

The Doon School WEEKLY



Saturday, September 17, 2011 - Issue No. 2292

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Tedious Talks

Vikramaditya Kapur gives suggestions to make talks more interesting for the students

There are two inherent features of a good talk: an engaging orator, and a relevant issue. Even if the issue is remotely associated with the life of a student, the speaker should be able to captivate his or her audience's attention. Unfortunately, talks that we students are made to sit through (on account of their being compulsory) are now being regarded as School's penultimate punishment. After all, spending close to an hour of your Saturday, listening to a lecture on an issue completely unrelated to your lives as students or one which is delivered in an extremely monotonous manner, does come across as a form of punishment.

Before I come across as another student who is simply ranting mindlessly against the system, I would like to justify my views. Neither am I saying that talks are unnecessary, nor am I saying that they are a sheer waste of time. I believe that some talks held in School are extremely interesting and beneficial. However, such talks are few and far between. Most talks are either given in a very sleep-inducing, droning voice, or have very little to do with students' lives and interests. It is these talks that make it very difficult for a student to show any kind of interest or to learn anything. In

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the past, talks given by speakers such as Lord Bilimoria and Mr Nandan Nilekani were greatly appreciated by the students for their humour and content. On both the occasions, the speakers successfully involved the students in their talks and made the entire experience enjoyable and enriching.

So the question I want to ask is: why can't the School ensure that most talks are conducted in the same fashion? If the talks are made interesting, then there would be no need to make them compulsory. I'm sure the School authorities have our benefit in mind when they plan such events, but no student will benefit from a talk if he sleeps through it. Indeed, there are a few hopeless

students who sleep in nearly every talk, and there is not much one can do about them. But when an overwhelming majority of the audience is ignoring the speaker, the talk clearly isn't worth it. Even the most forceful prefects are not able to keep Doscors awake and alert in such talks. After all, you can lead a horse to the water, but you cannot force it to drink.

Talks are a major part of one's school life and I believe they should continue to be held frequently. However, the system of conducting talks clearly needs a face-lift in order to make the process interesting and beneficial for the students. Why not reduce lecture time and increase the time for question-answer sessions? Why not use videos, pictures and slideshows to convey the message to students? Talks can be a welcome break from the monotony of classroom teaching and a good way of making students aware, as long as they are interesting.

After all that's been said, I hope that I am able to witness a day when a talk is announced and Doscors reach the venue, willingly.



Compulsory talks...

- Can only be valued by students in years to come - **PMV**
- Don't deserve to be compulsory - **Udbhav Aggarwal**
- Are needed - **Utkarsh Jha**
- Are a waste of time - **Hussain Haider**
- Should be held for limited audiences most of the time but some of them should be held for the whole School - **PBR**
- Lead to sleeping in the AV Room - **Kartikeya Luthra**
- Are degenerative for the uninterested mind - **Udai Bothra**
- Clash with too many activities - **Suraj Bishnoi**

LAMDA

The following boys have been awarded **Distinction** in their respective **LAMDA Examination** Categories:

Grade 4 Speaking of Verse and Prose: Rohan Anand Hundia, Chaitanya Kediyal, Amol Pajni, Vansh Agarwal, Anany Sethi and Rudra Srivastava

Grade 5 Speaking of Verse and Prose: Karan Sethy and Atharva Matta

Grade 6 Bronze Medal Speaking in Public: Pulkit Agarwal

Grade 7 Silver Medal Speaking in Public: Pranay Raj Kapoor and Vikramaditya Kapur

Grade 7 Silver Medal Speaking of Verse and Prose: Imroz Suri

Grade 8 Gold Medal Speaking in Public: Raghav Puri

Grade 8 Gold Medal Speaking of Verse and Prose: Aditya Vikram Gupta and Vihan Khanna

Well done, all!

TALKS

There was a talk conducted by **Dr Indu Pande** on the 'Importance of Mottos' on Saturday, September 10, 2011.

There was also a talk on Film as a 'Visual Media in Society,' conducted by **Mr Sumanta Banerjee** on Saturday, September 10, 2011.

EXCHANGE

We welcome Uday Soni from the **Kings School, Sydney**, who is here on Exchange till November 14.

We wish him a fruitful stay!

JUNIOR DEBATING

The following are the results of the **Inter House Junior Debating Competition:**

1st: Tata

2nd: Oberoi

3rd: Jaipur

4th: Kashmir

5th: Hyderabad

MATHS COLLOQUIUM

The following are the results of the **Senior Mathematics Colloquium:**

1st: Yash Singhania

2nd: Prahlad Singh

Well done!

GOLF

In the **Inter School Golf Tournament** held in Manesar, Gurgaon, on September 1 and 2, the School stood **17th**. Well tried!

| Report |

UK Trip

Madhav Mall reports on the literary trip to the United Kingdom, held during the summer vacation

During the summer vacation, fourteen boys including myself visited England as part of a literary trip, accompanied by PRC and JNX. Our first stop being London, we landed at the Heathrow airport and started preparing ourselves for the exciting and enriching times ahead.

In London we visited a number of museums and other monuments of historical and literary importance. We visited the St. Paul's Cathedral where Prince Charles married Lady Diana. This was followed by a visit to the Big Ben, also known as the Great Clock of the Palace of Westminster, which was constructed in 1854 after the Great Fire of London. Our sojourn in London would have been incomplete without a trip to Buckingham Palace; the working place and the residence of Her Majesty The Queen Elizabeth II and a ride on the London Eye.

Among the museums, we visited the Victoria and Albert Museum, and the Tate Museum. The first one, named after Queen Victoria and Prince Albert, houses all kinds of art forms including a fine array of Indian and Chinese art forms. On the other hand, the Tate Museum, exposed us to works of art belonging to the Surrealist Movement which included paintings by Pablo Picasso.

After London, we headed to the University of Oxford where we saw Christ Church College, Worcester College and the University College. We were also lucky to see the village where parts of the Harry Potter series were filmed. Cambridge was next on our itinerary. The ancient university city of Cambridge has college buildings of all architectural styles. There we saw King's College, Queens College and Trinity College. We also had the opportunity to do Punting, which is a form of boating with a long pole on the River Cam. Visits to these universities were dreams come true for me.

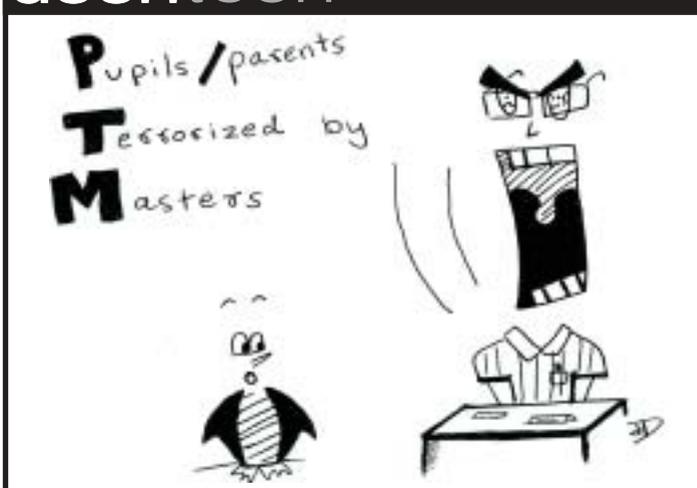
We then returned to London where we visited the famous wax museum-Madame Tussauds'. Needless to say, we became quite the chatterbugs there, getting pictures clicked with our favourite stars and personalities. With that we concluded our tour of London and packed our bags for Stratford-Upon-Avon; Shakespeare's birthplace.

In Stratford, the first thing we saw was Shakespeare's house. It was so well preserved that one half expected Shakespeare himself to walk out the door and greet you. We also saw Anna Hathaway's (Shakespeare's wife) cottage and had an introductory talk on Shakespeare's life and the times in which he lived and wrote. We were also lucky to see Macbeth being performed at the Royal Shakespeare Centre, followed by a group discussion. We also attended a workshop where my friends and I learnt about the intricacies of staging a Shakespeare production. On the whole, it was an extremely enriching experience.

With that, the wonderful trip came to an end and we started the return journey, thinking about the stories we had to narrate and the souvenirs we had to gift.

doontoon

Madhav Dutt



NCfUtbl t-mà"N

"d ôfU~ YfU ydise btAgb flt rJ' t~g nš gntämöEMK yth rl "NI fU r~Y (Eg: ydise flt (Egtd rflgt st,,t nš RmfU ctJsq bht btl l t ni rFU nbüyvl urnà"e möCtMK yth ~fI fU fltN~ flturl Fthl uvh yJëg ne Rbtl "the mu flt b flh l t atrnYš bİsu~d,,t ni rFU At'otk Ätht ctü'e stl uJt~e CtMt fU dKtÄbfU ô,,h bümOth fle yts cý,, ytJëgfU,,t nš nbürbügt ytrCstÄg fle Wm OthKt muCe Awfltht vtl t atrnY stu yäAe mà"e vZl u yth ctü l u mu htFU,,e nš bhe fltbl t ni rFU yrOfU mu yrOfU At'ot Wäa,,h btÄgrbfU ô,,h vh mà"e flt yÄggl fU hš mà"e-r"Jm fU yJmh vh bhe yth mumCe fltucý,, NCfUtbl tYš

- rVt~v chx, WvEOtl tatgo

JrëJfU CtMtRoRr,,ntm fltu"FI uvh yts Ymt (E,,e,, ntu,t ni fltRonb YfU~ CtMt mucýCtMtRomöfU,, fle yth cZ hnunš JmÖJ flxücfUtbl fle OthKt fltu yÄbmt,, flh l u fU mtf mtf nbthu At'otk l urnà"e fltu ydiefUth rflgt ni YJk RmfU rl hk,h yÄggl yth rJfltm fU r~Y fltgh,, nš RmfU r~Y JucÖtRoFÜ vt'ot nš

- vfls stİe, yÄgG, drK,, rJctd

mà"er"Jm bmu bl büCth,, fle rJrJO,,tvKömöfU,, flt ynmtn flht,,t nš yts fU mbg bünb fURkcth yvl e möfU,, fltu~flh fltVle "uOtvKöröfr,, büntust,,unš bht btl l t ni rFU yts fle mà"e flt c"~,,t ôJÄv rJ"Ne mlfU,,gtl fle stl flthe "u,uýY Ce yvl e sztümunbüstzu hF,,t nš bht mCe mà"eEnlogtk fltugne mà"N ni rFU mà"e r"Jm fltu fU~ YfU r"l l mbSkırv,,rRmfU Ce,,h rAve CtJl t yth au,l t fltu yÄbmt,, flhš

- ysl atDhe, drK,, rJctd

mà"e : fU~ yth yts

- rJOfUN rJb~ , mà"e rJctd

rflme Dxl t gt rl Kog fU flthK yl tgmt ne fltRo ,,theF Rr,,ntm fU vâl tUflut nômnt cl st,,e nš rflme rJNM mta gt flthK fU ,,n,, Wm ,,theF flt aul tJ l né rflgt st,,tš 14 rm,,öch, 1949 Yme ne YfU ,,theF ni, sc mà"e CtMt fltu mkJÖtl büöJ,,rt Cth,, fle htsCtMt fU Äv bü ôJefUth rflgt dgt yth ,,c mu14 rm,,öch flturnà"er"Jm fU Äv bü bl tl u fle vhovht fle Nmÿyt,, ýRš htsCtMt cl l u fU ct" Ce hts l i,,fU RâAtNryW fU yCtJ bümà"e fle rôfr,, büflUroFtm vrhJ,,d l né ytgts İnà"er"Jml fU ytmvtn fUÄ fltgrfUtbl yth mà"e vFJztU fU ytgts l ,,fU ne meb,, ntfUth mà"e fU (emth yth rJfltm fle mthe bünb hn drš bht btl l t ni rFU mà"er"Jm YfU Ymt yJmh (E"tl flh,,t ni rsmfU mà"eCobüyts fle mà"e fle "Nt yth CrJİg fle mà"e fle r"Nt vh rJath rflgt stl t atrnYš

Cplz~efUthK l uhtsl er,,fU mebtıytk fltu,,tz ôgrÿU fltuÉ~tc~ dtäl l flt nômnt cl t r"gt nš Rm É~tc~ dtäl l büögrÿU fle vnatl ctsth fU mà"eCobüfle st,,e nš ctsth fle "ß muvnatl fU "tune Äv Wv~çO ni - WAvt" fU yth WvCtÿÜts gtrl YfU - stuJö,,ytk fltucl t hnt ni yth "mht - stuJö,,ytü flt Rö,,bt~ flh hnt nš Cth,, ytlfU bntNryU fU Äv büöftrv,, ntu hnt ni gt l né yfJt ntödt gt l nek Rm cthubürl rea,, ,,th vh fUÄ Ce l né flnt st mfu,,t, ~rfU Cth,, YfU (EbF ctsth ni Rmbk"tuhtg l né nš Rm (Eflth Cth,, fle sl ,,t, stu ctsth fle "ß mu

WvCtÿÜt ni, flt bnÄJ WAvt" fltu fU r~Y cZ st,,t ni ÇgtüfU Rl fU ytlfU m,, meOumeOuWvCtÿÜt fU WvCtcl fle (EJÜt vh rl Ch flh,,u nš y,,: WvCtÿÜt mu meOu szl u fU r~Y Wl fle CtMt büct,, flh l t sÄhe ntust,,t nš

gne Jn rôfr,, ni sc nb yivrl JuNfU,,t muWvse yvl e nel btl rmfU,,t fltu Atz ctsth fU NryU-mbefUthK fU yvl uvG büntü u flt ~tC WXtYš ctsth ni yth hndt, y,,: Wmfle yt~täl t fle sdn ctsth bü nbthe vnatl yth yrö,,ÄJ nbthe N,,täfU yl mth ntü Rm ct,, vh Ägtl "ü u fle ytJëgfU,,t nš fUÄ ~td Rm ct,, mu czurak,, ,, r"FrRo"u,unkrfU ctsth ll Romà"e l dZ hnt ni yth RmfU mtf ctsth vh yvmöfU,, VU~tl u flt "tWthwK Ce flh r"gt st,,t ni, stu yÖmÄg ni gtrl gn flf l vhe ,,hn ,,ügtÄbfU l né ni crÖfU Rmbk ,,üg flb yth vötdk yrOfU nš

smt bil u flnt rFU WvCtÿÜt ntl u fU flthK NryU-mbefUthK nbthuvG büni, y,,: nb gn ,,g flh mfu,,u ni rFU nbthe CtMt flme nš gn nb vh rl Ch flh,,t ni rFU ctsth fle mà"e flt (Egtd nb flhügt nbthe mà"e flt (Egtd ctsth flhš gr" (EtyrçxJ ntfUth nb vn~t fU"b cZtYädu,,tuctsth fle N,,bnb ,,g flhıdu l né ,,tuNÖ,,tJt" yth mtrnÄgfU drhbt flt Cb vt~unb cXuhnidıy mà"e fU rcdz,,u Äv flt htü t htı,u hnidıy mabl thtk yth cröseJe blatk vh aato flhıdu yth R,,l t fFU stYıdurFU ÖgJnth bü fUÄ Ce l né flhıdš VUm~t nbüflh l t ni rFU nb flme mà"e atrn,,uni ÇgtüfU mà"e nbthe nš

yäl t nsthuYJkCÿtath

- mblNvvtæthš

yäl t nsthu flt ytà"tül rFU,,l t mtfFU ft gt rFU,,l t rl hfFU ft, Rm ct,, vh yl fU ~tctü l urJath rflgt nš nbthe yvl e JefU~e Ce Rmmu yÄq,e l né hne nš mcfU yvl t b,, ni rsmfU bi möbtl flh,,t nš bht btl l t ni rFU gn flthe ctıöfU,,t fle cnm l né nš gn ,,tuİÖt yth rJëJtm flt btb~t nš WmmumuCe yrOfU ytNtJtr" ,,t flt flt btb~t nš sl ,,t fU bl büWvsu CtJl tyü fU BJth flt btb~t nš ythtkfle bi l né flh,,t vh bİsu,,tumtVU mtVU r"FrRo"uhnt ni rFU Cth,, bümt~tümuFze Cÿtath fle bscq "eJth yc cý,, sÖ" ne rdhl uJt~e nš Rmfle cml gt" vh vn~e flthe atx fle st aifle nš RmfU vpt İİg st,,t ni YfU atrnuth JMog sl -fltgrFU,,to yäl t nsthu fltursäntü uvhuCth,, fltum~tflh hF r"gt nš sl ~tflvt~ fltu ~flh d,, btn fle mtü n ,,theF mu NuÁ ýyt Wl flt gn yl NI Wl ,,em ,,theF fltu FÄb ýyt, bdh, Wäntü umtf ne mtf gn Ce flnt rFU sc ,,fU mhflth Wl flt (Eö,,tJ vhe ,,hn ôJefUth l né flhıde, ,,c ,,fU JumrfUg rJhtÖ flh,,uhnidš

yäl t fU Rm (Er,NtÖ bü yth Ce cze ,,ft möbtl l eg nrö,,gtpbtısq fe, smıy rflhK crıe, ENtk, ÇMK ytr" stu yäl t fU vhe ,,hn mumbfd bü"FrRo"uhnu fİs Wl flt gn yl NI r"Ö~e fU htb~e~t bırtl büa~ hnt ft snth yäl t flt mtf "ü u fU r~Y cze Cez Rflxkt ýRofeš yk, büsc mhflth l usc rnrJ~ mtntRxe Ätht ,,ıgh rflgt ýyt sl ~tflvt~ rc~ öxızd flbıxe fltuCısl t ôJefUth flh r~gt, ,,Ce stflh Wäntü uyvl e Cf nz,,t~ FÄb fls

yäl t nsthu flt gn btl l t ni rFU Cÿtath flt mcmu czt flthK gn ni rFU Cth,, fle sl ,,t fltu gn l né v,,t rFU rflm rJctd bü flthp rFU,,l t vmt ~dt nš rmVU fUÄ rd l w l u ~tctü fltu Rm rJMg bümthe stl flthe ntu,e nš gne flthK ni rFU l fU~ Dtxt~untu,uni crÖfU Wl fU ntl u flt ytb sl ,,t fltu v,,t Ce l né ~d,,t nš stl flthe fle flbe sl ,,t fltu yvl u Öl fU "mÿvgtd yth Wmmu ntl uJt~u l flumtl flt v,,t ne

I né ~dl u "u, es ydh sl „t flutu nh rJMg flut htRohüte nt ~
v „t nt dtt „tu flutRo Ce Dttxt ~t flut l t bräflü ~ nt dttš Wmu
rAvlt t „tu yth Ce bräflü ~ nt dttš Rme flub bübht btl l t ni
rfu Wm flü vrhKtb muca vtl t „turb ~ flü ~ ne ymÖCJ nt dttš

WI flut btl l t nirflu mäl t flü yrOfüth flü mt f-mt f
sl „t flü vtm yöJeflüt „ flüt yrOfüth yth yvl u aü u ýY
Er „rl rOgtü flü flüt flütš fle mbeGt flüt yrOfüth ntl t Ce
cm" sAhe nš Rmmu ytb sl „t fle Nryü cZide yth
sl Er „rOgtü flüt yrOfü Wüth "tge ntl t vztš vn ~ u Jt ~ u
Eö „t J bü Wäntil u flüt ni rfu ydh "N fle sl „t (ytOu mu
Bgt "t) I né an „e rfu flütRo Ögrjü aü t J bü Fzt nty „tu Jn
Jtx flü flü Wmu aü t J bü Fzt ntl u mu ht flü m flü „e nš WI flüt
btl l t nirflu Rmmu ~ t d stuvmt aü t J flü vn ~ u Faofü „uni,
Jn cadt yth ygtäg ~ t dttü flüt aü l u bschpe sl „t flü
mtbl ul né nt dttš

Yfu Erm "D gtöde l u Ce flüA r "l tüvn ~ u C f nz „t ~
hF flü Cžtath flü rF ~ tVü yvl u flüA Eö „t J hFu flü bdh
vrhröfr „gtä Yme cl e rfu Wm ytä "tū l fle nJt ne rl flü
dRš Ntg" "Z „t flüt btät flub ft Jntš vkh „yäl t flü mt f
Ymt l ýytš gn flü ~ yäl fle "Z „t yth atrh r t flü öJäA „t
flü flütK ýytš "N Ch bü l bi yäl t näl flüt l tht Ermö ntu
dgtš yäl t fle máat RodnhtRo „flü sl -bl biuvX cl t aü fle
ni, Rm ct „ flüt RmmuyäAt W "tnhK Çgt ntum flü „t nš

Yfu máatRogn ni rfu Rm ytk tū l l u Cth „ flütu "tu
Ctdttü bü ctü r "gt ni Yfu nöm t „tu yäl t flüt mbfd flü
hnt ni yth "qht stumh flüt flütš flüt vqpe „hn mumne ni,
gn NiG flü cnm flüt brät ntu m flü „t ni ~ u flü Cth „ fle
yJöft yth gntäntil u Jt ~ u Cžtath fle rl hk „h „t rfu "iF „u ýY
Rm fle Wvgtd „t vh flütRo m Jtr ~ gt rl Ntl I né ~ dtgt st
m flü „t nš Fh „ flüA Ce nty Yfu ct „ „tu „g ni rfu "N bü
Cžtath „tuni yth Wmu FÄb flü l u flü r ~ Y yäl t flüt mt f "ü
gt r flü me yth flüt, Cžtath flüt „tu sz mu FÄb flü l t ne
nt dttš

Yfu rJath

JhK dli „t

yts flü mbg bü ytb Cth „eg fle gn htg cl dRo
nirflu Fū -flü" flüt b „c ni vZtRo mu Aw flütth yth vZtRo flüt
b „c ni seJl fle mVü ~ „t, yäAe l tiflue yth yäAt Ju, l š
ym ~ bü gn Yfu ytd ni rsmfle ~ vxtk bü rsä "de yth
Wm fle máae F ngtäs ~ „e nš Jtö „J bü ydh nbüRm btb ~ u
flüt döCeh „t mu "iF l t ni „tunbügn mbSl t vzt d rfu vZtRo
flüt yfo Çgt nš Wm flüt ~ l g Çgt ni? Wüth ni - Yfu vrhvcJ
yth mbS "th bl üg cl l t stunth r flü, btl r m flü, ytrÄb flü
yth ytÄgrÄb flü Äv mu Wäl „ ntu yth rsmfle yvl e hragtä
„ft mtr "gctö vKorJ flüm „ nš

Rm ~ l g flüt vtl u flü r ~ Y vZtRo yth Fū -flü" flütu
y ~ d -y ~ d I né crö flü Yfu ne mbSl t nt dttš Fū -flü" flüt
bl üg flüt r NrG „ cl t l u bü W „ l t ne gtd "tl nty „t ni rs „ l t
vZtRer ~ FtRo flütš btl r m flü Wäl r „ flü r ~ Y r ~ Y Fū -flü" Ce
W „ l une ytJög flü ni rs „ l t Nç "tk yth WI flü yfo flüt Öttl š
Atötk yÄgtv flüt yrCCJ flütü yth l er „rl Oth flütü flütumbSl t
nt dtt rfu Fū -flü" Ce rNGt-EKt ~ e flüt Yfu nöm t nš Fū -
flü" yth vZtRoy flü ~ unt flü rl hf flü nš

Fū seJl bil i „ flü „t fle máae meF "u, nš Fū flü
br "tl bü meF rb ~ „e nirflu gr" Jth flütu „tumtbl umy veAu
mu l nš se „tu „turJl bžt flüt "tbl b „ Atztu yth nthu „tu
nth flüt Ntl mu öJeflüt flütš nth flü htl t-Otl t b „ flütš
yvl e nth muCe meF š

btl t rfu vZtRo flüt yvl t bnÄJ ni vh, seJl flü WI
vtXtk flü rcl t stunb Fū flü br "tl bü meF „uni Jn FtF ~ e
nš Rr „ntm flü htbl É ~ izgxmo mu ~ flü yts flü mral

„šw flü „ flü, mCe btb ~ tübinbl u "iFt nirflu Fū l flü ~
Fū l u Jt ~ tü flü r ~ Y yrv „w "iFlu Jt ~ tü flü r ~ Y Ce
ytl ä " "tg flü nty, unš

CdJtl l u Rmtl flüt hctk cl t flü l né Cst nš
Rmtl flü bl bü CtJl tYä nty, e ni, rJath nty, u ni yth Wbdk
nty, e nš sc „ flü nb Fū u ytm btl „ cn „e nJtytj nrhgt ~ e
yth flütg ~ fle flüt sime yEr „b RëJheg hal tytj flüt
ytl ä " I né WXtYd „c „ flü rsä "de Çgt rsgidš

mGw bü nbht seJl Yfu „i ra t fle „hn nty „t nš
Fū -flü" Jn „i ni „tuseJl flü mthuhctk flüt r öfh hF „t nš
Fū -flü" yth Wmmu (EtE „ ntl u Jt ~ t yäAt öJtölg „ft seJl
flü m "bK l ntl „tunbthuseJl flü y ~ d -y ~ d hdtu flüt flütRo
bnÄJ l hn stYdttš Junc hcl cn stYdttš Dī rb ~ flü
seJl flü ra t flü flü Jtm flütuc "hcl flü "idttš

gn bl	rh „N rNä "u
Eb fle ytm bü	
gn bl ,	
gndtk- gndttü „ flü Er „eGt flüš	
f flüt flüt ytrFh	
yöbt fle dt r bümbt stYš	
„c bb „t flü mtdh büžt ýyt	
gn bl ,	
btöt yl k „ flüt flüt Jh "tl atnš	
xquyY öJÉl t flü r „rbh bü	
gn bl ,	
öJgkbüne rmbx stYš	
rsm flü „sd e vflz flü	
seJl biuvn ~ t flü b WXgt,	
Wm sàb "t „t flüt nt f yvl u flüt l v h atnš	
„c Wm r „rbh flüt achl u flü r ~ Y Erh „	
gn bl ,	
btöt „söJe mps flü nt f atnš	
mF - "wF fle ~ „t flü rl flü	
gn bl ,	
r „ „e fle „hn WAmJ bl tYš	
Wm fle (EAg flü Wv ~ rçO flüturb öttü Ätht	
d ~ u ~ dt flü (ENkm „ r flüt stYš	
„c rl bō rböt „t fle mälö mubéö	
gn bl ,	
btöt rl sb flüt btl flü bsrhgt patnš	
yöul Nt flü W "tm mbg bü	
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Should Classes Be Recorded?

Point

Utkarsh Jha

I am prone to missing classes. This term, due to various Inter-School events such as the DSMUN and Chuckerbutty Debates, I have not been able to attend a full week's classes even once. Everytime I tell myself that I shall never miss classes again, an irresistible opportunity to participate in some event or the other comes my way. When I try to cover up what I have missed, the process turns out to be extremely tedious. I need to ensure that I academically am up to the mark, but at the same time, I don't want to forgo any of my activities. In such a situation, having a recording of the classes could be the solution to all my problems.

Moreover, absenteeism is not the only reason why classes should be recorded. At times recordings are useful for understanding and revising concepts. All you need to do is log on to a software or domain such as Kalinga and watch a recording of the class in which the lesson was taught. Such a system would also benefit someone who would like to understand a topic while preparing for his board examinations during winter vacation.

Recordings, if made accessible, could also be useful for students who are underprivileged. For instance, we could use our recordings to educate students at our social service sites like Sapera Basti and Gyanodhay Vatika.

Despite all the upsides, many would argue that this system is too difficult to implement. However, I would like to emphasize that perfecting any system takes time. It took years for us to get the internet speed we currently have and probably as long to have an efficient domain login system. Similarly, implementing this idea will take time, but once we have overcome all the difficulties, our efforts will bear fruit. Considering the growing number of off-campus activities and increasing academic pressure, the need for such a system grows daily.

Moreover, some would say that going to the teacher to clear doubts or to cover a missed lesson would be far more beneficial. This alternative is probably more impractical than the suggestion given above, considering that teachers do not have the time to hold separate classes for every absentee.

Recording of classes is not a new concept and has already been implemented at various institutions of learning for some time now. To make life easier, Doon has to upgrade its technology to the highest level; technology will undoubtedly be the key to obtaining the much desired combination of academics and extra-curricular activities.

Counterpoint

Raniz Bordoloi

An impractical suggestion that is being floated around in School these days is of recording classes. I firmly believe that classes should not be recorded. The suggestion is logistically not viable and if implemented would have serious ramifications on the style of teaching and learning at Doon.

Let us first look at how the process of teaching will be impacted. In class, a student tries his best to pay attention and follow everything that is going on. However, if classes start getting recorded and the opportunity of viewing them is available for the student, the feeling of sincerity might diminish. The student might slacken at the best possible chance and leave the class footage for future recourse. A certain feeling of dependency will arise which may prove to be harmful for the student in the long run.

“Implementing this idea will take time, but once we have overcome all the difficulties, our efforts will bear fruit.”

Moreover, when a student starts relying on recordings, the CCTV replaces the teacher as the primary guide for the student. Classes provide a suitable medium for a student's relationship with the master to grow. The bond between them is strengthened by the routine academic discussions accompanied by an informal atmosphere. The setting up of cameras might make the environment too formal. This can reduce a certain feeling of openness and can instil a feeling of shyness in the students. They might become reluctant in clarifying their doubts. Even the teacher might become conscious and adopt an artificial style of teaching. Every teacher has a distinct style of teaching and it will certainly be affected if teachers feel they are being monitored at all times.

Another important reason why the system of recording classes will fail is because students won't get the time to listen to recordings. After having seven schools in a day, would any student be able to find enough time to listen to the classes again?

Then there is the issue of logistics. We all know how difficult it is to resolve logistical problems at School and this system will only create newer problems. It will be expensive to implement and even more expensive to maintain. Moreover, there is the whole issue of our recordings being accessed by outsiders. We all know how our physics practical assignments have been copied in the past and it is possible that our recordings will meet with the same fate. After all, there is no reason to provide a valuable service like teaching for free to outsiders.

Besides, if our recordings are uploaded on YouTube or any such information sharing site, we are likely to receive rogue comments for incidents that might have been unintentional or have been misunderstood. There are always small, wayward incidents in classes and we certainly do not want outsiders misunderstanding them.

Considering the shortcomings of this system, it is clearly not desirable.

Opinion oll

Should classes be recorded?

 **Yes 37%**

 **No 63%**

(321 members of the community were polled)

Next week's question: Do you think the Inter-House Soccer Competition should be spread over a longer period of time?

| Interview |
The Executive Assistant

The Doon School Weekly interviewed **Wg. Cdr. Anupama Joshi**, the recently-appointed Executive Assistant

The Doon School Weekly (DSW): Tell us a bit about your professional career.

Wg. Cdr. Anupama Joshi (APJ): I joined the Air Force in 1992 as a pilot; it was the first time that the Indian Armed Forces had opened their gates to a woman. It gave me the perfect opportunity to do something for the country. After being promoted to the rank of a Wing Commander, life became monotonous. Choosing to do something different, I pursued my management degree from IMA Ahmedabad. Following the completion of my degree, I worked for a company involved with microfinance and worked in the sector of rural banking. I went on to become the CEO of that company. Finally, I decided to do something completely different. So, I took up the post of Executive Assistant and joined The Doon School.

DSW: What prompted you to join the Air Force?

APJ: My disciplined upbringing assured me that the Armed Forces would be the best option for me. I also believed in breaking new grounds. Since the Army was hardly considered a place for a woman at that time, I regarded myself a pioneer and took the first leap.

DSW: Why did you choose Doon?

APJ: It is no secret that The Doon School is one of the leading educational institutions in India. I firmly believe that it is one of those schools which have a proper vision of what it expected of students now, and in the future. I aspired to be a part of its legacy. I think this is why I chose Doon.

DSW: What was your first impression of Doon?

APJ: The students were the first to attract my attention. Probably because they all need a nice haircut! Since I come from an Army background, I immediately felt the need for a stricter system. Besides, the aesthetic sense of the students must be acknowledged. Also, I was delighted to work in an atmosphere like Doon's.

DSW: Why did you choose a school over a business institution?

APJ: I love working with the young generation. It is interesting to see the widening generation gap. One can learn a lot from children and it is often rewarding. Also, the consequences of embracing Doon's reputation and prestige must be taken into account.

DSW: With which activities do you plan to involve yourself?

APJ: I am inclined towards psychology and would like to aid students in that particular subject. Microfinance is my forte, so I look forward to helping anyone in that subject as well. Among other things, I would like to participate in adventure sports if possible.

Letter To The Editor

Corruption: The Bane of our Democracy

I congratulate the *Weekly* on encouraging a debate on perhaps one of the most important topics since Independence - Corruption. It is wonderful that opinions have been expressed by Mr. Farooqi and Kanishka Malik. In the National Press, a similar debate is going on with interesting articles by Arundhati Roy and Pritish Nandy. Another article that has tried to highlight the grass-roots of this problem is by an Old Boy, Murad Ali Baig, titled 'Taming the Corrupt Chota Babus'. I urge you to read the article by Murad.

The debate on corruption is very important, for if lack of honesty is corruption, then one should not limit this discussion to just money. The basic values of honesty would mean 'honesty of time' as punctuality, 'honesty of purpose' as integrity, 'honesty to your friends' as camaraderie and 'honesty with all others' as Leadership. The lack of these basic values has led to corruption, which then manifests itself in dubious financial ways. A lack of such forms of honesty has brought about rampant cutting of trees in the mountains, resulting in loss of water in our river systems. I can tell you that when we were in School, both the Yamuna and Ganga were often swollen and now they have dwindled into being mere streams. Who is responsible for this state of affairs in the country? Obviously, another form of corruption that is manifesting itself. Garbage from Kashmir to Kanya Kumari littered all over the country and a population that uses the entire nation as one large lavatory is, in my opinion, a form of corruption.

The rise of Shri Anna Hazare and Baba Ramdev is the result of a lack of governance. If these two are put down, another four will crop up like mushrooms until the vacuum created by lack of governance (and the resulting corruption) is rectified.

Should a democracy follow the same feudal system of revenue collection by sending the Patwari's revenue in pre-determined amounts up through the Girdhwar, Kanugo and Tehsildar right upto the Raja? Our Democracy cannot justify inheriting this sort of a feudal model.

I am sure that some of you will agree with what I say and some would argue against it. Let the debate continue for I can assure you, the students of today will find that this issue of corruption, in its various manifestations, will be the greatest challenge that they would face. In many ways, I am sorry that our own generation has left this mess for the future generation to clean up.

Darshan Singh (ex 90-T - '62)

Online Edition: <http://www.doonschool.com/publications/the-doon-school-weekly/latest-issue>

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Published by: Philip Burrett, The Doon School, Dehradun.

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