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A Three-Pronged Embarrassment

Arjun Singh explains the recent political crisis in Uttarakhand.

An air of uncertainty prevails over Uttarakhand as I write this article. By the time you read it, Uttarakhand's fate might already have been decided by the judiciary, following a month long political tussle between the BJP and the Congress. The issue, similar to many others, involves alleged corruption at the state-level, abuse of power by the Central Government and, in a sweet touch of irony, incompetence of the Judiciary to produce solid judgements: causing instability and, on the whole, a three-pronged embarrassment to the country.

The crisis was second among a recent spate of state governments being destabilised through internal rebellions, the first having occurred in Arunachal Pradesh. Uttarakhand's destabilisation began on March 18th, when the State's Budget was tabled in the legislature for voting; a voice vote being used. Voice votes, though traditional and convenient, are arbitrarily assessed (i.e. not individually counted), and the outcome is generally assumed to be in-line with the ruling party's stance. Despite being uncontroversial in the past, a rare disagreement occurred when the BJP opposition alleged that the bill was not passed and demanded that the vote be re-held. The Congress Speaker of the Assembly however, continued to maintain the Budget's passage; refusing to yield to the opposition's demand for another vote.

Fortunately for the BJP, nine members of the ruling Congress had in fact deviated from party lines and voted against the Budget. Following the vote, these nine members, along with the Opposition met the Uttarakhand Governor, claiming that the Congress Ministry led by Chief Minister Harish Rawat did not have the confidence of the legislature, which is required for a government to hold power. Mr. Rawat maintained otherwise, and was then provided a ten-day period to secure support from the majority of the house.

Just when the crisis seemed to be dying down, it took another turn for the worse. Quite serendipitously, a video, allegedly showing the Chief Minister trying to bribe the rebel MLAs, was leaked to the press just a day before the session in which Mr. Rawat would have had the opportunity to prove that he still enjoyed majority support. Following this, the Speaker, in an unprecedented move, used his power under the Constitution's 52nd Amendment (or the Anti-Defection Law) to disqualify all nine rebel MLAs on the grounds of voting against their party lines - thereby preventing them from participating in the vote of confidence - creating a Constitutional crisis. The political hot air brewed into a firestorm.

Disgruntled by state-level mismanagement of the issue, the BJP-led Government of India used its powers under Article 356 of the Constitution (known popularly as 'President's Rule') to remove the Congress-led State Government from power and suspend the legislature; at the same time taking over Uttarakhand's governance for itself. Since a vote of confidence was scheduled the following day, the interference appeared as that of 'desperation' with the BJP determined to unseat Rawat at all costs. The Congress along these lines levelled accusations of 'power abuse' by the BJP: the party having first encouraged defections, and then using Central-power to overthrow its rival government in the state.

In the midst of this standoff, a stalemate ensued for a month while the judiciary assessed the crisis. However, the 'balanced' judgement expected by it did not materialize, ironically paving way for an extension of the crisis. This occurred on April 21st when the Uttarakhand High Court used its power of 'Judicial Review' (allowing it to review the constitutionality and overturn laws and legal orders) to revoke President's Rule and reinstate the Rawat government. The order was, unfortunately, not complemented by any written judgement with arguments to justify the court's action (surprisingly, the judgement could not be printed for a week). In view of this irresponsibility, the Supreme Court delayed the order until the High Court could publish its arguments – the ultimate decision now resting with the former. As you read this, it has passed a judgement to direct

(Contd. to page 3)



Regulars

"Imagination will often carry us to worlds that never were. But without it we go nowhere."
- Carl Sagan

Lords Of Logic

The school was represented by Arunav Vaish, Mihir Gupta and Shikhar Trivedi in the **Inter-School Hindi Debates** held at the **Welham Girls' School** where it attained the **3rd position overall**.

A team comprising Smayan Sahni, Aditya Vardhan and Yash Dewan represented the school at the **Annual High Catchpole English Debates** held at **RIMC** and secured **runners-up** position.

Kudos!

Sounds Good

The **zonal round** of the **all-India Hindustani classical music competition** was held in the **Music School** on **April 24**. In the **Mediums** category, Anant Mohan (tabla) and Vihaan Bhatnagar (vocal) were placed **second** in their respective categories, and in the **Juniors** category, Rushil Choudhary (vocal) was placed **fourth**.

Congratulations!

Around India in 80 Words

President Pranab Mukherjee, along with the Supreme Court announced President's Rule in the state of Uttarakhand after the breakdown of government. Taking note of the drought in Maharashtra, the Bombay High Court has ordered thirteen IPL matches to be shifted out of the state. Congress bigwigs have been named in a letter regarding the Agusta Westland VVIP chopper scam. ISRO succeeded in developing India's own GPS system as it launched its last satellite in the series of seven navigation satellites

Off the Bat

The **School Cricket Team** played the annual **Sheel Vohra Memorial fixture** against the **Old Boys**. The **Old Boys** batted first and made **211 runs in 25 overs**. The **School team** lost the match by **20 runs**.

The **School Cricket Team** played a match against the **combined Old Boys** team of **Lawrence School Sanawar, Mayo College and Doon School**. The **Old Boys** team batted first and made **117 runs in 20 overs**.

The **School Junior Cricket** team played a match against the **Children's Academy School** in the **Inter-School Junior's Cricket Competition** held at **Cambrian Hall School**. The **School team** won by **50 runs in a 20 overs match**.

The following are the results of the Inter-House Cricket Competition, 2016:

Juniors:

- 1st: Kashmir
- 2nd: Oberoi
- 3rd: Tata
- 4th: Jaipur
- 5th: Hyderabad

Seniors

- 1st: Hyderabad and Oberoi
- 3rd: Tata
- 4th: Jaipur and Kashmir

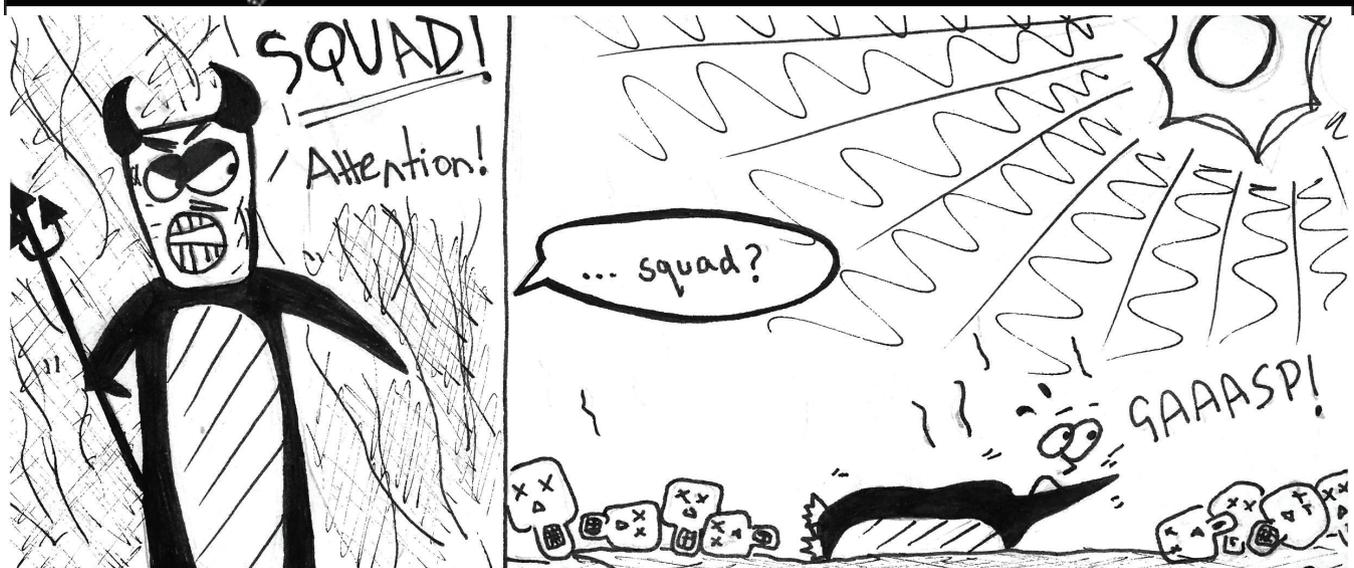
House Cup:

- 1st: Oberoi
- 2nd: Tata
- 3rd: Hyderabad
- 4th: Kashmir
- 5th: Jaipur

Well done!

Dosco Doodle

Physical Torture (PT)
Dbruv Pais



(Contd. from page 1)

further action and conclude this conundrum.

While India may have moved on from Uttarakhand's crisis (probably onto something else), the blatant issue of 'power abuse' has been left unanswered. Situations regarding the misuse of President's Rule are well-established phenomena throughout India's contemporary history. Beginning as early as Nehru, who controversially disposed Kerala's Communist Ministry in 1959, such egregious uses of President's Rule, though more frequent during Congress years, have also been noted in several non-Congress administrations as well, leaving both national parties knee-deep in the mud of abuse. Yet again ironic, considering god-like reverence of Indian politicians to Dr. BR Ambedkar, who described this power as a 'dead letter' provision that ought to 'never be called into operation'. On taking note, the Sarkaria Commission of 1983 (tasked with tackling this very issue) recommended along these lines that President's Rule be used in 'very rare, if not extreme cases'. The recommendation, unsurprisingly, was left ignored. It was only a decade later that the Supreme Court intervened, ruling along the Commission's lines in the now famous *SR Bommai vs. Union of India* case, where it established that President's Rule could be overturned if used improperly. It is this precedent that led to judicial intervention into the issue of President's Rule in Uttarakhand, which though mishandled, will lead to the case's final verdict.

Conclusively, the issue of Uttarakhand forms part of the historical string of power abuses to battle one's political rivals; conveniently forgetting the Constitution and conventions of decency in the process. From past experience, it is quite unreasonable to expect that such rationale will penetrate the minds of India's political leadership, eventually leaving all decisions to an over clogged Supreme Court. One can then only hope that it shall righteously respond to such misdeeds, ensuring justice to the law and land. As I write this, unsure of the future, I hope such justice has reached this state.



Under the Scanner

The Impeachment of Dilma Rousseff | Salman Mallick

Brazil is in shambles. It faces high levels of unemployment, inflation, and debt. It has a trade deficit, the standard of living is extremely low and democracy is not as strong as it used to be. On the other hand we have the politicians who are exploiting their posts and acquiring huge kickbacks. Honesty is a hard quality to find in the National Congress of Brazil.

Dilma Rousseff, the 36th President of Brazil (and the first female President of the country) has turned out to be no different. With her at the helm of political affairs in Brazil, the country is witnessing one of the biggest corruption scandals concerning the state-run petroleum company Petrobras. Even if one were to believe that she herself might not have been directly involved, the chances of her party members not being involved are next to nil. She might have survived one round of protests in 2015, but her future is becoming increasingly uncertain, especially with a looming impeachment.

However, here's the irony with her impeachment: the congressman who moved the impeachment motion, Eduardo Cunha, the Speaker of the Lower House has himself been charged by the Supreme Court for taking bribes. Almost the same number of congressmen face allegations of corruption as the number that voted for President Rousseff's impeachment. This, in a nutshell, shows exactly how corrupt Brazil's politics has become.

Why has the impeachment process been initiated against Dilma Rousseff? She is not a popular figure in the lower house of the National Congress. Thus, when the first piece of evidence emerged, accusing Dilma Rousseff of 'beautifying' the budget in order to hide the budgetary deficit, the lower house wasted no time whatsoever in starting the impeachment process, at the same time withdrawing its support from the coalition that held up Rousseff's government. "They are trying to take a shortcut to power", said Rousseff in a press conference in New York after the impeachment proceedings had been initiated.

Dilma Rousseff is not as bad as she has been made out to be. The President was an extremely popular leader in 2013, and apart from the Petrobras scandal, her name has not propped up in connection with any other scandal. She rose to be the favourite due to her efforts to curb poverty and hunger. She had also initiated proposals to cut spending and increase taxes in order to combat recession, only to find the proposals get stuck in the Congress (due to dissent from her own party members, incidentally). Moreover, 'beautifying' of budgets is a standard feature of many governments, and has only been used in order to impeach her. However, the fact of the matter is that no impeachment will revive Brazil's failing economy. Rousseff being guilty or innocent would not make a difference in a political system that is rife with corruption. Brazil needs drastic change. Public debt is now at an alarming 70%, and at this rate the nation's economy will fail to sustain or recover. One in five of Brazilian youths is unemployed. Prices are on the rise. Trust in the democratic system is falling. Brazil today is hurtling toward a full-fledged economic crisis, and an enormous U-turn in terms of policy and politics needs to be made in order to avert it.

The Doon School 'Lit Fest'

Ananay Sethi

This year, the central theme of The Doon School Literary Festival, held on the 23rd of April was 'Regional Literature', and the main discussions in the panels were centered around various contemporary issues that trouble the world of regional literature.

The Headmaster, Dr. Peter McLaughlin opened the floor for discussion for the Literary Festival in the MPH by speaking about the various problems that regional literature faces as a minority as compared to the more conventional languages such as English. He also spoke about the necessity of preserving regional languages, for they not only contain knowledge of a dialect, but also contain knowledge about various other subjects. He was then joined by six authors from various regions of India to speak on the issues pertaining to regional literature. Mr. Shiv Kunal Verma, Dr. Jiten Thakur, Ms. Janice Pariat, Ms. Bijoya Sawian, Mr. Hridayesh Joshi and Dr. Jasvinder Kaur Bindra introduced the topic of regional literature to the audience on their own terms in the first panel discussion moderated by me. Each speaker spoke about his or her encounters with various modes and means of regional literature, providing various humorous anecdotes and insightful advice about why we must preserve our indigenous roots in the face of increasing globalization. The panelists then expressed their views on the issue of translating works of literature into various other languages, and how these translations are essential to spread the message of a particular piece of literature. After the first session comprising all six authors ended, the panel was divided into two groups.

The two panel discussions that took place in the evening were held in the MPH and the Kilachand Library, each breaking into more specific themes that were encompassed by the central theme. The discussion that took place in the MPH revolved around the issue of translating works and the problems that arise with translations. The discussion was titled "Works Lost in Translation", and Mr. Mohit Sinha (MHS) moderated the discussion. The second panel discussion, titled "The Impact of Regional Literature" took place in the Library and was moderated by Mrs. Priyanka Bhattacharya (PKB). It addressed the issue of the decline of literature in the vernacular over the past few centuries and the role played by regional literature in shaping regional cultures. The two discussions lasted for an hour and concluded with votes of thanks by members of the organising committee.

The last session of the day was a presentation by Mr. Shiv Kuna Verma, an Old Boy, on the Sino-Indian Conflict, 1962. During this presentation, Mr. Verma presented the boys with information about various battlefronts during the conflict, the myriad causes of the conflict and the impact that this conflict had on both nations. The session wrapped up the proceedings for the day as well as the Literary Festival, with just enough time left for members of the audience and DoscOs to get books signed by the respective authors. Both panelists, and students left having discussed the latent importance that regional literature holds in our lives, and how it is a part of our identity, no matter where we come from.

Interviews

The Doon School Weekly *recently interviewed the panel present at the Literary Festival*

Doon School Weekly (DSW): As the theme of this program has been, why has regional literature lost its significance today?

Jasvinder Bindra (JBA): Regional literature has completely lost its significance today. The main reason for this is English being on the top of worldwide markets. People studying regional languages don't get good jobs. If they get jobs by studying their regional languages, why would they leave their language? Although we are independent, somewhere we are still European. We prefer to be called followers of west instead of Indians. Until we are proud of our nationality, we will not be able to curb this problem. We prefer English over our regional languages. If we know a language we will use it. When Dr. Thakur was speaking in his regional language, everyone understood. We need views, not language to be understood.

The third reason is that people have stopped speaking their regional languages. If parents don't talk to their children in the regional language, how will the children learn? Let's take the example of Punjabi. There are many Sikh students in our college. Although language is not related to a religion, it belongs to a region, and yet they don't speak Punjabi. If we want to appreciate the Guru Granth Sahib, we should also know the language in which it was written. Students who apply for admissions say that despite hailing from a Punjabi family, they don't know the language. I tell them that its nothing to be proud of and they should feel ashamed.

Regional languages are losing their significance because of social media as well. We usually interact with each other, or express our concerns on social media in English. Thus, usage of vernacular is fast diminishing.

If we start looking for reasons, there will be no end of it. But I believe these are the most important ones.

Jiten Kumar (JKR): I said the same thing. For instance take Avtar Singh Pash, a Hindi and Punjabi poet. Avtar Singh was translated in Hindi a lot and half of the people don't understand that originally the poems were composed in Punjabi, not Hindi. Similarly, Vijay Tendulkar was a renowned Marathi writer but most people believe that he was a good Hindi writer. In English, you can take the example of Sarat Chandra who was Bengali by origin. That power awakes only if Mechanism is available to the likes of Dilip Kaur Tirvana, Kartar Singh and Amrita Pritam. Why do we translate only the award winning writers? First, remove the award winning writers. You are only acknowledged if you win an award. If your work is good there has to be a mechanism, and this mechanism can only be brought by the state, only by the government. No market will come and do this, no publisher will come and say, "Thakur Saheb has written something very well, we are publishing it here" or, "Madam hasn't written something very special but we are going to translate it here." No, the only way it gets translated is by the public's and the state's money. The film *Teesri Kasam* was made by Shailendra, he died in the process. He died of shock! This film was a flop in India, but overseas, it was a big hit. Look at *Devdas*, a film produced by Vimal Roy. If someone had made the film earlier, he would not have known that film existed. Take Pather Panchali for instance, people know him as a producer.

DSW: So it has come from the novels. But then isn't it good for the novels as the novels are getting more publicity?

JKR: It was not so earlier. Today, films are being more and more critically acclaimed. That is what I was saying.

Bijoya Sawian (BSN): I write in English because there are many writing in Khasi. I write to reach out to the North East and the rest of the country because they all know English. It's easier now, I find more translators if I'd written in English and even in the North East there are so many languages and our Hindi is not perfect and you know it, so English is a very practical language to express ourselves in to the rest of the tribes in North East and the rest of India and secondly, I may find translators with more alacrity. That's why I write in English. Not many people in the region know English. About 30% - 40% know English well; others just speak Khasi, they sing in Khasi, they think in Khasi.

Hridayesh Joshi (HJI): There is one thing very pellucid about this loss. You can't possibly generalise this. Look at Bengal, when there is a *Durga Pooja*, that time people go to buy stuff for it and in every basket you find a copy of the *Anand Bazaar Patrika* which is worth a hundred bucks. That issue is in Bengali and everyone buys it. The market for books written in Malyalam is also very large. So we can't generalise for all the languages.

DSW: But we have noticed many times that even though people know a language very well many choose not read, write or converse in it they feel comfortable only while speaking in English. What are your views on that?

Janice Pariat (JPT): I think then we'll have to look at the subject position. You are talking from a particular vantage point. It's not something you can generalize, because of the kind of shape that your life is taking when it comes to education. And at that route you have a particular path that you've trodden upon, you're more comfortable within a certain linguistic alignment.

BSN: Because you read to enjoy, and because of reading and enjoying these books, our lives have become very different, almost globalized. But I'm sure there are people who read in Hindi, for instance, my son reads a Hindi newspaper every day, paying more attention to it than he does to an English paper, and so does my husband. This is because they both know excellent hindi, whereas I immediately read the English one, simply because I don't understand hindi that well. So, it actually depends on your comfort level.

JKR: Why should a Bengali, Khasi or Marathi learn English or Hindi and not their language? You expect everyone to learn English. Why should they not learn the other language?

JPT: I think that there should be a Universal literature. It is problematic that when it is in English we call it literature and when it is in any other language it is regional literature. The process of colonisation has never been stopped. It happens in many insidious ways even after we have apparently gained freedom. It is replaced by other colonial techniques.

JKR: The simple reason is that English has money. If I am a reporter today and I need material for my research, it is easily available in English. Like my fellow panellists said, if I work in English I get more attention. If I write in Hindi or other languages, publishers will not put effort in that. They are not serious about it. When Mr. Ram Chandra Guha wrote the biography of Elwin, he says that he wrote it thrice. His editor gave him the tiring work of writing it thrice. If it had been in Hindi he would have not paid so much heed to it. This is because of power, position and money of English. Until that much money is put into regional languages nothing will be done.

Prejudice?

Is there prejudice towards students of the Humanities stream of higher education?

Point

Aryan Chhabra

Glancing at the topic, one would probably expect a rant by 'Art' students on how they face stigma from the quintessential Indian for their choice of subjects and plead others to let them be. So for those who expected the aforementioned response, I apologise at the very outset because while I will cover those topics, what this piece delves into is something deeper. Like many other articles, this one will talk about the prejudice that 'Arts' student face. However, unlike them this piece will aim to discuss the possible reasons behind such an assertion and why the prejudice is not simply a subject of light hearted entertainment but a reality that one lives and endures.

To give a brief introduction, the Indian education system typically offers three streams for higher education: Sciences, Commerce and Arts. According to societal norms, the brighter students are expected to take Science or Commerce and the weaker generally take up 'Arts' as an 'easy way out'. The reason for such a choice is that most parents and students see the Sciences as a promising option and 'Arts' is left for the non academic student. Conventions have put 'Arts' in a bad light because when the stream was first established the chances of a student getting employment were as high as meat in a vegetarian's mouth. Since then, the bias has invariably been against 'Arts'. Indeed, in a study it was found that as high as 65 per cent of parents were uncomfortable with their children taking 'Arts'. Furthermore, Science students feel that the amount of challenge or long hours of study required in their stream is not required in Humanities. The view that one can slack throughout the year in Humanities, study a few days before exam and yet get good marks is what most students hold. As a result, students of other streams have a sense of superiority over 'Arts' stream which results in prejudice.

However, the reason behind such an assertion goes beyond the scope of general conventions. In India, financial success is valued more than a happy life, with 58% of the parents stating the same. Therefore, with the onset of the recent technological developments, India has received a surge in the number of Science students. What that has also resulted in is the diminishing numbers in 'Arts', because people believe that Sciences open more avenues that ultimately fulfil this 'financial stability' criteria. Thus, they prefer pushing their children to take up the Science stream, further begrudging an already maligned stream.

So do 'Arts' students face prejudice? The answer, as you have probably concluded while reading this article, is a resounding yes! Not only because of the attitude of some of the parents' towards it or the scope that people think it has in India, but also because of the sheer superiority that other streams tend to display over the so called 'vella' stream we all know as 'Arts'.

Counterpoint

Nehansh Saxena

Before I begin, allow me to explain that it is not just another showdown between an ISC Science student and a Humanities student; it is an elucidation to eradicate the strange notion called 'prejudice' a Humanities student claims himself to be subjected to.

Be it Economics, Political Science, Law, History, or even Geography, they all determine the advancement of Science. Most Humanities' students, unlike Sciences' students, truly end up in careers that hold them in positions of great respect. Moreover, it is also idiosyncratic of the Indian society that the living room turns into a parliament and frictions up heated argument over politics whenever there are guests, visitors or even friends that have come over. Similar can be the case in a random encounter with an *autovallab* in Delhi; if asked, he can go on endlessly, covering topics ranging from the country's current political mood to the economical model of the autos. In short, our country is one where every single person has a part to play in Humanities in general. These subjects are so generic to the regular lives of people, that one cannot live without them. In fact, if someone is oblivious of happenings in this field, it is considered to be reprehensible.

Bias against Humanities' students is something that is only limited to their own preconceived notion of 'neighbourhood aunties', judging them on their subject choices. Further, it only limits to schools. They fail to see the bigger picture. Today, when Kanhaiya Kumar, a Humanities' student at JNU, gives a speech, people listen with rapt attention. If Humanities was so highly detested, would the media have been producing the fiery journalists as it does today? Would anybody have cared about the changing tides of the economy of our country?

It must be clear by now that I for myself am not a believer of this notion, even though the question at the top of this page has already steered port-side as my counterpart (conveniently) holds the tiller of this imagined ship of prejudice in his hand. The very question is one that has incited the idea of prejudice of students by classifying them as 'Humanities' students. Aren't they just students, notwithstanding their interests in 'Sciences' or 'Humanities'? In the gravity of the heaving Indian students who have taken up Sciences, the students having taken up Humanities subjects nowadays provide a cool and also wiser respite from the stereotypical outlook to earn a 'technical degree'. It is not for nought that several students are aspiring for the top colleges in the nation that offer only degrees in Humanities, like the SRCC or St. Stephen's. Gone are the days of the 1990s and early 2000s when the sole aim of each child was to take up Sciences, in order to reach an IIT, followed by an IIM, and then nothing else to be asked for in life. Minds have been unclogged off the misconceptions which were viewed to be as goals for a perfect life. As for myself, I only see the deference for such students growing in the recent years, considering their growing sway and say in the world.

Rudraprayag

Rahul Bhagchandani writes on the recently conducted

Round Square Social Service Project in Rudraprayag

Just when everyone else in School was preparing for their midterm, we had already received delegates for the Round Square Service Project to be held in Rudraprayag. A total of 10 schools participated in the project with over 65 delegates. The primary aim of the project was to complete the construction of The Takshashila Public School that was completely destroyed due to the havoc wreaked by the Uttarakhand flash floods in 2013. The School has been working on the Takshashila school site since the past three years.

We reached Rudraprayag on the 26th of March and settled ourselves in our guesthouses. This was followed by a brief ice-breaking session. The next day we left for the school site and started working on the unfinished task. Students were allocated different areas of work. It was fascinating to see how people who didn't even know each other till a day ago were now working together as a team in full force. No one complained about how hot it was out there or how heavy the rocks were. Everyone was just busy contributing in whichever way he or she could.

We made considerable progress, working non-stop for three days. On the fourth day we left for Chandrashila, from where we headed to Tungnath, the highest Shiva temple in the world. Zero visibility at certain places, accompanied by thunderstorms and snowfall made the trek truly surreal and the best I've experienced. We also trekked to Deoria Tal the next day - a captivating lake surrounded by thick mountain forests with snow-covered mountains as backdrop.

The delegates were to return to the work site the following day to give some finishing touches. The levelling was completed and the classrooms were elegantly decorated with murals and charts. The nature of the work had been quite strenuous and everyone was content that their efforts had eventually paid off as they marvelled at the two-storied school building overlooking river Mandakini. All that was left now was the inauguration of the school. The inaugural day was made special by the students of the Takshashila Public School who staged some great cultural performances to showcase their talent. The school was finally inaugurated by the Headmaster and Mr. Mohan Chandra Joshi.

The project instilled in us the Round Square Ideals of Service and Adventure in their true essence and it was an enriching experience for all of us.

|Junior Poetry|

Swish

Vir Bhatia

Just five minutes left to go,
to run and jump and shout and throw.
The perpetual sound of the coach's yells,
To the five men running straight through hell.

The enemy keeps pressing,
Skilful, impressing.
The salty sweat trickles down our faces,
The cards have been dealt and we drew no aces.

Along and across the war zone we run,
We were no longer playing for fun.
We hit the board and hit the rim,
The damn ball would just not go in.

Knees bent, arms up, that's what we're told,
But losing was now getting old.
With one last trick stuffed up our sleeve,
We simply would have to believe.

A nod from the coach from the captain a wink.
Now he couldn't afford to think.
He drew the play inside his head
And put all other thoughts to bed.

Across the court he ran and ran,
With one last jerk he faked his man.
But alas, he mustn't be selfish.
The pass, the shot, the blessed noise;
Swish!

Night

Siddharth Gupta

The night was cold and dark,
I had given up,
Lost all hope.

I was withering in the dark,
Living in the past,
Hating every moment,
And wavering from my path.

But, then came the light,
The darkness was withdrawn
It was the breaking of dawn.
The light guided me,
Took me back to life,
Instilled a fiery will within me,
Numbed, all the sadness.

I was radiant and healed.
The path shone before me,
And I was set to take on my life.

The Week Gone By

CC Chengappa

Most notably, this week was marked by the end of Physical Training. The main field was cleared up for what was to be the last PT competition for a certain section of the student union. The Headmaster was also present to witness his last ever PT competition at School, and I hope we did him proud. After all, he is one of the few individuals who has been at the helm when it comes to keeping such a tradition alive in our School, something that we as a community are proud to have maintained. As for the Sc form, it has been a great 5 years of donning the PT vest, and we will definitely not miss waking up early in the morning.

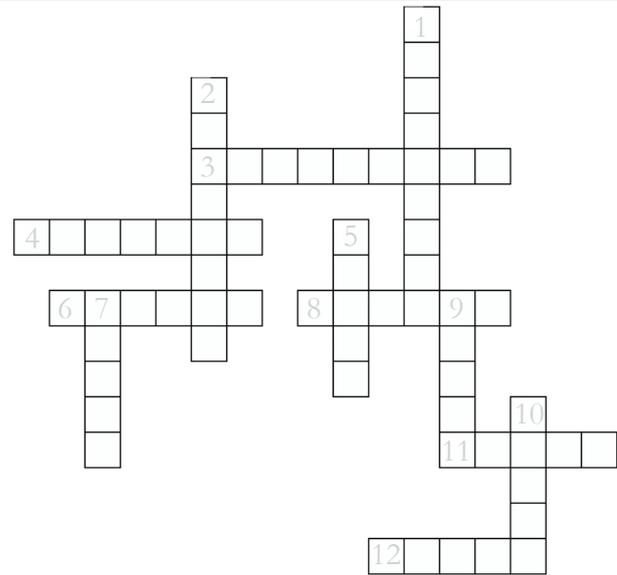
Our attempts at socializing were delayed by a week to allow teachers to give advice on how to future-proof our careers. The delay was not well received by several aspiring individuals who have pinned all their hopes of hitting it off well with the opposite sex on the upcoming socials. Large amounts of oil and gel are being hoarded, to be used during the final preparation hours. One can only hope that there are no slips between the cup and the lip this time, and that Sunday night proves to be eventful.

Last week School was bombarded by a series of activities that tested us both mentally and physically, especially major School events that took place in the span of just a few days. The DS Literary Festival that took place witnessed a number of eminent authors talk about their literary works and throw light on different forms of regional literature. Sunday morning was taken up by the Terry Fox run which saw the main field livened up by a mass of white shirts from several visiting schools around Dehradun. As for the Environment Conference, Earth Day was used as a medium for delegates to take part in extensive discussions and debates related to global warming and other pressing issues.

Given the hectic nature of the term, one almost wishes that there was some truth in the rumour that exams might be called off this term. Whatever the decision may be, we are always up for a challenge and have previously overcome multiple school events in shorter periods of time. Ultimately, we do vouch for a great term ahead.

Crossword

World Leaders



Note: All names referred to in the crossword are to their surnames.

Across

3. This PM who gave the famous speech 'Now we are the masters of our fate' was phobic to public speaking
4. Louis XVI belonged to this dynasty
6. This pseudonym of a communistic dictator literally means 'Man of Steel'
8. 'The Red Sari' is a biography of this female politician
11. Julius Caesar's first name
12. Francisco Franco, a fascist dictator, took over this country after a civil war

Down

1. This Spanish king funded Christopher Columbus's expedition
2. Queen Elizabeth II overtook this British monarch as the longest-reigning
5. The most followed world leader on Twitter
7. The American Presidential race candidate to have a star in the Walk of Fame
9. He built the famous Terracota Army
10. The only American President to have resigned from office

Answers to This Week's Crossword	
Across	Down
1. Gaius	9. Huang
8. Gandhi	7. Trump
6. Stalin	5. Obama
4. Bourbon	2. Victoria
3. Churchill	1. Ferdinand
12. Spain	10. Nixon

Source: <http://worksheets.theteacherscorner.net/make-your-own/crossword/>

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