

COLLEGE REVIEW

1993



St. Joseph's College
Naini Tal

COLLEGE REVIEW

1993



St. Joseph's College
Naini Tal

Conducted by the Christian Brothers



**FIRST
IN CLASS
1992**



Ranesh Nayal - 1



Suvarn Chaudhary - 2



Parash Mehta - 3A



Sudarshu Patolia - 3B



Monish Jain - 4B



Shambhu Lalwani - 4B



Pavan Panigrahi - 5B

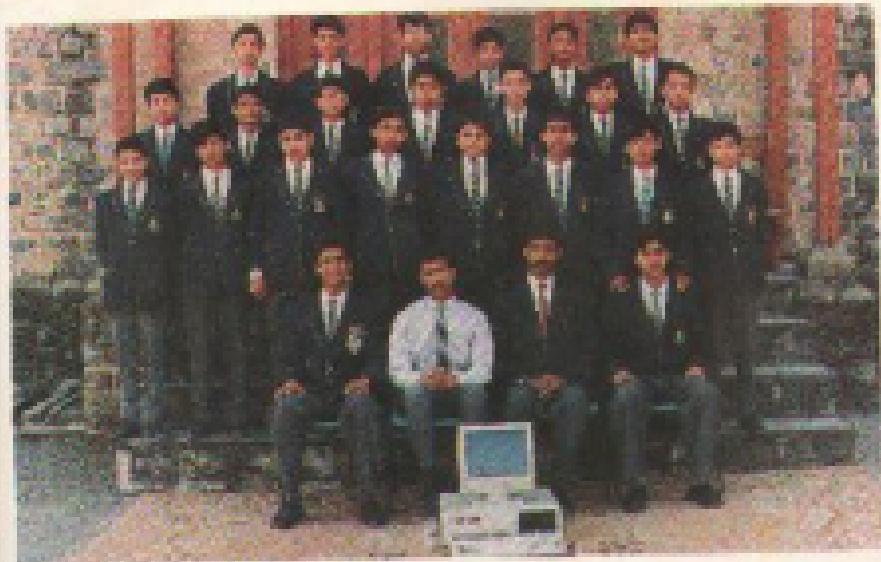


Chintu Tanti - 5B

ART CLUB



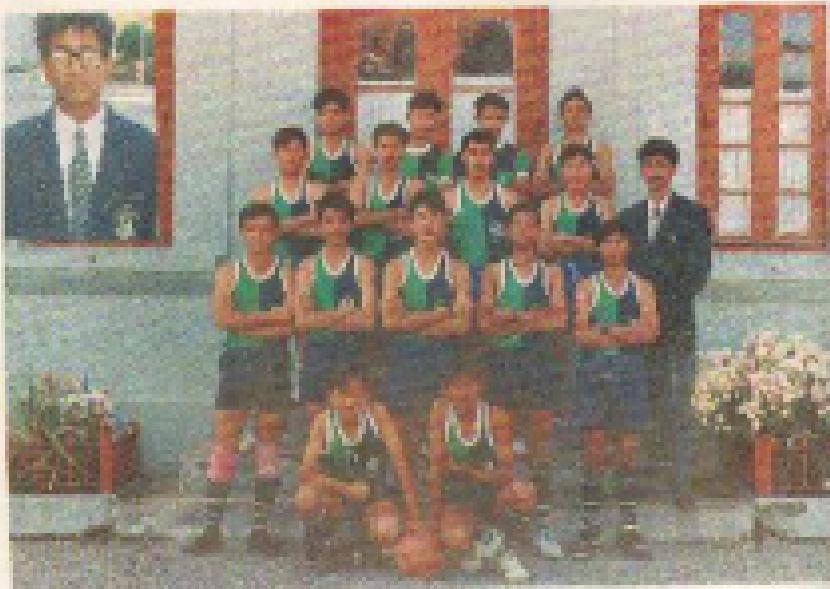
COMPUTER CLUB



■ CRICKET TEAM ■



■ BASKET BALL TEAM ■



■ HOCKEY TEAM ■

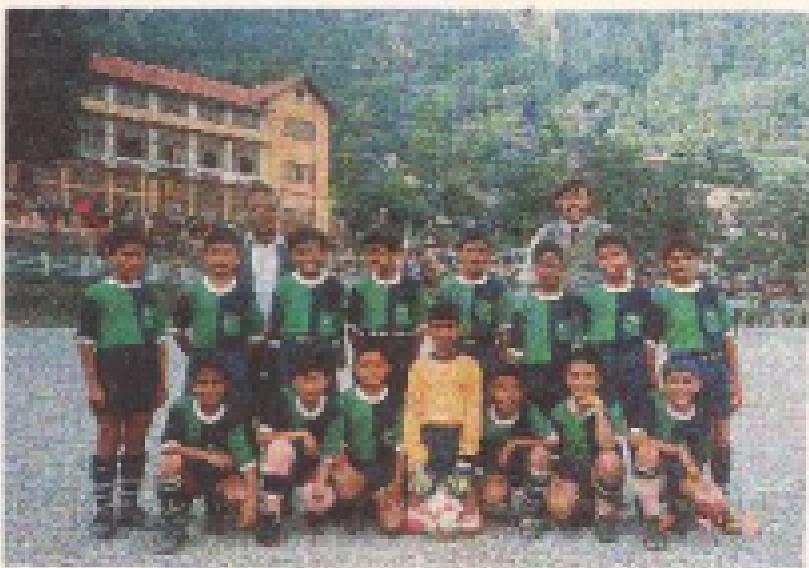


■ FOOTBALL - A TEAM ■





MINIS - JOINT WINNERS



Row 1 (L to R): V. Tawari, R. Saini, H. Bhagat, O. Soh, G. Soh, D. Chaudhary
and R. Saini.

Row 2: M. Singh, R. Bhatia, G. Chahal (Captain), A. Panathu, P. Patel,
R. Soh, R. Soh and H. Dhama.

Best Player: R. Patel.

Best Forward: G. Chahal.

Chefco: Mr. G.J. Brown and Mr. M. Palmer.

■ JUVENILES A TERM - RUNNERS UP ■



Row 1 (L to R) G. David, N. Brus, O. Gualino, D. Pausas, P. Soh, L. Ghokur, M. Singh and V. Soni.

Row 2: M. Soh, S. Sharma, M. Kaur, D. Soh, P. Dandiyal (Captain), P. Kaur, V. Heg and C. Chaudhary.

Best Player
Couach P. Dandiyal
Mr. M. Palmer and Mr. G.F. Gorrie.

SQUASH CLUB



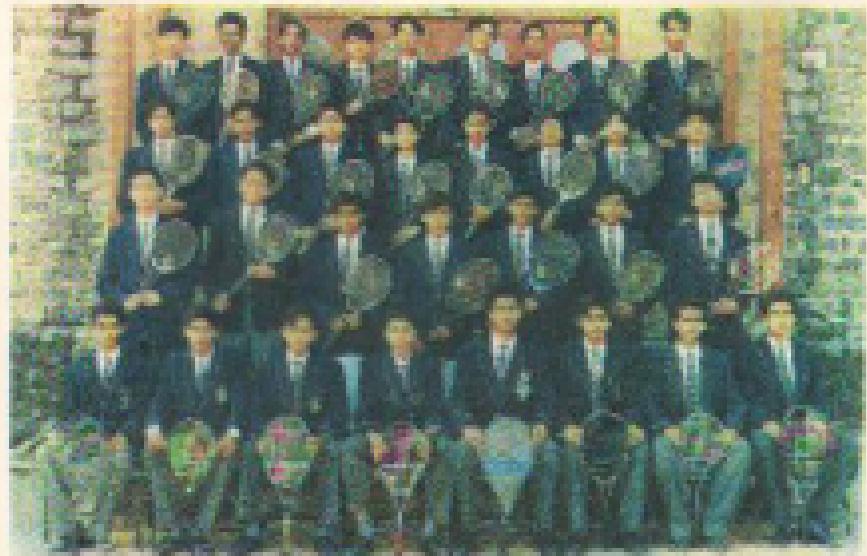
BILLIARDS CLUB



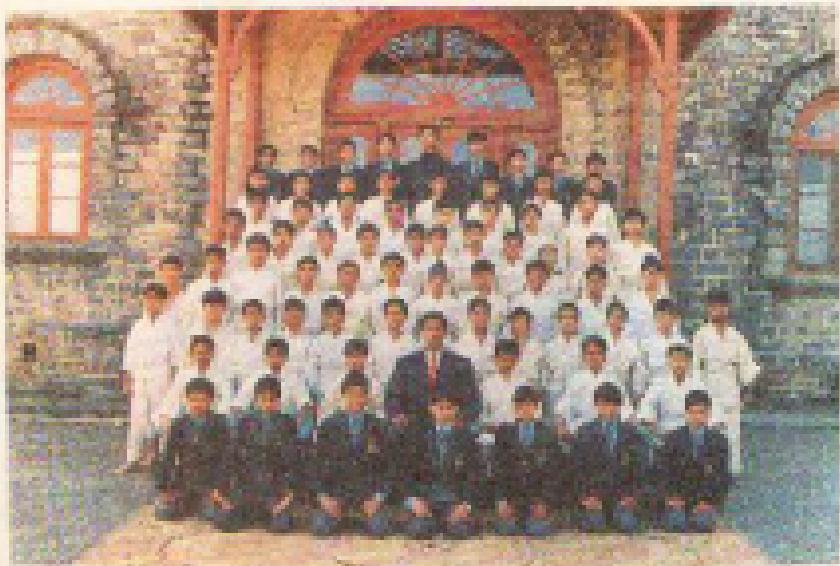
I JUNIOR LAWN TENNIS I



I SENIOR LAWN TENNIS I



I KARATE - WHITE BELTS I



I KARATE - GREEN BELTS I



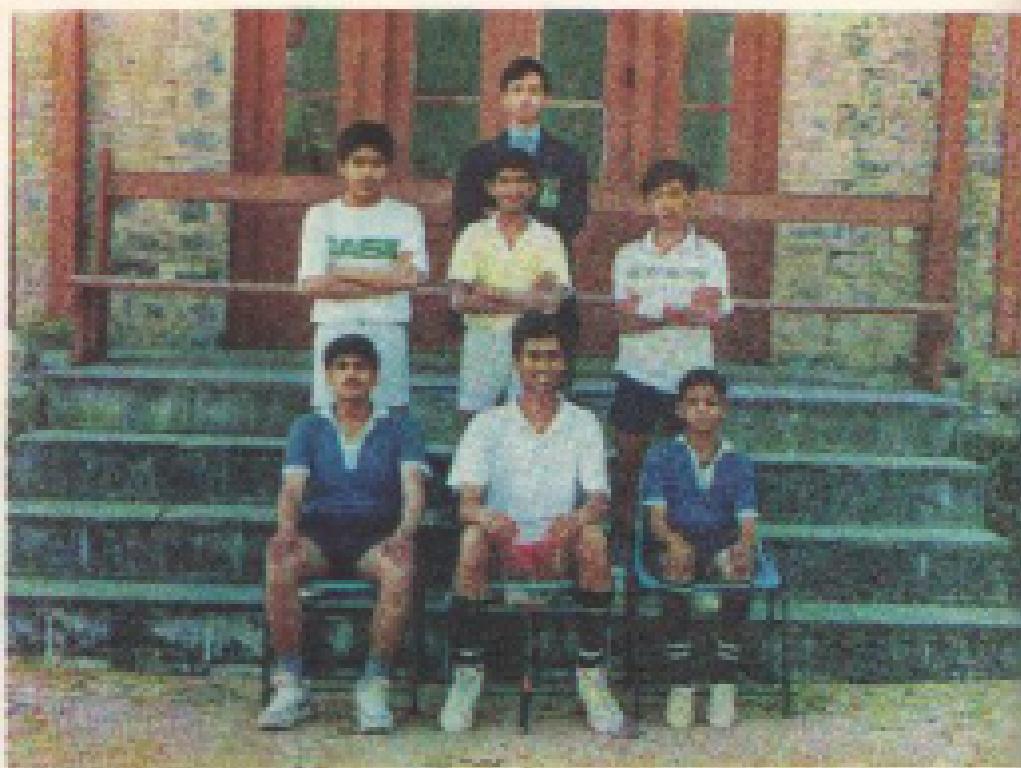
I TABLE TENNIS TERM I



I BRASS BAND I



■ BADMINTON - WINNERS ■



Row 1 (L to R): P. Iyer, M. Hanchana and R. Parikh,

Row 2 (L to R): D.M. Singh, M. Shet, M. Sait and T.S. Bala



**FIRST
IN CLASS
1992**



Geetayev Pant - 6A



Balchand Shah - 6C



Ravikiranha Potnis - 7A



Piyush Joshi - 7B



Rishabh Joshi - 8A



Dhruv Joshi - 8B

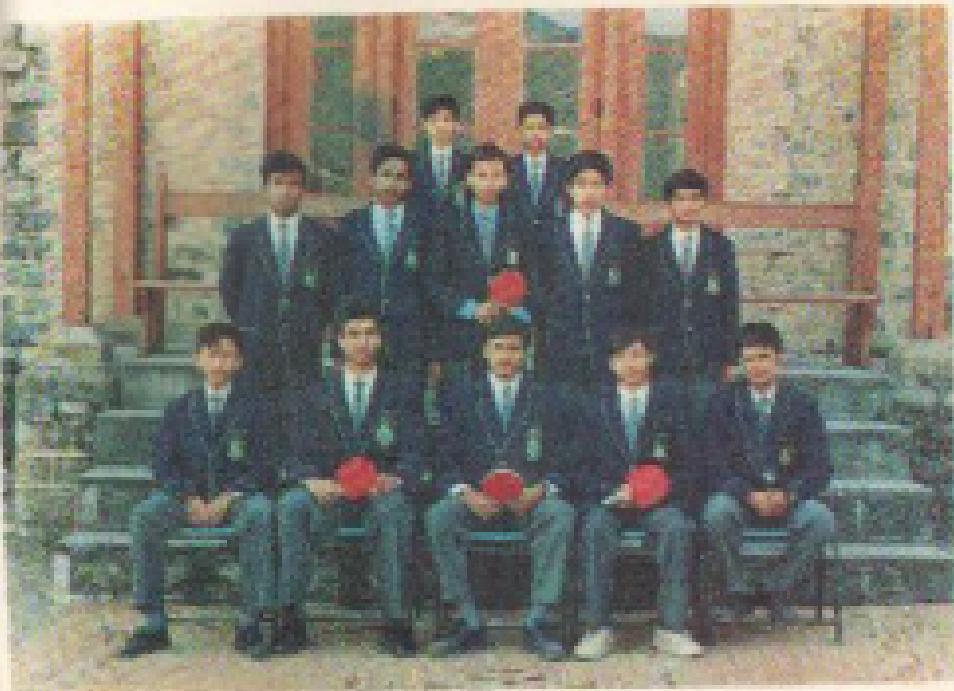


Piyush Joshi - 9A



Maurosh Joshi - 9B

I TABLE TENNIS - WINNERS I



Row 1 (Q. in R) R. Sonnenborn, M. Uchikawa, P. Jarr, M. Sengar and G. Ray.
Row 2 (Q. in R) S. Nauch, D. Kondapalli, H. Soh, T. N. Singh and M. Bhak.
Row 3 R. H. Singh and P. Patna.



I BOXING - WINNERS I



Winning Team P. Singh, H. Mannal, P. Sohi, R. Soh, D. Rana and G. Soh
Team 1 Mr. J.P. Chawla, B. Soh, D. Soh, D. Rana, V. Soh
and K. Chawla
Team 2 Mr. M.R. Bhatia, Praveen, V. Singh, S. Soh, M. Soh
and Mr. M. Pather





I.S. Bishu, P. Devdoss, M. Bishu, M. Upadhyaya
Winner of the nursing-child competition
organized by Impact Club, Nalsi Tal.

I EDITORIAL BOARD I



Row 1 (L to R): S. Chanthrap, M. Rana, M. Phay, N. Kumar, Ms. D. Bhakta, P. Basu, Ms. Jyoti Pragya and P. Ranjita
Row 2: Dr. T.K. Mukherjee (Editor)

The Editorial Board would like to thank Mr. C. K. Hui for his assistance.



ATHLETICS

Inter House

Event/Div	First	Second	Third
100 Metres			
A Div.	C. Pant	A. Rana	B. Wheeler
B Div.	G. Liu	S. Wheeler	D. Rane
C Div.	C. Chang	D. Liu	B. Ahmed
D Div.	A. Gangola	M. Khan	V. Nagi
200 Metres			
E Div.	A. Saini	U. Chauhan	S. Sand
F Div.	H. Singh	C. Hoshi	G. Bah
4x100 Metres			
A Div.	Gandhi	Pant Tagore	Pant
B Div.	Gandhi	Nehru	Nehru
C Div.	Pant	Tagore	Nehru
D Div.	Pant	Tagore	Nehru
Shuttle Relay			
E Div.	Nehru		
F Div.	Tagore		
Best Man			
A Div.	C. Pant		
B Div.	G. Liu		
C Div.	M. Hoshi		
D Div.	A. Gangola		
E Div.	A. Saini & U. Chauhan		
F Div.	H. Singh		
Best Special			
Athletics	B. Wheeler		
Gymnastics	C. Chapman		
Arrow Cup	K. Pant		
Best Athletic	Chetan Pant		
March Past	Gandhi		
Medley Relay	Pant		
Winning House	Pant		



BADMINTON



Singles

A Div.
B Div.
C Div.
D Div.

Winner

K. Puri
M. Bisht
K. Karmal
M. Bhawal

Runner up

M. Upadhyaya
D. Das
T. Sanctachek
A. Patrick

Open Singles

Winner

Runner up

M. Upadhyaya

Doubles

A Div

Winner

Runner up

M. Upadhyaya &
T. N. Singh

D. Mukherjee

B Div.

M. Bisht &

D. Das &

N. Mehrotra

D. N. Singh

Open Doubles

M. Upadhyaya &

T. Bisht &

M. Bhawal

P. Tandon

East's Special

Winning House College Colours

Winner

L. Wheeler
Gandhi
Manohar Upadhyaya

FOOTBALL



Inter House

Field 1
Field 2
Field 3
Field 4
Field 5

Winner

Tugore
Puri
Gandhi
Puri
Puri

Runner up

Netru
Gandhi
Puri
Netru
Netru

Winning House College Colours

Winner

Puri
Sardarsh Malhotra

Inter Class

Senior
Middle
Junior

Winner

10 A
7 A
4 B

Runner up

9 A
7 B
4 A



BASKET BALL



Fold I
Winning House
College Colours

Winner
Nehru
Nehru
Mark Palmer

Runner Up
Tajhat

SQUASH

Seniors

Winner
runner-up

G. Mehmet
B. Mulandy

Juniors

Winner
runner-up

V. Singh
A. Tulsian

College Colours

Varanasi Singh

LAWN TENNIS



Table Tennis

Singles
A Div.
B Div.
C Div.
D Div.

Winner
T. S. Ansari
B. Soni
S. Chawla
A. Palmit

Runner-up
M. Upadhyaya
A. Sanjeevan
B. Choudhury
A. Kumar

Doubles

A Div.

T. S. Ansari &
S. Mehmet

M. Upadhyaya &
P. Hain

B Div.

A. Sanjeevan &
A. Kumar

P. Hain &
S. Soni &

C Div.

S. Chawla &
A. Tulsian

B. Choudhury &
P. Kumar

D Div.

A. Kumar &
C. Palmer

A. Abbas &
A. Koria

Open

Singles

M. Upadhyaya

T. S. Ansari

Doubles

T. S. Ansari &
M. Upadhyaya

S. Mehmet &
R. Mehmet

Disc Special

Winning House

J. Rana

College Colours

Nehru

Manish Upadhyaya



TABLE TENNIS



Inter House

Singles	Winner	Runner-up
A Div.	P. Joshi	M. Upadhyaya
B Div.	A. Bishu	G. Sabh
C Div.	M. Bishu	B. Sabh
D Div.	A. Patankar	M. Sham

Doubles

A Div.	M. Upadhyaya & T.K. Saigal	P. Joshi & Y. Marwali
B Div.	G. Sabh & A. Sanjivbhai	A. Hinch & D. Mandpal

Open

Singles	Winner	Runner-up
	P. Joshi	A. Hinch
Doubles	P. Joshi & A. Bishu	M. Upadhyaya & M. Hinch
Winning House	Tugooz	
Das Special	Abdulrehab, Kurmar	
College Colours	Pratap Joshi	

HOCKEY



	Winner	Runner-up
Field 1	Puri	Gandhi
Field 2	Puri	Tugooz
Field 3	Puri	Tugooz
Field 4	Shanti	Gandhi
Winning House	Puri	
College Colours	Cheyan Ram	

BOXING

Atom Weight.
Paper Weight.
Midget Weight.
Mosquito Weight.
Cheat Weight.
Butterfly Weight.
Moth Weight.

Winner
A. Sab
A. Datta
D. Duttar
A. Sab
M. Bhattachary
V. Singh
D. Das

Runner-up
H. Sab
A. Muzad
G. Sab
D. Raywal
V. Sab
B. Sab
K. Chawla

Best Boxers
Juniors
Middle

Abul Nabi,
Virendra Singh

Best Losers
Juniors
Middle

A. Muzad
B. Sab

Draw Special (Juniors)
Draw Special (Middle)

C. Patel 3D
H. Samwel

Winning House Tag-IT

BILLIARDS

1st Table Singles
Double

B. Mukherjee
E. Mukherjee & G. Sab

2nd Table Singles
Double

Sandeep Wazurbuk,
S. Gaur & P. Wadhar

3rd Table Singles
Double
College Colours.

C. Lu
A.R. Srinivas & A. Thakur
Bengal Mistry



INDOOR GAMES

CHINESE CHICKENS

	Winner	Runner-up
Juniors	G. Liu	D. Liu

CARROM

	Winner	Runner-up
Singles	N. Beltrao	F. Beltrao
Doubles	G. Liu & N. Beltrao	D. Liu & N. Rodriguez

Chess

	Winner	Runner-up
Students	F. Beltrao	V. Pareek
Seniors	G. Chapman	A. Russell

Scrabble

	Winner	Runner-up
Juniors	N. Thirukannan	D. Singhvi

MARATHON 1993

Division	First	Second	Third
A Div.	H. Patel	D. McNease	A. Kumar
B Div.	G. Saha	X. K. Singh	V. Chakraborty
C Div.	P. Parfrey	P. Saha	N. Saha



Cafe exterior



Destination - Monterrey, Mx.



INR - Monterrey



Municipal Park - Monterrey

Puebla, Mex.



INTER - CLASS QUIZ WINNERS

7B

1. Deep Singhvi
2. Pratish Srivastava
3. Nishu Thakuram
4. Pankaja Srivastava
5. Krithika Mukherjee

9B

1. Dhruv Joshi
2. Chandresh Mehra
3. Mehta Shaili
4. Syed Sohail Mohammad
5. Saurabh Joshi

8A

- Karan Gupta,
Skand Kumar
Anubhavini Polaria
Aniket Sabh
Henry Fernandes

10A

- Kashif Aliq,
Ranveer Panj
Siddharth Mehra
Akhilav Mukherjee
Shawn Fernandes

INTER COLLEGE T. T. TOURNAMENT 1993

(Organised by Shradha Sangh)

Juniors

- Singhvi Third (Joint Winner)
Doshi Runner Up
Consolation

- G. Liu & B. Sab
B. Datta & G. Liu
A. Bhattacharya

Seniors

- Shagun
Fourth
Consolation
Gupta Special

- G. Sab
A. Bhattacharya
H. Fernandes

INTER STATE KARATE CHAMPIONSHIP

(Organised by Budokan Karate Association)

- Name**
S. Kocha
M. Akash
K.L. Singh
S. Trigayya

Event	Position
Kumite (Sparring) First	
Kumite	Third
Kumite	Third
Kata Display	Second



NUTRAMUL CHILDREN MARATHON

S. Negi	65	First
P. Panigrahi	64	Second
D. Vohra	63	Fourth
V. Bhatt	64	Sixth
V.H. Seth	70	Eighth

Consolation Prizes (name within the first 10 positions) :

C. Lahiri 48, R. Choudhury 52, G. Seth 68, A. Motra 74, M. Raj 78,
M. Bhattacharya 82, R. Singh 82.

INTER STATE DEBATE Competition

(Organised by Rotary Club Naini Tal)



Junior Section

H. Dasgupta	81	Second
P. Sarkerava	78	Special Interest Prize

Senior Section

P. Tandon	100	Second
M. Durgapal	100	Special Interest Prize

DEBATE Competition

(Organised by Maini Women's Organisation of Naini Tal)

Harsh Chhetri of class 10 B stood second

English Essay Competition

(Organised by Interact Club, Naini Tal) (English)

Group B (Classes 9 & 10)

M. Upadhyaya	10 B	First
T.S. Basu	10 B	Third
M. Bhattacharya	10 B	Special Consolation
P. Tandon	10 B	Consolation
D. Joshi	9 B	Consolation

Group C (Classes 6 to 8)

A. Palma	8A	Special Consolation
A. Seth	8A	Consolation
H. Panigrahi	8A	Consolation
A. Pandey	8D	Consolation
M. Patni	8D	Consolation
T. Bhattacharya	8D	Consolation



Hindi Essay Competition

(Organized by Naini Tal Sanskriti and Vyapar Mandal, Taltali)

Category A:

P. Srivastava	7 D	First
A. Paul	7 A	Second
R. Paul	5 A	Consolation



Category B:

D. Kandpal	10 D	Second
M. Paul	8 D	Consolation

ROTARY QUIZ

(Organized by Rotary Club, Naini Tal)

Runners up:

- M. Upadhyaya
- M. Shaha
- P. Tandon

ART COMPETITION

(Organized by Shradha Singh, Naini Tal)

Winners:

Class	Name
1	K. Dharanirekha (First)
4A	A. Ban
5B	S. Mungalli
7B	P. Srivastava
8B	P. Joshi
10B	S. Kumar





WINNERS OF THE ART COMPETITION (Organised by Rotary Club, Naini Tal)

Class	Name
1	M. Bhushan
1	Abhishek
1	Anur Nath
1	D. Kishan
1	R. Jashit
2	R. Nayak
2	R. Hisha
2	M. Sharab
2	M. Singh
2	R. Sardar
2	J. Bhushan
2	D. Shah
2	A. Tandon
2	C. Panj
4	M. Randipal

ART COMPETITION (Organised by Rotary Club, Naini Tal)

First	P. Kumar	7 A
Second	P. Shah	8 B
Third	A. Paluri	8 A
Special Prize	D. P.S. Rawat	7 A
St. Joseph's boys won 45 prizes in all.		
THEME: POLIO ERADICATION		

Cricket Colours	Edwin Malhotra
Best All Rounder	Chetan Park



WINNERS OF THE ART COMPETITION

(Organised by Rotary Club, Naini Tal)

Class	Name
1	M. Bharti
1	Amitabh
1	Amar Nath
1	D. Khatri
1	H. Joshi
2	H. Narayan
2	R. Bhatia
2	M. Shekhar
2	M. Singh
2	B. Kachidew
2	J. Bhawna
2	D. Shah
2	A. Tandon
2	C. Puri
4	M. Kandiyal

ART COMPETITION (Organised by Rotary Club, Naini Tal)

First	P. Kumar	T.A.
Second	P. Shah	S.B.
Third	A. Patwari	S.A.
Special Prize	D. P.S. Rawat	T.A.
St. Joseph's boys won 45 prizes in all -		
THEME - POLIO ERADICATION		

Cricket Captain	Edwin Mukerji	
Best All Rounder	Chetan Patel	S.O.A.



ST. JOSEPH'S COLLEGE
L.C.S.E. 1993

S.No.	NAME	ENG	HEB	HIN	MAT	SCI	EDO	CIV	FED	ART	POINTS
001	Rosly Abraham	894	885	883	489	875	587				32
002	Kumar Ayava	882	883	787	484	872	582				31
003	P.J. Ashish	881	882	881	387	871	582				30
004	Aswin Atharva	782	903	782	787	782	882				29
005	Kavi August	882	887	884	485	875	814				30
006	Shrawan Avarna	884	884	883	484	873	748				31
007	Nirav Arora	884	884	884	585	875	882				30
008	Santosh Bagga	785	788	885	915	885	684				29
009	Abin Bagyal	882	881	881	883	881	802				30
010	Ajith Bharadwaj	883	782	885	483	877	883				30
011	Charissa M. Khan	884	881	885	488	875	884				30
012	Rekha R. Khan	882	883	882	887	882	728				31
013	Ricky Doshi	884	889	884	788	887	887				30
014	Gopal S. Doshi	884	881	886	487	885		787			30
015	Rajiv S. Doshi	884	881	783	783	885	884				30
016	Winey S. Doshi	884	882	884	485	885	884				30
017	Arvind Chaitanya	882	843	783	483	783	783				29
018	Anuj Chaitanya	882	871	883	883	783	783				30
019	Aditya Chaturvedi	882	882	883	587	887	884				30
020	Aditya Chaturvedi	881	884	883	485	885	881				30
021	Rishabh Chaudhury	882	881	783	884	783	783				29
022	Tarunadeo Dholka	883	883	884	884	885	783				30
023	Madhurima Dholka	783	785	882	484	873	783				29
024	Trupti Dholka	882	881	881	881	882	881				30
025	Manik Gang	882	881	884	884	885		884			30
026	Asif Ganu	783	881	883	486	885		881			29
027	Vivek Gohia	783	881	881	486	885	884				30
028	Pavan Joshi	883	884	882	881	884	783				30
029	Johnson Joseph	883	883	883	883	883	783				30
030	Arvind Joshi	884	882	887	288	887	885				29
031	Ashwini Joshi	881	881	881	881	881	881				29
032	Ramal H. Joshi	884	882	783	884	783		884			30
033	Rahman U. Khan	884	847	783	288	783	783				29
034	Wasey Krishna	882	881	882	882	882	881	881			30
035	Aldeshwar Kumar	783	881	783	783	884		783			29
036	Asif Kumar	783	881	783	488	888		884			29
037	Jenny Leissner	783	783	883	884	883	783				27



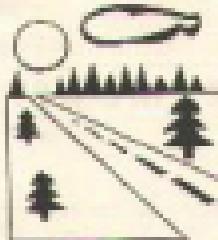
SL.NO.	NAME	RNO	MEN	BCG	BLAT	BCI	BDO	CTS	PED	ART	POINTS
028	Vikram Mehta	804	821	825	821	825		822			38
029	Ramveer Mehta	829	821	825	825	845		824			38
048	Himanshu Mehta	849	820	826	826	826		824			38
041	Jayvrat Mehta	861	821	825	826	826		828			38
042	Saurav Mehta	861	821	824	825	824	783				38
043	Anishman Mehta	861	821	824	821	825		822			38
044	Ashish Mehta	861	821	782	782	822		822			38
045	Amit Mehta	782	821	782	782	782		782			38
046	Deepak Mehta	824	821	824	827	828		821			38
047	Aash Mehta	782	821	822	782	782		782			38
048	Ghanshyam R. Mehta	829	821	824	826	824		822			38
049	Amrapali & Ranjeet	782	821	824	824	825		824			38
050	Ranjeet Mehta	824	821	824	827	828		782			38
051	Malvinder Mehta	829	821	825	782	824		782			38
052	Pradeep Mehta	829	821	825	827	782		822			38
053	Tarun R. Mehta	824	821	825	827	828		821			38
054	Shantanu Mehta	824	821	824	824	782		782			38
055	Element Mehta	782	821	825	824	782		782			38
056	Bobbi Mehta	829	821	825	827	825		782			38
057	Robert Mehta	824	782	824	828	825		821			38
058	Deepak Mehta	824	821	825	827	822		782			38
059	Dulabh Mehta	782	822	824	825	825		782			38
060	Arvin Mehta	829	782	825	825	825		822			38
061	Harish C. Mehta	829	823	782	825	825		782			38
062	Nikhil C. Mehta	782	821	782	825	824		782			38
063	Anurav Mehta	829	821	822	825	825		782			38
064	Ashwin R. Mehta	829	822	824	826	825		782			38
065	Chandresh Mehta	824	821	822	782	822					742
066	Devil Mehta	782	821	823	782	823		782			38
067	Kaushal Mehta	829	782	824	782	824		822			38
068	Anurag Mehta	829	821	782	823	822	841				38
069	Gagan Deep-Singh	829	821	782	782	821	821				38
070	Rahul Singh	821	822	824	826	827		821			38
071	Vivik K. Singh	782	821	821	821	821	821	821			38
072	Pritika Singh	821	821	822	822	782		821			38
073	Puneet Singh	824	821	782	824	824		824			38
074	Manish Thakur	782	821	782	825	825		782			38
075	Abdul Tariq	782	821	823	827	826		814			38
076	Rajeev Tomar	782	821	824	825	824		782			38
077	Pankaj Thakur	825	828	825	827	827			825		37
078	Jagdev L.S. Wirk	782	821	782	823	823		782			38

PRESENTED : 78 PASSED : 78



ICSE Excursion

On the 21st of April the ICSE boys left for Mussoorie on a five day excursion. They were escorted by their class teachers, Mr. M.R. Dedden and Dr. J.P. Murray. On route they visited Jim Corbett's house in Kalsiawngi and later stopped at Haldwani for refreshments. At Mussoorie they were sight seeing, shopping and had a whale of a time. On the return journey Kempty Falls figured in the itinerary and also a visit to the I.M.A. at Dehra Dun. The boys were impressed by the beautiful building of St. George's College at Mussoorie and by the sprawling magnificence of Doon School. But, they averred, there was no place like Srinagar to come back to.



PUNS

The most childish author
The costliest author
The sneakiest author
The most cheerful author

- Leo Tolstoy
- Pearl S. Buck
- Charles Lamb
- Samuel Smiles



Boating on the Nainital Lake



It's such fun to go boating on the Nainital lake. There are beautiful hills around the lake. There are many fishes in the water. We can also see about thirteen or twenty ducks. There are rowing and pedal-boats and yachts. The lake is very deep and it keeps changing colour from blue to green. The lake stretches from the Talai Talaiers shop to the Naina Devi Temple to Malli Tal.

Qasim Latif

11/2

POCKET MONEY



I love to get pocket money and always wait for Thursdays and Saturdays as, being a boarder, that is when I get it.

I wait to stand in line for my pocket money. While waiting in line for my turn I think of all the things I can buy and do, as I can spend this weekly - my money - as I want to.

I wait to take it to town where I can eat many things, buy my stationery and also other things I may be needing. On Thursday I can go to the canteen too where I can eat several things. I can also save up some of this money to give for the poor-box.

I always feel very rich with this money in my pocket.

Rajat Shandilya

11/2



THE TUCK SHOP

Like any other school Host. too, has a small tuck-shop. It is situated next to the dining-hall. It opens only during the lunch-break at 12 o'clock. It is often very crowded. It is quite a busy place for nearly all the boarders go to the tuck-shop after lunch every day.

On Thursdays, boarders get their pocket-money. Then, almost every boy goes to the tuck-shop to buy candies, chocolates, bun-puzzles, buttered-buns, biscuits, sweets, saltes, chips and many other kinds of snacks. The person who runs the tuck-shop is called 'Cook'. In comparison with other shops, it is quite small. It is the best place for boys who are hungry. It is a fast-food stall too.

We all know when our tuck-shop is open because of the delicious smell of tasty food which comes from there. That is the time when we all wish to be the fastest runners so that we can reach the tuck-shop and just get our teeth into the scrumptious bun-puzzles that are sold there.

Julian James

VA



Everyone at school goes to the tuck shop with a pocket full of money but comes out with an empty one. If there is even a rupee in your pocket you'll be eagerly waiting for the lunch-break. When your friend wants to buy something from the tuck-shop you'll be waiting for him to make his purchase. You'll stay with him all the time. You know why! But when you buy something from the tuck shop, you try to keep away from everyone. You feel happy the day you have something to eat.

Every day there are about ten or twenty boys standing outside the tuck-shop and 'Cook' can be heard shouting, "Males a line." When the boarders finish their lunch they come running out and buy as much as they can. Then there is a big crowd outside the tuck shop with 'Cook' still shouting.

But when the Principal comes along all the boys scatter. But after he leaves everyone is back again. We all like the tuck shop. Whenever I have money, I go running to the tuck-shop. Truly, it is the best place in the whole school.

Anil Mallase

VB



ANNUAL SPORTS 1993



The 29th May dawned cloudy and hazy. Fretful with the vagaries of the 'suncoons', we remained optimistic, though Mr. Gossel and Mr. Palmer, our P.E. instructors, did look at the sky anxiously. One could easily understand their apprehension, considering the time and effort that had gone into preparing for the day.

Early in the morning the senior boys were called upon to arrange chairs for the spectators on the field. Like the renowned sun the darkness disappeared, but the work was done swiftly and efficiently for there is no shortage of work bulletin boys.

After breakfast we changed into our sports kit. The skies looked even more uniform. But we were determined to make the most of it - bad weather or not. You see our Sports day is for us what the Olympics are for Sports enthusiasts. It provides an opportunity for sportsmen to prove their prowess and the rest of us like to present the best in the way of P.T. displays for our parents, guests, students from other schools and especially the girls from Banner Caversham and All Saints College.

We were ready for the first Match Past. Though we looked and felt very smart in our House vests it was chilly for a strong wind had sprung up with a bang of merriment.

The chief guest, Lt. Col. R. Hauner, arrived and the sports began with some excellent marching though the cast kept shifting in and out. But with chins up and arms swinging we put our best feet forward. This year the races were the highlight of the Sports Day for us because after many years Melior House was leading and it seemed to keep the lead to the end. As Past Prime was close on its heels, the race promised to be an interesting one.

After a few races the School Band regaled us with a variety of tunes. The races resumed. Our College relay team troubled the ex-students in a thrilling contest. We were delighted though, frankly, in either case the victory would have been ours. The mist had thickened considerably and it was heavy snatching a boy start from the starting-line, race into the mist, and disappear from sight, and then suddenly reappear at the finishing-line.

The last race was the Medley Relay and in a nail-biting finish Past Haune had forged ahead and won the day!

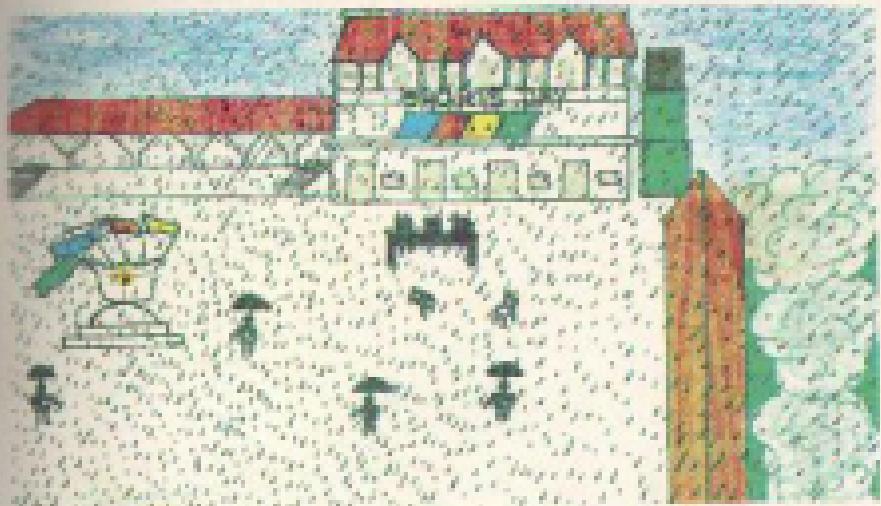
Around this time it began to drizzle. Undeterred, our gymnasts came on to the field and performed despite the rain and mist which cut off the vision considerably. And then it began to pour and everyone called it a day.

We had practised hard at our skills and it was sad that we could not have our display, but our holidays began so the day had a happy ending after all.

Sister Francisca
X.A.



Sports Day



By Farrah Chethary
10 A

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Chalon Point 10 A



BEST Athletes

19
9



George Liu
B Division



Chetan Patel
A Division



Mayank Bisht
C Division



Abhishek Gangola
D Division



Aditya Saun & Udhayn Ghai
E Division



Harshwardhan Singh
F Division



Kumaril Panit
Arora Cup



Brian Wheeler
Dua Special

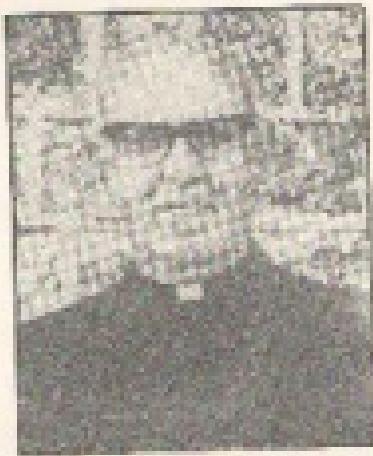
Venerable Edmund Rice

On April 2nd, 1980, Pope John Paul II signed the decree of beatification, conferring the title 'Venerable' on Edmund Rice. This brings much closer the dreams of the Christian Brothers and Presentation Brothers who wish to see their Founder officially recognised as a saint.

Edmund Rice, the 150th anniversary of whose death will be celebrated on August 29th, 1988, was born in Cratloe, Co. Kilkenny, Ireland, in 1762 and died in Mount Sion, Waterford, the site of his school in 1844. He was a wealthy merchant, widower, father of a retarded daughter. Taking his cue from the Gospels he sold his vast fortune and used the money for the Catholic education of poor boys who were discriminated against on account of the faith they possessed.

His work spread rapidly and moved from Ireland to England, to Australia and after his death to the Americas, Africa and India. Today in India his Brothers run primary and secondary schools in urban, semi urban and rural areas, an orphanage and a free school as well as a college in Shillong. These cater to over twenty thousand children from all walks of society.

The Brothers see Edmund as vitally relevant to today's world and look him as a model for business people who remain mindful of the poor and disadvantaged, as an inspiration for widows and orphans, as an intercessor for parents of handicapped children, as a provider of lay religious life in a highly clericalised Church, as an exemplar of the lay vocation and, of course, as patron of Christian Brothers. They pray that next year, the 150th anniversary of his death, may see him declared Blessed.



OBITUARY

MR. E.B. LYNG

A cheerful personality - his was a familiar face around Sem and its environs for all the years since the mid 1960's. The tennis court provided him with an area of creative endeavour. He believed that still at the game was a stepping stone to great things. Let us may he remembered. After a spell in India, reaching all the way back to 1927, he died in Ireland on September 2nd, 1993. May he rest in peace.

We recall also Sister Lydia who died during the year. For many years Sister Lydia, a matron, ruled with loving care over the Junior Faculty Old Boys and those not so old will remember. May she rest in peace.

Lastly and least we forget we bring to mind two great Christian Brothers. They are Brother B.C. Morris and Brother H.B. Dineen. Back in the days when Sem celebrated its Golden Jubilee Br. Morris figured as a respected and effective member of our Senior School Staff, while Br. Dineen's term of service at S.J.S. came at a more recent date. Both like Br. Lyng, made efforts on the tennis court. Br. Morris left us for Heaven at the end of April. Br. Dineen died in Ireland in the month of August. May they rest in peace.

We were sad to hear of the untimely demise of PUSHPAR S. BHATT (JSC 1968). All in Sem extend our condolences to the bereaved family.



When I first used a fountain pen.....



I still remember how excited I was on the 10th of March, 1999, when I came to Class 5. I like my new class for when I stood on the verandah, in front of my classroom, I could look down upon the quadrangle, where many of my class-mates were playing. My heart was going pitter-pat with excitement for I was going to use my new fountain pen and that, too, for the first time.

I went into the class room, opened my pen-case and admired my new fountain pen. How lovely it was with a shining red cap and the body in a contrasting yellow colour. On the cap was the sweet face of Dennis the Menace. I gave my pen a kiss and kept it back inside the case.

When the bell rang Mrs. Menonos, our Class 5 teacher, welcomed us warmly with a lovely smile. After some time we began work in our new chapter. When I took out my pen, my partner gave a long drawn-out "Ooh"! I felt really proud. I took out my ink-pot, filled my pen but, unfortunately, my ink-pot landed on the floor. Crash! the class was silent. My teacher really looked cross. The new pen had brought me a lot of bad luck! You see Mrs. Menonos' new dress was spoilt and so was the floor.

"Sorry, Miss", I said in a trembling voice. I was very scared because she was frowning; instead, to my surprise, she smiled and told me not to worry as these kinds of incidents occurred every year. I felt relieved but sorry, too, that Miss's pretty dresses should get spoilt. I sat down but crossed my feet and landed on the floor. I could hear my class-mates laughing.

Indeed, my first day with my new fountain-pen had started with a bang.

Aya Patel
V.B

To be ignorant of one's ignorance is the mark of the ignorant. - A. B. Alcott

God could not be everywhere and therefore he made mothers. - Jewish Proverb

Some books are to be tasted others to be swallowed and some few to be chewed and digested. - Bacon



My Favourite Cricketer



My favourite cricketer is Kapil Dev. Other cricket-lovers are also his fans. I think Kapil has qualities which are not to be found in other famous cricketers.

I admire him because he has a special style of playing. His bowling is excellent, and I like the way he hits out at the ball while batting.

He was very young when he played his first test match against Pakistan. He captained the Indian Cricket Team and under his leadership India won the World Cup in 1983.

Kapil dislikes business and his positive attitude has made him a great cricketer. He is a very modest person and is not proud of his achievements. This is another reason why I admire him. I also like his gags on T.V.. I would like to follow in Kapil's footsteps and become a famous cricketer.

Vishal C. Dhamani
VII A



Chembur SPW
VII A



INDEPENDENCE DAY ADDRESS

Dr. T. P. Fitzpatrick addressing the boys

What you have just witnessed is not and should not be considered a meaningless ceremony. The National Flag symbolizes the hopes and aspiration of the citizens of India. It is a symbol of Pride and it is fitting that all should stand and salute that symbol on an occasion like this. I might mention the recent World Cup football games before each one of which the national anthem of the two countries taking part in a particular game was played and the players stood facing their national flag which for them symbolized their country and its people. It was source of pride and inspiration for those players.

Similarly when you stand here it ought to be the same for you, citizens of our great country, India. You all have great respect for your own families and you are ready to make sacrifices for the welfare of that family. Your country is an extension of that family and therefore it's the duty of all its citizens to be ready to uphold and respect the honour of that extended family.

You might rightly ask how you as students can do that. You might feel that your time has not yet come to do anything worthwhile in that direction. But that would be a mistake stand to take. You are citizens of the future and the country will be looking to you for your contribution to its welfare.

As students you have responsibilities, such as to obey parents, teachers, elders, to study well and to keep up the good name of your school and the standard of discipline expected from you. And the responsible students of today are the ones who naturally become the great men of tomorrow, for responsibility is one of the main characteristics of great men. A truly responsible person is filled with a sense of responsibility not only towards himself but also towards others, towards society. The great national leaders of the Indian Freedom movement were men of responsibility otherwise they could not have succeeded in gaining the freedom which you enjoy today.

My message, therefore, to you is to develop a sense of responsibility in your life and work, as students. Then there is hope for the future.

It is fitting that we bring this short function to a close with a prayer to God, asking him to bless our country, India, and its people, on the occasion of the anniversary of Independence.

MEANTELY FATHER, FATHER OF US ALL, we humbly ask you in your goodness to bless India and its people. Grant that justice be done to all those who are suffering, bring peace to all those in trouble, and that the country may prosper and that its people be able to lead a full life. Bless our leaders and guide them in their understandings for the welfare of all the country's citizens.



PRAYERS

God, Please help me in my studies and in my home. Help my parents and teachers who help me. Amen.

LORD Help me To UNDERSTAND What Is BEING TAUGHT IN THE CLASS AND Help me To LEARN EVERYTHING FOR THE EXAMS

God place in this world and all the people and help us to live in this primary school and primary school.

LORD, Help me to find the meaning and the answers I need for the exams to pass. Give me the courage to face every subject with wisdom and pass in the exams. And that God help me.

O GOD, HELP THE PEOPLE SUFFERING AND FLOODS, THOSE WHO ARE HOMELESS AND THOSE WHO ARE CRIMINALS THAT THEY CAN REVIVE THEIR FAILING STRENGTH. AMEN



I'D LIKE TO INVENT



I'd like to invent a machine to help children get out of the prison of studies. The machine will have a super-memory, like a computer. It will be a small black box and easy to carry around.

The boy or girl who is going to use the machine will just have to press a button and keep it close to the teacher. The machine will work automatically. The boy can go to sleep or day-dream while the machine is working and the teacher is teaching! When the boy goes home he will have to spend a few minutes recalling the topic the teacher was taking. Then he will press a button and a chocolate will emerge from a slot in the machine. The boy will simply have to eat the chocolate and the lesson taught in class will automatically get registered in his mind!

This machine will have two advantages. First of all boys and girls will not have to waste time studying and secondly they will get delicious chocolates to eat everyday.

Jewel Ghosh
VII A



I'd like to invent
a machine with a need
to do my home-work over again
and give me ice-creams in Mysore.
A machine
which will do my exams for me
while I watch a serial on T.V.
A machine
to take me to the moon at night
where I'll play with the stars so bright.
A machine -
which will give me millions of ways
to play to my heart's content with joy.
A machine -
which will study for me,
While I am playing and free!
If all this would one day come true,
I'd share my machine with all of you.

Mandira J. Rajan
VII A



When my parents are not at



My father is a busy person. He comes late in the evening. My mother is mostly engaged in household chores. So there are rare occasions when they can go out together. I normally accompany them then, but when they go out visiting, I prefer to stay at home, especially if they go to places where there are no children to play with. On such occasions I feel very free. There is nobody to tell me what to do. I make a lot of noise. We watch television, play the tape-recorder and make merry. By the time my parents return, the house is generally in a mess.

Sometimes, I confess, I take too much liberty of my parents' absence and this lands me in trouble. A few days back such an incident occurred. Our tape-recorder had developed some fault and my mother had specifically instructed me not to play it. But when she was not at home, I tried playing a cassette. The tape got stuck! I tried to get it out, but failed. I was scared and finally had to cut the tape and managed to get the cassette out. I hid the latter in my school bag and after some time I forgot about it. Next morning, when my mother was putting my lunch box into the school bag, she discovered the damaged cassette. I got a good scolding and hunted for it. I have now made it a point not to take undue advantage of my parents' absence.

Shivamika
VII

Great things are done when men and women meet.

This is not done by jostling in the street.

Edmund Burke

Hating people is like burning down your own house to get rid of a rat. - J.M. Farjeon.

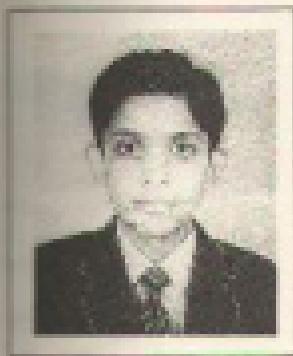
When elephants fight, it's the grass that suffers. - African Proverb.

The world breaks all of us - some of us are strong in the broken places. - Thomas Hardy.

Be careful of health books - you may die of misprint. - Mark Twain.



Black Monday



Monday! For me it is the most awful day in the week. After enjoying ourselves on Sunday we have to go back to school.

Monday flags off a slow and troublesome week. First of all one can't sleep late, read comics in bed or watch T.V. In all fairness Mondays are not always "black", for sometimes a holiday falls on that day. Then we have a long week-end and it's fun.

But on the whole, Mondays are really unwelcome for most of our tests take place then. Every teacher thinks we'll study hard over the week-end! I especially remember a particular Monday when I was late for Assembly. I also forgot my Language copy at home and came to school unprepared for a Science test. You can imagine what happened - a scolding from the teacher and a bigger one from Mum/Dad for doing badly in the test. I blamed all my bad luck on the day being a Monday.

But after Monday comes Tuesday which I find friendlier and closer to the next Sunday.

Prashant Srivastava
VII B



By: Akshay Malhotra
- X A

is a curse on society

The Rotary Club of Noida organised an inter-school debate at the Free Masons Hall on 20th August, 1981. HENRY FANTHOMME, 10A was adjudged the second best speaker in the junior Section. The following is the text of his speech.



Mr. Chairman, ladies and gentlemen, my name is Henri Fonthomme and I am here to represent St. Joseph's College at this function. The topic under discussion is TELEVISION IS A CURSE ON SOCIETY.

I contend that this is true. Television is a menace to the culture, education and reasoning of all who come under its influence. It gives people superficial knowledge and a false sense of culture. This makes them overboastful and they acquire an inflated opinion of themselves for they think they know a great deal. However, the scattering of knowledge acquired and the variety of culture adopted are just sufficient to camouflage their actual ignorance.

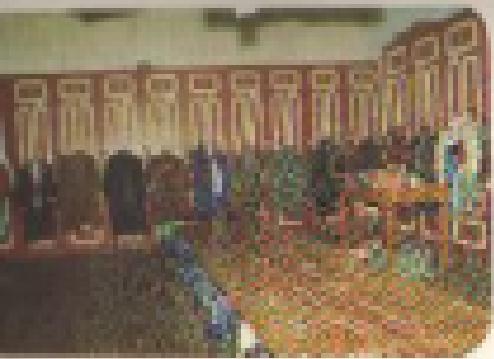
Sometimes television programmes are produced and televised by unscrupulous people. They project some undesirable message which can have a very adverse effect on people or a specific community and lead to violence. Anything which disturbs the tempo of life of a nation or strips up undesirable sentiments has to be looked upon as a curse. Again certain television programmes are very sensational and tempt children to neglect their studies and go astray.

People have become so addicted to watching television programmes that they stay locked in their rooms in front of their television sets during their free time. They do not take interest in any form of outdoor activity. This sort of addiction to television programmes is very much to blame for the decrease in the number of people who want to participate in sports. Naturally this lowers the standard of our national sports.

People who spend all their free time watching television develop health problems. As they don't give their bodies the necessary amount of physical exercise they grow fat and are more prone to illness and infections. It is common knowledge that healthy people live a fuller life and they can interact better with people.

It is held that consistent T.V. watching can cause eye to contact eye problems due to strain. Various of anything takes its toll as is evident from what I have said. Scientific experiments and analysis of tests reveal that radiations emitted by the cathode ray tube of a television-set have an adverse effect on the health of viewers. As such television definitely no boon to society.

Television has made us children.



JUSTIN LOCHER ROOM



PERGOLAS

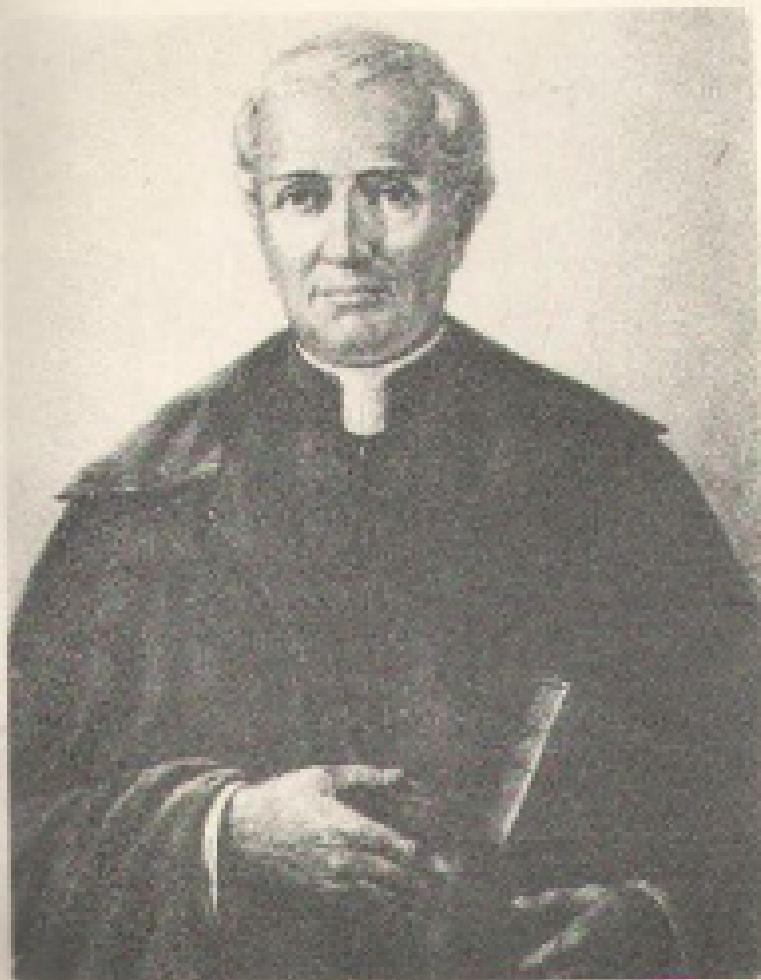


LINEN APT

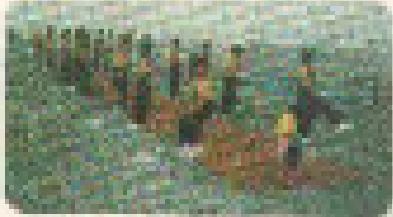


STORY HALL





Venerable Edmund Rice (1762-1844)



FREE PERIOD



A free period? Our day is made. It is the most interesting period for then the boys are very alert. It's a pity a free period is not a regular feature of our time-table. But like a sunny day during the Monsoons, free periods occur occasionally when a teacher is absent or when there is a staff meeting.

It's wonderful when there is no teacher in the class to take a lesson. Our monitors then take charge but monitors are our friends and so they are not so particular about discipline. There are so many things one can do in a free period.

A free period is ideal for finishing incomplete home work. One can even take 'help' from another's copy. Comic books, story-books, and even video-games are taken out. The bookworms are free to study while the hungry open their tiffins and take a bite or two.

An occasional paper plane soars across the class and a chalk missile is hurled at an enemy. The monitor scolds the culprit. The only people who can't relax are the monitors. They have to keep checking us and telling us to be quiet. I can see they hate free periods.

If we are not talking then we are whispering. You can imagine the big problem that arises when all the whispers are added up. In case we have no book to cover or read and don't feel like a chat or a fight we can just put our heads down on the desk and go off to sleep.

Then the bell rings and the golden period comes to an end.

BY
SAKET JAIN
VIII A

jokes

Father : Why are you reading holes in the book?
Son : The teacher asked me to go through the book.

Teacher : What's wrong with the students? The hen laid cow in the field?
Pupil : Luck should be first.

I play the piano by ear.
I never hear the same way.



COME TO THE OFFICE



We were busy trying to solve a difficult Maths problem when the Principal's voice came over the intercom. "Uttam Sharma, Class 8B, come to the office immediately."

I noticed the abruptness of the summons. Now, had I done that the Principal should call me without using the word please? It was a clear indication of my stand. I got up from my place in class and went up to teacher and asked him if I could go. "Now", he said icily. I was very hurt and angry. Did he have feelings for my fate? I moved slowly towards the door. Everyone stopped working and stared at me, some in admiration and others out of curiosity. I knew they expected the worst.

I touched the door handle. It felt cold to the touch. I presumed the Principal's office would be colder. I pushed open the door and a cold breeze hit my face. It was strong. But I liked it. It was nothing compared to the aching sensations which were to storm for me.

I stepped outside. I thought of my various whereabouts so that I could offer plausible excuses to justify them. I had not finished my breakfast that morning, yesterday I pushed a boy and broken his spectacles and in the last period I had been scolded for doing my Geography house-work. There was no hope for me!

I gritted myself together. "Maybe the Principal wants to give me a medal," I whinged to myself. But who was I kidding? There was no earthly reason why he should even turn his back. And the medal might well be the hangman's noose!

I passed the statue of Our Lady and whispered a quick and earnest prayer.

I approached the office, knocked and went in. The Principal looked at me sternly. Next instant he was smiling, rather querulously, and rummaging in his drawer. I knew he was looking for his stick. I almost burst into tears. "Here is a registered letter for your Principal sir," holding out a bulky envelope.

Ganesha

Whether a borrower nor a lender be,
For loan oft loses itself and friend;
And borrowing dulls the edge of husbandry.
Shakespeare (Hamlet)



Teachers' Day

Simpler and touching. Our singers from Classes 2 to 7 treated staff and students to a repertoire of foot-tapping, soul-stirring melodies. An action song, by S. Shazin and R. Albury of 7B, was especially appreciated. Mrs. J. Stevens has to be thanked for the saree.

Boys had small get-togethers in their class-rooms. There were cards galore, painstakingly drawn by the juniors. Even the rain - the only discordant note on this occasion - could not reduce the bonhomie and good cheer.

Thank you boys.



Rock Climbing

The Kanti Tal Mountaineering Club organises rock-climbing courses for everyone above the age of thirteen. I had heard a lot about it from my mother who too had done the course when she was young. Naturally I was eager to take part in such a course.

This year my grandfather, who is the President and Founder of the Kanti Tal Mountaineering Club, promised that, during our Easter holidays he would organise a special 'seven-day Basic Course' provided I could collect at least twenty boys and girls who were willing to participate. We persuaded our friends to join. My grandfather also helped and finally we had the required number.

There was a lot of excitement on the first day when we had to assemble at the rock-climbing site at 11 a.m.. We were introduced to our instructors and made familiar with the rules and regulations of rock-climbing. After that we were divided into different groups and each group was put under an instructor who took his pupils 'scrambling', that is on an informed sight-seeing tour to get familiar with the locale.

On the second day we were taught different types of knots used in rock-climbing. The knots were very interesting: some were easy, others difficult. We were taught different types of grasps that we had to use while tackling different holds or cracks in the rock. On the same day we were taken to climb some of the easiest rocks. First our instructors would demonstrate the technique and then we followed suit.





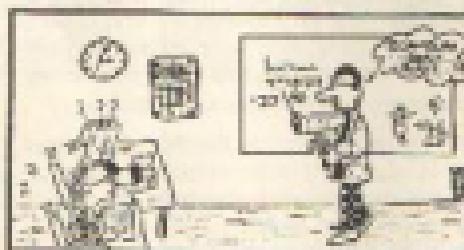
On the third, fourth the fifth days we climbed more challenging rocks with ropes round our waists for safety. Some of the children climbed very confidently while others definitely very nervous. Two or three were even ready to cry, but gradually overcame confidence and got over the initial fear.

On the sixth day we began 'rappelling', that is moving down steep slopes with the under one thigh and opposite shoulder. Special instructions were given. I enjoyed rappelling and so did many others, though for some it was a scary experience. On the seventh day we were given a written test and there was a special practical exam to our skill in tying knots.

I think rock climbing is a very healthy pastime and it takes one away temporarily from the polluted atmosphere of towns. Unfortunately, though excellent facilities available for rock-climbers and the Mountaineering Club attracts people from other places, very few people in Nasai Tal avail of the opportunity to go rock-climbing. I sincerely hope this will change in the future and the Club will get a more enthusiastic response from residents of this town.

Names of boys who completed the rock-climbing course :

S. Sab 7B; V.B. Sab 7B; K. Bhut 8A; M. Jagat 8A; A. Jagat 8A; M. Jagat 8A; S. Khati 8A; Pathak 8B; A. Kawat 8B; D. Sab 9A; P. Sab 9A; A. Kawat 9A; H. Kawat 9A; D. Sab 9A



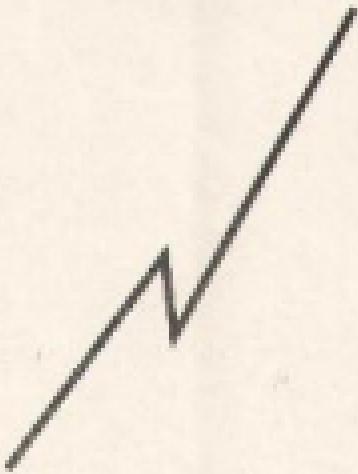
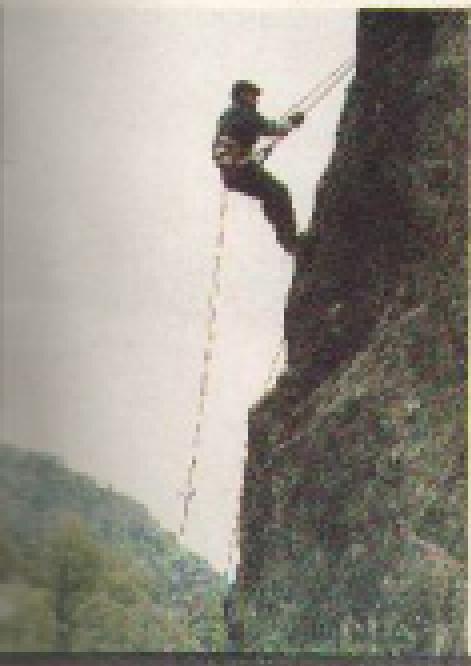
By ASHOK SHAIK



ROCK CLIMBING



LURE OF THE MOUNTAINS



INTREPID CLIMBERS

Hair - style
for all
occasions



H AIR Styles in Sem



Hair-styles have always been of primary importance in the lives of fashionable people. In Sem too, hair-styles ingross and absorb and are by no means neglected. The crowning glory is the subject of hours of careful shampooing and patient combing. Much effort and time goes into getting a perfect curl or giving the desired twist to a lock so that it looks unconfined and enhances one's beauty.

Shampoo and gel are in popular use every morning. Of course there are restrictions imposed on the long hair-lovers. Many a style-sailor cannot during inspection time and extra and fancy touches have to be stripped off without much ado. However, the frolickably inclined are in no way discouraged and curls, puffs, middle-partings are evident in the campus.

At present, the most popular style is one in which the front hair is slicked back while the side and back hair are worn short. And if the impulsive curly-heads call this puritanish, those sporting the hairstyle would like to inform them - it keeps the hair off the eyes and is best for scholars.

We have a handful of 'sluggo-heads' floating around in Sem. They believe in the natural look and barely spend few minutes in front of the mirror. Luckily they don't have many imitators.

The jokers come in simple, neat hair-styles because their mothers comb their hair. Their hair is sifted and panned. But it's a matter of time and then they, too, will realize what we can do to one's hair to look really hatches!

Student Survey
IX A



The allowances have to be made for individual preferences and Darus Shah, IX A makes the following observations:

Mister A forgets his pen but remembers to bring a comb in his pocket. You can see him, during breaks, standing in front of window-panes and peering at his reflection as he combs his hair. It's a wonder the glass doesn't crack!

Mister B carries a mirror and every now and then he looks into it anxiously to see if his hair is right. During the lunch-breaks he spends considerable time setting his hair. And he doesn't play for fear of disarranging his culture!



Master C looks fragile but he all sets his fragility by sporting a macho crew-cut. I think he imagines himself a commando in the Indian Army!

Master D is running out of the hair-saloon. Don't laugh! It seems the barber has got a bowl like a cover over his head and then cut off the ends which might have been stuck out.

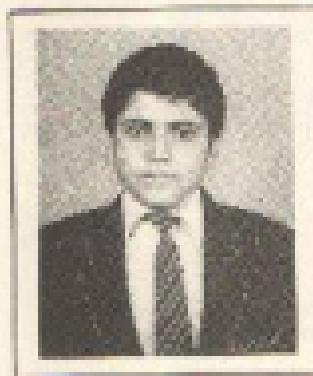
Master E sports a 'popcorn' style or rather he can't help sporting it. No matter how hard he tries to brush his hair down, no matter how much gel he uses, his hair stands up like the quills of a porcupine!

Master F wears the neatest of fringes. It comes just above his eyebrows and spectacles glint weirdly below that.

Playtime

"From the solemn gloom of the temple children run out to sit in the dust. One watches their play and forgets the priest."

Rabindranath Tagore



It is lunch-break and every boy has recovered from the stupor induced by studies. The boys are running around with the most radiant expectations.

A Class 6 boy just runs across the field. He is chasing anyone nor is he being pursued. He is celebrating his release from the imprisoning class-room. All around is a happy mixture of sounds with the boys talking, shouting, arguing and laughing.

It was raining some time back and three Class 5 boys are standing around a puddle. They are sharing chips they are going upon an empty packet floating on the water like a boat.

The quadrangle is always the scene of maximum activity during breaks. Big and small boys, their faces flushed and perspiration beading their foreheads, are fiercely pursuing balls. There are innumerable groups but one group universally charms its own. Two boys are present at the side of the quadrangle and peer into the drains below the steps. One has a long bamboo stick with which he is trying to poke out the ball which has rolled in there. The other boys in the group watch impati-

A train is chugging across the field. Some Class 2 boys are holding on to the last car of each other's sweatshirts and are going their way. In the passage, when the temperature outside is up, a most ingenuous game is in progress. One class 8 boy throws his key chain, be-

the calling and rafter, to his class-mate standing some distance away from him. It is answered by the same note !

Altercations are not infrequent. Though most conclude amicably enough, some end in a tangle of arms and legs.

Then the bell rings and playtime is over.

Vidya Jyoti
IX-B

and the star died.....



In 1960 with the discovery of Pulsar and Quasar, the world started thinking that besides sun there is something else in space. Researches were going on in the fields of light and radio waves when in 1970, a new discovery shocked the world. This new discovery was the Black Hole.

The Black Hole does not emit any kind of light, but creates a vacuum. As a result, in that particular space between the twinkling stars, a black space is created, which we call a Black Hole. The changes that take place in a star to convert it into a Black Hole are very interesting.

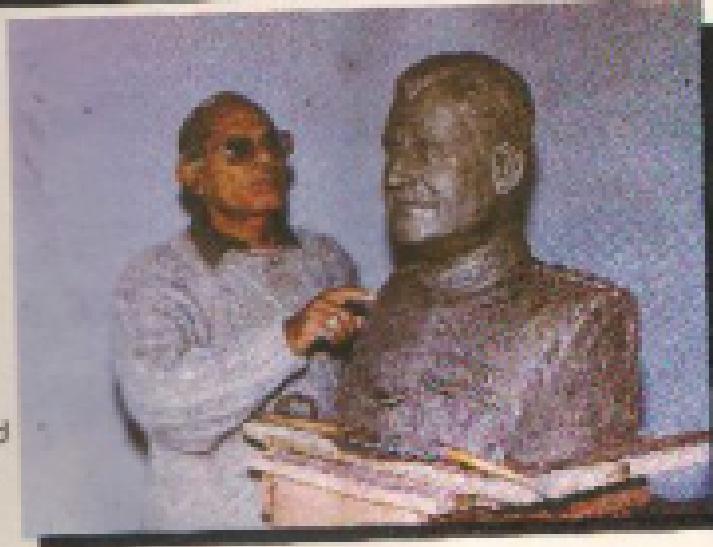
The incalculable stars in the sky are vast resources of energy. Our own sun is also such an ocean of energy in which every second millions of hydrogen atoms are constantly breaking down. In this process four hydrogen atoms are converted into one helium atom (plastic) with a release of a large amount of energy. According to Einstein's equation this would be expressed as : $E = mc^2$. But this reaction will not continue for ever. Scientists believe that in about five hundred lakh years the complete hydrogen of the sun will be exhausted. When this happens the helium atoms will be converted into oxygen and carbon dioxide atoms, which finally result in heavy substances. The reactions in these types of substances are not as fast as they were previously. At this stage the star cannot emit any light.

This gives birth to White Dwarf, Black Hole or Neutron stars. What actually happens is that when the star loses all its energy it begins to shrink, which is very rapid. This results in decreasing the size of the star and the atoms move very near to each other. As a consequence of this the density of the star increases. The density is so greatly increased that if a tea-spoonful of substance is taken from this type of star its weight will be equal to about one thousand tons. This is called White Dwarf.

The shrinking process of the star does not stop and as a result there is a further



Mr. R. Chandra
Senior Hindi Teacher
From 1970 to 1972



Mr. T. M. Syed
Former Art Teacher
From 1972 to 1973



Increase in its density. The number of neutrons increases and finally Neutron stars of diameter fifteen to twenty miles are born.

In the third stage also, the shrinking process continues and the size of the star further decreases, how the gravitational pull of the star increases. Surprisingly, gravitational pull is the greatest natural force but in shrinking process it becomes more powerful than any other force. The velocity of the star on its own axis also increases and the star goes out of the visible world. Whatever is left behind is called the 'Black Hole'.

The Black Hole actually works like a vacuum-cleaner in space. Just as a vacuum cleaner sucks up dust particles in the same way a Black Hole also takes in anything coming near it, be it matter or energy. Even light rays travelling along a straight line tend to bend under the action of the gravitational pull of a Black Hole.

To our consternation there are about a hundred crore Black Holes in the Milky Way. Perhaps some day our sun will also die and change into a Black Hole though we will not be there to witness it.

Nalin Dangar
X

A Dead End

Drugsaling can be explained in a very simple sentence - a blood-stacking disease. A growing number of people are dying because of drugs every year.

There are various reasons why the young fall prey to this vicious habit. Mostly it starts for fun in company and before you know it, a casual smoker stuff has shackled you to one of the most pernicious habits.

A craving for money aggrandizes evil. We have, unfortunately, a breed of unscrupulous people who will do anything for lucro. Thus drugs are mixed with sweets and snacks and unknowingly, innocents men, women and children develop a craving for them. Once caught in their web it's difficult to extricate oneself.

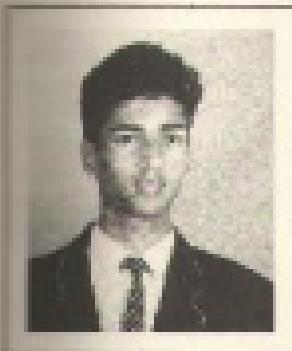
At first a drug addict spends small sums of money to satisfy his occasional craving but gradually he develops a regular habit of taking drugs and cannot do without them. He soon requires larger sums of money as his body's demands increase. This in turn engenders more vices: pick-pockets, stealing, kidnapping for ransom and even murdering. In short he becomes a full-fledged criminal.

Ironically, what begins in fun, in a short period, enslaves a person and there is no going back for the addict and his family. There are rehabilitation centres to help the unfortunate people. But wisdom lies in prevention rather than cure.

Through the media we are warned of drugs. But still some take to them. Then there are drug peddlars who should be given the most stringent punishments when caught. Countries have to co-operate to bring to book those who traffic in drugs. Each one has to help curb this growing menace; otherwise we'll have an entire generation looking like a dead end!

(Final)

Subjects at a Glance



Our subjects, each and every, we do cherish.
Our attitudes may appear outlandish,
But in our own special way
We venture such subject names.

Chemistry provides a happy talking ground,
For practicals can make a helluva sound!
Physics, in the afternoon, calls for a nap,
The rotation can be a high-voltage step.

Now Bio is a subject after my heart,
For diagrams are fun and almost like art.
Memory comes out of focus in History,
Learning names like Tukar, Sikander and Chisti.

Geog rewards us of our basic rights,
Which have held close to discussions and fights.
For some Maths is ridiculously easy,
But formulae and square root are sometime, truly.

Now Computer has a point in its favour
Only PCs acceptable to students and parents!
Hindi workbooks have to be submitted on time,
Now having this can be on our poor little lines!

Maps, do arouse maximal interest,
But locating crops, minerals, is a headache.
Our English vocabulary is just great,
Our essays will reveal this, sooner or later.

Bringing up the rear is good old Literature -
Shakespeare, Then fell Caesar.

Munirul Goni Bangla
XII

DID YOU KNOW ?

In our day.....

- Your heart beats 100,000 times.
- Your blood travels 160,000 miles.
- You exercise 7,000,000 brain-cells.



SMIKE

SmiKE, a pop musical in two acts, was put up by the St. Joseph's boys just before the Dussehra vacations. It was a play after every boy's heart with fast-tapping music and rock and roll thrown in. Understandably, the actors enjoyed themselves on the stage and a highly appreciative audience responded encouragingly on all free days of the presentation.

An adaptation of the BBC television production of Smike, the play had on its theme with the past and present running into each other and transporting the grimaces of Dickens' 'Nicholas Nickleby' into a modern class-room. Here the disgruntled students are most reluctant to study the novel under Mr. Nichols, their new master. However, the boys find themselves enacting the story of 'Nicholas Nickleby' in a dream fantasy. The Headmaster becomes Smike, the Headmaster, Squires, while Nicholl enacts the role of Nickelby.

The musical was a great success. And for this we have to thank Mr. M.S. Beddoe, who directed it. Every aspect of the play - costumes, stage-setting, lighting, impromptu scenes was meticulously planned. It required a discerning eye to detect potentiality in young ones and endless patience to get the best out of them. However, Mr. Beddoe summed up his efforts by saying simply that he enjoyed preparing the play. He expressed his gratitude to all the staff-members for their co-operation.

A considerable Chorus was trained to perfection by Br. Beddoe and Mrs. Stevens. The choreography and orchestra gave a professional touch to the musical and the solo numbers by the main characters were standing ovations.

The day-scholars (Classes 1-7) sang a song at the interval and V. Panzica (III) recited a poem.

We were happy to have Ms. Aradhana Joshi, I.A.S., Dist. Collectorate, Narmi Tal, grace the occasion as our Chief Guest. We are grateful for her appreciation.

LAWS

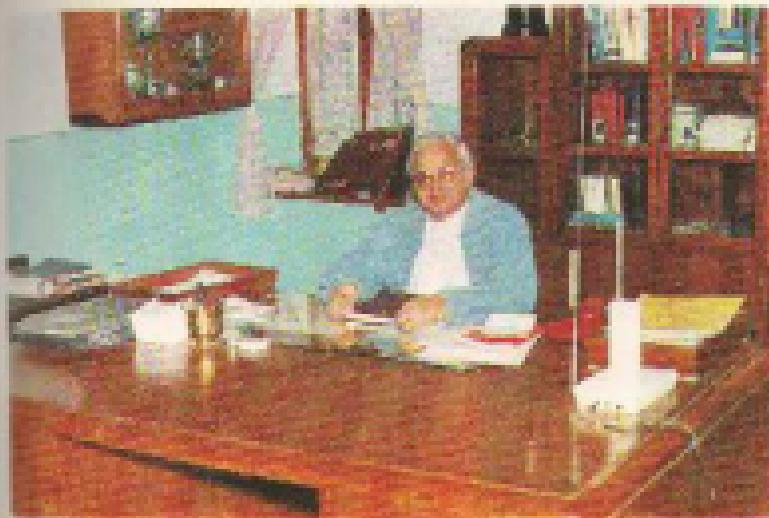
Unwritten Law: If it happens, it must be possible.

Law of Coveting: You get the cost of what you need the least.

Golden Principle: Nothing will be attempted if all possible objections must first be overcome.

Computer Machine: To eat is human but to really live things up requires a computer.

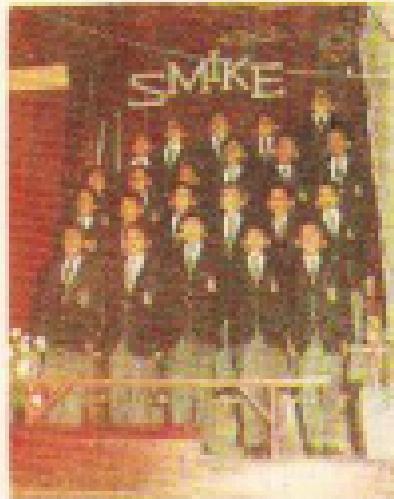
SMIKE



DIRECTED BY MR. M.R. REDDICK, PRINCIPAL



MR. AJOHRI, I.A.S., DISTT. MAGISTRATE,
MANITAL, BEING PRESENTED BY
MR. LACOMBER



DAY SCHOOL'S CHOIR SINGING
"IT'S A MIRACLE"



A MODERN SCHOOL



→
SNAKE

→
THE CLOVERS



FANTASY SEQUENCE





NICHOLAS NICKI FRY WITH THE PUPILS OF DOTI BOYS HALL



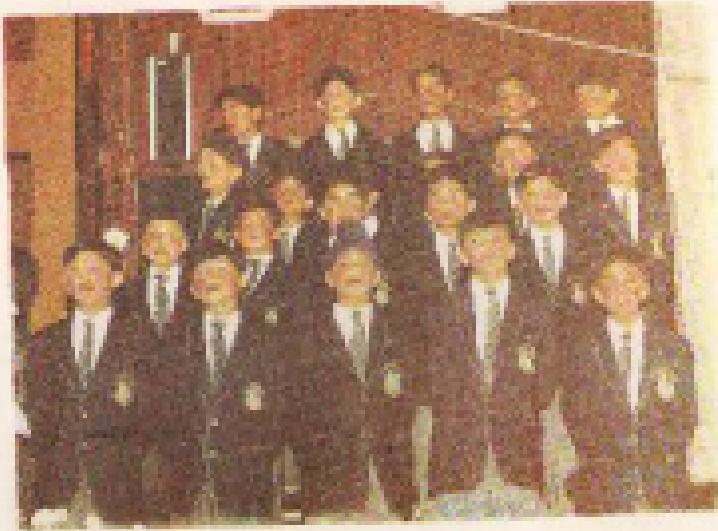
MR. SNOWDAY AND THE NEW BOYS



BREAKFAST AT DOTI BOYS HALL



CARD SEQUENCE



ARMY OF THE CHORUS



W. HATHAWAY
PRIVATE DRAKE

MAIN CHARACTERS

SIMELTON	
NICHOLLS	
HEADMASTER	
MRS. SQUEERS	
MISS GRANT	
WALKHORN	
MASTER HELLING	
MASTER PLANK	
NEW BOYS	
MR. SNOWFY	
RICHARD - Unloved of the Squares' Hand	
MR. RALPH NICKLERY	

SMIKE	
NIKKIAS NICKLEBY	
MR. SQUEERS	
MISS FANNY SQUETERS	

Johann Bharucha	
Blaise Mendes	
Sumit Kumar	
Cordell S. Egber	
Sakar Bhakta	
Kahijit Neeran	
Meaz Khan	
Rajat Agarwal	
D. Kundra, A. Gupta, A. Munshi	
Imran Khan	
Edward Parke	
Fredrick Simetacor	



SAVE YOUR PLANET



The earth is the only planet in our solar system which supports life. As such earth is specially privileged for every form of life is present here from the smallest, algal fragment to the largest living creature. All these forms of life are sustained, from the cradle to the grave, by earth which bestows on all everything that is necessary for life.

Man is a link in the long chain of life. The earth has been generous and has provided air without which life would not be possible. But man has tainted the purity of the air with gaseous waste, in the form of carbon-monoxide and other pollutants, to fulfil his personal needs. This lack of foresight on man's part has opened the way for total extinction of certain forms of life.

Earth gives the crops man requires. But it has been over burdened. Its fertility exhausted and recourse has had to be taken to replenish the lost nutrients. Similarly we are now facing the crisis of certain essential minerals becoming nearly non-existent. Earth bestowed upon man trees - the very soul of nature and the heart of beauty. Creatures made the tree their homes and ate its fruits and leaves, but in a sensible manner. However, man's greed went on the rampage. Ironically, he worshipped trees on the one hand and hacked them down indiscriminately on the other, prompted by his self-centredness which could not look beyond itself.

But where is all this going to lead us? Man has to acknowledge the amenities granted to him and the worth of life and living and the means of living. He has taken the earth for granted and, through his exploitation of her, disrupted the entire ecological balance. If this were to continue every trace of life will be wiped out and the earth will become a barren and bleak place.

Now it has become imperative that the human race plan for the future preservation of the environment. Man should do everything possible to save the earth from the hazards of physical and chemical pollution, ranging from industrial waste to bio-chemical pollutants and from unnecessary destruction of flora, over to excessive use of natural resources.

Things are not beyond redemption and there are ways of minimising pollution and thus safeguarding life on mother earth. But this would also entail a drastic change in our outlook and attitude. First of all there would be a reduction of industrial waste and a recycling of waste-products; cutting of trees should be minimal and afforestation widespread; there should be proper research on ozone and scientific ways of maintaining the ozone layer; biological pest removers rather than chemical pesticides should be used. Man is intelligent and if he so wills, he can discover innumerable alternatives to the methods which are harming him.

Thus a minimizing of profits in some fields and of using alternatives in others may prevent the ecology from being further disturbed. It is little writing or speaking at length on the crisis-of-pollution. We all have to make this our guiding motto : **SAVE YOUR PLANET.**

Jean Clenday
USA

||||| One Last Wish

Some time ago there lived a frog
With a heart as good as gold.

But the other frogs around him
Had hearts that were hard and cold.

One day as he was leaping
From one pond to the other,
He cast a group of frogs
Who stared at one another.

"Go away, go away," they yelled.

"You're much too ugly for us.
And with us you cannot play."

Together they made the biggest fuss.

"Your skin is too green, your eyes too black,
And your legs much too long.
You are not good enough to live or breathe."
Repeatedly they sang this terrible song.

And as the years flew by,
They still mocked him around,
Taking the time to remind him
He was the ugliest thing they'd found.

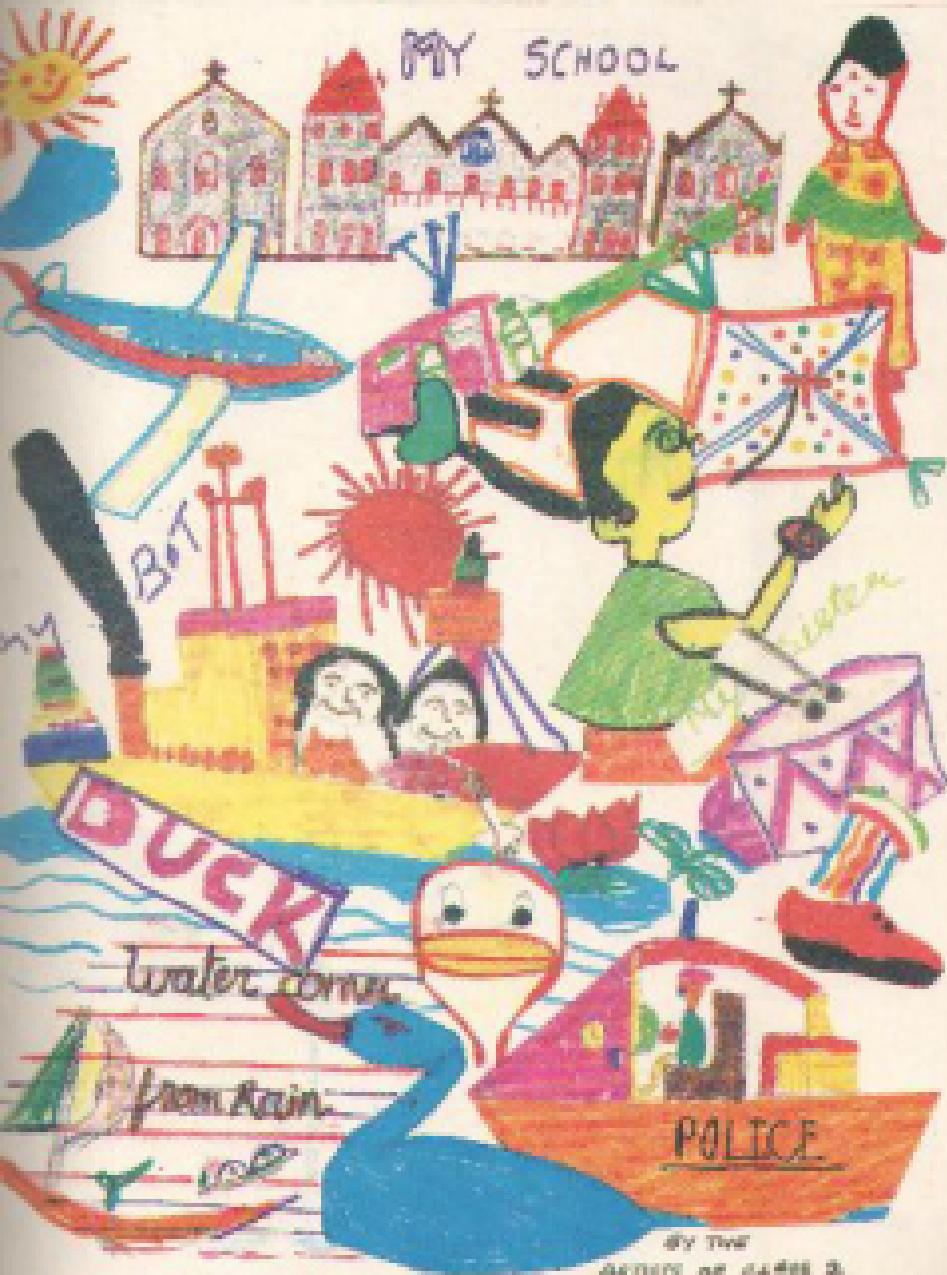
And now as the time drew near
For him to say good-bye,
He lay himself down and said,
"I'll just wait here to die."

And as he lay upon the ground,
Only the smallest ant could hear
The soft and lonely whisper,
That brought to his eyes a tear.

"If only I could have lived to hear
A friend, kind and true,
Who'd shake my hand and say,
'I love you, frog, I do.'

Patricia Hartigan
USA

MY SCHOOL



BY TINA
ARTIST OF CLASS 2



Goodbye



Educationists never realize for what they have imparted to students over the years is remembered and utilized long after their pupils have left the class-room and the masters themselves are no longer teaching.

In July Br. J. B. Corlett left on a well earned holiday in Ireland. We thank him for all that he accomplished during his two and a half years as Principal of Sem and we wish him well in his new assignment.

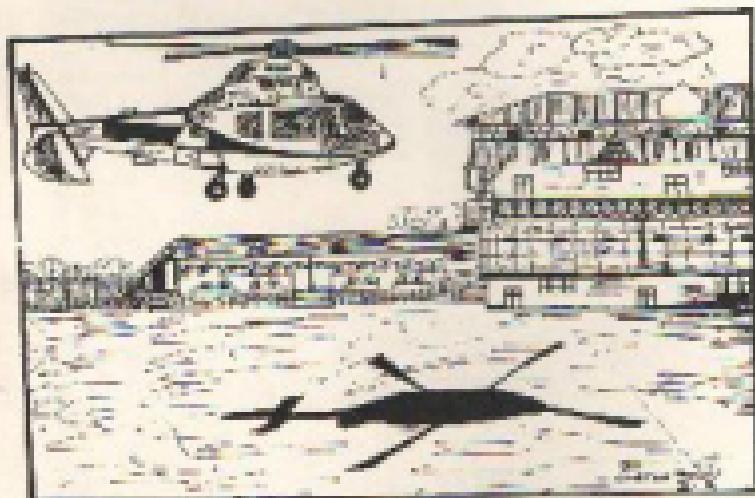
It has been difficult to say goodbye to two members of Sem at the same time. Mr. R. Chandra and Mr. T.M. Sped retired at the end of 1982. Both were highly respected and competent teachers and they have contributed a lot to Sem through their dedication. Every student they have taught and every staff member they have worked with wishes them well and thanks them for their help and friendliness.

Br. P.J. WALSH left St. Joseph's College at the end of 1982. He is at present at Coethos, Karsavng. Mr. Walsh was teaching at Sem from 1973 and is warmly remembered by the staff and students here.

Mr. G. IRWIN was on the staff of Sem from 1981 to 1982. A dedicated teacher, Mr. Irwin is now devoting himself to full time preaching. We wish him success and happiness.

HELICOPTER

In May his Excellency, Sard B. Satyanarayana Reddy, the then Governor of U.P. was invited to Nainital by helicopter. On such occasions Saini's law field serves as a temporary helipad. An advance party landed on our field. Apart from the excitement of watching the landing and take-off, there was the added thrill of the helicopter's overnight stay at Saini. The occasion inspired the artist and drew in Chetan and Renu respectively.

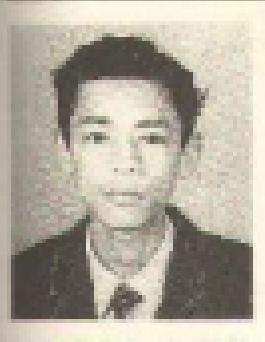


Sketch by Chetan Rao.
p. 11

Propellers spinning, lights flashing,
Like a strange huge bird on the wing,
Over the hills come the noisy choppers
Hunting dust and pollution all over.
On to the first field it descended,
While we on the magnificence marvelled.

poem 7

TELLING STORIES OF THE WIND



The purpose of art, it has been said, is to reconcile man to nature. As Samuel Taylor Coleridge put it: "The artist must irritate that which is active through form and figure, and must then discourse to us through symbols." And when you think about it, the weather forecaster has a very similar task - to impart whatever information he or she may have about the elements in the form of words or diagrams. The picture is intended to tell how you may feel tomorrow; it is an art form in itself.

There are many different ways, for example, to tell the story of the wind. The traditional method on the television weather chart has been to show the wind speed on a Beaufort scale, or indicated by a number giving "miles per hour" and plotted on a little circle. An arrow then indicates the direction from which - or perhaps towards which - the wind may blow.

In recent times, computers have made it possible to devise more subtle, more dynamic ways of getting across this simple message. Some television channels, for example, portray the wind as a broad river of arrows, sweeping along in the general direction of the flow of air; the arrow widths and lengths are chosen to give a visual impression of the wind regime. It means, of course, that you cannot put a number on the wind - but, for some viewers it may communicate the "feel" of it effectively, and make the weather message easier to understand.

Meteorologists themselves prefer to look at isobars - even when relaxed at home and watching television. Isobars, you will recall, are the lines on a weather chart drawn through points of equal barometric pressure. They outline the pressure pattern in much the same way as the contours on an ordnance survey map display the ups-and-downs of the terrain.

By looking carefully at such a map of the physical topography, the practised eye could judge the direction in which a ball, placed at a certain spot, might roll - and make a guess as to how rapidly it would proceed downhill. In much the same way, the isobars upon a weather chart tell us the likely speed and the direction of the wind.

The wind direction at any point on the chart coincides, more or less, with the direction of the isobars; the air flows along them with low pressure to the left, sweeping anti-clockwise around areas of low pressure. The speed of the wind is inversely proportional to the distance apart of the isobars - which is just a way of saying, silly old posh, that the closer they are together, the stronger blows the wind.

A REMINISCENCE



It is almost the end of the school term. From this point when I look back to review the ten years spent here, I find my reminiscences straying into 1984 without failing to budge from these.

It was then I joined Class one. It was a bright sunny morning and I remember trudging up to school and reluctantly letting go of my mother's hand. I had my most precious possession with me - my brand new school bag. I felt nervous and shy of all the 'strangers' in school, but I didn't cry. Somehow the location of the school absorbed a young mind. Imagine being perched right on top of a hill while the town lay at my feet! And then my temperament matched the friendly atmosphere of my class and I liked my teacher. All in all my first day was a happy one.

I remember how the word 'vacation' had caught my fancy.

VACATION: How impressive the word had sounded in my young ears! As such we have it I was chosen to represent my class in the individual piece chosen for me. I practised hard. This was probably my first major success in life. I became confident and believed I had more pleasant surprises in store for me.

I had got into the routine of studies and house work and so when the term was over, the thought of three months at home seemed surreal. Secretly I was quite unhappy that I would not be seeing my friends.

Our final exams were over. I didn't know how I had performed, nor was I concerned because at that stage tests and marks didn't interest me. With the ICSE exams loom ahead, I can now appreciate those unlettered days. But you can't imagine my joy when came to know I had stood first in class. This was another feather in my cap.

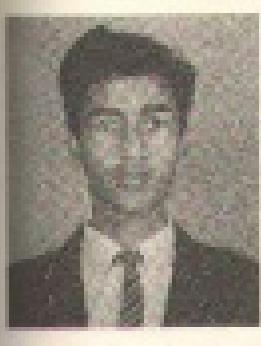
I was promoted to Class 2 and had graduated to the highly respected 'senior' batch. And so my first year in school came to an end.

Stage 2

We are all proud of making small mistakes. It gives us the feeling we don't make any big ones. Andrew Ross

State yourself an honest man and then you may be sure there is no greater law in the world. T. Carlyle

Funny Changes



I remember nostalgically my class and peers. The 'Ghool' was a paradise to us small ones - a paradise regained. Now I would recoil at the idea of picnicing at Government Grounds. This is just one simple example of how attitudes undergo drastic transformations with the passage of time.

In the junior classes, being troublesome means whispering, standing for a while or even casting a quick glance around. Nowadays giving trouble in class has acquired a wider perspective. Why one could even boast about it whereas previously any naughtiness, when caught, left us mortified.

Coming to more serious matters like punishments, we hardly hear of physical punishment today. That in those days we were peevish of getting one nice whack on our backsides or on our soiling palms. Often, stretching the pullovers down as far as possible was a good and easy way of cushioning a whack. We are more bookish now and it requires more than a scolding or a ruler to upset us.

An 'annualies', dressing up was never a problem - it was the mother's job. Even dressing up on one's own was not quite a headache, since who cared whether the shoe-laces were not tied properly or the collar tips had turned up? The no-nonsense cropped heads were in vogue. How often do we notice the Seniors in front of a mirror combing their hair with a diligence which no motivation can inspire within the class!

I can never forget the long, dragged "Good M-ooco-rrr an i n g g, S-i-r." The teachers reciprocated, nothing with a smile. It used to be the first job of the morning. Under present circumstances there is no time for such lighthearted moments.

From hopscotch to long jumps and from the monkey-bar to gymnastics - how much we have changed! Even our watches have shifted from the right hand to the left.

Such changes sound funny today. But in another ten years' time we shall smile over today's activities, a little sadly though I think for today is very very precious.

Nasser Tyabjiya
103

The ultimate test of a relationship is to disagree but to hold hands. — A Penny



Examinations

It's D-Day or Thursday and a dreadful day and a day of reckoning when our examinations begin. Then follows a week of horror, harry and torment for a right-minded student who has to face a battery of questions, many of which don't make much sense to him. They should, he thinks, be framed differently, be more sensible and down to earth and have a humane touch about them.

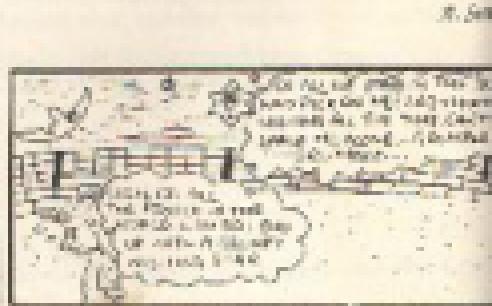
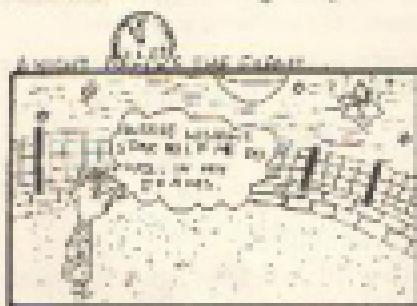
Particularly horrific are the Maths papers, and students have been known to faint when faced reading such papers. Not much better are the Science and English papers and many boys can't make head or tail of them. Then they try to ask the Supervisors a little assistance and these same brightons are of little help either, telling us to use common sense, leave blanks, go on to the next question and any other non-sensical information.

Of course 'coggin' is out of the question - it's too noisy but boys have been known to get away with it. Then questions are unfairly asked as to why so-and-so got such high marks. At exams the supervisors are too alert and too suspicious, especially because we seem to have better eyes and are more inquisitive.

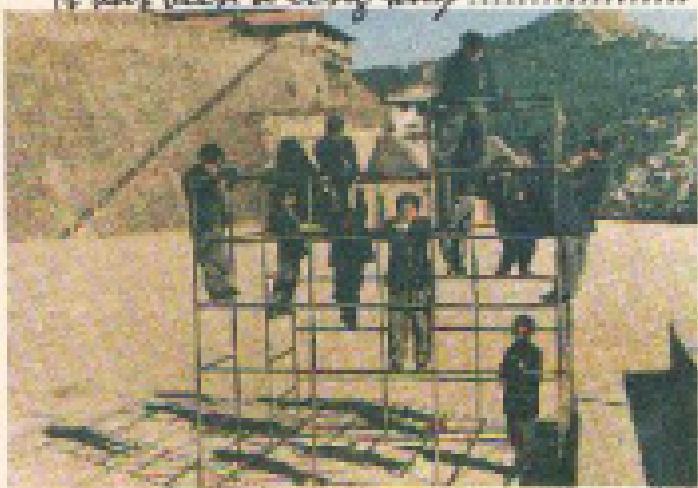
We all long for the day when text-books and dictionaries will be allowed at examinations, especially in the final exams. However, there may be one snag : can relative pages be found speedily and can the proper information be gleaned from the page consulted. One would require a guide of some kind here. Certainly formulae would be great help, instead of having to write them on the palms of our hands or pull them from notes in our ties."

Can examinations be abolished altogether? Can some other method of promotion be adopted? Principals and headmaster should get together immediately and devise some less painful way of testing your very limited knowledge. Let's hope the day is not far off when examinations will go for good.

R. S.



It has been a long way



from this

BUT IT



WAS FUN!

and this.





GOOD BYE CLASS 10



Together for the last time



He was bursting a balloon !!!



The Principal cutting
the Farewell Cake



DELICIOUS !

Sketches in the Review done by :



S. Emmanuel - 8A



C.Pant - 8B



D.Angami - 9A



S.Chaudhry - 3A



A.Mukerjee - 10A

C.Pant - 10A

- Quotations, Puns, Humorous Adverbs, Did you know, Jokes, Laws etc. collected by Elnam 8B, Mukherjee 8B, K.Alac 10A, V.Jainwa 10B, S.Kumar 10B, M.Upadhyaya 10B.
- Debate, Art, Essay competition logos drawn by Nishanth Joshi 9A
- Hindi speech filters collected by P.Bishal 10A

हिन्दी खण्ड





३० सहित यह

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मेरे साहस्र वर्षों में यहाँ हुई थी है, लोक द्वारा उन्हीं की श्रद्धालुओं में अब तक निराकारों के जाम बर्खी की गयी एक विशेष

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प्रथाविरप्त



वास विष्णु इनपर भी से दो बहसी थीं, परं के लागा यथा विश्वामीति व मध्यमीति त्रृष्णा विष्णुपरि भी हुई थी। राजार्थी बड़ी थीं, बहसी का अभ्यन्तरीक्ष व वृद्धि वाला विष्णुपरि वास में उपस्थित थीं औ लगाना अनुभवी थे अभ्यन्तरीक्ष-विष्णुपरि के विष्णुपरि वासी थीं, इसमें विश्वामीति-वास विष्णुपरि, त्रृष्णा-विष्णुपरि, वास-विष्णुपरि व वासी व वास के विष्णुपरि वृद्धि वासी वासी विष्णुपरि व वास विष्णुपरि।

第十一章

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SEM DIARY 1993

February

- 14th Boys of the I.C.S.E. return for Preliminary Examinations.
15th Pre-classes begin to a good start.
20th I.C.S.E. Board exams begin.

March

- 10th Boarders return.
11th School re-opens with many new faces.
12th I.C.S.E. Exams terminate.
13th Class X boarders return.

April

- 1st Ram Navami. School holiday.
8th Easter leave from 12 noon. Holy Thursday at 5.30 p.m.
15th School re-opens after Easter break.
16th Sports' practice begins for all divisions.

May

- 6th Buddha Purnima. School Holiday.
21st Classes X leave for Mussoorie and Dehra Dun on their annual outing.
27th Academic Awards for 1992 given this morning.
29th Annual Athletic Sports - relay sports drills, pyramids and cast work.

June

- 1st Results of I.C.S.E. Our boys did brilliantly.
16th Pre-Monsoon showers.
20th 'Minis' and 'Juvies' have serious practice.
28th Mass celebrated by His Grace, Archbishop Cecil IV Sa for Feast of Mother of Perpetual Help.

July

- 1st Muharram. School holiday.
9th Monsoons in full swing.
17th First Terminal Examinations begin for all classes.
25th 'Minis' play in town with a resounding victory.
29th 'Juvies' win against Azka A.
31st Finals of the Minis. We share the trophy with Herman German.



नव्या देवी के मंत्रों का वर्णन



REVIEW

वराह राजा की एक अद्वितीय कल्पना यहीं है कि वह ग्रन्थों नहीं ही बल्कि अपने अपने वार्ष वर्षों की अद्वितीय कल्पना, वराह, वाराहुर्वी वार्ष में देखते हैं। वह वर्षी-वर्षाना है औ वर्षी वर्ष वर्षों की भी है। वर्षी वर्ष वर्षों की भी है। वर्षी-वर्षाना वाराहुर्वी वार्ष में देखते हैं। वर्षी-वर्षाना वाराहुर्वी वार्ष में देखते हैं।

सर्वांगीन संप्रदायाना द्वारा काले गोले देते हैं।

पुण्यकाल में शिवाय देवतानां ने भैरव इन्द्रियों द्वारा बद्ध कर देखा था। उस एक ताजा गृही द्वारा देखा गया था कि वह अपने दोनों हाथों में अपनी चाली साँझ रख रहे हैं। उनका दोहरी का प्रयोग करके उनकी दोनों हातों से बाहर आ जाती है। ऐसे ही दोहरी तथा उनकी बहुत सी विधियाँ हैं।

इन देशों की समस्या के समान ही भूमिकाओं में अवैधतिक वाराणी जल्दी सुन्ने में दृष्टि धारण।

三

लिंग वर्गके समाजोंमें अनुपात ऐसी दृष्टिकोण से निर्भय प्रभु, भवति, तुलित वस्तु वस्तुओंमें से विनाश करने की विद्या एवं इसी विद्यामें उत्तम विद्युत विद्या वह है जो वस्तुओं के लिए वृद्धि विद्युत विद्या वह है जो वस्तुओं के लिए विनाश करने की विद्या है।

अपनी ये दिन हेतु का पूर्व संकलन के लिए जो विभिन्न सामग्री आवंटित होती है, वहाँ उस बाबत की जीवि ये दिन अपनी

अपनी दृष्टि से यह विषय ही बहुत है। तू-तू के लिए उपचार, जह-जह की जरूर तू-तू करती है। वहीं कोई जीवन का विषय है तो वहीं लौटे जानी चाही, वहाँ-वहाँ का जीव वहीं जूँहीं लिया जानी चाहिए है। लौटे जाना वहाँ विषय है तो वहीं तू-तू करका आए। जीवनमें अपने लोगों का जीवन लौटानी है। वहीं लौटे जाना विषय है।

एवं यह विद्या देखी कि दैलेख शुद्धार्थी वाहन एवं वाहन एवं वाहनी-विद्यार्थी की दैलेख विद्या एवं उसका दैलेख विद्या शुद्धार्थी वाहन एवं वाहनी-विद्यार्थी की "वीर विद्या" देखी की कला "वाहनी वाहन एवं वाहनी" के विद्यार्थी के दैलेख विद्यार्थी वाहन एवं वाहनी-विद्यार्थी की दैलेख विद्या देखी है।

जल्द ही वह बोला कि वही बात थी कि उसकी वापसी का संकेत थी। वह बता दिये की एक अवधारणा के बाहर से वही और उसी में उसके 'समाज विषयक नृत्य' की लाली चिनी।

पुराना विषय विकास के लिए यह अवधि बहुत लंबी है।



नैनीताल में बर्षा

नैनीताल में बर्षा आया।

जब भी यह आया तो आमा-

रियल-स्टेट्स काम गुड़में,

कृषि नहीं, जल भी नहीं।

जब भी यह आया कामों काम,

भूमि, जल, जलसे काम।

जब भी यह आया सूखा,

सूखा हो गई जल की भूमि।

जब भी यह आया जल की भूमि,

जलों नहीं हो गए जल।

जब भी यह आया जल की भूमि,

जल नहीं हो गए जल।

नैनीताल में बर्षा आया।

जब भी यह आया तो आमा-

रियल-स्टेट्स

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ओत्तमविश्वासी

नैनीताल जलसी जल का जल था। इसमें जल का दैहिक हो सूखा था। जलकी जीवाणु ने जल काली रही। पर्यावरण-विश्वासी ने नैनीताल जल-सूखी की अपील की थी। जल-सूख में भी जल संवर्धन काली रहा था।

इस दिन नैनीताल का जैविक सूखाकाल हुआ था। यह चर्वीकी जल जीवों जलसी जल का जल था। जूनमें जल जलने कहा "ही, जल जै ठीक में दौड़े रह गया!" वीड़ी वीड़ीकाल में कहा - "वैश्वासी! जैविक हो ज जलसी!"

वीड़ी में जल नैनीताल जलसी जले दैहिक जल उपरोक्त जीवों की में कहा - "ही, जलाह में एक दूषित जीव जाए थे। उसकी जल की दृश्यता जल जलने का जल हो गया!" उपरोक्त जीवों की जुलान न रहा।

जीवों की जीव नैनीताल जली जीव जल में जला जैहा है। यह नैनीताल की जल उपरोक्त में नैनीताली का जल हो गया है।

अगली दिन जल सूखा जलने वाला जल जीवों की जैविक जल की एक दृश्यता हो गया - "नैनीताल का विविध जल जलसी जली रहा रहा है।" इस दृश्यता की जल जलने का जल हो गया है। जीव जली जीव जल हो गया है। जीव जली जीव जल हो गया है।





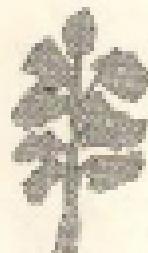
हो जाती है नि-एक दिवसिका एवं अन्यत्रै हीरा बाजा में जाती है। एक दिवसिका की सीखिया यह कामा इसकी इसी लाली चुप्पी चुप्पे की जानकी
सीखियापन ने दिवसिका योग में रखती हीरा बाजा - "मैं शुभ्रे भीती रामाया हीरा बाजा हूँ।" इस बद्धाया सीखियापन अनुष्ठान के लिए बाजा का
बाजा।

इस की ओर सीखियापन का दीदा उस उपरा हुँ इ दिवसि हीरा बाजा। वह दीदा दीदा की ओर ही स्वरूप बननवाल द्वारा। सीखियापन के लिए
ही वह दीदा हीरा बाजा भीती दीदा दीदा "एक दिवसिका एकायुध बनावानी है। अब दीदा ही दीदा दीदा जा जाया।"

सीखियापन की ओर बद्धाया सीखियापन कुम्हे ही उपरोक्ती दीते हुयाया एवं दीते हुयाया एवं दीते हुयाया। एह बद्धाया जी वही बाजा मामा सीखियापन कुम्हे बाजा
मामा बद्धाया जी वही बाजा में रामाया दिवसि पाया। इस दिवसिका एकायुध बाजाके बद्धाया हीरा रामी थी।

इस दिवसि का सीखियापन कुम्हे दीता उस उपरोक्ती वही बाजा - "अह, एक बद्धाया की दीदा दीदा की जान की कुम्हे
दिवसि!" सीखियापन की ओर बद्धाया एवं दीते हुया - "दीदा, एक दिवसिका से एकी हुयायो बालसीखियापन है है। वह दीदा दीदा जी की जान
कुम्हे दिवसि ही दीदा दीदा थी। इस देवीदीदा दीदा दीते हुयो एक बद्धाया एवं दीते हुयो एक दिवसि की एक दीदा दीदा जी एक दीदा दीदा
बाजा जी की कुम्हे बाजा दिवसि। एह बद्धाया एकायुध बाजाकी दीते हुयाया बालसीखियापन की दीदा दीदा जी, एह बद्धाया एकायुध बाजाकी
दीदा दीदा जी की दीते हुयाया बाजा दिवसि। दीदा दीदा जी की दीते हुयाया बाजा एवं दीते हुयाया बालसीखियापन की दीदा दीदा जी, एह बद्धाया
की दीते हुयाया बाजा दिवसि!" इस दीते हुयो एह दीते हुयो एक दिवसि की दीदा दीदा जी की जान की कुम्हे दिवसि।

मुम्पर नहीं



पेहँ की आत्मकथा

जोर बहाने ही नहि ने जोरन दहाह है

एह दुमिया को एह बद्ध बद्ध बहाने के बाजा अहा है

जह दीदो ही दीदो यह दी दीते दुमिया दुमिया दी दीतो है,

दीदो दीदो मे दिवसिका नहि न बहाने दी दीतो दी दीतो मे बहान कर दीदो दी
दीतो दीतो दीतो मे दी दीतो दी दीतो है दी दीतो है दी दीतो है दी दीतो है

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मुम्पर नहीं

सर्वत्र अंधकार लाया हुआ था.....



मृत्यु विषय का एक बहुत बड़ा विषय है। जो अपने जीवन के दूसरे तिथि का विषय है। इस विषय का विवेचन करने के लिए आपका जीवन का अध्ययन करना चाहिए। जीवन के दूसरे तिथि का विषय के लिए आपका जीवन का अध्ययन करना चाहिए। जीवन के दूसरे तिथि का विषय के लिए आपका जीवन का अध्ययन करना चाहिए। जीवन के दूसरे तिथि का विषय के लिए आपका जीवन का अध्ययन करना चाहिए। जीवन के दूसरे तिथि का विषय के लिए आपका जीवन का अध्ययन करना चाहिए।

वै या कान्ति अता भी दृष्टिर्थ एव वृक्ष वस्त्रे के स्वरूप हैं तो ऐसे ही वैद्य
वै या कान्ति अता भी दृष्टिर्थ एव वृक्ष वस्त्रे के स्वरूप हैं तो ऐसे ही वैद्य



श्री देश भारत

“वह वर्षों की बातें हैं, जबने लिएके इसका कहा
कि यह दम वही है जापानी, लिएकी इसका कहा कहा है?”

इस प्रेरणा सारण की है कि यह दम देश के लिए है। इस दम के बारे में यह कहा जाता है कि यह दम की चिनीय वज्र दम का अनुभव है जो अपना विकास दूसरे देशों की वज्रों की विकास का अनुभव है। यह दम के बारे में यह कहा जाता है कि यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है।



इस दम दिल्लीवाले दिल्ली के यहाँ दम है जो दिल्ली के लिए यह दम
दमों का दम है। इसके बारे में यह कहा जाता है कि यह दम की विकास का अनुभव है।

अधिक यह दम का कोई वज्र है जो यह दम की विकास का अनुभव है। इसके बारे में यह कहा जाता है कि यह दम की विकास का अनुभव है। इसके बारे में यह कहा जाता है कि यह दम की विकास का अनुभव है। इसके बारे में यह कहा जाता है कि यह दम की विकास का अनुभव है। इसके बारे में यह कहा जाता है कि यह दम की विकास का अनुभव है। इसके बारे में यह कहा जाता है कि यह दम की विकास का अनुभव है। इसके बारे में यह कहा जाता है कि यह दम की विकास का अनुभव है।

यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है।

यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है। यह दम की वज्रों की विकास का अनुभव है।

गुरु गुरुरा गुरु

6. 8

गुरुर्मुखिराम गुरुर्मिश्र की प्रशंसन करने की उचित वज्र विकास करने के लिए। गुरुर्मिश्र का यह दम
दम की वज्रों की विकास है।

- श्री देश भारत

गुरुर्मिश्र दम की वज्रों की विकास करने की उचित वज्र विकास करने में दम की वज्र
विकास की वज्रों की विकास है।

- श्री देश भारत

दम की वज्रों की विकास की वज्रों की विकास है। यह दम की वज्रों की विकास है।

- श्री देश भारत

दम की वज्रों की विकास की विकास है। यह दम की वज्रों की विकास है।

- श्री देश भारत

ਟੈਲੀ ਫੋਨ - ਏਕ ਮੁਹੱਤੀ ਕਾਰ



इसी वायु अवस्था के समानुचित होने की विधियाँ बनाए गयी हैं जो इसी वायु अवस्था में वर्तमान होने वाली विधियाँ बनाए गयी हैं और इसे देखते ही वायु की अवस्था के बदलने वाली अवस्थाका बनाते हैं। इस वायु द्वारा दूषण के देखते ही वायु का भा॒ष्म बना जाता है जिस द्वारा दूषण के देखते ही वायु की दूषण, वायु द्वारा दूषण वही दूषण से बढ़ती देखते ही वायु का बना है और दूषण की दृष्टि देखते ही वायु देखते ही वायु होता है।

लोकतान्त्रिक अन्धा का एक वर्ष लिया था। इसके दौरान यह अन्धा में उमड़ी हुई ऐसी व्यवस्था बढ़ी कि लोकतान्त्रिक अन्धा का एक वर्ष लिया था। इसके दौरान यह अन्धा में उमड़ी हुई ऐसी व्यवस्था बढ़ी कि लोकतान्त्रिक अन्धा का एक वर्ष लिया था।

प्राचीन वैदिक धर्म की इस दृष्टि है कि देवों द्वारा मैं नहीं देख सकता हूँ और दृष्टि द्वारा देख सकता है। इस अवधि विद्या का उपयोग करके दृष्टि को दृष्टि द्वारा देख सकता है। इस वैदिक धर्म की दृष्टि को दृष्टि द्वारा देख सकता है। इस वैदिक धर्म की दृष्टि को दृष्टि द्वारा देख सकता है। इस वैदिक धर्म की दृष्टि को दृष्टि द्वारा देख सकता है। इस वैदिक धर्म की दृष्टि को दृष्टि द्वारा देख सकता है। इस वैदिक धर्म की दृष्टि को दृष्टि द्वारा देख सकता है।

एक बार ने ट्रेनिंग की काली साथ देखी चीज़ोंसमुक्त काला हुआ था जिसे उन्होंने अपने घर ला दिया। इसी विवरण से उनका अध्ययन एवं अध्यापन इन्हीं एक-दो वर्ष के अवधार में होता रहा। (अधिक, इसी विवरण अवधारणा का अध्ययन एवं अध्यापन इन्हीं विवरणों द्वारा) एक इन्होंने गुरु के बना दिए एक विशेष विवरणों, जो उन्होंने वहाँ दिए एक बार, वहाँ विशेष विवरणों में एक छोटी विवरण दर्शाया गया था। एक इन्होंने गुरु के बाहर दूसरे विवरण में दर्शाया गया विवरण में विवरण का विवरण दर्शाया गया विवरण में विवरण का विवरण दर्शाया गया।

जब तो यह तो इस वी जीतन में है तब तो इस देशीदेशी या बाहिरकान इसके बारे में यह यहाँ और यहाँ की उपलब्धि यहाँ रहती है।



रंगमंच का पहला अनुभव



ओं नामका नामका दीवा। दीने दिन पर एक अंतिम अनुभव था। वे मध्ये एक सुन बहुत था। उस तरह भी बोली बातें हैं जो कहीं कहा नहीं दी गई थीं। तुम्हे यह कहते हैं कि आज कला का नाम ज्ञान नाम बन गया। लेकिन यह कहते हैं कि आज कला का नाम ज्ञान नाम बन गया।

मुझे ही यह देख दी गई जीवन एक ही चीज़। ऐसे नहीं कहते ही यह दी गई चीज़ यह अंतिम अनुभव था। एक अद्यता घोलों से जड़ी दीने दिन अंतिम अनुभव था। और दीने दिन इसी अंतिम अनुभव के बाहर बहुत कम आज्ञा रह गयी। यह एक सुन बहुत अनुभवी या कुछ बहुत अनुभवी था। वे अबू बद्रा या जा जीवन बहुत दीने दिन एक अनुभव था। यह अनुभव एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

अपना सुन बहुत दीने दिन एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

सबसे बड़ा सुन था यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

इस सुन बहुत दीने दिन एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। इस सुन बहुत दीने दिन एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। इस सुन बहुत दीने दिन एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

यह दिन दीने दिन एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। यह दिन दीने दिन एक अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

महात्मा गандी

१. १

सुनिश्चय दीने दी यह अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

- नेहरूवाला अद्यता

अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

- जाहां अद्यता

अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

- बंदी अद्यता

अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

- राजा

अद्यता घोलों से जड़ी दीने दिन एक अनुभव था। अद्यता घोलों से जड़ी दीने दिन एक अनुभव था।

- राजा

नानी का अंग्रेजी ज्ञान



हुए हो गए हैं तुम ? मैं नानी कर्मी उद्योगों के लिए सेवक हूँ तो यह मैं प्राप्तपूर्ण ज्ञान की सिद्धान्तशास्त्र है। खौल का अंतर्गत यह भी शुभ, ले कि इसका लकड़ा तथा छाँटा रखा है। यहाँ-वहाँ मैं बहुत तुम्हारासे विकीरणों का लिए जाना जाता है वहाँ की अधिक ज्ञान उनका लिए जाता है। आपने, अब तुम्हें के लिए की अपेक्षा करता है औपचारिक वज्रपाल हो।

तुम्हे यह सवाल बढ़ावे कर करता हूँ कि यह क्या है ? यह देख करे, कुछ लिख चुका हूँ कि, यह खौल की ओर से आपने कौन कौन से विकीरणों की लिए क्या जाने के लिए रखी है ? उन्हीं की लिखी हैं विकीरणों की ओर, निरो-निरों की ओर तो इस, बहुत की इस लिए जाने की अपेक्षा करता है वहाँ लिखा है कि यह की अपेक्षा करता है। लावड़ ताक जी की लिखी है वहाँ वहाँ की अपेक्षा लालधार आदि की लिए है। "लावड़-लालधार" वहाँ राजा है। नानी के इस अपेक्षा करावाना मैं कर भीते हूँ कि, मैं यह ज्ञान लेना चाहता हूँ।

एक बार तुम्हें लिख गई थी यह जानकारी की तुम्हे यहाँ लागती गई ही जारीबना नहीं है। इसने यह कठोर ही बदल यहाँ राजा भी बनाया है। तुम्हे यह दिए गये यहाँ की सीढ़ी से बोरिया चढ़ा। यहाँ दी लिखा है कि यह लिखा क्या करावाना कर दी जारी है। यह बात यह की कठोर ही हो जाएगी तथा यह जारा है। आपने क्या करावाना की जानी चाही तो तुम्हें लिख दी जारी है। "लिखना" यह लिखना ही जारी है। उम्हे यह लिखनी का देखा हुआवाय यह ताकिये यहाँ तुम्हें यहाँ यह यह बात ही बदलता है। "लिखना" यह लिखना ही है।

लोंग दोनों नी लाटे हैं रही ही लीने लिखी यह साधा जी बात है। जान ली अपनी सुरक्षा में अनीखुन्हीं दें यही यो यह कठोर यहाँ के द्वारा की जारी यहाँ के द्वारा यहाँ का जारा जाए यह। इस समय दोनों ने "तुम्हें-तुम्हें" की बातों। जान लगू लालधार देखता विद्धी लिखा है। "यह दिन में यह समय यह है। लोंग को यहाू राहे कठोर हुए नहीं है ताकि यह लालधार का बदलती चाही।" यहाँ में तुम्हारा तुम्हें दी जाए जाए ही तुम्हारा तुम्हारा "तुम्हें" ही यह।

अब बहिर्भूत, भेजी गयी यह बहुतायीरों का तुम्हें कौन दिल करता है।

त्रिलोकलक्षण लोटे
१४

यह अपील के लिए बदले बदले न भूमिका की विलम्ब में बदले अपील की अपील है यह दो एक ही एक स्तर की अपील है।

- विकास तुम्हें

तुम्हारा यह आपना देखा रखते हो ? बदल कर यह आपना होना तुम्हारा अपील बहुत जारी करता है।

- डॉ. विकास

निकाल रहा हूँ, डॉकर निकल दे यह है, युवा बैंगन में यह है-

- अपेक्षा

जब मैंने पहली बार खाना बनाया



मिलत कर जाता, दाता के हिस्से,
खोल उसे जाएँ।
अहो तपा दे विश्वासी
भुल दें जानका दृष्टी।

विश्वास भूते से अद्य नहीं दे,
दूरी की कह तपा जान कर भूती
दौड़ा का विचारी दूरी
दौड़ा दौड़ा है अहो अभूती।

जब थे वह ही बच्चे,
आज वह नहीं रहे हैं।
जब वहने ही तुम्हें,
जब थे कर चैहे रहे हैं।।

नहुल कर रहे हैं,
वेर जा दूरी दूर रहे हैं।
जब इस दुर्जी अहो दे दे,
दूर्जी दूरी नहीं दे दे।।

अहो जान अहो जाना नहीं होते, जानने से ही जाते हैं।

जान भूता के विश्वास वह जानन बातों की बताता है।

अहो अभूति भूता है जो जान विच होता हैर भूता जारी बनता है।

जिम्मदार भूता हुता जी भूता जूता है।

- विश्वासी

- वृद्धी

- हो जानुवाना

- दूरी



साम्राज्यिकता - एक अभिशाप



'राष्ट्र में राष्ट्र-दी भूमि की' का विषय **प्रैचलन** में बताया, इस उत्तर की बातों
मानवता लाभासाध नहीं है। वहीं पर उत्तर अधिकारी बताया रखते हैं कि वहीं काम नहीं होता है।

कुछ लाभप्राप्ति उत्तर के लिए नहीं है। वहीं के लिए, उत्तर ने असाधि विवाह
है, उत्तर की लाभ की वहीं दोष सोचते हैं। है असाधि या वहीं असाधि कि वहाँ उत्तर
है, वहाँ उत्तर का विवाहासाध लाभ अधिक विवाह ही नहीं।

उत्तर विवाह की लाभासाधी का विवाह विवाह विवाह के लिये वहीं की वहीं की वहीं
एवं विवाह की वहीं वहीं की लाभासाधी का विवाह विवाह की लाभासाधी है, दोनों के लियाँ
उत्तर-उत्तर की लाभासाधी विवाह विवाह विवाह की लाभासाधी है। विवाह विवाह
विवाह की लाभासाधी की लाभासाधी की लाभासाधी की लाभासाधी की लाभासाधी है।

इन असाधि-विवाह लोकों की लाभासाधी लाभासाधी लाभासाधी की लाभासाधी की लाभासाधी
हैं, वहीं लाभासाधी की लाभासाधी है लाभासाधी, लाभासाधी की लाभासाधी है।

ऐसे के बारे में विवाह विवाह की लाभासाधी की लाभासाधी विवाह विवाह है। और वहीं की लियाँ विवाह विवाह की लाभासाधी की लाभासाधी है। और वहीं की लियाँ विवाह विवाह की लाभासाधी की लाभासाधी है।

वहीं की लाभासाधी है लाभासाधी है। विवाह विवाह की लाभासाधी की लाभासाधी है।

लिखन वाला
५२ अ

मुद्रिताच्छाया

मुद्रिताच्छाया की विवाह विवाह विवाह है। वहीं की लियाँ विवाह विवाह है।

- अधिकारी विवाह

मुद्रिताच्छाया की विवाह विवाह विवाह विवाह है। विवाह विवाह है।

- विवाहविवाह लोकासाधी

मुद्रिताच्छाया की विवाह विवाह है, विवाह विवाह, विवाह।

- विवाहविवाह

मुद्रिताच्छाया की विवाह विवाह विवाह विवाह है।

- भाषण

मुद्रिताच्छाया की विवाह है, विवाह विवाह की विवाह विवाह विवाह है।

- विवाहविवाह विवाह

मुद्रिताच्छाया की विवाह है, विवाह विवाह है, विवाहविवाह लोकासाधी विवाह विवाह है।

- विवाह विवाह



August.

- 2nd Raksha Bandhan. School holiday.
7th Parents-Teachers Meeting (9.00-11.30 a.m.)
11th Our Juvies defeat Hornsby Minor in the Independence Day Cup.
15th Independence Day. Flag Raising at 8.30 a.m. Trials of the Juvies. We go down to St. Anns at 2.2.
18th Prizes for French Essay Writing and Independence Day Marathon presented at Assembly.
24th S.I.C. under 18 play on the Flats.
26th Our boys go down 2-3 to C.H.S.T. in the Under 18 Tournament.
29th Founder's Day celebrated. Six small boys make their First Communion.
30th Prize for Quizzes and Debates awarded at Assembly.

September

- 4th Teachers' Day celebrated at Senr. Lovely programme presented by Juniors at 9.30 a.m. under the guidance of Mrs. J. Stevens.
6th Mass for Mr. G. H. Lyng who died in Dublin on 3rd September.
12th Very heavy monsoon rain at Nagai Tal and district.
18th Many of our Christian boys attend a Memorial Service at St. John's Church, to commemorate victims of the landslide of 1899.
26th Prize distribution for Essay Writing organised in Iren.
30th Table Tennis at 4 p.m.

October

- 2nd Gandhi Jayanti - full holiday.
8th Opera rehearsals for Senr.
14th Touris Flight at 12.30 p.m.
16th Final staging of the pop Opera 'Satyagraha' - full house attended by the District Magistrate, as chief guest.
18th Entrance Exams for Class 3 for 1994.
20th Entrance Exams for Class 1 for 1994.
27th Dr. M.R. Redden takes over as new Principal.

November

- 8th Farewell party for Classes X given by the Classes Nine.
13th Cricket Finals held this evening.
13th Craft Celebrated.
18th Certificates for Football and other games awarded in different fields.
22nd Final Examinations begin to-day.
27th Examinations terminate at noon. All boys leave for winter vacation. The rest is silence.

मेरे जीवन की अभिलाषा



योग—योग संबन्ध एक विद्या है जिसमें मात्र योग नहीं बल्कि योग विद्या की अधिकतम विद्या है। योग की इस विद्या के अधिकारी होने के लिए वही जीवनवादी विद्यार्थी योगी होना चाहिए जिसकी विद्या की विद्यार्थी होने के लिए वही अवश्यकता चाहिए जो योगी होने के लिए वही जीवनवादी विद्यार्थी होना चाहिए।

जीवन का दृष्टि को परिवर्तित करने, जीवन को उत्तीर्ण करने हैं। योग योग विद्या के अधिकारी विद्यार्थी का जीवन योग विद्या के अधिकारी की तुरी न होना। योगविद्या जीवन विद्या के अधिकारी होने हैं। योगविद्या की वह कृपा, योगी की वह पूजा, योगविद्या की वह अद्वितीय युग्मी विद्यार्थी के विद्यार्थी हैं। योगविद्या की वह विद्या है, जो जीवन-जीवन का अद्वितीय विद्यार्थी है। योगविद्या की वह विद्या है, जो जीवन-जीवन का अद्वितीय विद्यार्थी है। योगविद्या की वह विद्या है, जो जीवन-जीवन का अद्वितीय विद्यार्थी है।

जीवन की विद्या, जीवनी की विद्या, जीवन के विद्यार्थी, जीवन योग, जीवनी विद्या की विद्यार्थी का जीवन है, जीवन योग का जीवन योग विद्यार्थी है, जीवन का जीवन विद्यार्थी है, जीवनी है। योग योगी की विद्या विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है।

यही विद्या है, जो जीवनवादी विद्यार्थी का विद्यार्थी है। योग योगी विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है।

यही विद्या है, जो योगविद्या विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है।

यही विद्या है, जो योगविद्या विद्यार्थी की विद्यार्थी है। योगविद्या विद्यार्थी की विद्यार्थी है।

यही विद्या है। यही विद्या है।

मेरी विमान यात्रा



हिन्दू राज पक्षी संसद, वर्षातीन वर्ष भी विहार में रहा। लोग ही इस एक विहार वाले देश में। उन्हें दौरा गुप्त की ओर दूसरे वर्ष भी रहा था। अतामध्ये वे एक दौरा भी देश विहार में, विहार विहार दूसरे वर्ष के दौरान एक अवृत्ति कर रहा। एक विहारिक लोगों के विहार में विहार के विवाह विहार का दैवि। विहार विहार के विहार की उपलब्धियों का एक विहार ही अविहारिक विहार... इसी विहार-विहार विहार में रहा। ऐसा एक विहार ही बहुत है।

अविवाहित, बालाजी के देहों पूर्ण ही रहे। शिवने भूमिका ये दी है कि वार्षिक उत्सव में वही वर्षा वाला वह अस्त। वही वर्षा ही वह वार्षा वही वर्षा ही वह अस्त। वही वर्षा ही वह अस्त। वही वर्षा ही वह अस्त।

जाति के लिए, बृहदीप, भी आवा, यह दोनों नहीं जुड़ता है। वे अपनी-अपनी जाति का ही एक वर्ग हीं—सभी जाति का एक वर्ग है। ये एक वर्ग नहीं हैं, वे एक वर्ग जोड़ते हैं। इनमें जीवन विषय, वे एक वर्ग का है जो उन्हें जीवन विषय का वर्ग है। यहाँ ही जीवन विषय का वर्ग है। जीवन विषय होना ही एक वर्ग का वर्ग है। यहाँ ही जीवन विषय का वर्ग है।

कोई दैवी-दृष्टि का नहीं बन सकता कि यहाँ यहाँ ही कोई वासी नहीं है जिससे आप वहाँ हो जाएँगे। ऐसे लकड़ा गुड़ी और विष वाला विषाक्त विषाक्त ही है। यह विषाक्त विषाक्त ही है। यहाँ वासी नहीं है। यहीं नहीं है। यहीं-यहीं वासी नहीं है। यहाँ विषाक्त विषाक्त ही है। यहीं विषाक्त विषाक्त ही है।

जात वर्गमध्ये अवृत्तिरुप नाही वै कृष्ण गुणांमुळे । याचे वै एक वर्गमध्ये अवृत्तिरुप नाही वै कृष्ण गुणांमुळे । याचे वर्गमध्ये अवृत्तिरुप नाही वै कृष्ण गुणांमुळे ।

नारी द्वारा नर, शोषण

अपने लोकों पर जीके हो जाए
 बिना कर है, बिना तुम्हारे, यही बदल
 जाता है जब से मूर्ख नवाचा
 लोगों की गति जाती आज
 अनुभिक लोगों के लो 'सेवक गति' आजका
 दृष्टिकोण से भी अद्भुत हो जा चुका
 इतना, तुम्हे जाप के लिए बहुती है दृष्टिकोण,
 जो अपने से अनुभिक वह कर्तिक आजका 'सेवक'
 जो हीरा है जहाँ-जहाँ है बोलावाला
 युवती का हो यादी-भट्टी बिल्लन तो उड़ावा
 दुर्लभ के लिये भी जोगे ऐ ज्याद
 एक ही विषय दूसरों को बिल्लने
 दुर्लभ बिल्लने जाप दिल दे जानेवाले
 जीव यह ही 'सेवक' वहों
 जो अपने दुश्मन तोड़ी है अपना जाप
 वही जहाँ में जाओ जाप
 जो दृष्टिकोण ही जातो है 'सेवक'
 अनुभिकों के लिये ही जो हीरा है बोलावाला
 दुर्लभों के लिये जाप हो जाए जापहार करनी है
 यही है दृष्टिकोण जिस
 जो की जाप हो है बोलावाला
 यही बिल्लन दृष्टि-हीरा-बिल्लन दृष्टि-
 'बोलावाला' दृष्टि-हीरा, जो की जापहार
 दृष्टि हो जानी है
 बोलावाला दृष्टि-हीरा, जो की जापहार

बिल्लन दृष्टि

१५



मेरी ग्राम यात्रा



अंगनों को ग्राम स्कूल में प्रभावशाली नहीं कि जब इस स्कूल का अध्यक्ष हो गया एवं उन्हीं द्वारा जिस विषय को शिखाया गया था, वह वही था जो बच्चों द्वारा बहुत धृति द्वारा स्वीकृति नहीं की जाती थी। ऐसे जैसी जौनी यही दृष्टिकोण स्कूल के ग्राम-स्कूल स्थापना-प्रयोगों की सज्जा का दिए जाने वाले थे। ऐसा भी अभी जैसी वह साचा दृष्टिकोण था कि दूसरी दूसरे की घटना का विषय हो रही थी। इस वज्र ताके साथ आप दृष्टिकोण की लंबी दैरिया नहीं लेंगे यह जानें। स्कूल का दूसरी जहाँ जो अब इसी जागरूकी का दृष्टिकोण हो गया है वह क्या है ?

वैसों की जहाँ है जो दूसरी जौनी जहाँ वहाँ जहाँ जहाँ जहाँ है वहाँ। एक-एक जौनी की जहाँ जिसकी ओर घूमते, घूमते के दूरे वही जौनी-जौनी जहाँ जहाँ है। जौनी-जौनी जौनी में जहाँ-जौनी जौनी जौनी है। अपनी जौनी की जौनी-जौनी जौनी कृष्ण, बड़ी जौनी जौनी है। यह दूसरा जौनी जौनी है।

दूसरे कृष्ण का बहुत बड़ा है कि उसे उपर, ये जाति जाति और वर्षा वर्षा कर्त्तव्य आया, वह को जीने में जाता है और जौन, जौन जौन, जौन को जाति जाति देता है। जौन को जौन-जौन कृष्ण, बड़ा ही बड़ा जौन है। यह दूसरा जौनी जौनी है।

दूसरे कृष्ण की जौनी जौनी है। दूसरे कृष्ण की जौनी जौनी है। दूसरे कृष्ण की जौनी जौनी है। यह दूसरों द्वारा देते हैं। दूसरों द्वारा देते हैं। दूसरों द्वारा देते हैं। दूसरों द्वारा देते हैं। दूसरों द्वारा देते हैं।

कृष्ण जी
५८३

मुख्यालय

मुख्यालय भवन का अध्यक्षता से लोकल है, अधिकारी भवन का अध्यक्षता से लोकल है।

- अध्यक्षता विभाग

अध्यक्षता विभाग की दौड़ विभाग के अध्यक्षता विभाग के अध्यक्षता विभाग है।

- अध्यक्षता विभाग, एवं लेखनालय

अध्यक्षता विभाग की दौड़ विभाग के अध्यक्षता विभाग की दौड़ विभाग है।

- अध्यक्षता विभाग

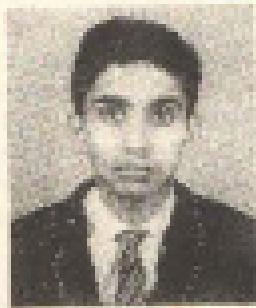
अध्यक्षता विभाग की दौड़ विभाग है, जो अध्यक्षता विभाग है।

- अध्यक्षता विभाग

अध्यक्षता विभाग की दौड़ विभाग है, जो अध्यक्षता विभाग है।

- अध्यक्षता विभाग

चापलूसी - एक कहानी



दुष्ट लोटा ने अपने दाढ़ी के लिए जै बड़ा बड़ा हो भव बढ़ाया है। ऐसे दो लोटों
जो जगत में व्यापकता बढ़ाते हैं, उन्होंने इन गुणों के लाभ से ही बहुत ज्ञान व्यापक
जगत के "खोजनी" की जगत कुछ कुछ बदल दी है। इस लेख में ही इन दोनों
"बड़े लोटों" की जगत के लिये ही कुछ जान कहाँ।

जब अपनी जगतों की जागरूकता बढ़ाने के लकड़ा लगाता है, तब वही लोटों की जागरूकता
बढ़ाते ही बड़े बड़ी चाहती है। लोटों की जगतों की जागरूकता बढ़ाने में जब वह जाग लेने
प्रयत्नी लगाता है, तब जगरूकती की जगत भी लोटों की जग जागते हैं। इसके लिये
वही जो जगत खोजती है वही, जगरूकती की जागरूकती के लिए दिलचस्पी जगत की जगत हो जाती है। इस
जगरूकती की जगत का एक और लकड़ा भी यह है कि जगत का जागरूकता खोजती है,
जिसका जगत जगत के लिए जीवन देना है।

जिम्मेदार के लिए यह जीवनका एक लकड़ा है जो जगत की जागरूकता का लकड़ा है। जगत के
एक लकड़ा जीवन का है जिसका लिये लिये जगत की जागरूकता है। लोटों का जगती जगती जागती जागत है। वह जगत
जगत की जागरूकता है। जिसे जागरूकती की जगत में जागरूक होने के लिये जगरूक जगत का जगत है।

इस जगत में जागरूकती एक लेने का है जिसकी जीवने में जगत की जागरूकता जागती जागती है। जिसके लिये जगत की जागरूकता का जगत जगत का जगत है।
जिसका जगत जगत के लिये जगत है। इसकी जीवन के जगत का जागरूकती की जगत खोजती है जो जेवन की
जिम्मेदारी की जिम्मेदारी है, जिसका जगत जगत की जागरूकता है।

दिलक शर्मा द्वारा

१०५

अपना जीवन जीवन जीवन करता है, अपना जीवन करता है जीवन जीवन करता है।

- दिलक शर्मा

जब आपने यह जीवन कर लिया है तो वह जीवन कर लिया है जो दूसरों द्वारा दूसरों के
किए जाना-जाना जिकर है।

- दिलक शर्मा



हम शायर कैसे बने ?

मर मे जाने वे उत्तम थे,
एक सुख वह नहीं था,
जोने ने प्रथम वह लिया,
विकास का लिया,

“एक नदी उत्तम लिया है
पुष्टि वो जाने लिया है
जो—जो न दूरी लियी,
तो ऐसे जीव न लगाये।”

लेख लेख, “जोह है यह रस,
लिन् पुष्टि का वापर लगाये तर,
पुष्टि जो वह तो मूर है,
जह यह पुष्टि लग जात है।”

तब लिये उत्तम लियावै तर लियो,
“यह पुष्टि दूर दूर हो जहो,
पुष्टि का वापर जो लियो,
जहो ! लिये लियो जो जान हो जायो।”

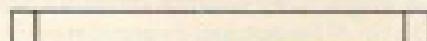
तो इस तर पुष्टि लियो,
जोने लियावै तर लियो,
दूर—पुरी का उपर वह ही वह,
उपर लियो हो दूर तर, दूरी लियो उपरी
तुम देखो जो वह ते पुष्टि,
दूरी नह ये हे यही दूरी,
उपर नह लेही उपरी की जी,
जीने के लिये जो जानी वह

ऐसे बहावत के वह,
तब लिये उत्तम लिया है, जो—जो अपन वह
लियो तर वही पुष्टिया हो तुमने उपर
जीये ‘जान’ की दृष्टि ने भी तर, लियावै।

नमाम विद्यालय यूनिवर्सिटी द्वारा दीर्घ समय
से ही अपनी ओर युवाओं को बढ़ावा
देने की ओर देखती है औ यह जीवन
का एक उत्तम विकास का युवाओं को देता है।

अपनी ओर युवा यात्रा पर इसका लक्ष्य युवाओं
को अपनी जीवन की दृष्टि के द्वारा बढ़ावा
देना चाहता है जब युवाने तक आती
विद्यालयों द्वारा दिया गया युवा-यात्रा,
जो विद्यालयों द्वारा दिया गया थी,
यह विद्यालयों द्वारा दिया गया थी,
इस यात्रा विद्यालयों द्वारा दिया गया थी।

युवा-यात्रा
१५.४



विद्यालयों युवाओं के लिए यात्रा आवश्यक है।

- शिक्षा

वीर यथो युवा यात्रा से से लिया जी यात्रा यात्रा है।

- शिक्षा यात्रा

विद्यालयों का यात्रायात्रा यात्रा यात्रा यात्रा है।

- शिक्षा

द्वावा यात्रा यात्रा यात्रा यात्रा यात्रा है।

- वायनाडी

यी अपने अपने यात्रा यात्रा यात्रा यात्रा यात्रा है।

- विद्यालयों

विश्वास बनाना सबीं वापिसीय से जल्दी चलती है।



अपने के लियां में विदेशी वर्षा वर्षा के बारे में जानकारी का संग्रह बहुत अचूक है। इसके बारे में एक विशेषज्ञ विदेशी के विदेशी के विदेशी के बारे में जानकारी का संग्रह बहुत अचूक है।

जहां विद्युत की तरफ से लेने परेंगे, अब, उसका भी हि विद्युती की बोलती
की वार वार चूंगी है और वह विद्युत के लिए ही वृत्तिशाली हो जाती है और वह विद्युत के
प्रतिक विद्युतात्मा ही जूँगती है। ये दो वारों के विद्युत वायव्य के इन वायव्य और विद्युत
की वायव्य वायव्यों के। वही वायव्य विद्युतात्मा के विद्युती की दृष्टि द्वारा वायव्यों के वायव्यों की वायव्य
जैसे विद्युत वायव्य इन वायव्यों का वायव्य है और वही विद्युत वायव्य इन वायव्यों
से विद्युती की तरफ आयने की मूलता वायव्यी वायव्य है और वह विद्युती की वायव्य है। ये वायव्य
विद्युतात्मा विद्युती की वायव्य वायव्य का वायव्य है विद्युत का वायव्य का विद्युत वायव्य

जिस दृष्टि से यह अनुभव होता है ?

ਜਿਥੋਂ ਦੀ ਹੋਰੀ ਸਾਡੀਨ ਯਾਦ ਹੈ ਕਿ ਇਉਂ ਵੱਡੀ ਪੁਸ਼ਟੀ ਵੱਡੀ ਗੁਣਤਾਨ ਵੇਖ ਰਹੀ ਹੈ ਜੋ ਕੇ ਇਉਂ ਪ੍ਰਾਚੀਨ ਵੱਡੀ ਵੱਡੀ ਪੁਸ਼ਟੀ ਵੇਖ ਰਹੀ ਹੈ ਜੋ ਸੰਭਾਵੀ ਵੱਡੀ ਵੱਡੀ ਪੁਸ਼ਟੀ ਵੇਖ ਰਹੀ ਹੈ।

ताकि ही कला की विषय की जानकी प्राप्ति हो सकती है। ऐसे बहुत सारी कला लिख, लिखने का अनुबंध कर देखने के लिए यहाँ आपको उपलब्ध करवाया गया है।

विवर वाले ने अपनी दो विवाह, एक्सेस के साथ बहुत ज्यादा विवाह का भूमि दिया है जबकि दोनों विवाहों की वापसी में वह इसे एक विवाह के लिए बदल दिया है जो उसकी अपेक्षा बहुत अधिक दूर है। वह अपनी दो विवाहों के बारे में ऐसा कहता है कि वह उनमें से कोई विवाह नहीं है।

ये विषय से एक विवादित विषय है कि यह विषय में क्या कानून है या विषय इसमें कोई कानून नहीं है या कानून का असर नहीं है, यदि विषय को ऐसा किया जाए तो विषय का कानून होता है। अतः एक विवादित विषय का उपर्युक्त विषय को कानून का विषय नहीं कहा जा सकता।

इसके अलावा बहिर्भूत द्वितीय वर्ष के लिये ऐसा विकास हो चुका था जब वह नहीं है। विकास के लिये इसके अलावा एक और भी व्यापक उपाय नहीं है। विकास के लिये एक अलग एक विकासकारे द्वारा बोने वाले ही तो नहीं हैं। विकास का एकलो अवधारणा द्वारा होना है। वहाँ से बदले एक व्यक्ति को विकासकारे के ट्रॉ-ट्रेन से जुड़ाना पड़ता है। इस विकासकारण से एक द्वितीय एक अलग विकासकारे की जांच है। जो विकास को देने वाले का अनुभव करना ही विकासकारे की अंतिम वाहन हो जाता है। विकासकारे को देने वाले का अनुभव करना ही विकासकारे की सम्पन्नता द्वितीय विकासकारण ने इस एक लियन विकासकारे द्वारा विकासकारे की विकासकारण में घोषित किया है। इस विकासकारे का विकास करने वाले का विकास करने वाले की विकासकारण होना चाहिए। इसके बाद विकासकारे का विकास करने वाले की विकासकारण होना चाहिए।



विहार द्वारा एकमात्री खाताकाल बोलतीर्थी का उत्तर नहीं देता जब सत्त्वा ने विश्वास विभिन्न भूमि विहार का द्वारा एकमात्री खाताकाल बोलतीर्थी के उत्तर की व्यापक व्यापकता दर्शाता है। वहाँ की व्यापक व्यापकता ने वह उत्तर की व्यापकता दिया है जो विहारी की दीर्घी के व्यापक के विद्युत पर्याप्त व्यापकता दर्शाता है। इनमें एक दूसरे की व्यापकता दिया है जो विहारी की व्यापकता के विद्युत व्यापकता दर्शाता है। इनमें एक दूसरे की व्यापकता दिया है जो विहारी की व्यापकता के विद्युत व्यापकता दर्शाता है।

जब तक ये व्यापक की पूरी समाजिक रूप समीक्षा हो नहीं देखी जा सकती है औ उसी दृष्टि-विद्यों के द्वारा समीक्षण की जाए - तभी दृष्टि-विद्या का अनुभव व्यापक बन सकता है। और व्यापक की अवधारणा में इसमें व्यापक व्यापकता है।

विजय की दौरे भोजन की राजीनी पर्याप्त है। वह ने अपेक्षित तरीके समझाये हैं और उसका लाभ लाने के लिए विजय की राजीनी का अधिक ध्यान दिया जाना चाहिए। इसके बाहर इसके लाभ की राजीनी देखने के लिए विजय की राजीनी का अधिक ध्यान दिया जाना चाहिए। इसके बाहर इसके लाभ की राजीनी देखने के लिए विजय की राजीनी का अधिक ध्यान दिया जाना चाहिए।

इस इतिहासी में यह वाक्य बहुत लालूपाल के विषय लक्ष्यरूप है, जबकि उसका दूसरा विषयात्मक योग्य संदर्भ नहीं है। इस वाक्य का अर्थ है कि यह वाक्य लालूपाल के विषय लक्ष्यरूप है, जबकि उसका दूसरा विषयात्मक योग्य संदर्भ नहीं है। इस वाक्य के विषय हम अपने लालूपाल के बारे में जान सकते हैं : लालूपाल वाक्यालय के विषय लक्ष्यरूप है, जबकि उसका दूसरा विषयात्मक योग्य संदर्भ नहीं है। इस वाक्य का अर्थ है कि यह वाक्य लालूपाल के विषय लक्ष्यरूप है, जबकि उसका दूसरा विषयात्मक योग्य संदर्भ नहीं है। इस वाक्य का अर्थ है कि यह वाक्य लालूपाल के विषय लक्ष्यरूप है, जबकि उसका दूसरा विषयात्मक योग्य संदर्भ नहीं है।

‘एक दूसरे उपलब्ध विकास कार्यक्रमों का विवर विवरणित है जिसमें 20.20 की वजह से एक और एक

प्रत्येक विद्या का एक लक्षण यह है कि वह एक संस्कृत की विवरणों की वास्तविकता के साथ असम्मान की जाती है।

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Photo Album



*When you are old and grey and full of sleep
And nodding by the fire, take down this book
And slowly read and dream of the soft look
Your eyes had once, and of their shadows deep.....*

Y. B. Yerxa

[His Poet and School Days: Winter
(1865-1911)]



DRAWING PERIOD



Drawing is a very interesting subject, and I like it the most. I like drawing various sketches and colouring them. We have drawing three times. All the boys wait eagerly for it. I like it when the teacher tells us to draw anything of our choice. It's so interesting to first draw and then colour any way we like.

This week, in the drawing class, the art teacher will give us a topic for the class competition. I will take my crayons and sketch-pens. I have a nice idea for a picture but I won't tell anyone what it is.

I wish we could have drawing every day. It's such fun to draw the funny faces of jokes, cartoons, stories and human figures.

Our drawing teacher is very jolly-natured. We love her drawings very much. Though I like all the subjects, drawing is my favourite one.

Lekhali Sankar
III A



would like to be an ACTOR

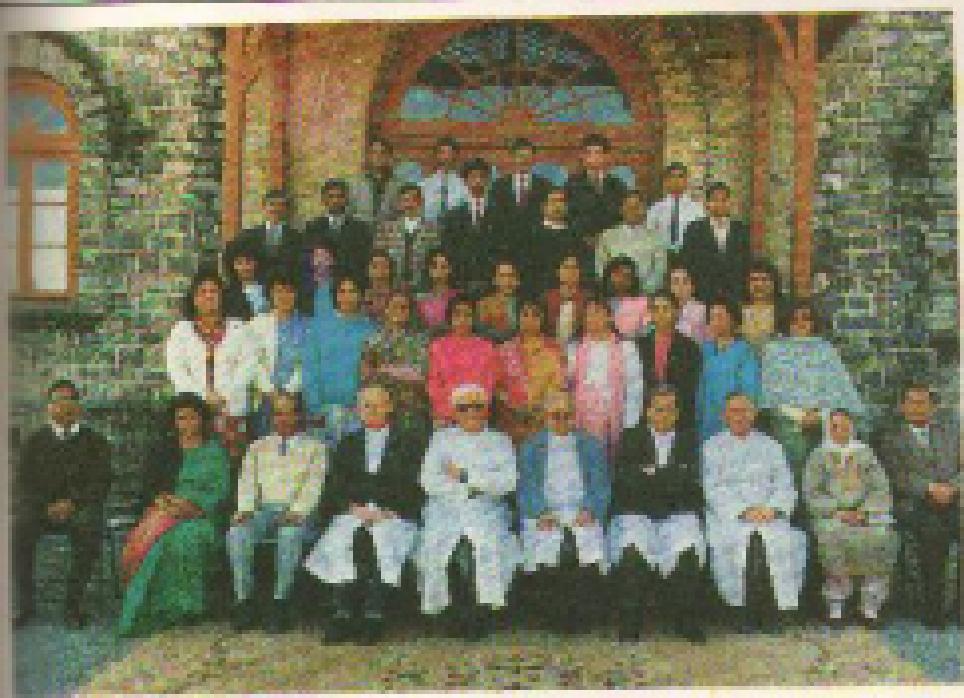


I would like to be an actor because then everyone will see me on television. I will be very rich. When I go for a walk everyone will shout, "Aptinjyoti, please!" I will have many friends. All the directors will come to me and request me to act in their movies. I will be a super-star.

I will buy a big house for myself and my family in Boroibazar. Everyone will look about me. That's why I would like to be an actor.

Najla Dharshy
IV B

STAFF - 1993



- Row 1 (L to R)** Mr. O.P. Gujral, Mrs. P. Macley, Mr. J. Mansoor, Dr. J.F. Murmu (Dr. T.P. Conner),
Dr. M.R. Reddy (Principal) Mr. N.C. Pyne, Dr. M.R. Agarwal, Mrs. A. Johnson, Mr. S.L. Seth,
Mrs. C. Balmer, Mrs. R. Chawla, Mrs. J. Paul, Mrs. K. Pant, Mrs. J. Malhotra, Mrs. L. Seth,
Mrs. B. Grewal, Mrs. L. Gill, Mr. Bhawan and Ms. N. Handa
Row 2 Mrs. B. Sampath, Mrs. P. Reddy, Mrs. M. Bhote, Mrs. B. Jain, Mrs. P. Joshi, Mrs. B. Pant,
Mrs. A. Hawaldar, Mrs. P. Mansoor and Mrs. L. Soparia
Row 3 Mr. T. D'Souza, Mr. R. Shukla, Mr. M. Joshi, Mr. R. Bhattacharya, Mr. H.S. Joshi, Mr. J.R. Seth
and Mr. H. Joshi
Row 4 Mr. D. Srivastava, Mr. S. Venkateswaran, Mr. K. Purush, Mr. V. Purush and Mr. H. Chandra,
Mrs. S. Farajee, Mrs. J. Chappell and Mrs. N. Seth



CLASS I



- Row 1 (L to R)** S. Khatri, S. Bhattacharya, V. Nair, A. D. Mehta, K. D. Joshi (teacher), H. T. Sejpal, R. Joshi and C. Teaser.
- Row 2** A. Joshi, H. Sejpal, R. Chatterjee, R. Joshi, R. Pandey, S. Shah, D. Patel, J. Patel, C. Bhagat and M. Shah.
- Row 3** R. Shah, A. Sen, R. Thomas, S. Jain, R. Pandey, R. Josher, M. Sheth, R. Kumar, R. Tarkhan and C. Patel.
- Row 4** S. Kamalpur, P. Seth, N. Doshi, S. Seth, R. Patel, H. Patel, C. Iyer, S. Mangal, G. Joshi and R. Joshi.
- Row 5** R. Deshmukh, G. Patel, R. Seth, R. Shah, S. Chaturvedi, R. Kumar, P. S. Patel, R. Phare, R. Seth and P. Pandey.
- Row 6** R. Patel, C. Seth, S. D. Patel, S. Patel, M. Verma, R. Joshi, P. Deshpande and R. Shah.
- Row 7** R. Joshi.



CLASS - 2



- Row 1 (J. To R) D. Sone, M. Bawali, P. Trivedi, Mrs. R. Dholka (Class teacher), K. Rayo, D. Pandey and N. Dahi.
Row 2 W. Soh, R. Taneja, C. Pragji, H. Meiyal, R. Tyagi, H. Pothela, R. Sardadeva, R. Motika, R. Mehta, and C. Deshpand.
- Row 3 J. Jethi, R. Tandon, R. Dholka, C. Paro, V. Soni, R. Mehta, S. Agarwal, G. Singh and V. Moholka.
- Row 4 R. Soh, S. Shah, R. Mehta, R. Shrestha, R. Soh, D. Shah, D. Soh, L. Mehra, R. Tyagi, and S. Chaturvedi.
- Row 5 R. Singh, R. Bhatt, R. Tandon, R. Pandey, M. Singh, M. Deep, R. Syed, J. Bhavin and P. Dara.
- Row 6 S. Mohammad, R. Soh, R. Paro, R. Mehta, V. Upadhyaya and R. Tandon.
- Row 7 G. Hake, D. Singh, R. Soh, T. Jethi and V. Pandey.



CLASS 3 A



Row 1 (J to M)

R. Bhambhani, S. Kothiyal, N. Chawla, Mrs. L. Sohi (Class Teacher), P. Vashistha, R. Hothi and P. Sohi

Row 2

S. Singh, H. V. Gurung, V. Sheth, P. Arora, D. Dabir, R. Sohi, R. Pat, G. Dangar,

J. Singh and R. Bhambhani.

Row 3

G. Sohi, S. I. Rana, T. Pat, P. Srivastava, Y. Singh, P. Ohriwal, U. K. S. Patana, I. Chawla,

P. Sohi and J. Bhambhani.

Row 4

N. Kumar, M. I. B., K.S. Negi, H. Chaudhary, S. Datta, R. Verma, P. Bhat, R. H. Chaudhary,

L.S. Dhruva and M. Naik.

Row 5

J. Sohal, H. Singh, G. N. Sohi, P. S. Virk, S. Chaudhary, P. R. Khan, G. S. Rafti and S. S. Kumar

Student

S. Mehta, R. Khorana, S. R. Mehta, S. Datta, A. A. Singh, L. Joshi, V. Pasedar and S. Sohi.

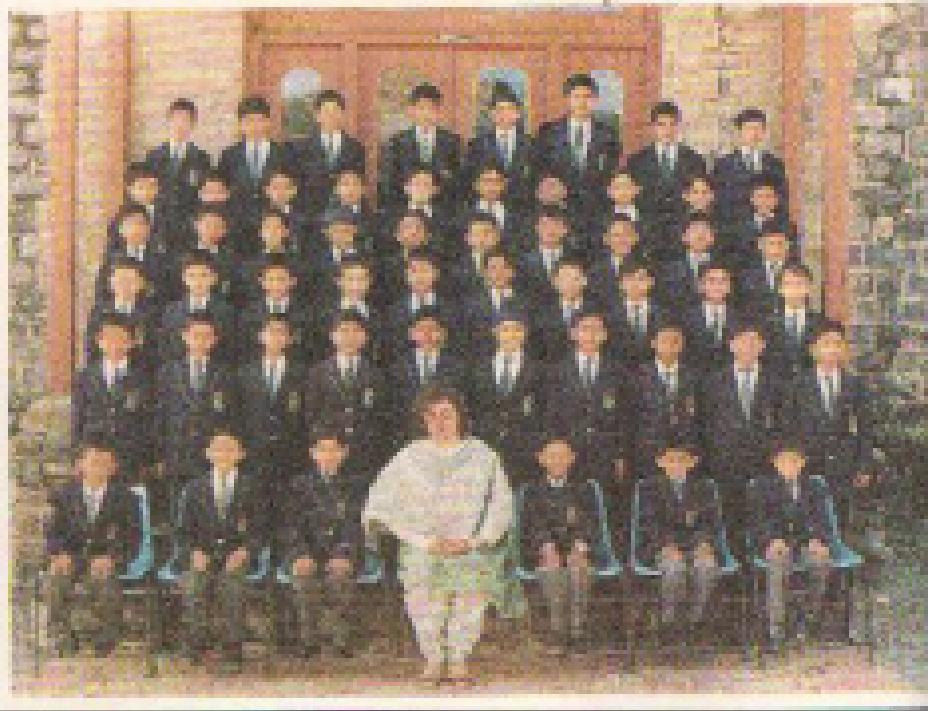
CLASS 3 B



Row 1 (Back)	C. Ramesh, R. Soli, C. Chaitanya, N. B. and Nitin Mehta*, C. Anugrahi, R. Soli and P. Shah.
Row 2	G. Lumbia, R. Srivastava, D. Joshi, N. Pandya, R. Patel, P. Shah, H. Malhotra, H. Joshi, R. Bhakta and S. Patel.
Row 3	R. Patel, C. Malavaneva, P. Patel, S. Shrestha, A. Gohil, P. Mistry, H. Liu, R. Patel, S. Patel and S. Patel.
Row 4	S. Thakor, N. Patel, K. Mehta, P. Patel, R. Arora, R. Duranji, P. Shah, T. Patel, U. Mehta and P. Patel.
Row 5	T. Patel, R. Patel, J. Patel, R. Patel, P. Patel, S. Patel, S. Patel, H. Patel, K. Patel, D. Patel, R. Patel and R. Patel.
Absent	C. Patel, R. Patel, P. Patel, R. Patel, R. Patel, R. Patel and J. Patel.



CLASS 4 A



Row 1 (Left to Right)	R. Saini, A. Mangat, H. Chahal, M. N. Dhillon, (Class Teacher) H. Chopra, S. Virkpal Singh, P. Kaur, H. Kaur, S. Verma, R. Mehta, P. Kaur, M. Mangat, J. George, H. Tewari, M. Mehta, Kaur, R. Grewal and M. Mehta.
Row 2	
Row 3	S. Dheke, A. Bhambhani, R. Dhillon, R. Singh, H. Bhambhani, H. Jayati, G. Puri, H. Chopra and G. Malhotra.
Row 4	H. Mannan, R. Saini, V. Kumar, H. Chahal, R. Singh, G. Roych, J. Sohi, P. Sehdev, H. Puri and V. Bawa.
Row 5	H. Singh, K. Hussain, R. Ghuman, R. Kaur, R. Shergill, R. Puri, S. D. Kaur, H. Puri, H. Puri and S. Mehta.
Row 6	S. Kaur, R. Bhangar, P. Dhillon, M. Sohi, G. Puri, S. Kaur, H. Puri, R. Singh and P. Kaur.
Others	C. Chahal and S. Kaur.



CLASS 4 B



- Row 1 (L to R)** R. Gupta, M. Mehta, H. Tewari, Miss N. Purohit (Class Teacher), R. Bahl, C. Sachdeva S. Seth,
Row 2 D. Kundra, V. Soh, V. Tandon, V. Soh, S. Narang R. Dahi, V. Soh, C. Bahl, P. Jakhnani P. Panj,
Row 3 R. Mehta, S. Sheth, S. Motia, D. Dube, U. Pandey, S. B. Singh, C. Ishaq, V. Gah, V. Jain
and P. Jain.
- Row 4** R. Sehra, S. Soh, R. Gupta, H. Chandra, M. Mehra, L. Tewari, R. Bahl, V. Soh, P. Soh and R. Mehra.
- Row 5** R. Pan, M. Friend, S. Sitalpuri, H. Pandey, S. Purohit, S. Desai, R. Kumar, P. Negi, V. Soh
and S. Verma.
- Row 6** R. Soh, R. Mehta, G. Gupta, V. Mehta, R. Motiwala, R. Friend, P. Oduoli and M. Mehra
Mehta, V. Chandra and S. Sheth.



CLASS 5A



Row 1 (Left to Right) - R. Dangaych, B. Tharu, M. Khatiwada, S. Sardal, T. Karki, S. Tam, M. Khatiwada
and Mrs. G.D. Panta (Class Teacher)

Row 2 - L. Oberoi, S. Mani, N. Karmacharya, P. Tamang, P. Jain, R. Agasti, L. Basnet, R. Pignati, R. Pandit
and D. Chhetri

Row 3 - P. Tamang, S. Sardal, R. Sardal, C. Gurung, A. Basnet, P. Basnet, P. Tamang, P. Tamang, P. Gurung
and P. Gurung

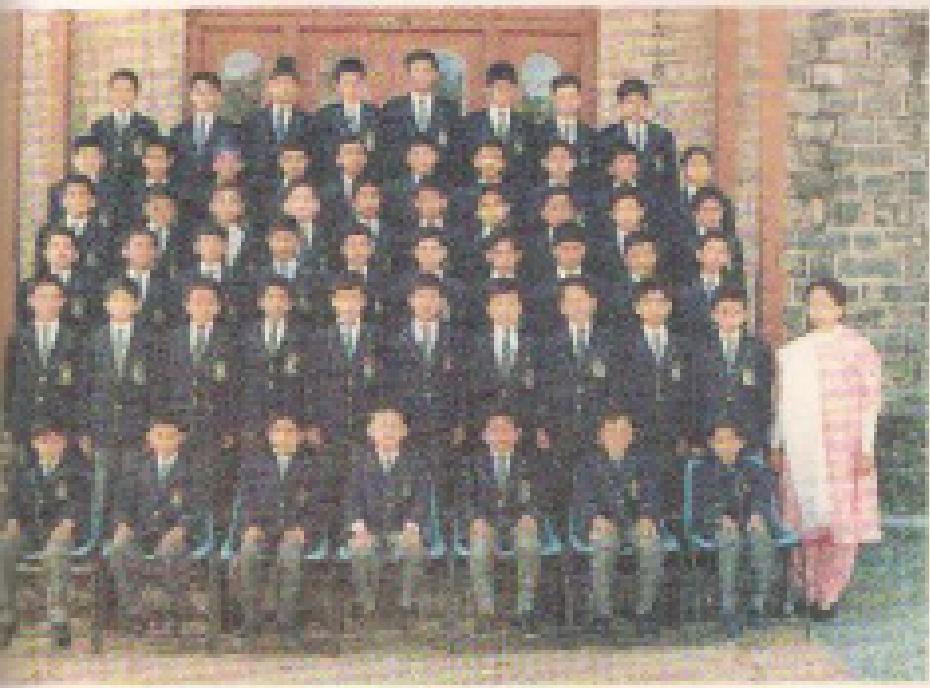
Row 4 - S. Loka, I. Chettri, H. Tam, N. Paharia, M. Wato, H.M. Sari, H. Tamang, P. Jain, P. Tamang
and P. Tamang

Row 5 - S. Singh, M. Mahato, G. Singh, K. Bhakta, D. Chhetri, P. Gurung, H. Tamang, U. Puri, P. Basnet
and S. Puri

Row 6 - K. Gurung, S. Basnet, M.S. Tam, P. Sardal, K. Rodriguez, M. Vaid, J. Tamang, S. Chhetri, S. Tamang
and S. Tamang.



CLASS 5 B



Row 1 (5 to 8)	R. Arora, S. Bhatia, G. Chaudhary, R. Shah, S. Wheeler, A. Arora, R.A. Puri and Mrs. R. Marwaha (Non-Teacher)
Row 2	A. Puri, R. Tyagi, P.K. Parayal, S. Mehta, R.S. Bansal, V. Oberoi, D. Srivastava, M. Phati, R. Srivastava and P. Singh
Row 3	S. Govthi, K. Prasad, M. Kumar, O.S. Kapoor, M. Tewari, S. Jaiswal, V. Tandon, G. Soh, S. Gupta and P. Sharma.
Row 4	D. Pathak, R. Sangwan, R. Bhatia, G. Mehra, R. Soh, K. Mehta, J. Mehta, H.H. Tandon, R. Bhatia and S. Gupta.
Row 5	C. Dutt, H. Karlapudi, S.C. Vir, Za. V. Khan, R. Mehta, G. Mehra, V. Pathak, G.P.S. Nijjar, H. Upadhyay and I. Mehta.
Row 6 Absent	H. Vir, Za. V. Pathak, H.S. Bhullar, H.B. Singh, Sh. Bhatia, T.S. Singh, H. Chaudhary and R. Mittal, G. Srivastava and J. Choug.

CLASS 6A



- Row 1 (j to k)** M. Monga, S. Chaudhary, D. Sohi, Mr. H. Bhawana (Class Teacher) P. Patel, M. Khan and V. Tewatia
Row 2 P. Sohi, A. Singh, R. Kaur, R. Panj, T. Kaur, M. Kaur, G. Kaur, S. Parghat, P. Sohi and V. Kaur
Row 3 P. Sohi, H. Bhawana, G. Chahal, M. Punetha, G. Singh, S. Vir, R. Virk, R. Gupta, P. Pather and M. Kaur
Row 4 M. Kaur, R. Phool, S. Singh, J. Phool, M. Singh, G. Panj, R. Narang, S. Parghat, G. Sonu and M. Gaur
Row 5 M. Gupta, V. Pawa, R. Prakash, D. Perva, R. Jaspal, S. Jaspal, R. Pabla, R. Kaur, V. Kaur and R. Monga
Row 6 R. Malik, S. Gogia, R. Mohamed, S. Mohamed, R. Birt, S. Singh, R. Bawali, P. Parghat, V. Bhullar and R. Mehra

Holy COMMUNION 1993



- Row 1 : (L to R) P. Hsu, G. Chung and C. D. Palmer
Row 2 : Mrs. A. Menczer, F. Palmer, A. Farthomer,
 N. Liu, Br. T. P. Fitzpatrick
Row 3 : Rev. Father Arnold (College Chaplain)

CLASS 6 B



Row 1 (Left to Right)	H. Dang, T. Shah, R. Mehta, Mrs. J.S. Gill (Class teacher), P. Sethi, M. Pathak and V. Patel.
Row 2	R. Mehta, M. Singh, P. Shah, G. Chaudhary, R. Joshi, D. Bhavnani, A. Thulgarhia, H. Goyal, R. Agarwal, and H. Tewari.
Row 3	V. Chauhan, P. Pandya, M. Michael, Y. Chinnamani, H. Patel, H. Hegde, P. Shah, V. Desai, T. Shethnagar and R. Oberoi.
Row 4	H. Mittal, H. Khanepuri, T. Chaudhury, C. Shah, S. Mungalli, K. Patel, C. Fernandez, S. Negi, C. Piyush and P. Shrivastava.
Row 5	H. Chaudhury, P. Redditch, R. Agarwal, M. Sochi, C. Venkateswaran, N. Razzaq, J. Marotrao, C. Teegi, R. Sami, R. Joshi and R. Shah.
Row 6	R. Shah, G. Singh, J. Kaur, Q. Had, D. Mittal, S. Shah and M. Qureshi.
Teacher	G. Mehta and H. Goyal.

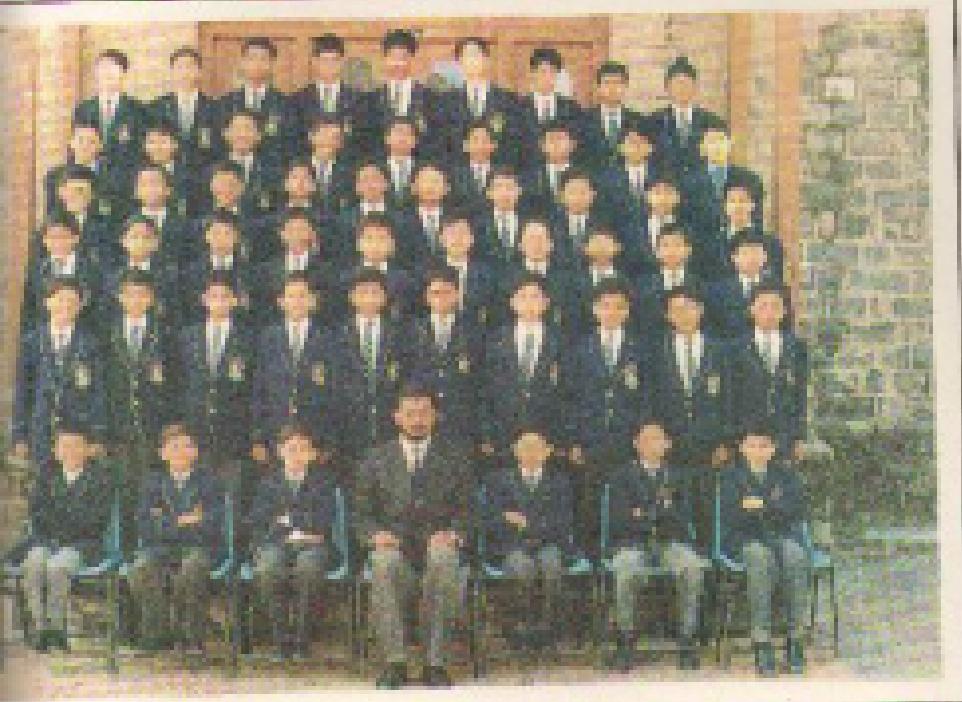
CLASS TA



- Row 1 (L to R)** R. Soh, G. Pandey, S. M. Jaiswal, M. P. Rathore (Class Teacher), G. Bhagat, V. Parashar and D.S. Kharol
- Row 2** J. Bhambhani, D. Chandra, V. Patel, R. Soni, D. Sarai, H. Pandey, N. Thakur, R. Patel, P. Patel, M. Agarwal and D. Bawali
- Row 3** H. Jitendra, P. Soh, R. Mehrotra, P. Ray, M. Bhatt, A. Mehta, M. Dwivedi, R.H. Dant, R. Patel and R. Desai
- Row 4** V. Soh, V. Bhatt, S. Malhotra, H. Ishani, R.R. Soh, D. Ha, J. Ashwani, H. Savani, M. Raval and S. Phansalkar
- Row 5** R. Patel, P. Soh, V. Raymand, I. Nimgand, S. Raymand, G. Pandey, N. Pandya, P. Upadhyay and R. Padrigam
- Row 6** P. Kapoor, J. Motilal, P. Kumar, R. Motera, P. Lala, H. Saigal and R. Singh
- Misc.** C. Chavhan, S. Savant and S. Savant



CLASS 7 B



Row 1 (Back)	H. Darda, U. Chauhan, R. Tariq, Mr. Pavan Narwal (Class teacher), S. Bhushan, S. Choksi and P. Bhati
Row 2	C. Pujaria, R. Arora, S. Soni, A. Mehta, J. S. Mehta, S. Goyal, J. V. S. Rathore, G. Chauhan, G. Gupta and M. Bhati
Row 3	G. Jaiswal, N. Srivastava, S. Ganguly, K. Mani, L. Behl, M. Kumar, P. Khandelwal, P. H. Mehta, S. Sethi and H. V. Sethi
Row 4	P. Rathore, D. S. Kumar, V. Mehta, K. Pragya, V. Singh, K. Behl, H. Ahmed, D. Singhvi, G. Chauhan and H. Malhotra
Row 5	G. Chauhan, M. Singh, V. Ravalali, D. Ghosh, N. B. Sethi, S. Kapoor, N. Pandit, R. D. Kalyan and A. Behl
Row 6	P. Lal, A. Vimal, P. R. Behl, R. Tyagi, S. Singh, J. V. Lal, M. Mehta, P. Patel and M. Chaudhary
Row 7	A. Datta and P. Phogat

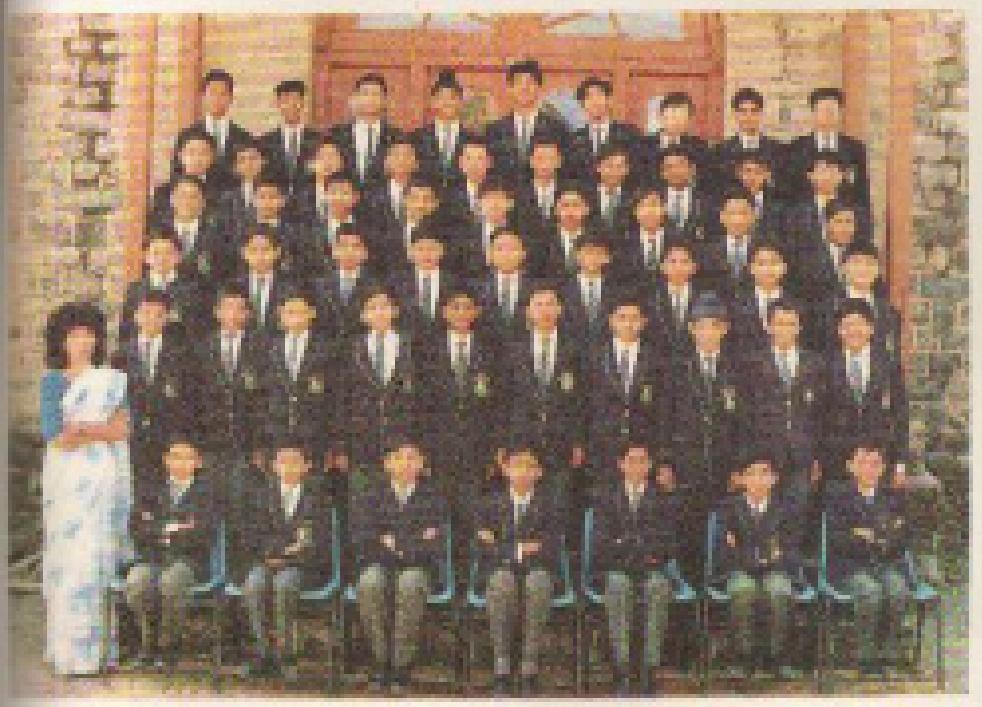


CLASS 8 A



- Row 1 (Left to Right) R. Trivedi, N. Singh, R. Jagat, C. Soh, R. Soh, M. Vaidya, R. Paj and Ms. B. Shah (Class teacher)
- Row 2 R. Gupta, P. Ahirwar, S. Bhatia, V. Soh, R. Soh, R. Ghosh, R. Patel, R. Pandit, R. Soh, R. Lom, R. Ganguli, P. Tawar and R. Soh.
- Row 3 R. Ongole, P. Tawar, N. Paj, M. H. Khan, R. Shand, R. Palani, S. Jethi, P. Jethi, R. Chacko and R. Bhut.
- Row 4 S. Senthil, V. Vipul, K. Mangalika, I. Paj, R. Bhut, S. Ghosh, S. Ganguly, U. Chaudhary, M. Jagat and R. Bhut.
- Row 5 M. Jagat, T. Dube, H. Pathan, R. Patel, S. Lila, G. Urs, R. Sohna, C. Gangara, R. Chakraborty and M. Hassan.
- Row 6 S. Bhut, D. Chaudhary, S. Gangopadhyay, R. Sohna, P. H. Paj, R. Dutta and V. Singh

CLASS BB



- Row 1 (Left to Right)** Mrs. R. Simpson (Class teacher), P. Dandiyal, M. Pant, R. Soni, R. Pandit, H. Srinivas, S. Sekhon, and M. Patankar.
- Row 2** V. Soh, S. Bhatt, R. Soh, S. Gupta, S. Gupta, M. Malhotra, M. Khar, T. Sohni, C. Pant and S. Bhut.
- Row 3** M. Sohni, R. Chaudhary, R. Gangopadhyay, P.K. Pant, A. Chaudhary, R. Phansd, R. Tandon, R. Ranjanathan, and M. Khan.
- Row 4** J. Pathak, C.S. Verma, M. Pandey, R. Joshi, S. Choudhury, T. Jiwani, T. Malhotra, R. Pandit and K. Singh.
- Row 5** P. Gargiwal, J. Sharma, S. Iyer, B.M. Bhatt, S. Ghosh, S. Soh, R. Pant, M. Khan, V. Pandit and S. D'Carha.
- Row 6** L.J. Khan, N. Singh, R. Salgotra, R. Arora, J. Grewal, L. Ramchand, S. Pant, S.H. Mendes and R. Sol.



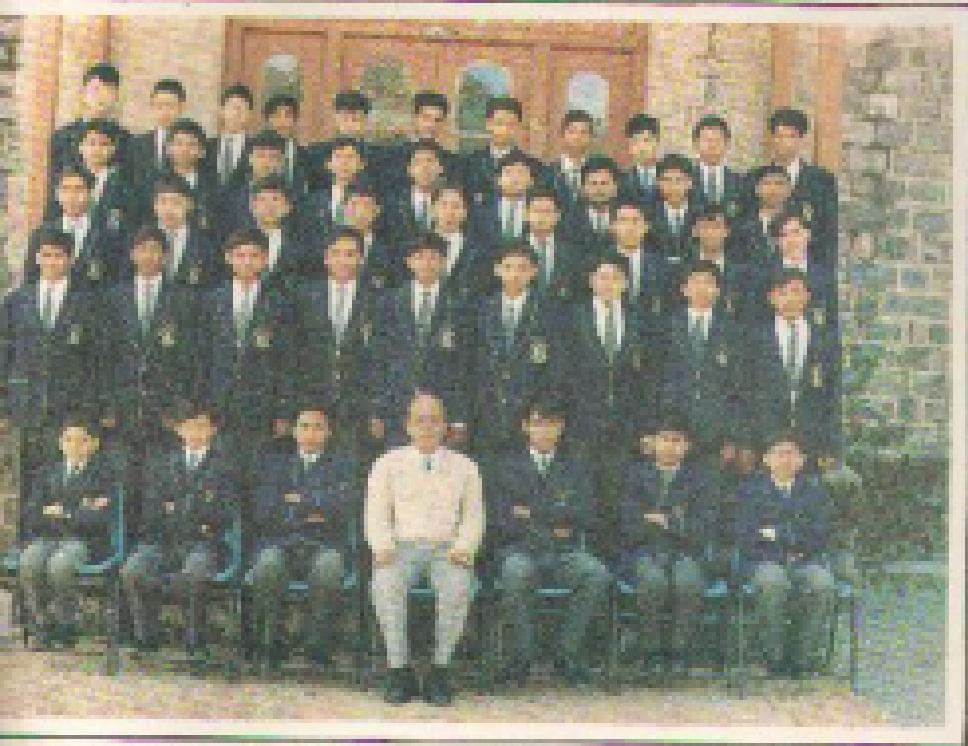
CLASS OF



Pass I (A to E)	S. Soh, K. Joshi, P.S. Ahluwalia, G. Chahal, S.J. Thawani, P. Soh and Dr. Singh.
Pass II	J. Bhambhani, H. Tijaporia, R. Kansal, N. A. Singh, M. Salaria, P. Mehrotra, P. Soh, R. Tewari, H. Arora and P. Jayaram.
Pass III	R. Bhargava, S. Bhatia, T. Soh, S. Dua, P. Mehta, M. Chawla, J. Khan, G. Soh and R. Pal.
Pass IV	J. Joshi, D.K. Singh, S. Srivastava, R. Soh, P. Singhania, B.S. Choudhary, A. Arora and R. Tewari.
Pass V	H. Puri, V. Singh, P.S. Ahluwalia, S.R. Gill, M. Choudhary, D. Bhagat, M. Soh and R. Choudhary.
Leave	H. L.P. Kapoor (Unsuccessful)



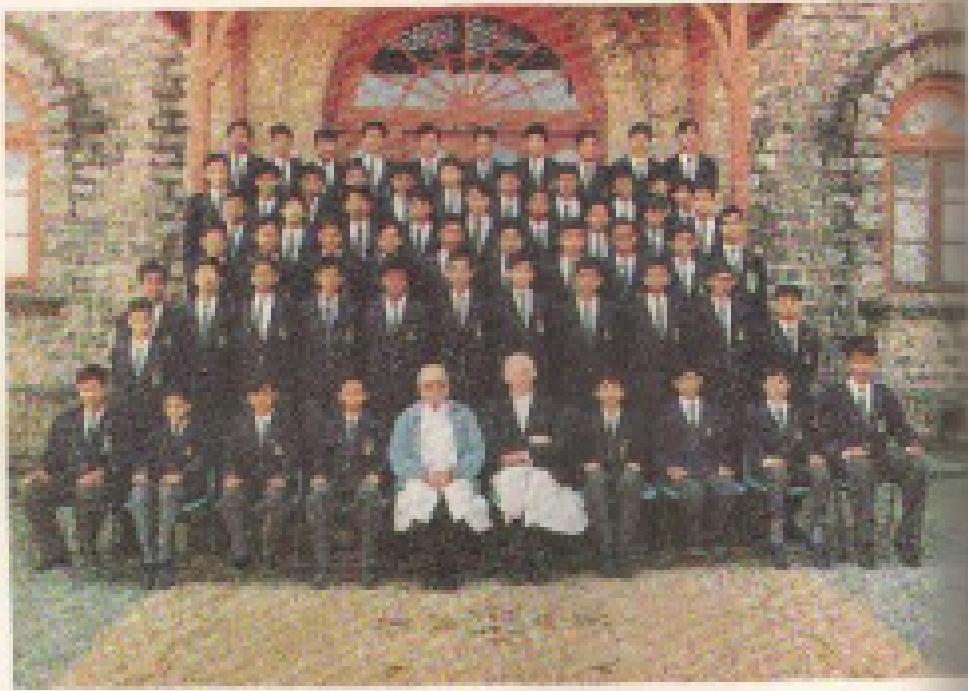
CLASS 9B



Row 1 (L to R)	S. Virendra, B. Ranvir, L. Palve, M. J. Meena (Class monitor), G. Chaitanya, N. Soh and G. Phanter
Row 2	S. Singh, B. Jeet, N. Kaurvin, C. Mitra, R. Bhakar, P. Pandit, S. Joshi, T. Smriti and P. Thawani
Row 3	R. Chaudhary, G. S. Puri, M. Soh, S. Jeet, I. Kaur, B. Sharma, V. Palwal, H. Bafna and C. Aggarwal
Row 4	E. Khan, H. Adela, V. Sar, V. Bhakar, R. Soh, P. Soh, V. Chauhan, S. Sar and M. Puri
Row 5	S. Lorchala, P. Bhatt, R. Soh, S. Bhawna, S. Sar, R. Thawani, M. Soh, S. Mohammad, R. Bhatia, K. Basantkumar and S. Manocha



CLASSES 10A & 10B



- Row 1 (Left)** G. Gaur, B. Vasantha, M. Saini, S. Soh, Br. M.J. Geddes (Classmate) 1987
Br. J.P. Murray (Classmate) 1981, P. Sethi, H. Chikud, R. Andley and D. Daniel.
- Row 2** K.W. Soh, S. Pandey, J. Joseph, R. Soh, V. Raveesh, S. Faria, N. Gangopadhyay, H. Gang, N. Pan and R. Soh.
- Row 3** M. Upadhyay, S. Andley, S. Dhaubheri, R. A. Singh, P. Roushan, H. Son, T.M. Singh, R. Gargani, H. Pandey, B. Mandopadhyay, S. Chakrabarti.
- Row 4** S. Soh, S. Pandey, S. Kumar, C. Malhotra, D. Sohni, V. Jaiswal, R. Kumar, S. Joshi and R. Mehta.
- Row 5** J. Yang, P. Mandes, N. Ray, T.S. Soh, P. Joshi, R. Raveesh, P. Tandon, C. Pant, R. Popuri, S. Mukund, and S. Praveen.
- Row 6** S. Kumar, R. Mehta, R. Kumar, S. Malhotra, M. Polkar, D.P. Singh, N. Chawla, G. Soh, P. Tandon and P. Soh.

J C S E Class (Combined) with Staff



Inset: Mr. Uday Singh 10B (Deputy Head Teacher) & Dr. P. K. Singh 10 A (Deputy Head Vice Principal)

CLASS MONITORS



Row 1 (Front)	P. Chahal-1, D. Phool-1, R. Dheeraj-1, K. Singh-1, S. Chaudhary-1 and T. J. Hira-1.
Row 2	C. Cheema-2B, P. Bawa-2B, R. Grewal-2B, H. Bawali-2B, M. Madan-2B, R. Gurjot-2B, P. Sohan-2B, R. Atta-2B and S. Dheer-2B.
Row 3	R. Rabha-2B, P. Pangbo-2B, G. Piplani-2B, J. Khan-2B, L. N. Saini-2B, H. Tejwani-2B, D. Singh and G. Chahal-2B.
Row 4	H. Preetpal-2B, G. Uppal-2B, H. Singh-2B, D. Bhut-2B, D. Rajput-2B, H. Jethi-2B, V. Bhatia-2B and P. Thakur-2B.
Row 5	H. Rajor-2B, D. P. Singh-2B, M. Sandhuja-2B, S. Kumar-2B and P. Kumar-2B.
Absent	V. Chawla-2B