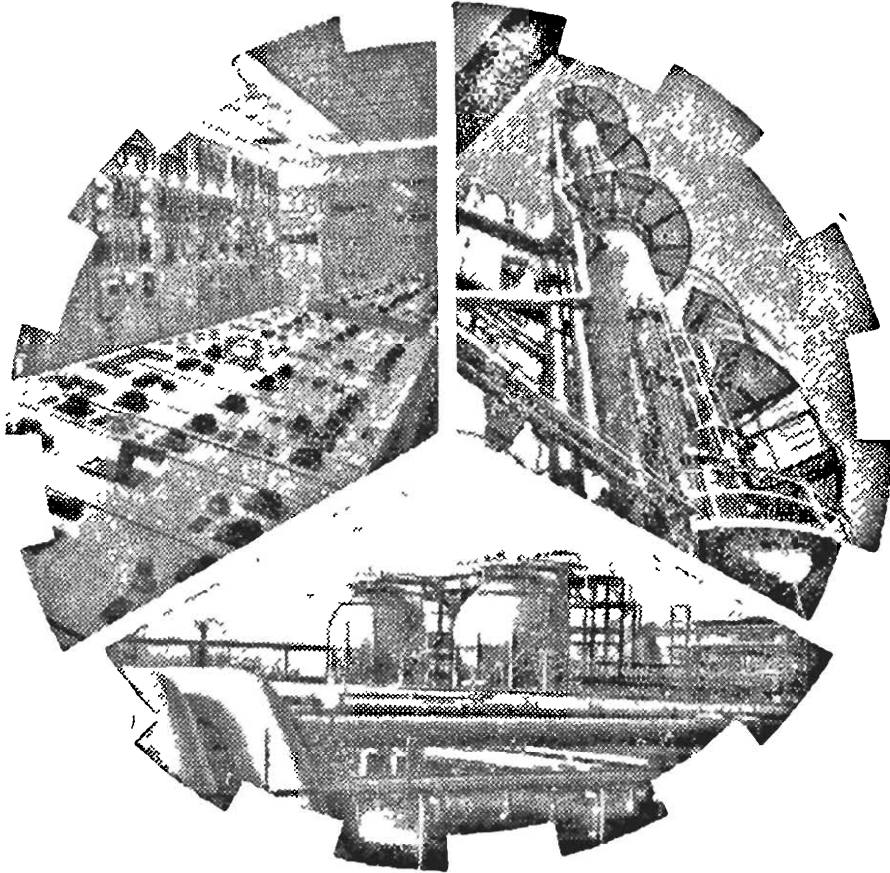
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The WHO bigwigs soon did unbend  
To put this menace to an end.  
So that, after quite a while,  
Bacchus's dame was declared sterile.

This shock was of such an awesome bend  
That it unhinged Bacchus's mind  
Maddened, furious and amazed,  
Up and down the land he raced.

Cholera! Cholera! day and night,  
And very few were spared its bite  
Soon in his pride foolish Bacchus  
Ventured into I.I.T Campus.

And spotted Muggo under a tree  
Gazing fondly at the library  
Which, after a mighty fight,  
He had left at 10 at night.

Oh poor, ignorant virus  
Foolish, senseless Bacillus.  
Did you really, truly never dream  
Of the terrors of Muggo's bloodstream?

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## Final Year Blues

I remember reading somewhere that communism is a virus that you just can't help catching sometime in your post-adolescent years. The same might be said, with justification, concerning half-baked philosophy it's simply unavoidable in your final year. With the Damocle's sword of The Outside World hanging over you, you begin to wonder well, what am I going to do? And to most of us overprivileged, it is not merely a question of how to fend for our bread (which is assured, say IIM or back home in God's own country) - but rather a metaphysical problem. Quo Vadis, home? Why exist at all? What is the point of it all? Though Dr. Rajagopalan is likely to demur, a silent minority does do a little soul-searching about such esoteric matters as the technologist and his obligation to society and to humanity at large. This is naturally a largely depressing theme, one is not anxious to realise that it's merely due to accidents of birth and upbringing that one is leading a highly pampered existence. That, when all is said and done, one's debt to those poor millions out there in the cold is immense. Add to this a growing feeling that after all, life in IIT was good (excepting a few periods and the like) And that you will miss your old friends. The hostel life. The prestigious IIT tag. And then there is the sneaking suspicion that the best years of your life are behind you, a waste land. Which is when you end up as an introspective and/or cynical character. Small wonder, then, that chaps go around looking soulful, spouting Existentialism. Or loudly proclaim their desire to run amok or to commit suicide. So the next time you see some such poor final year guy, do lend him a sympathetic ear. Poor guy, he's growing up.

Another prominent feature of the final year ethos, which might seem strange to the uninitiated is the maniacal desire to acquire a female, somehow. It appears to yours truly that fellows suddenly wake up in a cold sweat some night with the horrible realisation 'Hey. What have I been doing in IIT? I haven't even made it to the wing carroms team Ah ; woe is me !' With the net result that he starts out next morning, spruce and clean, and proceeds Stella-wise or WCC-wise. Of course IIT females are infra-dig. And then begin the gargantuan phone calls, the sweet nothings (Have you ever tried the Tapti phone?) Leading of course, to the Stereotyped ending - fond farewell, fears, 'Goodbye to you' my old and trusted friend One of the indiscretions of youth. Let's turn a benign blind eye to it. Who knows when you and I might feel the same damning impulse?

One of life's little questions—'what exactly is an IITian like?' Like all things small, fraught with danger. For the answers cover the entire Spectrum from Anthony Reddy's 'Cattle' (and less parliamentary appellations) to Anand Reddy's enthusiastic epithets. (Incidentally, here at last, a vocal General Secretary) However one of the more undesirable facts of an IITian mental makeup is extreme intolerance - almost savanoralaeque in scope. We're intolerant of everything. Of bad lecturers. Of the system of good merries. Of poor performers on stage. Of Ayd Rand. Of Agatha Christ. What galls me is the fact that we are presumptuous enough to consider our value system infallible and immeasurably superior to anyone else's The 'I'm ok you're not ok', syndrome. Which John Stuart Mill would contest hotly. Like I mean what right do we have to sit in judgement on somebody? Let him who hath not sinned... But I retire chastened. Am I being intolerant of a little healthy prejudice (or to quote the inevitable Reddy, prebias)?

—GEMINI

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# A Treatise on Life in the Organic Jungle

SHANKAR (JAMUN)

One fine morning while the isomers of the organic jungle were about their daily chores, and the sun was busy photo synthesising the chlorophyl 1, Tarzon saw her. She was clad in curdy white hexa-methylene-adipamide (known to the inorganic world as nylon) and was directing coy looks at him thro' her pyrex glasses.

"OHCOOHNC<sub>6</sub>SOHOPCCOH", Tarzon rent the air with his organic cry, just as his father Hydrazon used to in his prime.

"COOH", she shot back, acidly.

"Me Tarzon. You Thane", remarked Tarzon

"Methane. You Tarzon", she clarified.

...AND a Covalent bond was established.

The formaldehydes done with, they drove off in Propanol-powered Mercedes Benzene.

The next morning, Thane while enjoying her usual ride on the cyclobutane (basically a one-chain compound), caught the attention of a wicked pair of eyes, those of Psycho Cyanide. As the aqua-regia pumped thro' his veins he hit upon a plan. He drew out his Cathode ray gun and aimed a stream of excited neutrons at the hapless vehicle. Thane, being an optical isomer (i.e. cackeyed) could not spot the attack in time and the inevitable happened. Markovnikov's rule took its toll and the cyclo-butane was reduced to a mere heap of 1, 2-dichloro diphenyl hexane (popularly known as ashes.) Speedily, Cyanide imprisoned Thane in his crucible and put a watch-glass over her.

On seeing this, Tarzon's inveterate sidee, reducing agent Double Band, took the underground test tube to his master's side. Gasping with excitement, he said "Villain Psycho-cyanide has kidnapped Thane and is holding her to ransom for 20,0000 calories. I saw it all!".

"Why, you boron!", Tarzon fumed. "You could have used your negative charge!".

With that he left Swinging from fibres of Dacron to creepers of Teflon, he made his way to the cyanide cave, killing an occasional tetraheadral monster and slaying passing carbohydrazes in his fury.

As sulfate would have it, Psycho was ready for a showdown in the aromatic ring. In the bitter chemical warfare that ensued, it was evident that either of them would not live to see another dye. Psycho whipped out his electrophile and charged at him malevolently. In retaliation, Tarzon brandished his nucleophile dextrosely and carbonised his way thro' his opponent's intricate defence structure oxidising him to water vapor.

That evening Thane and Tarzon, arm in arm, danced to the soft Keytones under the warm glow of the electrolights.

"Darling", she murmured, "What should we name our daughter?"

"Methyl of course", replied the jungle king. "The IUPAC wants it that way".

'So be it', the tall diastereomers seemed to whisper in unison.



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# The Final Year ITCH

Five years in this place are just five years too many, and at the fag end of the course, when people cannot quite come to terms with the fact that they are passing out at last, they develop a strange disease. Symptoms are common. Normal, ordinary human beings develop a sudden desire to go abroad, waste money on stamps and spend hours on application forms of universities, the names of which they can't even pronounce. These symptoms have been investigated by Sridhar *et al.* and are broadly classified as Acute Americemia with Contracted Canadiasis. This condition develops rather suddenly during the summer vacation and continues throughout the final year. Normally, at the end of the cycle, Americemic Canadiasis leads to anxiety neurosis.

The disease has one month incubation period when people send off requisitions for application forms and wait for the application forms to arrive. At this stage one class of individuals retain enough of their sense to cash on their comrades' idiocy. They print the various forms and make some money in the bargain.

The patients range from individuals who are inveterate optimists to morons who are incorrigible pessimists. The former say things like, 'I thought of going to Cornell yar, but mech. department is in sad shape. MIT for me, any day!', while the latter tirelessly repeat, in the hope of faith-healing, 'I'll never get it yar.'

This leads on to a state when people start tearing sheets and killing rats in frustration, trying to find out their academic standing or find out what official transcript means. Some reveal their inadequate grounding in arithmetic by trying to calculate their CCPA etc. People in the academic section go about with upturned collars and acquire sidies. The Alumni Placement Section gets flooded with certificates for attestation and starts bursting at the seams.

The next stage has been termed 'Recolic'. Attendance in class zooms up and hits the ceiling. Permanent last-benchers become first-benchers. People who never

opened their mouths except to yawn or eat, start asking questions, of the clever variety, in class. Some patients reach a mad frenzy and start chasing irate Assistant Professors with addressed envelopes. At this stage, it is rather contagious and the staff members also get affected. This effect varies widely among those affected. One type finds that the chap they never saw in all their lives is a lily in the field and proceed to say so in the recommendation letter. Another type develops temporary amnesia and finds that they don't even know the chaps they have taught for years on end.

When actual filling up of the application form stares them in the face, people get imaginative suddenly and fill their bio-data with all kinds of wishful thinking. Megalomania is noticeable. If he has written, 'I took an active part in the Institute debate,' it actually means that he was ringing the bell for marking time. 'Contributed articles for *Campastimes*' means that after six cokes and a treat in Knick-Knack, the editor promised to publish an insipid letter to the editor by the unfortunate patient. 'Held responsible posts in the Hostel Council' means that he was a member of the mess committee.

At the terminal stage, some secondary effects are also seen. People who never uttered a word above three syllables before in their life, go about saying things like, 'Supercalifragilisticpepialidocious. This condition is known as GRE (General Reading and Engilepsis).

Other secondary effects like TOEFL (Try on for easy foreign life), and ATGSB (Additional try of generally stupid blokes) have not been fully studied. This time of the year, various Departmental societies find subscription money pouring in (it is asked for in the application forms). People develop an acute distrust of fellow human-beings and open envelopes they aren't supposed to open (reco letters you bet). Comparisonitis is also common in some who never tire of asking, 'X got 96 and 99 in GRE yar. I got 40 and 50. Do you think I stand a chance?'

Some external complications and secondary infection also develop at this time. The culprit has been found to be 'AIRLINES ALITALIOSIS' of the *Submonella Typhoosa* family. These chaps from airlines go about giving things like passport forms and vaccination certificates and, above all, they furnish fundas on where and how to get loans. Patients who develop this complication generally land up in the bobby hatch i.e. lunatic asylum.

Aetiologically and symptomatically, the author feels that only one remedy will have any effect. By plugging everybody in 3rd year at least a few times, the occurrence of this endemic disease can be averted to some extent. Even though it sounds a bit drastic, it is the only sure-fire method.

A few of the victims pull through to write about their own stupidity. Yours truly is one of them.

SRIDHAR

# One day in the life of I.I.T.IAN Nofundawhich

This modern I.I.T. ian wakes at nine  
[The alarum stopped at seven]  
And by the time he starts classward  
Its bordering on eleven  
And why the two hours? you may ask,  
Before he wakes at last  
[Though after all there is naught in the mess,  
Worth calling a breakfast!]

The battle between sleep and conscience  
Is the cause of this lengthy halt.  
And conscience having "chicken" pox  
Morpheus wins by default.

This poor soul finally arrives  
And trying to enter under cover  
Is caught! and told with biting wit  
That he's early for the next hour

The next hour being lunch.  
Small wonder, this reminder  
Sets the tummy rumbling loud.  
And his mind begins to wander.

To visions of steaming brown liquids,  
Water from defunct coolers and  
Chappatis as dry as dust  
With rice as grainy as sand.

And so our friend Nofundawhich  
lives up to his illustrious title.  
Of what's going on in the room  
He knows much less than little.

From this mental misadventure  
The worst must sure befall  
For, oh the irony of life!  
He misses his roll call.

And brooding over this tragic deed  
With every swig of boiling 'rasam'  
Nofandawnich? As usual decides  
He is a no-good bum

And no no-good bum ever derived  
Anything by going to class—  
The afternoon session therefore  
Is spent with Morpheus



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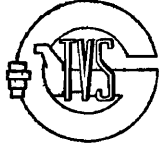
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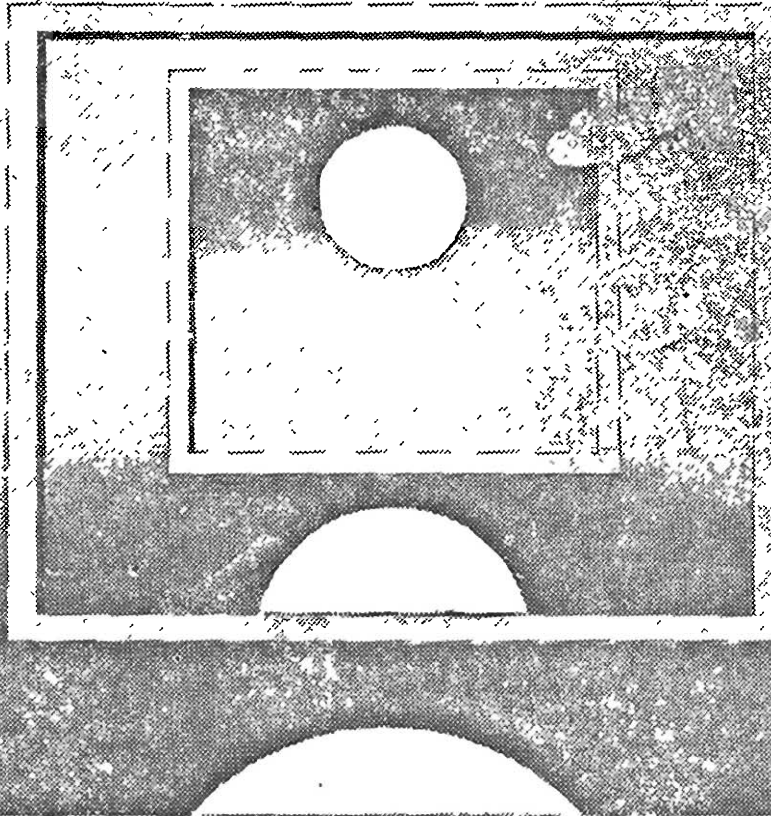
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Now the ball is in your court. We look forward to your earnest participation. We sincerely hope that you will find MG 85 an enjoyable experience. We request you to help us justify our use of the adjective “cultural” in describing our annual festival. I also hope that you will conduct yourselves in such a manner as to leave behind memories in this campus community that are as pleasant as those that you carry with you.

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