

Established in 1936



The Doon School WEEKLY

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'The Blue Star Man'

Mr Amarnath Dar, a former master, remembers former Headmaster Mr Gulab Ramchandani, who recently passed away.

Within the heavens dwell several distinguished Doscos and ex-faculty with them, including some of Doon's illustrious headmasters. They must all rejoice celebrating Golden Nights with much fervour, talking about the mid-term breaks and the lifelong memories made in this wonderful school. Right now, they are all ready to welcome Gulab, after my daughter informed me that, "Mr Ramchandani passed away this morning."

The latest stalwart of Doon to wrap up his innings is Mr Gulab Ramchandani, who was the first Old Boy and Tata House Warrior to head his alma mater, and perhaps the first non-academic (being from the corporate sector) to lead a school of eminence in our country. Prior to leading Doon, he was the executive director of Blue Star and had already been on the IPSS Board of Governors for some years offering financial inputs. Both his sons, Vivek and Vijit, studied in Jaipur House.

In their life, every school has its ups and downs – and so has Doon. In their wisdom, the Board invited Gulab to take over the reins of the School at a time of financial difficulty, his aim being to turn things around for the better. This he did successfully, and adopted a memorable style of working that is known to this day. The Headmaster would agree: different Heads do have their own styles, don't they?

To begin with, we members of the faculty were quite amused with the choice of a man from the corporate world invading the academic world, and there were many doubts at the outset.

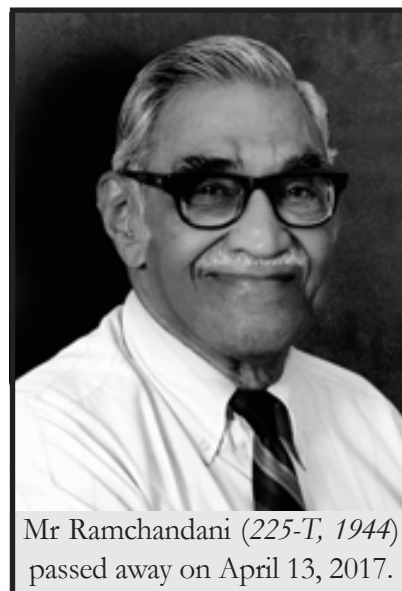
But before actually beginning his tenure as Headmaster, he had attended the annual Headmasters' Conference in Sandur and had also visited some schools in the UK. In his very first meeting with the Housemasters, he shared his experience of how Senior Heads of public schools had patronised him – being a 'new head' – and rendered their advice. Often, people don't realise that Doon has an ethos different from others – one that is neither British nor Indian but an organic, human blend from the very beginning. Gulab understood this clearly, and did not seek to impose his own notions without first understanding the School. This won him his first plaudits as a leader.

About his English *yatra*, he certainly admired the democratic structure of Doon with its Weekly and the School Council: it became clear to him that Doon valued human dignity and trust in its people unlike most schools across the country.

As time went by, we surely found that Gulab had his distinct agenda, his demeanour and his lifestyle. There was no doubt, however, that he possessed a deep attachment to the school: as a student, governor, parent and then Headmaster. We were slightly amused that he had installed an A/C in his study (unlike the boys who had to 'rough it out'). But then, wasn't he the 'Blue Star man', we thought? Nonetheless, he was received warmly.

Interestingly, Gulab had been my father's student soon after the school first opened. Coincidentally, I went on to teach his two sons, and a little later he became my Headmaster. It turned out to be a rewarding association. From him I slowly learnt promptness and clarity of response and also a sense of accountability. We, the faculty, had to do more than academics and pastoral care as we needed to train ourselves to plan

(Contd. on Page 3)



Mr Ramchandani (225-T, 1944) passed away on April 13, 2017.



Regulars

The Apex Scholar

Omar Chishti has been elected the **Secretary** of the **Student Study Council**.

Congratulations!

Three Goals Down

The **School Hockey Team** played a match against the **Forest Research Institute of India**. The teams drew with a score of **3-3**. Ajatshatru Singh scored **two goals**, while Udayveer Sekhon scored **one goal**.

Well done!

This Week in History

121 CE: Marcus Aurelius, the 16th Roman Emperor and philosopher, is born.

753 CE: The city of Rome was founded.

1526 CE: Mughal Emperor Babur defeats the army of Ibrahim Lodhi, starting his conquest of India.

1770 CE: Captain James Cook discovers the continent of Australia

1875 CE: The game 'snooker' is invented by Sir Neville Chamberlain.

1940 CE: The first electron microscope is demonstrated.

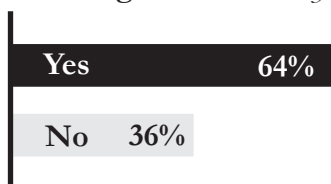
Literary Challenge

To identify and encourage creativity and writing across the School Community, the Editorial Board is pleased to announce **The Doon School Weekly Creative Writing Contest**. Open to all forms, the Board will entertain the submission of short stories, poetry or any creative prose by **May 1st, 2017**. The **winning** and **runner-up submissions** will be published as Special Releases of the Weekly and their authors will receive an **undisclosed prize**.

Good luck!

Opinion oll

Would you like to see some changes to the design of the *Weekly*?



(426 members of the School community were polled)

Seek not the favour of the multitude, seek the testimony of a few.
- Immanuel Kant

UNQUOTABLE QUOTES

Why do you want to waste page?

Dilip Maurya, environmentalist.

Anushka Sharma is producing a one movie.

Abhyudaye Gupta, a dedicated fan.

He is a sporty.

ADN, laying the groundwork.

I didn't did him anything

Chitranshu Purohit, guilty.

He have braken my friendship.

Aarnav Bahl, heartbroken.

Did he did it?

Rishin Khandelwal, investigates.

It is your become habit.

MKS, to correct your English.

I am better to your English.

Sudhir Chowdhary, evidently.

Around the World in 80 Words

Colleges in Kashmir remained closed for two consecutive days following local protests. The Supreme Court passed a directive to continue the trial against BJP leaders involved in the Babri Masjid controversy. China renamed six towns in Arunachal Pradesh and increased tensions with India. NASA reported that a large asteroid passed close to the Earth. Real Madrid defeated Bayern Munich with an aggregate of 6-3 in the Champions League. The Kolkata Knight Riders were placed first in the Indian Premier League.

Dosco Doodle

Atlas Shrugged
Pratham Bansal



(Contd. from Page 1)

and handle various responsibilities.

But for himself, I cannot forget some roles that Gulab performed on the school stage for the staff entertainment. He was very sporting, and played his tennis with skill and hockey with enthusiasm.

On discipline, he was both a firm hand but had a great sense of humour to affairs. Once, when he found out that two boys had 'busted' from the school, he arrived at my residence at around 9:00 pm with his red-bucket flashlight to look for them. We drove up to Rajpur to the house of one boy's grandmother. No sign! We then went to the Police Superintendent's house to track the naughty pair down from Dehradun to Delhi. No sign! We were back in Chandbagh by 2:00 am. Incredulously the next day, Gulab arrived at around 9:45 am to take me to the bus stand and pushed me into the deluxe coach for Delhi to look for them. That was Gulab: committed to his task with trust in his colleagues and faith in the ethos of Doon. He had been informed by one grandmother that the boy had reached his other grandmother in Meherauli. A stupefying story, while I had to bring them back for Gulab to hand out the punishments.

Even today, Gulab's legacy stands tall over the school and its systems. For instance, he introduced the concept of coupons at the Tuck Shop, and got us to run the boys' bank as an SUPW. Several others, such as the admissions quota system and several new squads like the 'Chair' Squad (now defunct), Film Squad, Stage Committee, Generator Squad and more were founded as SUPWs. All the hours worked had to be duly recorded in a boy's end of term report, apart from midterms, good chits, bad chits and YCs, books read and teams represented. This was a great departure from the earlier years, and pleased parents who got to know their sometimes tacit children better. But more notably, he created the system of three-letter initials for Masters that is most marked on Chandbagh today. In a more ambitious move, he sought to create a 'Doon School 2.0' campus as a sister institution, which (evidently) wasn't so successful.

In the end, Gulab retired in '86 with a grand farewell to a residence on the Dehradun outskirts, where he recently passed away. As he is welcomed by the heavens, his presence remains etched into the memories of Old Boys, Masters, staff and students alike, having been leader of us all.



Under the Scanner

The Turkish Constitutional Referendum | **Karan Sampath**

The state of Turkey will soon complete a year in the state of emergency—a year which has seen the Turkish people in turmoil, and all power gradually getting concentrated in the hands of the Turkish President, Recep Tayyip Erdogan.

Since the advent of the 21st Century, Turkey, under the leadership of Erdogan, has socio-economically transformed for the better. This transformation was visible in the various amendments passed during his tenure which gave more privileges to women, as well as the steep decrease in inflation rates. Turkey soon became a regional economic powerhouse, bringing stability and peace to a turbulent region. However, in recent times, things have taken a turn for the worse. During the state of emergency, Erdogan had arrested over 45,000 citizens and fired over 100,000 others from their posts, under the pretence of them being his 'enemies'. This led to instability in the nation and fear of his authoritarian rule. The Syrian Civil War had also contributed to this tension, Turkey being geographically very close to the main battleground of Raqqa.

It was these apprehensions which led to the call of a referendum, in the hope that stability would return to the region. Fear is a powerful motivator and was exactly what Erdogan hoped would drive his campaign to victory. This referendum was, essentially, a choice between democratic ideals and autocratic ones. Erdogan also received platitudes of support from the Turkish Parliament, with his party having a clear majority. This enabled him to put several sensitive issues to vote, such as the power to appoint judges, dissolve parliament, among others. His opposition, as expected, vehemently opposed such a proposal and campaigned to ensure that such a grave mistake doesn't occur. When the fateful day did arrive, the majority were with the 'Yes' camp, giving Erdogan more power than the Turkish Parliament.

All in all, there were two aspects of this democratic exercise which indicate the future of this nation. Firstly, the manner in which this exercise was conducted. From allegations of the government coercing the opposition to silence to not conducting the counting according to the rules, the legitimacy of such an exercise must be questioned. Secondly, the result of this exercise. Recep Tayyip Erdogan now has powers which, if misused, will lead to oppression and tyranny in the nation. Having already misused them, it now remains to be seen whether Turkey, the last Islamic democracy, manages to tread its way out of these dark times.

Rafting in the Ganges

Archit Barthwal

For five days after a long Trials, forty odd students escorted by ASH, SNA, MGP and SPB travelled to Shivpuri for the third rafting midterm expedition undertaken by School. The team rowed down an entire segment of the river over the span of two days, besides participating in a number of riverside adventure sports and activities.

On the day of arrival, the group was divided amongst four rafts and taken for a warm-up rafting session, which included a safety procedures drill to get the boys (and girls) into shape. The next day, we began: covering more than 100 kilometers of ice cold river water punctuated by rapids of various difficulties, sometimes pausing for a dip in the river while we moved down its course. That was as much of a challenge, but doing it in less than 48 hours is no small feat. A great amount of teamwork, coordination, resilience and a whole lot of brainless rowing is what got the team through the circuit. Many students (and teachers) were dislodged from their rafts by others as part of an interesting competition amongst the various raft teams.

On one night of the expedition, the team camped in tents with a river view and cool breeze. Unfortunately, members of the Cricket Team had to detour for a tournament; the rest of us remained at our sandy riverside camp, and enjoyed ourselves with much bonfire-talk.

Apart from the rafting, we also played volleyball, rappelled down ridges, did some rock climbing and played cards. This jam-packed itinerary of activities saw great participation from all of us.

On the whole, despite our tanned arms and legs, as well as materials lost to the river, everyone had a great time and a midterm experience will be remembered for quite a while. Thanks are due to the teachers escorting the students as well as Mr Manoj Malhotra of Pepturf for arranging the entire program.

Trekking in Tungnath

Adit Chatterjee

The highest Shiva temple in the world. While one might have expected a gruelling, nearly impossible trek; the reality was simply a long way up the side of the mountain. The long, winding road meant to take us to our destination was laden with ice and snow, and while having made for some memorable slides down the mountain, the way up was taxing. We reached the snow-capped peak quick enough, and any thoughts of tiredness were dispelled immediately by the surroundings. The constant company from Hyderabad house added to our excitement, with small adventures being staged in and around the area, and the more extreme of us deciding the only way down was by sliding, jumping and falling down the side of the mountain. Our nights were freezing, and our larger rooms were packed with people hoping to get some respite from the cold. We



huddled together, and at that very moment, surrounded by friends, we were at comfort with the world around us.

The next day, our second and final trek provided nothing but beautiful scenery of the verdant hillside and we spent a good portion of the trek getting in touch with our more adventurous side. Through a great show of daring leaps and frightful climbs, we reached the top, where some succour was provided with the juices extracted from the petals of the local flora. A short walk, and a few leaps more, and we stood in front of one of the most beautiful locations I had ever seen. A stunning lake, competing with the view of the

mountains on the horizon, took our breath away. The green hills, supplemented by the beauty of the lake, gave a great opportunity for exploration, and after a while, a great game of skimming stones across the surface of the lake ensued. The time to leave was a most regrettable one, with absolutely no one wishing to leave.

As the midterm neared an end, our excitement built up, with many waiting for the much anticipated holidays. Our trip back was in leisure, and we stayed in comforts that seemed foreign to us after four days of a tasking expedition. At the start of the expedition, we got off to a lazy start, but now, our energy was bubbling over the top. This being one of the most eventful midterms, with plenty of memorable experiences to learn from, we look back with a heavy sigh, and look to the future hoping for more unforgettable journeys to come.

Cycling across the Doon Valley

Arjun Singh

While it's a remarkable feeling to be pioneer, it's equally satisfying to revive something long forgotten – enabling those around you to enjoy it in the future. In this, we on the Cycling Midterm Party, along with PBR, VKL and Suniti Datta, an old boy and cyclist, were pleased to have travelled on two-wheels (and thankfully, not two legs) for 190 kilometres up and around the Doon Valley. Over the course of these four days, we became the first party to do so in over twenty years, thereby restarting this special midterm for the School.

Our ride began with a 45 km journey to Woodstock School in Mussoorie, which being uphill, was a jolt to some of the novice cyclists. The climb was excruciating, but we managed to reach, and were rewarded with hot baths beneath a star-spangled night sky at the Hanifl Centre: Woodstock's Adventure Institute surrounded by pine forests. The following two days proved to be easier rides, where excitement replaced exhaustion as we rolled down descending slopes, sometimes not touching our



pedals for miles, and reaching speeds of up to 65 kilometres per hour! On both days, the evenings served as a relief; with warm meals, tea, flavoured snacks and long discussions.

The fourth day brought us back to the plains, where we cycled along the roads near Rishikesh in the heat to a remote Forest Guest House. Unfortunately, for some it was the final stop, since fever finally caught up and took us by surprise, leading to early departures for Dehradun and three remaining members to finish the last ride. Regardless, the entire journey was enjoyed deeply by us all. A physical challenge yet personal pleasure, it was perhaps our most novel outdoor excursion to date, and would've been enjoyed by anyone seeking a unique midterm experience.

Exploring Chakrata

Jaiveer Misra

Our mid terms this May took us to the beautiful town of Chakrata. At an altitude of 2118 meters and surrounded by the snow capped Himalays, Chakrata is an often visited Doon School destination. We stayed at hotel Snow View, which true to its name provided us with a beautiful view of the surrounding peaks.

While hiking took us through the dense, green deodar forests, our journeys by bus took us to surrounding destinations such as Tiger Falls, Lakhamandal and the Budher caves. The Budher Caves were said to be



built by the Pandavas during their exile during the Mahabharata era. The Lakhamandal Temple is dedicated to Lord Shiva and Parvati. It is here that Duryodhan is believed to have built the "Lakhsha Grah" to kill the Pandavas, but they escaped death through the Buder Caves. The most enjoyable aspect of our sightseeing was the kilometre long trek to Tiger Falls, named so, because of the roaring sound the water makes as it

plunges downward from a great height. Our swim at the falls was truly sensational as we splashed and swam under the blue sky.

Perhaps the most memorable aspect of our trip was the last night when we gathered around the bonfire and went over the events of the last few days. We also had fun imitating our friends and teachers, with everyone joining in and performing small skits, all in good humour. The twinkling lights of Mussourie were a familiar and comforting sight as we knew that they would follow us back to school where we would look at them at night and remember our midterms at Chakrata. Our trip was made special by the bonds that were built between friends which we knew would see us during a lifetime.

Unnecessary 'Idiocation'

Shashvat Dhandhanian and Raniz Bordoloi | Adapted from the Founder's Day Issue, 2012

Education is a social press. Education is growth. Education is not a preparation for life; education for life itself. – John Dewey
What we gather from this quote is that the importance of education cannot be undermined. Education (not only what we receive from the schools we attend) is a prerequisite for life itself. Keeping this in mind, we will take the privilege here to discuss some of the ills of the Indian education system. In this article, we will stress on the flaws of the education system faced by those who fortunate enough to receive an education at all.

Let us commence by focussing on rote learning, believing it to be root cause of all faults. It is a recognized method of education which restricts to gaining knowledge by memorizing. We believe that rote learning is needed in primary education systems. At this stage of life, as Jean-Jacques Rousseau illustrated, a child is not competent enough to think and be critical about issues. It is important that the basics of language are taught through memorization, since this is necessary for secondary education and even in life ahead: for instance, the alphabets or basic arithmetic. However, we strongly feel that rote learning should be discouraged after the phase of primary education. The concept of understanding and creativity must be promoted towards the latter half of primary education. What suggest is that rote learning should be done away with completely, as we reach the age at which we begin our secondary education - when we are capable enough to reason and question. Yes, we understand that not all students are going to be at par, but this is what is necessary to ensure a better

“ A difference of one mark can decide your fate. In this scenario, aspects such as personality development go for a toss. ”

education. However, when - as is happening in India - rote learning remains and becomes an integral part of the learning process, a problem emerges. We believe that we must be able to analyse what we read or what we are taught, and the Indian education system fails to do.

This is mainly because the primary motive of our secondary education is to make us fit to appear for examinations. We often memorize the information that we are given/taught to

prepare for these examinations. Furthermore, our assessment is solely based on our performance in them, (yes, we do have a component of the 'Internal Assessment', but that too, is a formality), and rote learning is the easiest way to prepare for these exams. We do not need to think about what we are learning; we need to just know it. Thereby, if you are indeed a rote learner, do not blame yourself: it is the system's unpardonable fault.

The second reason is due to the teaching faculty. We must recognise that if we have a system which focuses on students gaining information through rote learning, the teachers are relieved of a lot of stress. What also comes into play is whether the teaching faculty is capable to teach all to be analytical and creative at the same time, focussing on Socrates' way of teaching by asking questions. When we concentrate on rote learning, it implies we don't need an extraordinary faculty. We are not commenting on the ability of any member of the faculty, but only say that when our system is rote learning-based for the sole purpose of examinations, members of the faculty are neither required to put an extra effort nor need any additional training and experience.

But more importantly, the entire concept of rote learning recognises memorized knowledge and negates thought processes. We are also asking students to not think, analyse or form their own opinions. It only means they must accept the opinion that they are taught. Are we not discouraging the ability to reason here? Are we not against the fundamentals of the Indian Democracy here?

The problem is even worse at the university level. No Indian college has made it to the top one hundred universities in the world, but that is only beside the point; ranking does not always make a difference. What is disgraceful is the admission process of popular universities. Top notch marks are needed for a seat in St Stephen's, Hindu or even Dayal Singh College for that matter. The bar is ridiculously high, and sometimes even touches the one hundred percent mark. The fact is that now, even 95% may seem inadequate, and a difference of one mark can decide your fate. In such a scenario, other important aspects such as personality development go for a toss. We understand that competitiveness is essential for any university or college to have capable students, but in reality, concentrating mainly on their mark sheets goes against this concept, because students indulge in rote learning to ensure that they get high marks which can get them into such colleges. That being the case, how shall any college or university distinguish between a student who is generally proficient and a simple rote learner? It is disheartening that the Indian university system has begun to flounder compared to its previous performance. Indian universities have become bound to tradition. The method of educating students remains primarily based on lectures straight from textbooks and nothing out of the box. The lines of your text book are the 'be all and end all' of the education one receives. Moreover, it is also the student's flaw to not experiment and learn anything new, but then again, they are conditioned to think that way. How can education thrive in such a mindset?

Research as a result turns out to be least imperative, and in any case, most research and infrastructure is obsolete: far behind anyone's imagination. Classrooms continue to possess the same dilapidated boards and dusters, a far cry from the use of technology.

Coming to the case of IITs, the "premier educational institutions of the nation", it brings us no joy in saying that the admission process forces aspirants to ignore the school's curriculum and prepare the entrance tests of these colleges. And the shameful fact that those who attain the seats of IIT are in some cases not even of high intelligence or calibre because they have used rote learning. The education these colleges provide might not be bad, but the problem is that their techniques are extremely primitive and aren't suitable for knowledge growth. Agreed, every nation has its own set of bottlenecks, but our education system is too glaring to be ignored. We understand that the government might want to focus on providing many more people the basic education and make them literate, but simultaneously they must ensure that the quality provided is not poor. As pointed out earlier, there are thousands of other loopholes in our education system which illustrates its dire state, and what we have discussed directly challenges the concepts on which our system is based.

Societal perception of the system should change alongside indispensable educational reforms. The government needs to act immediately and introduce changes in the faulty education system. In a country as diverse as ours, a cohesive and unified national system of education is quintessential to preserve unity and foster integration. It is high time that the government began to act. Mr Modi, we are all ears.

Trading Views

Dr Shishir Priyadarshi (ex 374-H '73) is currently a Director at the World Trade Organisation in Geneva and a former IAS Officer. On a recent visit to the School, the *Weekly* interviewed him on various issues.

The Doon School Weekly (DSW): Please tell us a bit about yourself and your career.

Dr Shishir Priyadarshi (SHP): After graduating from School, I enrolled at St Stephen's College, and completed degrees in Nuclear Physics there. Following the trend at that time, I gave the UPSC Exam and passed, choosing the IAS in the UP Cadre. Following my stint as the District Magistrate of Dehradun, I took a two year sabbatical and studied Developmental Economics in the UK. Following this, I was assigned to represent India at the WTO, which I later, after resigning from the IAS, joined as a staff member. Recently, I was promoted to Director.

DSW: What steps could resolve the current impasse at the WTO's Doha Development Round?

SHP: Simply put, the objective of the WTO is to lower tariffs for import and export. It's not always easy to do, because countries have vested interests. Since the organization works on the basis of full consensus, it is difficult to get agreements passed. As to the Doha Round, we were extremely close to a conclusion, but couldn't progress due to an Indo-US dispute. At this moment, however, I would say smaller-level negotiations are the best option, which could lead to a future agreement.

DSW: Realistically, what changes can we expect to see in terms of the global trade system over the next few years, especially from the Trump Administration and Brexit?

SHP: In the last year, Brexit and the election of Donald Trump were seen as rebukes of globalisation. But since assuming power, the May and Trump-led governments have moderated their rhetoric and policies. What both must realise, though, is that fewer trade barriers help in producing more goods, particularly the trade of unfinished items that are made in multiple countries, such as the iPhone or Coca Cola. This production helps their economy, which they must consider. However, I do expect a more normalized trade setting, with few changes to impact the landscape.

DSW: You were once the District Magistrate of Dehradun. From the time of your tenure, what changes have you observed on your present visit?

SHP: I was District Magistrate for three years, when Dehradun was still a part of Uttar Pradesh. In those times before 2000, Dehradun was called a 'retiree's home' that everyone would dream of settling down in: very green and scenic. Nowadays, the city has become crowded and noisy. The air isn't as clean and the roads are cramped, which has led me to shift my house to the more outward Kothal Gate. But that too is getting urbanized. The School's campus, on the other hand, looks fabulous, and I feel like staying here for a longer time!

DSW: Lastly, do you have any advice for students planning a career in the government, specifically the civil services?

SHP: The civil service is an area where one can make a great difference. It may seem clichéd, but through personal experience, I can say it's true. Though the pay isn't too high, over the years one does get power, along with benefits, and learns to use them properly. Nonetheless, it is a tough job, and requires a lot of commitment. But it offers versatility, since one will perform different types of roles, from managing finances to controlling the police. Overall, though, the civil services are truly one of the most rewarding jobs the country has to offer.

The Week Gone By

Omar Chishti

Author's Note: With this column under attack from all sides and accusations ranging from “intellectual terrorism” to “Roving Eye recycling”, we’d like to remind the community that the *Weekly* strives to cater to the needs of each section of the School community differently. Like any other publication, our maintain readership and a significant portion of our readership enjoys these obscure allusions to student side activities and gentle digs at our system. Everything is more humorous when you learn to laugh at yourself. A bare-bones no-pretensions-attached run down of school activities can be found by consulting the quite detailed and biannually published school calendar.

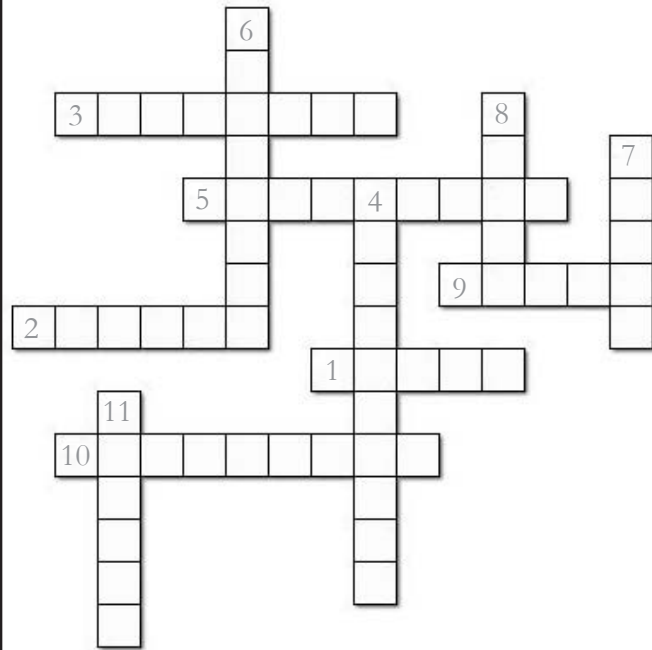
Moving on: The School was in a flux through the past week, with a majority of the student body returning from the Spring break over the weekend, while the now S-Formers finally left for their break on Monday and the last of the ISC SCEs prepared to exit the walls of this campus for the last time. Doscocs were welcomed into a new (or rather a touched up version of the old) schedule, last seen when my form-mates were naive D-Formers. It’s far too early to comment on the new routine, but most seem to have adapted to the change with uncharacteristic ease, sans the usual grumbling. Speaking of changes, students were subjected to a search of their luggage for the first time in living memory when they entered as part of the new measures for tightened security.

The various house colours can be observed on the field each dawn and dusk, due to the upcoming PT competition. With reduced exercises to match the reduced squads, where the gong shall go is anyone’s guess at the moment. The SCs finally shifted into their studies and rooms this week, leading to a huge surge in demand for the Room Decor service. Housemasters may soon be seen analysing posters carefully, looking for the telltale signs of those who indulge in the nefarious. The Warriors have meanwhile been hit hard by an under the radar offensive by their new Assistant, who is (literally) ‘on the hunt’ for phones.

The stifling heat greets students on the field every evening, as the hockey season finally began. With a thirteen hour gap to be managed between breakfast and dinner, we anxiously wait for the pantries to be stocked and night cafe to begin.

Crossword

Famous Landmarks



Across

1. A city carved into a mountain in Jordan.
2. The _____ Palace was the chief residence of the Dalai Lama.
3. The only surviving Ancient Wonder of the World
5. The Romans built this arena for gladiator fights.
9. The Burj Khalifa is situated in this city.
10. The _____ City served as the Imperial Palace of medieval Chinese emperors.

Down

4. A prehistoric ring of standing stones in England.
6. Angkor Wat, the world’s largest temple, lies here.
7. The _____ Sophia in Istanbul has served as both a Mosque and Church in the past.
8. A large sandstone rock formation in Australia, also known as Ayer’s Rock.
11. The _____ Temple in Amritsar is the most sacred structure in the Sikh faith.

9. Dubai	11. Golden
5. Colosseum	8. Uluru
3. Pyramids	7. Hagia
2. Petra	6. Cambodia
1. Petra	4. Stonehenge
10. Forbidden	
Down	
Across	
Answers to This Week's Crossword	

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

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