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The Athlete's Heel

Atrey Bhargava analyses India's performance at the Rio Olympics.

Before talking about India's dismal performance at the Rio Olympics, I would like to appreciate the efforts put in by all athletes, their coaches and support teams who represented the tricolour and made all of us proud.

In no way am I trying to undermine the efforts of the athletes; however, I want to address the raging question of why India still has a medal tally lesser than many nations with less than a twentieth of its population. There is no one answer to this question; however, there are a multitude of factors which have contributed to our country's poor show.

The first reason talks about problems relating to infrastructure. Sadly, it is up to the public to arrange training facilities for itself, unlike other nations, which invest huge amounts of resources to train athletes for such competitions. Though some of us can afford that level of intensive training (like Abhinav Bindra, who did his own training), 99% of the Indian population can't. When athletes find it difficult to make two ends meet - training, and developing their own personalised equipment becomes a far-fetched dream. On the other hand, the infrastructure, opportunity and exposure to sports in other countries is such that sportspersons are able to develop better skills. Take for example the case of Hyderabad. Most of our badminton players come from that city because the infrastructure and the facilities there are one of the best in the world. Seeing P.V Sindhu, Kidambi Srikant and Saina Nehwal, one can only say that if a single city can produce so many World Champions, the entire country will have no dearth of winners if opportunities are provided to the general public. Many analysts have opined that low medal count can arise both because a country has very few people or because very few of its people effectively participate in sports. Obviously, the Indian scenario is a case of the latter.

Another problem relates to either too much or too little interference by the Government. Problems like nepotism, corruption and misdirection of funds allotted by the Government for the training of its sportspersons needs to be avoided. There have been not one, but many instances where the Government has been partial and careless in its approach towards the preparation of an event of such magnitude. Be it the Narsingh Yadav - Sushil Kumar controversy, or the deeming of Karmakar's physician as a surplus to the Olympic contingent, the attitude of the Indian Government smacks of apathy and criminal neglect of its sportspersons.

The third, and perhaps the most important reason delves into the Indian mentality and its obsession with academic-oriented careers - except when it comes to cricket. Talking about the former, the Indian polity is bent on conventional careers like those in engineering, medicine or management. Even though we want to see our athletes win at the Olympics, we as individuals would not embrace a career in sports, because it is too "risky". Only recently, I was looking at sports in China and was amazed to see the rigour with which children as young as three or four were participating in sports. More importantly, the country's sports infrastructure was extremely well equipped to provide the best conditions and support to budding sportspersons. This is not just because the government provides such opportunities, but more so because the Chinese are willing to invest in sport as a profession. India needs a paradigm shift in its way of thinking if it wants to showcase its true potential.

The other problem with the Indian mindset is its obsession with cricket. It is shameful to see crores of

(Contd. on Page 4)



Regulars

Counter-Drives

The School participated in the **All India IPSC Table Tennis Championship, 2016** held at Pestle Weed College, Dehradun. The results are as follows:

In the **Under-14** and **Under-17** categories, the school reached the **semi-finals**.

In the **Under-19** category, the team comprising Ishan Jhavar, Kanav Agarwal, Vineet Puri, Shreshth Mehra and Krishna Goyal stood **Runners-up**.

Kanav Agarwal, Ishan Jhavar, Vineet Puri, Anuman Goel and Raghav Saboo selected to represent the **IPSC Team** at the **SGFI National Games**.

Congratulations!

Racqueteters

The School participated in a **Triangular Squash Fixture** with **The Lawrence School, Sanawar** and **Welham Boys' School, Dehradun**. The results are as follows:

In the **Under-17** and **Under-19** categories, the School was ranked **first**. In the **Under-14** category, the School secured the **third** position.

In the **Under-19 individual** category, Mayank Sojatia was declared the **winner**, while Rishi Raj Deva was the **runner-up**. Eshaan Bhardwaj stood **third** in the **Under-17** category and Raghav Goyal was adjudged **runner-up** in the **Under-14** category.

Well done!

The Donnishman

Ishaan Kapoor has been awarded the **Scholar's Blazer**.

Kudos!

"It is the mark of an educated mind to be able to entertain a thought without accepting it."
- Aristotle

The Cavaliers

The School participated in the **Dehradun District Youth Under-16 Basketball Championship**. A total of eighteen teams participated in the competition. The team reached the **finals** where they **lost** by a close margin to **Army School, Clement Town**.

Well tried!

Ace!

The **School Tennis Team** participated in the **Dehradun District Tennis Tournament**. The results are as follows:

Yash Nagdev was the **winner** of the **Under-14** category.

Yash Nagdev and Avyukt Kochar were ranked **third** in the **Under-14 doubles** category.

Harshit Bansal and Viksit Verma won the **Under-16 Doubles** category.

Rishank Kala and Viksit Verma reached the **quarter finals** in the **Men's** category.

Well done!

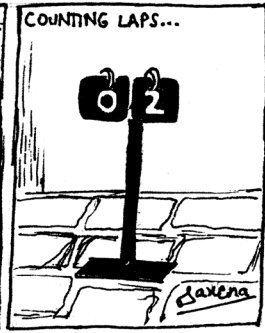
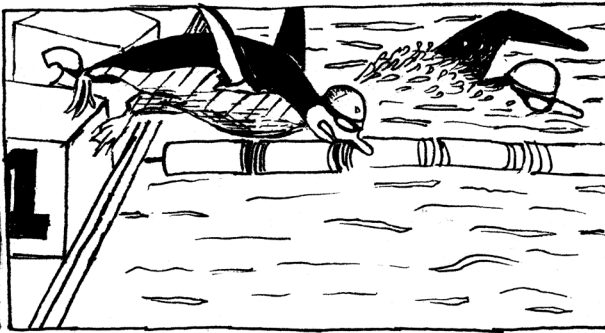
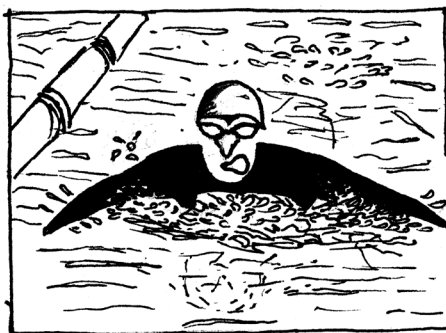
Around the World in 80 Words

Colombia's government has reached a deal to end more than 50 years of conflict with the largest rebel group in the country. A fatal bombing at the Abs Hospital in northern Yemen killed nineteen and injured dozens of people. France recently banned 'burqinis' as it believes that the swimming wear signifies sexist oppression. An earthquake measuring 6.4 killed as many as 247 people in Italy. The Royal Canadian Mounted Police is to allow its female Muslim officers to wear hijabs.

Dosco Doodle

Counting Laps...

Nebansh Saxena



A Vocal Start

The Weekly recently interviewed Ms Jayanti Chatterjee, the new Head of Communications in school.

The Doon School Weekly (DSW): Tell us a bit about your early life and schooling.

Ms Jayanti Chatterjee (JCT): I was born in Calcutta and studied at Loreto House. I had a short stint at the Cathedral and John Connon School during my primary years (when my father was posted in Bombay) and then returned to Loreto House to complete my ICSE. I did my ISC at La Martiniere and finished my BA in English at Loreto College. Thereafter I did my B. Ed and started teaching. I was very fortunate to have Irish nuns as my teachers in almost all my subjects at school - they were superb mentors. From teaching I moved to the corporate world of hospitality with the Oberoi Group and Hyatt International, followed by a stint with a Dutch retail company "SPAR" before joining The Doon School. I am a specialist in Corporate and Integrated Marketing Communications.

DSW: What brings you to Doon? What, in your opinion, sets Doon apart from other schools in the country?

JCT: The Doon School has a great legacy of education, in a holistic sense – it provides boys with experiences in academics, sports, extracurricular activities and social service - an integrated and universal approach that is really significant for the all-round development of boys in today's global world. While this has been the case for generations of students who have passed through the portals of Doon, it has never been more important. I'm not sure how many schools can provide these vast opportunities to their students.

DSW: What do you expect to gain from your time at Doon?

JCT: I'd like to invert my answer to this question in that not so much as "gain" but rather to what I can "contribute". I have had the good fortune of working with exceptional companies over the past twenty years and I would like to put that experience to good use for The Doon School. I would be delighted to mentor boys who might like to understand the "communications" function better as it is an oft misunderstood and loosely used term.

DSW: On a lighter note, how do you rate the food served in the CDH?

JCT: I'm a serious foodie due to my days in hospitality and I love pan-Asian, Greek, Mexican and Italian cuisines! As boarding school food goes, I would say it's pretty good, but I would personally love to see a little more variety, simply because I have an adventurous

palate. However, I know that it is difficult to cater to the likes and dislikes of large numbers so I appreciate the efforts of the mess committee. In my next life I am going to be a chef!

DSW: Given a choice, which house would you like to be a part of and why?

JCT: I think I would like to be a part of Oberoi House as my association with the Oberoi Group goes back a long way. I learnt the fundamentals of my skills from them – not just about communicating in all its multifarious forms but also about aesthetics, details, quality, high standards, the importance of processes, integration and interaction and above all, never accepting mediocrity. It was a strong foundation indeed, for which I am very grateful because it has made me the professional that I am today.

A New Equation

The Weekly recently interviewed Mr Sunil Kumar, the new Mathematics master in school.

The Doon School Weekly (DSW): What inspired you to choose teaching as a profession?

Mr. Sunil Kumar (SKR): Right from the beginning I liked teaching my fellow classmates. After graduation I started preparing for the UPSC Examination. Simultaneously I started teaching in some coaching institutes. It was there I realized I had the potential to become a teacher. Once I had tried my hand at cracking the Civil Services Exam, I thought that maybe teaching would be a better opportunity, especially since I had enjoyed teaching right from the beginning. Hence, this is why I chose this profession.

DSW: What brought you to the Doon School?

SKR: I had heard a lot about the Doon School. Even in Delhi, I had heard about it through the ex-Doscos who I used to teach. I wanted to get an experience of a boarding school; I had not taught in a boarding school before. Hence, when I got the call I thought it would be a good opportunity and I came.

DSW: According to you, what differentiates our School from others?

SKR: Most schools focus mainly on academics and not on extra-curricular activities. The Doon School works on the all-round development of the child. Just studying is not enough, the child should learn life skills, and the child should learn how to survive: this is the most important part of the all-round development of any individual. The Doon School is working towards this in a better manner, and that is what I think is so unique about this School.

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rupees being poured in for cricketing events when other sports can barely keep their heads above the water. Nonetheless, there have been efforts to change this mentality. The Indian football, badminton and kabaddi leagues are supported by many cricketers who want to see their country do well in more than just one or two sports. We will only be able to have a firm footing at the Olympics when facilities for other sports are placed at the grassroots level.

Some critics say that another problem with Indians is that their food is really unhealthy and their diet puts them at a disadvantage against other nations when it comes to nutritional value. I would agree to a certain extent but would worry about these problems only when the aforementioned problems have been negated. It is only when our Government starts to encourage a change in the thinking of the Indians by creating facilities and supporting its athletes will our nation become successful in these events. I have no doubt that if we have a level playing field with the rest of the world, we can start competing with other countries at a much higher level and improve our position in the world, not just in the Olympics, but in all other sporting events as well.

Rethinking Sycophancy

Aryan Chhabra offers an alternative view on the issue of *sycophancy in School*.

The second term of School is a time when we see a lot of ambitious DoscOs changing their attitudes to suit their aspirations. It is also a time when the word 'sycophancy' is often used interchangeably with the word 'courtesy', especially in S form. Hence, like so many articles before this one, this article too will talk about the grave issue of sycophancy. However, unlike previous articles, this article will not talk about the harmful effects of sycophancy. Instead, it will discuss the blurred line that exists between sycophancy and genuinely good behaviour. Furthermore, it will also talk about the far reaching impact that this issue has had as far as the Dosco community is concerned.

Last year, there was a rather frank talk given to the School community about sycophancy and its evil effects. While the talk did garner applause, a situation emerged where even an informal talk with a teacher was thought of as *lending*. Thus, realising what implications a little talk could have on his reputation, a Dosco began to refrain from talking to teachers because he was fearful of being called a sycophant. Moreover, a few DoscOs went to the extent of misbehaving in class and creating a ruckus just to establish in front of their fellow DoscOs that they were anything but sycophants. Gradually the level of decent behaviour became so low that anyone showing even basic courtesy and respect towards a teacher was labelled a *lend*. Consequently, the attitude of the community in general towards masters became impolite and sometimes downright rude. I agree that there are always exceptions to the norm, including this one. However, the fact that we still eye with suspicion a student who praises a teacher while others are undermining him/her, or a boy who follows instructions without questions instead of arguing against them, shows that a problem still exists.

Apart from all this, another impact that this has had on DoscOs is that they refrain from praising School's virtues while being overly critical of its shortcomings and imperfections. I agree that the School has its flaws and it is important that we address them. However, that does not mean that we do that at the expense of the School's strengths or use that as an excuse to ignore its plus points. Let me be clear that I am not asking people to declare their School spirit and their love of School by ignoring every bad thing the School says or does. Asking people to do that would be akin to forcing people to say 'Bharat Mata Ki Jai' to show their love for the country. All I ask of you as part of this community is to give appreciation where it is due and criticism where necessary. Globally speaking, the term pro-establishment has acquired a negative connotation in recent times, be it in Chandbagh or in the United States, where a lot of Americans have developed hatred for the establishment (i.e. the political class) due to political populism, and thanks to Donald Trump that feeling shows no signs of changing.

Like any other problem that ails society, this is one that needs to be addressed and solved and the only way of solving it probably by changing the mind-set of the people. While writing this, I would be lying if I told you that I myself had no thoughts of being labelled a *lend*. But that is exactly where the problem lies. At the expense of making this sound like a rant, it is important that we stop using this term as loosely as it has been used and start using it for the people who are genuinely at fault. Under no circumstances should our views and opinions be at the cost of those who have genuine love and appreciation for their masters and School.

(Contd. from Page 3)

DSW: Tell us a little about yourself, especially your interests and hobbies.

SKR: Besides teaching mathematics, I am involved in history and I like reading books on the subject. I also have read a lot about religious philosophy. I can say with confidence that reading is a hobby of mine. I also like travelling. I like to visit and explore new places, so every year at least twice or thrice I go and explore new places. Until college, I played football. After that, once I entered teaching, it became really difficult for me to continue playing any sport.

DSW: After your initial five weeks of teaching at School, what are the areas you think could do with some changes?

SKR: There are two or three things I would like to mention here. Firstly - the classroom adjustment. The classes need to be designed in a way that allows the teacher to teach better. Secondly, students should explore more; they should look for real-life example of what they learn in class, and not just answer questions. However, think I will be better able to answer this question once I have spent more time in School.

| Creative |

The Only Answer

Aayush Chowdhry

'Love is the only answer.' We have heard this statement over and over again. But is it? If yes: is it *really* the only answer? While most people I have talked to feel that that love is in fact the only answer to some untractable problem, I had this rather interesting conversation with another fellow Doon School veteran. I used to consider myself a pessimist, but his views on love were so dark and sullen that after that conversation I felt like quite the Panglossian figure.

I had gone to visit him upon hearing that he was in the neighbourhood. The atmosphere was fairly jocund to begin with, but as is the case with Doscocs catching up after any given interval of time, the conversation inevitably turned towards the 'good old days' track. I could clearly make out the repent in his eyes while he talked about School, though I chose to ignore it. After a couple of drinks he became overwhelmed and teary-eyed. I asked what the matter was, and he started rambling on about how he didn't know the repercussions of something he did while in still School. I didn't understand all the banter on missed opportunities and regrets. I think he sensed my perplexity and said, "Let me explain. You see by the end of my S-Form in School I had become quite

popular, both in and out of School. I went for this inter-school debate and started getting all kinds of texts. I would be lying if I said I didn't know then what was happening, but I decided to let it happen anyway; I guess a part of me wanted to. Even though I was in long standing relationship back home, one thing led to another and...and..." He broke into a sob and I just stared at him with utter amazement. In the midst of his tears he cried, "Was I a monster? Is it even possible to love two people equally?"

I didn't say anything at all. I just poured him another drink and handed it to him. Teary-eyed, he apologised for ruining the evening. Later, after he calmed down he explained, "The inner turmoil within, while all this was happening was enough to have an adverse effect on my performance in School. I was so consumed by the problem that I practically ruined my School life. Trust me when I tell you this: LOVE RUINS YOU! Never let love get in the way, it is tempting, I know but it WILL ruin you. This isn't the worst part though, because no relationship can last forever; the love that kept you going even though you were ruined will also go away and you'll just be left there sad, solitary and helpless." I chose to argue a little as my experiences were more positive. But I also didn't want to over-step and so I let him say what he wanted to without much argument. Giving up, I told him that I had to leave and that both of us should do this again sometime. He stood up and just as he was saying farewell he said, "I just have one question for you my friend; please tell me how this fragile devastated part of me gets back up on his feet after love happened, after life happened?"

He left me with that question. My experiences were completely different from his. Love hadn't devastated me, I had a girlfriend in School and I was just fine. In fact, I was happier. I couldn't help but think what the answer to his question could be. And then it came to me, just like a revelation! And I had to let him know the answer! Snatching my shoes from the drawer I opened the door and went out into the biting cold. He had already left for the railway station. I didn't even realize when or how I reached the rail track. Shoving and pushing, I reached the board only to know he was all the way on the other side of the station. Speeding past all the people and bumping into abuses, I scrambled towards his train; only to see him seated and ready to leave. I patted myself for a pen and grabbed the first piece of paper I could find. I quickly scribbled the answer on it and whistled. As he looked up he caught a glimpse of the paper just as the train began to leave. I hope he read the words I had scribbled: To your question, finding true love is the only answer.

The Week Gone By

CC Chengappa

Writing about an uneventful week wasn't something I was looking forward to, especially since the more interesting Roving Eye was scrapped due to reasons known only to a select few! Certain stories regarding the DSMUN shall remain untold, and I guess for valid reasons! In the absence of more interesting stories, I shall humbly report on the mundane things that took place in School.

First and foremost, the masters were seen welcoming Mr. and Mrs. Raggett along with masters and their spouses who have joined School this term. We wish them all a fruitful tenure, and we certainly hope that the drab environment of the MPH did not create an overall impression on any new master. From what we've heard, the food was more or less the same as that served in the CDH, albeit in finer crockery, but the beverages were certainly much different from what anyone is used to being served in School. As for the boys, they were simply relieved at getting some time to themselves in the house, especially after the barrage of tutors that have been seen taking rounds in the houses.

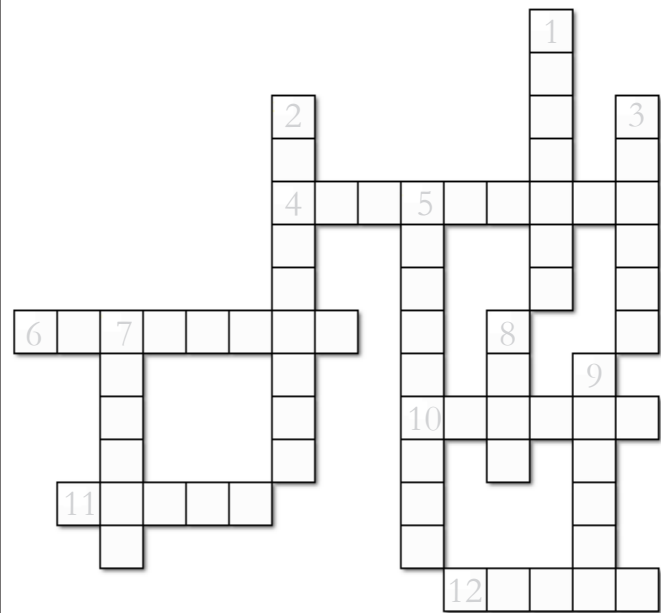
News has just come in that the Inter house football competition will begin next week. It has definitely taken everyone by surprise, especially due to the immense lack of preparation owing to the decision to suspend house games for this term. As a result, all captains have been advised to prepare for the worst and hope that all goes according to whatever plans they have made. Let us hope that the last football competition that some of us are taking part in turns out to be the best and not the other way round.

Another weekend, another massacre. We still don't know whether our teachers are at the receiving end of fatigue or the boys. But the relief that one gets after walking out of the Multi Purpose Hall is truly a different feeling altogether. Let's hope our D formers do not succumb to any last minute heart attacks next week when they take on the faculty right before trials begin.

For those of us with vested interests, Socials seems to be round the corner and frequent chances to go for private outings have not completely satisfied our Sc formers. The dates haven't been fixed yet but we do hope to see a surge in the usage of perfume in the next few days, as will be evident with the various smells wafting through our house corridors in the evenings. Meanwhile, the rain continues to pour down at Chandbagh, and life goes on.

Crossword

Literature



Note: All answers related to persons in this crossword refer to their surnames.

Across

4. Author of The Divine Comedy.
6. Name of Jon Snow's sword.
10. "Return the ring to _____".
11. The current Poet Laureate of the United Kingdom.
12. The first Jamaican writer to be awarded the Man Booker Prize.

Down

1. 'Mark Twain' was the pseudonym used by this author
2. The longest poem ever written.
3. Agatha Christie's famous hero.
5. The first epic ever written.
7. Harry Potter's first broom (First Name).
8. Author of The Communist Manifesto.
9. JK Rowling's first name.

Answers to This Week's Crossword	
Across	Down
4. Alighieri	1. Clemens
6. Longclaw	2. Shahnameh
10. Mordor	3. Potor
11. Duffy	5. Gilgamesh
12. James	7. Nimbus
	8. Marx
	9. Joane

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