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Oliphant

WELHAM BOYS' SCHOOL

THINK ABOUT IT...

A teacher affects eternity; he can never tell where his influence stops.

-Henry Adams

EDITORIAL

There are a multitude of factors that influence the growth and learning of an individual, and we celebrate this day to commemorate the most significant person in our lives, the 'teacher'. At every stage in our life we have different teachers with completely different sets of knowledge and wisdom to impart. The process of edification goes along in all aspects until the end; however, it is only during the end of our schooling career that we realize the significance of the teachings. I would like to take this opportunity to thank every teacher of this school for their unconditional support towards their students.

The efficacy of this student-teacher relationship is questioned many a times but it is only because the students do not realise that the fault lies not with the one imparting the education but with the one receiving it. The reason I introduced this is to stress the fact that education does not matter on what is taught to us but on what we are ready to learn. The teachers in our school try to adjust themselves differently according to every child and I believe this is the reason why we have an environment conducive to learning.

On this Teachers' Day, the Oliphant has tried to come up with a special edition that is dedicated to our teachers in a way that helps them convey their feelings and thoughts to the student body. Most of the articles in this issue have been written by our teachers and I believe this

would be the perfect opportunity to know about how our teachers feel about the school. Some of them definitely give us a better insight into what our teachers do when they are not busy handling the nuances of every student.

We also have some students who have tried to express their gratitude towards their teachers and in the same breath I would say that maybe not everyone would be able to convey their feelings, but deep down every child in this school respects that one teacher who has tried to give meaning to his existence. This issue also features a new section in the 'Lasagne' in which we have tried to give a not so vivid reflection of the status of our grade 12 after the formal dinner. With that the readers also have a lampoon that will help them relate to their favourite F.R.I.E.N.D.S character.

I would like to end this Teachers' Day editorial by thanking Mr. Saurav Sinha for his absolute commitment to this magazine. It is his unreserved devotion that gives us the vigour to keep working to give the school a new issue of the Oliphant every time. With this I would urge every student to thank all the teachers who have had an impact in their lives and what would be a better day to do so than Teachers' Day.

Prabhapaar Singh Batra
Editor-in-Chief



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The Forgotten Teacher

The evening sun was setting into the cradling hills, the black cat yawned and walked alongside the dusty road. Amidst this a boy of ten walked home from school.

The boy sat beside his father during supper, discussing the day at school. The emerald eyed little one spoke eagerly and with great enthusiasm. "We got to know about something called a teacher's day today! Aman from India introduced me to it, dad!" Those words were quite familiar to John: "A Teacher's day." He wondered how after so many years the mention of the words had crossed paths with him, and the bearer of the words was none other than his own son, Sam.

John put aside his knife and fork and setting aside the spicy chicken laid with mashed potatoes half eaten, left the table. He went to his room, where his curious and confused son followed him, and began looking through the wardrobe.

"Its tomorrow, isn't it?" whispered John as he looked down at the photo. It was a photo of John's childhood days. His education had never known compromise and was groomed by the finest in India. In the photo, a skinny lad of about fifteen stood beside a strong muscular man with a beard

with the magnificence of the Taj Mahal to compliment their emotions.

Sam thought it appropriate to leave his father alone. As he left the room, he thought he saw a tear trickle down his father's eyes but was too confident to believe that his ever-dynamic father was shedding tears.

The wake of dawn, offered Sam a new opportunity. The cards and greetings from last night's hard work lay beside his bag and rested in a waterproof folder.

He readied himself for school and bade his father good bye at the door.

For some reason John couldn't respond, he was overwhelmed by the flurry of emotions and memories and simply couldn't come to terms with it. Sam sensed something was wrong and decided to return early from school that day. The school however was flooded with cheers and laughter and many of Sam's friends too had prepared cards and greetings for their teachers. Sam too was part of this grand offering but his was distracted by the events that happened earlier that day.

Later that day, he saw his father walking out of the house all clad in black. Sam followed his father, maintained his distance and sneakily followed him like a shadow. John walked into an old building which had a huge ground. All covered with stones. He saw his father kneel down and place a blue tulip against one of the stones and leave after a short prayer.

Sam was curious to find out what was there. He walked up to the same spot and found a heap of dying tulips but the other ones cradled the one his father had just placed. Along with that a note rested beside it, which said: "It has been quite some time since I last time I visited you. I am sorry for not being there for you when you needed me the most. My very existence is your gift and blessing."

Sam couldn't comprehend this and as he turned to leave and go back home, a white dove perched onto the rectangular stone that read: 'Mr. Albert Smith: 19th September 1970- 5th September 2009, A friend, a loving man, a strict master but the best teacher in the world.'

Vedant Dewan
X-A

SONNET

In the wake of dawn, when we never wake,
 You are there to scream in our face.
 Out of compassion, you only want the best for us,
 But end of the day, it is us who sulk and curse.
 At first it is difficult to understand, but eventually
 Everyone comes to terms with the fact that it's not easy being you.
 You bear so much without fail, still we fight you
 Over things so trivial and irrelevant.
 Sticks in hand, you may run after us,
 But you raise them only in the time of utmost need.
 Among latecomers, and clumsy excuse,
 You forgive (never forget) and smile, making our day.
 It is pure, this bond we share, lasting
 For eternity and, perhaps, even beyond.

Armaan Suhail
XII Com

Reflections

And now for a very special section of the Oliphant. On the occasion of Teachers' Day we invited some of our teachers to reflect on their profession and their time at Welham Boys'. The response overwhelmed us. We are truly grateful that they took time out of their busy professional and personal lives in order to help us commemorate this day in the best way possible, by hearing from those people who make every day of our life at school special.

If your heart's in a good place and you've learnt to manage your material wants then in all probability, one fine day, with the right set of eyes scanning the northern hills from the lower field, echoing Dali's sentiments when he said - "There are some days when I think I'm going to die from an overdose of satisfaction", you may realize that you've got a prep duty. That you're running late for your prep duty. That you've always been late for your prep duty. There is real time and then there is Welham time. I honestly think Welham time moves way faster than real time. It would explain why the staff and their support age way slower than the outer world. It would also explain why my time here, from the day I came to board as a third grader, feels like the hourly cameo, over much too hastily (as Macbeth soliloquizes). Yet it was all too Signifying.

Take for instance this strangely deep and revelatory dream I had the other night (perhaps after a late night viewing of Charlie Kaufman's Being John Malkovich). I was a parent talking to my son's teacher, but to make matters singularly odd, I was the parent, the son and teacher simultaneously. In the dream I could tap into 'our' respective cognition that allowed me to experience that egoistical dreamscape as a student, the teacher and parent at the same time. There was also present in the room a collective consciousness. Hovering above us like the fabled ghost of white house. So when I (the parent) asked myself (the teacher) to assess my son's term (me again) in a sentence I came up with the following line: "Mr. Parasher your son Parth was High on virtues, significantly low on values, yet always in pursuit of the Aristotelian Eudemonia" (For some reason the 'teacher me' thought that that 'parent me' would judge the 'teacher me' for using the absurdly oversimplifying 'Pursuit of happiness'. I got all that from the perspective of that suspiciously silent and notoriously observant 'student me'). I woke up. That was way too much processing in sleep mode I thought in the proverbial light of tomorrow's, and tomorrow's, and tomorrow's football practice.

That's not what it feels like though, to be back teaching in the same school you were once a student at. Although it would make for an interesting answer to the question: "So how does it feel like to teach in the same school you were once a student at?"

An ex-student rightly pointed out the other day, that the institution much like an organism has its own set of unique characteristics and traits, an elaborate cultural and developmental history, its own linguistics, slangs and songs deeply embedded in its psyche, a distinct vibe and a uniquely special storage of random access memories. Here the organisation resembles an organism. I'll always remember Welham as a friendly one. And much like most of my deep rooted friendships this school has given me infinitely more than what I have ever had to offer it. Dr. Samuel Johnson once remarked "A man must keep his friendships in constant repair". I returned to Welham to spend quality time with an old ally, climbing mountains, planting trees, and yes of course, playing football. The pilgrim progresses from strength to strength.

Mr. Parth Parashar
Class of 2006

Welham happened to me at perhaps the most defining time of my life. Barely six months into being married, Joy and I shifted into our rather modest accommodation (where now is the Oliphant Hostel).

A new life, a new place, a new beginning and dreams to ride on.....that's how I felt on that rain drenched, 16th of July, 1996.

Writing about it after almost twenty years is my moment of utter delight.....because when I look back thus far, it was Welham, when I look around right now, it is Welham and when I look ahead, I see Welham.....Glorious as Glorious can be!

When I ponder over what Welham means to me, I think about the iconic Headmaster, Mr. Kandhari. His constant and patient counselling helped settle all the teething troubles that Joy and I faced, as most couples do.....(Before they are hit again by the seven years itch!!!!). He taught us the art of rising above the storm. My relationship with Welham could not have been built on a stronger or better foundation than this. Pondering further, my heart wells up with a deep sense of gratitude, because Welham gave my son the freedom to grow in the best environs. He knows no better home than Welham. From the pram, to the sand pit, to the swings, to toddling around in staff parties, to Grade 12 now..... it has been Welham all the way.

I am particularly thankful to Welham for having kept me so closely connected to music, my indisputable passion. For giving me an opportunity to leave the resonance of many a songs, that will perhaps be hummed back in the ages to come.

And though I could go on forever, I shall leave you all with one last thought that I have chosen to pick from the delugethat Welham to me is a beautiful feeling. A feeling that springs forth from love. A feeling quite indescribable in mere words. The best way I can ever give expression to that feeling is in the songs that I sing with my students. Music has allowed Welham to sink into the deepest recesses of my soul, and I am now addicted to this very beautiful feeling.

Jim Croce, one of my favourite singers, once sang thus “every time I tried to tell you, all my words just came out wrong....so I have to say I love you in a song.” I am certain where words fail, Welham begins!

Ms. Shibani Arora

When I was asked to write an article for the Oliphant on what “Welham means to me” all the memories of the time spent in school came flashing by, and it was very difficult to sum up what it meant to me in few words. It's a place that has transformed me completely as an individual. It was July 15, 2006 when I joined Welham as a Science Teacher. I was excited and nervous at the same time. To my surprise my teacher (Ms. Rashmi Rawat) had also joined the school on the same day in the English department and it filled me up with confidence.

Teaching is my passion and I always felt that it is a profession where one can impart positive values, share knowledge and thoughts with the students, without manipulation. All these years in school have been challenging and exciting. My students and my friends have been my strength, and have stood by me through thick and thin. Personally and professionally I experienced many highs and lows and I realized that I have learnt a lot from my students and my friends. When I look back it is very difficult to believe that I have been associated with the school for last ten years.

To sum up my experience in Welham I would like to Quote **Frank Ocean** who says what I feel very beautifully- **“Work Hard in Silence, let your success be your noise.”**

Ms. Madhuri Mathews

Learning new things is my passion and I love to share in as simple way as I can with others, especially with my students, be it my subject Geography, or Photography, or computers. I see every student as a possible leader and try to render every support, whether in the classroom, outside the arena, or the house. I take extra care to make them realize the importance of values in life. I have tried to assess the development and intellectual abilities of my students and have realised that I must foresee and challenge my students without pushing them too hard, must offer support without becoming a crutch, and provide structure without stifling creativity.

In the year 2007 when I first entered the campus, I was full of aspirations and expectations. The best way to learn about the school was to get involved in the various activities with my heart and soul. Over the years, Welham provided me with some very unique opportunities and challenges such as the 'Platinum Jubilee Expedition', Children's Day programs, Tutorial nights-outs, Mid Terms etc. All these experiences have helped me to evolve myself in the areas of teaching, pastoral care and extra curricular activities.

At Welham, I have always tried to be a mentor, a friend, a confidant, a parent and a strong pillar for my students, especially after taking up the responsibility as a Housemaster. I feel blessed to be a part of Welham culture that is infused with different experiences, talents and skills.

Mr. Jai Ranjan Kagdee

Congratulations Team Oliphant for the leap forward!!!!

Thank you for giving me a chance to reflect and share my feelings for Welham Boys' School, the place that has been my home for the last decade, the place that my children grew up in, the place that holds a special place in my heart. I would like to take this opportunity to express my love and gratitude to the staff and students of this unique institution for enriching my life in so many ways.

The first and foremost reason why I love teaching at Welham is the people that I work with. I have been here for almost ten years and my colleagues and the students are practically my family now. I love the sense of belonging and joy that my daily interaction with them brings. I cherish the camaraderie that I have with my co-teachers. I have learnt from so many of my colleagues and am fortunate to be able to call several of them friends. Thanks to them, there is never a boring day at work.

This feeling of belonging to a like-minded community has positively impacted not just me, but my children as well, both of whom studied here and consider Welham Boys' their Alma Mater. All three of us have truly become a family of Welhamites!

Welham has given me the opportunity to display my abilities. This gives me tremendous job satisfaction on a daily basis. I love the variety and challenge of the various activities that I get involved in be it classroom lessons, celebrations or Mid Term trips with the children. These activities challenge me in different ways, ensuring that I am constantly learning and looking ahead.

What is most heartening, as a junior school teacher, is to see children whom we taught as young boys grow up to become fine young men. Some make an effort to stay in touch, some move on as they change classes, either way it is wonderful to see them carve a niche in the history of the school, through sports, academics or any other extra curricular activity. It makes me realize how fortunate I am to be in a profession and institution that facilitates being a part of something larger than myself, making a difference (however small) in the lives of so many young children. I have the unique opportunity to touch a life each day, in each class, with every student whom I interact with. This is a gift Welham has given me that I shall cherish forever.

In conclusion, a big thank you to all the boys at school. You make us proud every day and my best wishes and blessings are with you always.

Ms. Anita Joshi.

There are certain moments in life that last for a long time. These everlasting moments become memorable over a period of time. Welham is a place where you have something or the other to learn .I enjoy and live moments of my life with students of the school. Ever since I have become a member of the Welham family, I have become part of this learning journey. There are times when I am touched, and feel proud of the achievement of the students and there are occasions when there are disappointments and sadness .It give me great satisfaction when students share and trust my affection. I feel connected when students confide in me without hesitation.

The school offers opportunities for the overall development of the students. At Welham, the relationship between teacher and students is not only confined within the boundaries of a classroom but beyond that. There are occasions like midterm, tutorial night out etc. which deepen our relationship with students. The bond between the teacher and student becomes strong, with increasing understanding and trust. In fact, it is a source of great joy and delight to be part of students' growth as we share the common agenda of teaching and learning together.

For me Welham is like a river flowing, which passes through several plains and terrains, taking you along with the flow. It has alot to offer, and with every moment spent in school, I always look forward to see students achieving their dreams and doing well in their lives.

Dr. Alka Bhandari

'Welham' means a lot to me, especially because I have spent a significant portion of my life imparting education to students within the contours of this school campus. It makes me feel wonderful and nostalgic too to see the school progressing and doing well in every field. The happiness becomes deeper for me because I have been part of this journey and seen things happening around me. It is an absolute delight for me to watch the students giving shape to their talents and doing their best in the areas that they like.

The other great aspect of the school is that it has evolved with the times and is always ready to look at things from a new perspective. The character of the school has helped it progress in leaps and bounds. In my opinion, Welham is a learning community that is eager to take up challenges and do things differently. Yes, sometimes students do challenge procedures that have been put in place in their own way. Nonetheless, these minor aberrations and distortions are sorted out and settled amicably.

As a teacher, I feel content after teaching and connecting with my students. One feels good when students are able to discern one's mood and then try to subtly convey that one needs to change the flow of the class in some other direction. Every class and batch comes with a different set of learning styles and levels. With the passing out of one batch, we teachers look forward to seeing another set of students to bring joy and happiness in our lives. It gives us immense pleasure when our own students do well in what they want in life. The relationship between the teacher and the taught deepens if they both have mutual respect for each other. The learning lessons are not only confined to the structure of the syllabus on which students are tested but go beyond that too. Every student has a different pace of learning and has different aspirations in life. If one is persistent and consistent at all times, then there is no reason why a student will not fulfil his dream.

Yes, in Welham we share a common belief and have a common desire to do better each time, in whatever we do. As teachers it is our brief to prepare students for tomorrow. It has been my privilege and a source of great satisfaction in playing a part in the growth of this great institution. "From Strength to Strength" is not just a motto at Welham, but a way of life, and long may it continue.

Dr. R.M.Bhandari

It was August.21, 2016 when, to my pleasant surprise I was stopped outside Bethany by a 6ft 2inches tall colleague, who true to the spirit of being a Welhamite, requested me to do this, without offering any choice in the matter. A little while earlier I had very politely turned down the request of a much younger Welhamite for the same job. Throughout my breakfast I was pondering as to how I can pen down the importance of being a part of this family in just a few words. But then being surrounded by Welhamites you do learn the tricks of the trade of knocking down 'i' and 'm' from the word impossible with ease.

It was a bright morning on Mar.02,1996 when I entered into this place as a Physics Teacher. The mover and the shaker behind my third job in a time span of less than two years was none other than our Vice-Principal-Mr.M.S.Kandpal, who happened to be a Physics teacher at that time as well. Little did I realise at that time that my innings at Welham would turn out to be such a long, interesting and enriching one.

My school friends (who are not in teaching) often ask me what makes me stick to Welham for such a long time

And I always draw a blank on this one.....

The idea of leaving Welham doesn't cross my mind ever and if once a while it does the mere idea makes me so incomplete. There comes a stage in ones professional life when your job becomes a religion and it takes the front seat of your life leaving all materialistic gains aside. On a lighter note my sincere thanks to the last issue of Oliphant for giving me an alternative career. I definitely have something to fall back on upon after my retirement.....

Forrest W.Parkay says, "Teaching is the world's most important profession. It is exciting, rewarding, and uplifting giving teachers great satisfaction from making a difference in the lives of the students." The holistic challenge is that can we as teachers make the most of it? Please allow me to share the honour and the pride that I and all my family members share by being a part of Welham.

I wish to end by quoting John F.Kennedy, "Ask not what your country can do for you-ask what you can do for your country" I strongly feel that the above statement is so true in all aspects of our lives, whether it is our personal lives or professional commitments. It is definitely not restricted to being ones feeling for patriotism. After all being selfless does pay rewards in the long run. IT DOES.....

Mr. Samir Dhingra

Dear Students

Very early this morning when I probably should have been sleeping, but couldn't, I began to ponder over this question that you wanted me to answer, and which I am reluctant to even pose to myself...introspection is disturbing, unsettling, and most of the time something we run away from.

In some ways the answer to this question is easy. For what I'm most certain about is that it is connected to my teaching. Teaching for me means making a difference for kids. It means allowing them to pursue passions, and supporting them along the way. It means giving students ownership over their learning. It means helping students want to learn. It means giving students a reason to want to be in class each day. Teaching is a gift, a privilege and it should always be about students and for students. It doesn't matter where I'm teaching, when I'm teaching, today it's Welham, tomorrow it can be somewhere else.

Teaching at Welham is central to my existence in the present, because the challenges here are different and many.... My best days in school are when I'm reading students' assignments and I come across these sparks that light me up within, the unexpectedness of it, even a phrase, a line, and a profound sentence in a story or an article like... '*The glass broke into a thousand pieces and so did Tina*' or '*A whispery voice menacingly told him to drop the gun...*' '*The stranger closed in on them and they turned as white as a sheet,*' has the power to make me forget all the dreariness of routine work. It's a ray of hope that I'm looking for... to go on.

Teaching is everything to me. Yes, I have a personal life. I have a family. I have friends. I have my own interests outside of the classroom, and I pursue them. But, when I drive home from school and blast the radio in the car, I also think about my students. I think about our day.

What worked?

What didn't?

What can I do better tomorrow? How will this make a difference?

My students are in my head at dinner time. You can ask my mom. They're often what wake me up in the middle of the night (beside the barking dogs on the street). They're the ones that I think about as I read the paper (the editorial page, the satirical pieces I point out to you in class), and talk with in my head as I think of the mini lesson for the next day. They're there with me as I drive to school, and prepare for the next day.

Because my 68 students are so very much the reason I teach, they're also the reason that I constantly question myself. They're the reason I consider my practices. They're the reason I make some very uncomfortable choices (as I believe that these choices will make a difference for them). They're the reason any low score and misunderstood concept makes me wonder if I could be doing something better. Something different, something more likely to make them succeed.

I know that I'm a good teacher. I know that what I do in the classroom matters. But I also know that nobody's perfect, and when we improve, our students benefit. So this also means that to make a difference for kids, I need to remember that "good" can always be "better". I need to be open to new ideas. I need to work with teams: both online and in-person. I need to plan, act, assess, reflect, and try again. I need to make each day matter for students because the students matter: they're what Welham is, and they're what Welham is to me...

Ms. Rashmi Rawat

Once again, a huge thank you to all our teachers. We hope that this is the beginning of a trend. "The Oliphant" looks forward for regular contribution from all our staff members. We will all be the richer for it.

Hello! My name is Edmund Jackson, and I am delighted to have been given the opportunity to be teaching assistants here for the semester at the prestigious Welham Boys School. I will be teaching and assisting History and Politics classes for the senior years.

My fellow teaching assistant Jack and I applied for a scheme called 'Generation UK-India,' at the British Council, whereby British graduates can apply to teach for up to a period of 5 months in India and share cultural experiences. We have been unbelievably lucky to be allocated this school for our stay. This school has an enormous reputation, and has recently been named the second best boys school in the whole of India, which is a remarkable achievement, and demonstrates that the boys are not afraid to make a big mark. No doubt we will have to prove ourselves to you as well!

Originally, I come from a town called Horsham, West Sussex. It is roughly an hour outside London, England and lived there with my family until I was 19 years old. My family has now moved to a town just outside the beautiful university town of Cambridge in the region of East Anglia. If you note a slight oddity in my accent, I should point out now that I am part Irish, and although I have never lived in Ireland, I head over there from time to time to see family, and I lived with Irish people at university, which explains why certain words I say do not sound overtly English.

I obtained a Bachelor degree in History and Politics from the University of Dundee, in Scotland. It was there that I became highly interested in teaching the subjects that I was learning. It was at Dundee where I also joined the University's Model United Nations club, which is, without doubt, one of the best decisions I ever made. MUN allowed me to better my social, debating and public speaking skills, and travel round some of Europe's best cities, including Edinburgh, The Hague, and Nice. I was fortunate enough to win some 'best delegate' awards too. MUNs also facilitated in allowing me to meet people from all over the world, and make lasting friendships. It is an experience I cannot recommend highly enough.

I see the school has a superb MUN team, and was mighty impressed when we witnessed their recent performance and accolades at the Doon School. I will certainly be looking forward to watching MUN practice on Fridays and helping any way that I can in helping to make the WELMUN conference in October a huge success!

After my experience in Scotland, I decided to embark on a Masters degree and leave the comfort zone of Britain by winning a place at the University of Leiden in the Netherlands, for a year. Leiden is a small, but beautiful city in between The Hague and Amsterdam. There, I had many wonderful experiences and met some great people in such a short amount of time.

We have only been in India for just over two weeks and already we are thoroughly enjoying ourselves. It is a truly beautiful place to be and we cannot wait to explore. We are especially looking forward to the mid-term trips and going on one of the treks that from last year's yearbook looked simply stunning.

Please do not be afraid to say hello when on campus, I really look forward to meeting as many of you as I can, and I wish you all the best for what will hopefully be a great year!

Mr. Edmund

Hi everyone! My name is Jack, and I have been fortunate enough to be given the opportunity to work as a teaching assistant here at Welham Boys' School for the term. I will be teaching English and history to students in classes six and seven while assisting with reading and literacy skills for classes four and five.

As Edmund explained, we are here as part of 'Generation UK-India', a scheme organised by the British Council. Designed to promote collaboration and engagement between the UK and India, we are among almost two hundred British graduates working in Indian schools this year. Many more on the scheme are studying at Indian universities or interning with companies across the country.

We're certainly very lucky to be placed in this wonderful school. Having been here for a couple of weeks so far, I'm really looking forward to the next three months. It's a huge privilege to work with students and teachers as welcoming and engaging as everyone has proven to be, especially at a school as well equipped and well regarded as this.

I'm originally from a town in the South-West of England called Cheltenham, which is situated about 30 miles away from Oxford. I actually spent most of my childhood, however, living on Ascension Island, a tiny volcanic island in the South Atlantic. The weather there was very similar to India, but I've sadly become too used to British weather to find adjusting to the temperature here any easier!

While I am almost spectacularly disappointing in the vast majority of sports, it was whilst living on Ascension that I discovered a real love of swimming. It's been difficult to carry on this hobby back in the UK, so when I heard that the school had its own swimming pool I was very excited. All being well, you'll be able to find me in the pool - I need to build up my fitness for the mid-term trips! Otherwise, I'll be putting my energy into getting involved with 'Welham News', which I actually stumbled across on YouTube while researching the school, along with the Model United Nations, public speaking and photography clubs. I'm also very excited to start helping out with the school productions, which I've been told are of a very high quality!

I studied History at the University of Manchester, graduating only around a month ago. For around two years, I worked with a local charity which provided extra tuition to disadvantaged final year students in under-resourced schools across the city. Here, I discovered a real joy of teaching, and it was this experience and a fascination with India which encouraged me to apply for this scheme. I'm very happy I did!

I also spent a semester of my undergraduate degree studying at the University of Toronto, Canada, which was an absolutely fantastic experience. I highly recommend to any students who are considering applying for universities outside of India to do so based on this alone! I've already spoken to a couple of boys about Universities in Canada and the UK since arriving at the school, but I'd like to take this opportunity to extend an invitation to anyone else who may have similar questions.

Jack

As **High**-koo. This form of poetry found its presence between the 9th and 12th Century in Japan. A haiku consists of three lines, in which the first line should be of 5 syllables, the second line of 7 syllables and the third line of 5 syllables. It was initially called 'Hokku'. The Japanese poet Matsuo Basho (1644-1694) gained significant reputation in this form of poetry. In his Haikus, one can find deeper philosophical insights encapsulated within the three lines. It is also believed that he left his samurai status for poetry. It seems to validate 'Pen is mightier than the sword'. The following is one of the Haikus by the master.

None is travelling
Here along this way but I,
This autumn evening.

I got motivated to this form of poetry as I found beauty in its precision to convey measured emotions in the most effective way. I was equally intrigued by 5-7-5 (the number of syllables in each line) and the number of lines which happens to be three as they are all prime (3, 5 and 7). Prime numbers being unique in their own way bring in a mystical rhythm to life. The math behind poetry brings in aesthetics and the poetry behind math brings life into the so called dreadful world of numbers.

One can delve deeper into this subject and find more nuances and mysteries of this form of poetry. I shall leave it to the readers to immerse in such a journey if they wish to. This backdrop would be meaningless if I don't share the scribbling of my haikus.

1. Missing only point
disconnected from the line
floated in my space
2. Patience in effort
Allowing a worthy port
For high flying sail
3. In coming on time
Escape the gripping delay
Emerge all away
4. Mighty variate
integrate yourself within
empower the goal

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Haiku - Definition and Examples of Haiku. (2014). Retrieved August 29, 2016, from <http://literarydevices.net/haiku/>

Mr. R. Srikant

We just celebrated Independence Day and now Teachers' Day is around the corner. The sun emerges after weeks locked within its monsoon prison and as I sit in my balcony, I seek to weave out something from the threads of both, independence and boarding schools.

As a teacher of English within a boarding school context, when I look at the word 'independence' I see a negative prefix; a concept etched out of a lack. Independence can only be described in terms of its root- dependence. Hence, it is the negation of dependence. This makes me think: dependence on what? On the appreciation of our peers'? On the hollow applause of society? On popularity rather than respect? If this is what independence means in the context of being an adolescent in a boarding school, then I have serious reservations about whether any independence exists.

As a teacher, when I think of schools, especially residential ones, I am struck by how, so often, it is independence that is looked down upon. It's hard to be independent. Independence is read as lonesomeness; the independent thinker who walks aloof from the herd; the dorm outcast; a square peg in a round hole. It makes me wonder: if adolescence is a phase where one seeks out one's identity, to be somehow 'different' and 'unique', and if, in this collective striving towards the moulding of a recognizable image, all adolescents actually merge as one herd, then what is the point? Surely, somewhere, somehow, we are unable to forge our own identity because of this catch-22 situation- each wants to be 'cool' and unique, but all adolescents want to be this, so they all end up being the same- the blacks and whites and browns merging into a monsoon like greyness that has enveloped us the past few weeks. The enigma of being dependent on the herd's notions of what is acceptable, in turn causing us to lose our independence while trying to carve it out, is, I believe the root of the issue.

I had the privilege of growing up on the campus of a boarding school and hence, will not pretend to be an expert when it comes to day schools. William Golding would have us believe, through his modern classic, 'The Lord of the Flies', that the absence of an adult influence among growing schoolboys is recipe for disaster. This made me think of the difference between a day school and a boarding one. The conclusion I reached was that, despite all the evidence of day schools (especially in large cities) falling apart due to indiscipline and risk-taking, precocious behavior, the one mitigating factor in day schools seems to be that at least when a student returns home, they have access (albeit to varying degrees) to, hopefully, responsible adult influence. In a boarding school, however, right from morning P.T. to lights out, students remain, primarily amidst their peers.

Teaching is a highly complex and challenging profession. As a young teacher, I try to learn each day, navigating the crisscrossing matrix of adolescent psychology and boarding school dynamics. I don't pretend to have many answers to the riddles posed above, but my mind does go back to the old boarding schools of the past, where the teachers, the tutors and the housemasters got muddy on the football field, sat, engrossed during inter-house debates and sweated it out while climbing mountains with their students. This Teachers' Day, my wish is that we teachers seek to re-establish that bond with our students, guide them towards a more meaningful interpretation of independence, and be there more, to avoid a 'Goldingesque' situation of boarding schools turning into anarchic islands of despair.

Mr. Justin Burrett



WELHAM NOW

The Inter-House Hindi Debate was held on the 30th day of July. Jamuna and Krishna house shared the first position. The Best Speaker was Sanket Yadav and the Most Promising Speaker was Devraj Singhania.

From 13th to 16th of August, the school participated in the Selaqui Invitational Soccer Tournament held at the Selaqui International School, Dehradun.

From 6th to 8th of August 2016, the school participated in the IPSC Basketball under -17 held in Haryana and emerged victorious. Saurav Bidhuri was adjudged the Most Valuable Player of the tournament.

The school participated in the CBSE U-18 and the U-15 football tournaments held at the Scholars Home, Dehradun and made it to the quarterfinals.

On 15th of August, the school participated in The Incredible India Quiz held at the Welham Girls School, followed by a formal dinner for class 12th.

From 12th to 14th of August, the school participated in the DSMUN and won the Best Delegation Trophy for the third consecutive year. Akshat Singh, Vinayak Agarwal, Abhay Singh Dhillon and Chaitanya Motani won the Best Delegate Award in their respective committees.

Jamuna house won the swimming Inter-House, organized from the 9th to 11th of August.

On 12th of August, Welham Boys' School celebrated The French Day.

On 27th August, Middle School Representatives were sworn in as follows

- Cauvery House- Dev Agarwal & Gaurang Bhati
- Ganga House- Anant Agarwal & Aryan Gupta
- Jamuna House- Avi Kriplani & Shresth Toshniwal
- Krishna House- Bistrit Gurung & Chirag Agarwal

On 27th of August, the School organized a Parent Teacher meet, followed by the Scholar's Recognition for the students of class XI.

On 22 August, the school organized the senior school Arthur Hughes English Debate. Jamuna house emerged victorious while the individual awards were as follows-

- Best Speaker- Mohit Gupta
- Most Promising Speaker- Abhiraj Ranjan

RINGSIDE VIEW

The monsoon season doesn't seem to be stopping us from getting back to where we originally were, in the area of sports of course. The basketball team is undoubtedly failing at one thing, at quenching their thirst for any speculative pie in the sky. An invigorated team returned from the vacation, unwary of the past happenings and it is conceivably worthy to say that they surely have bounced back from the remorseful defeat at the Afzal Khan. The aforementioned can be substantiated, if need be, by the

account of a 'recent' victory at the U-17 IPSC-Basketball held at the BRCM Public School, where we emerged victorious amongst a multitude of teams, which notably included the Doon school, BRCM, MNSS, LS Lovedale, Modern and LK Singhania. Saurav Bidhuri, the team captain lead the team relentlessly despite all odds, when the team was down on its knees, crying out for a breath, and also managed to bag the MVP Award. Punyagam Singh Batra and Harshul Bhatia, didn't stand back at any moment in support of the team and in doing what they do best.

Amidst all this, the Football players were barely making it back after getting knocked out in two semi finals, once at the CBSE U-15 and once at U-16. The Football season seemed promising at first, keeping in mind the perseverance of our ever-so-dedicated Captain Vikram Vardhan Singh and football 'aficionado' Mr. Parth Parasher. The talent and zeal amongst the junior members of the team lifts our hopes up for the future, especially after the commendable performance by Bistrit Gurung who scored nine goals in two matches. Also the probable chances for the Doon School Football Tournament seem quite remarkably high, considering the scorecard of the first match.

(Welham)-6: 0-(Indian Public School)

In racquet sports, the school participated in the

Badminton IPSC as well the Table Tennis IPSC under the guidance of Ayush Lathar and Riddhesh Gupta correspondingly. 'The Badminton team might have to wait for the fruit of their labour' said the Badminton Coach. The team seems to be working quite hard on the courts, while trying to find the middle ground between their other commitments and their sport.

On a global scale, the not-so exciting Olympics this time proved to be an opportunity for resentment and in the same breath an opportunity for pointing out the loopholes, dwelling within our system of sports and this in turn gave rise to discrepancies on a political scale. A chief point arose that despite the amount of participation we have in various sports, there exists lack of impetus and drive. This lies in contradiction with the current situation we have on ground, at our school. The scope of exposure is immeasurable, but in the end it is just few people trickling in everywhere, not because they want to, but because there is a 'need' to. Perhaps, this is where we need to change.

But in all of this I would like to thank Mr. Parth Parasher for his unconditional support that makes us believe in the light that might be flickering for now. Above all, he taught me that sometimes winning is not everything and it is the effort that matters and that is why I want every Welhamite to strive because if you don't then you'll never know how badly you want to win!

Hardic Gupta
(Sports Captain)

YOUNG LEADERSHIP CONCLAVE 2016 MODERN SCHOOL VASANT VIHAR, DELHI

What does leadership mean to you? Or maybe, who is a good leader? These are the questions that were generally asked after we returned from the YLC held at Modern School, VasantVihar from the 8th to the 12th of August.

DAY 1

The conclave commenced with the 3rd person introduction, in which we introduced ourselves with a perspective of someone who knows us best. Thereafter were held that day. Mr. Pranab Mukherjee conducted the first session that was about the concept of beauty, where we had a heated discussion about inner beauty and external beauty. The second session conducted by Ma'am AgrimaBhasin comprised an innovative exercise called 'Power Walk'. The exercise

thrived and succeeded to portray a drastic gap between two sets of any society. There were pairs made and a secret identity was given to each where we had to step forward or back on the basis of the questions asked by the conductor (forward if yes and backward if no). The conclusion derived(after a discussion on the exercise) was that 'we all start at the same point but circumstances deviate our ways'. The day ended with a cup of tea and a table of friends to sit with.

DAY 2

The day started with 2 field trips, the first to Rajghat, Gandhi museum and the other to a government hospital and a school. At Rajghat we visited a very famous sight, which left us spellbound. Each of us took

a tour around the area where Gandhi's ashes lay enclosed. There were many alcoves around the edifice implementing Gandhi's principles in life. While the sight had a lovely view more to add were the trees planted by Queen Elizabeth, Martin Luther King Jr. the VI etc. Leading on we went to Gandhi's museum where we learned a lot about him and got to see his blood stained Dhoti. The other group went to a government school and a government hospital. The group concluded (with no uncertainty) that the hospital was definitely jam-packed and congested. But the doctor always made sure to give each patient equal amount of time required.

Moving on we went to DLF Promenade and a hearty lunch. Then we returned to school and had an interactive session with Mr. Nadeem Qadri on Question of Ecology. He is the founder of YPK which is an international organization led by youth, empowered by technology. He talked about his journey and the difficulties to save the Hangul. After that session we headed back to our hotel tired and exhausted, had dinner and had a good 8-hour sleep.

DAY 3

We started with the Independence Day celebration where we proudly sang our National Anthem and marched on spot (in respect). The chief guest for the event was Mr. Shekhar Gupta who told us a very important thing: "Unless you have a big heart, you cannot be a big leader."

The next speaker we had was Major Ashish Chaddha who talked about his experience, the difficulties he had to face, how important it is to play sports, how we have to adapt to various situations. The session was named, "One hell of a ride." The last session of the day was with Mr. Jaijit Bhattacharya, a noted Government transformation expert and a Partner at KPMG. It was a really informative topic as he talked about the current situation of the country leaning towards the usage of E-rickshaws.

The day ended early so we decided to go for a movie with our teacher escort Mr. Justin Burrett. After the movie (Suicide Squad) we sampled various cuisines at the Promenade food court and delicious Keventers milkshakes ended the day.

DAY 4

The day started with the two most famous foodies of India, 'Rocky and Mayur' being one of the most interesting days on our trip. We were divided into two groups, Brownies with Rocky and Pizza with Mayur. The session with Mayur consisted of two activities.

I have a question for you all "How many people do you think can fit into a deflated cycle tyre tube?" The guess went up to seven. The first time we managed 11 people but after some time when Mayur said that at least 28 could fit in we managed 22. We got to know then that no such 28 people actually fit but it was the target, which we had set, made 22 fit inside.



In the session with Rocky game called 'Mine-Sweeper' was played. Both activities taught us a lot about leadership, some being, never underestimate yourself or others, a good leader is who first listens and then adds onto the situation, trust is a very big factor. Also the peculiar we learned was that a good leader is a lazy leader, he should know how to distribute work and lead people in the right direction. After those two interesting sessions we had a discussion on the fundamental rights of humans and had a theatre workshop where we had to enact a fundamental law.

The day ended with the formal dinner where everybody dressed smartly. We then had a great delegate dance. The dinner too was really good.

DAY 5

The last day we had a discussion with Mr. Anshu Gupta on the importance of clothing. We saw pictures that showed us how our perception about a person could change by the way he/she dresses up. In the end we had mixed emotions. We felt proud of ourselves as we learned so much and felt sad as we said bye to our friends who lived across India. Eventually all good things have to come to an end. So as we come to the end of this report we would suggest that more and more people should enroll for this conclave. Thank you.

The Leaders

Anurag Bhatia
Ayush Tulsyan
Akashdeep Singh
Yuvraj Pahuja

DSMUN'16



Welham participates in many MUNs, both National and International including the WEMUN, SMUN, HMUN, LMCMUN and several others, but the most awaited is always the DSMUN because of its competition and fame. Once again Welham Boys' School participated in the Doon School Model United Nations from the 12th of August to 14th August. This was the tenth edition of the DSMUN and yet again proved to be better than its previous edition. It was a conference filled with elaborate discussions, tense debates and vigorous lobbying to its brink. Amidst all the debates and discussions, all the delegates also had a lot of fun through the dinners and delegate dance.

Once again Welhamites emerged victorious with best delegate awards awarded to Akshat Singh, Vinayak Agrawal and Chaitanya Motani, 6 most outstanding delegate awards, presented to Pradyuman Dobal, Mohit Gupta, Dev Goel, Abdul Basit, Devansh Raheja and Dhruv Swaroop, 5 honorable mentions, presented to Shivam Khetan, Aditya Dokania, Prabhakar Singh Batra, Abhiraj Ranjan and Nipun Moore and a verbal mention to Viraj Mehrotra. Welham Boys' School was also adjudged the best delegation for the third time in a row and Akshat Singh the Best delegate. Receiving the best delegation trophy was one of the most memorable and fascinating moments of our school life. Firstly winning it in a MUN such as the DSMUN and then winning it for the third time

in a row. I couldn't expect anything better from the day or perhaps the term, and surely same was the feeling in most of us.

This was also my first DSMUN and probably will remain the best MUN. Before even commencing with the MUN I was full of nervousness and tension, not because I was afraid to speak out or I wasn't prepared but because this was the DSMUN and Welhamites have a habit of winning it and if I didn't win an award I wouldn't be mocked but I would surely not be satisfied with myself. Well therefore I did more than my hundred percent and surely received the fruit. This wasn't just about achieving an award but this was my first award in a MUN and that also a best delegate award. I will never be able to forget those three days of my life ever not only because I received my first award because of those three days but because Welham Boys' School created history for the third time in a row and I was a part of it. The conference, which was spread over a span of three days, was one of the most difficult and fun filled MUNs I had ever encountered, and I hope that Welham

Boys' School goes on to participate in many MUNs and surely achieves victory in them, though it has now become our habit or should I say it is our second nature.

Chaitanya Motani
IX A CA 788

.....The month of August has been an extremely busy one, even by Welham standards. Quizzes, Debates, MUN's, sports competitions in Basketball, Soccer, Squash and Tennis have seen the population of school seeming extremely reduced at times. To elaborate on all of them would fill up 4 issues of the Oliphant. It is important however to acknowledge all those who represented the school. Some met with resounding success and returned with accolades. Others did not fare as well in terms of results and returned disappointed. We would like to take this opportunity to congratulate and thank everyone for their efforts. To the victors, we salute you and are inspired. To those who returned empty handed, we are confident that the next time round you will perform better. We admire you for your effort and commitment to school. All the best to everyone as they catch up on their academics before the upcoming exams. We look forward to following and reporting your achievements in the second half of this term.



Li LASAGNE

Lampoon

F.R.I.E.N.D.S. at Welham

Now that I relate the greatest SITCOM ever (totally opinionated, please don't start a war) with Welham, I have many people who come and knock at my door of thought. Our pack of wolves do have a funny clown waiting to be unleashed when the time is right, and embark on a journey to explore ourselves. Without any

JOEY: Being the favourite of many, the Joeys of Welham are a 'stealer'. The kings of procrastination and popular among the queens, they are the studs of the batch that many of their mates are envious of, however they fall under the category of blondes when it comes to studies. With too much confidence and a peanut sized brain, they are fun to lurk around with. These people will mock you when you fall but will be the first ones to lend their hand when you need it. One major characteristic that can be seen in all Welhamites is the love for food. Considering that a 'Joey' loves food and is a Casanova; at Welham this category is surely the one most Welhamites would like to be associated with, however the most popular character at Welham is yet to be introduced.

Chandler: Ever heard a Welhamite making intelligently sarcastic comments with no wrong intentions? Meet the Chandler of Welham. This category comprises those people who have won awards at inter-house debates and think that they are the greatest. Though few in number, these pseudo intellectuals will make you smile, even if you don't like their vague and sometimes cheap 'one liners'. Mature in an immature way, they are the slyest of us all. These people make sure that they always get the perfect girl and never lose out on any opportunity to crack a joke on others. They are the people you go to when you have to write a prank letter across the border. This is definitely the most popular category at Welham.

Ross: The Welhamites you can't mess with are already doing the job for you. Meet the students who are categorised as the geeks or the nerds (supposedly). Cribbing about everything, they will suck every iota of your happiness just by telling how miserable their

lives are. These walking autobiographical books are ones that have no happy incidents. Their maxim is that we are sad and we will make others sad. They may sound like a miserable lot but truly they are interesting people with life lessons that can provide learning beyond measure.

Rachel- At Welham Boys this is the only female character that is worth mentioning. The 'Rachels' of Welham are those people who have no idea of what is going around in the world politics or about the existence of any of the terrorist groups. Their general knowledge doesn't seem to exist but their dressing sense is as good as anyone on this Earth (questionably so). There is a sudden boom in their friends when MUNs and conferences come close. These people have their lockers flooded with all sorts of clothes varying from shoes to caps. In their lockers lies the secret to fame and fashion!

Rohit Chander

Separated at Birth

Mr. Dayanmee Banerjee	Rustam Pavri (the moustache)
Raghav Babbar	Joker (Suicide Squad)
Rajvir Singh	Happy Singh (Singh is King)
Harshvardhan Agarwal	Raman Sir
Dhruv Swarup and Shashank Deep Rai	Pikachu and Bulbasur
Mr. Rajesh Keshav	Bumble Bee (ref: MCGS)
Ms. Gunmeet Bindra	Prof. Umbridge (Harry Potter)
Manshin Kartikey	Robert Zane (Suits)
Paritosh Goyal	Daddy Long Legs

State of Affairs

This section is a little insight into the state of our 'beloved' class 12 during and after the formal dinner.

Mr. Saurav Sinha seemed to be in a reflective mood (ah, the good old days).
 Prabhapaar Singh Batra has finally started feeling independent (all you need is a hug).
 Tanmay Negi did not attend the Formal Dinner.
 Mohit Gupta succeeded in getting more and more rakhis from across the border (Statutory Warning-Everything comes at a price)
 Sushen Maini has finally come to the conclusion that math classes are not so boring after all.
 Suyash Yadav is scared to cross the border (the grudge is going to kill you).
 Sanveg Jain was awarded a Cheetal Grand discount coupon during the formal dinner.
 Soumojit Dey was in a radiant mood after the formal dinner as his efforts finally bore fruit.
 Hardic Gupta has finally broken his oath of silence (he just went on and on).
 Siddharth Agarwal was seen talking to a girl (you have to see it to believe it).
 Arjun Singh Randhawa has finally conceded to the fact that even GAWD has his limits.
 Akshat Singh is still in the friend zone (Bro, there is life beyond that.)
 Aditya Agarwal has realized that CLAT classes teach a lot more than law.
 Aseem Goel spent most of his time clarifying the absurd rumours about certain individuals that he had manifested in the first place.
 Sanaz Agarwal was seen solving a math problem during the dinner (so much productivity amidst all this futility).
 Khush Anand Gupta has finally found a girl next door.
 Dhruv Swarup seemed to be in a sulky mood during the dinner (DSMUN hangover?)

Ever Wonder? Why

Devansh Raheja received a lot of rakhis from across the border (huh, about time).

Akshat Singh has finally realized that the night is dark and full of terrors (Fortunes do turn overnight).

Ayush Tulsyan and Vithal Jalan have developed a recent interest in studying Law (Anything to cross the border!).

Mr. Rajesh Keshav tried to login with his Cyberoam ID at MCGS.

Anant Aggarwal sits in the activity centre with his sitar everyday waiting for someone.

Sanskar Gupta has stopped feeling anything after returning from MCGS (your sorrow has made my heart a meager block of stone).

Mr. Saurav Sinha is working out so seriously these days (whoever figures out the inspiration behind this one, please do share it with us!!!)



Tuck Shop is top priority. It takes precedence over everything else.

Someone else's Butter-flow is your Butter-flow.

Never ever trust a fellow Welhamite.

A senior is like a magician. He can produce anything with a flick of his wand.

Any trip to an all-girls school is worth it.

All our whims and fancies will materialize after class 12



Those Ones-

Devansh Raheja- Imagination is a very powerful tool. It strives to achieve what reality cannot.

Rudraksh Mittal- Why have abs when you can have kebabs!

Anshul Dixit The epitome of success is when you start to embrace it.

Mr. Siraj Ansari When people question my dedication, I tell them, I would burn this whole school to the ground if I could teach the ashes, that is how dedicated I am.

Dev Goel- Scope is the birth of disappointment.

What's In

What's Out

Teachers' Day on 6th September	Teachers' Day on 5th September
Increased budget self outs	Poverty stricken self outs
Concept assembly	No assembly
Stranger Things	Game of Thrones
Power of Everything	Individual Powers
Bags with Laptops	Bags with other illicit material
Class 12 Baithaks	Post dinner assemblies
Short lived breakfast	Hour long breakfast
Oli Interns	Oli Army

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