

Established in 1936

# The Doon School WEEKLY

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REGULARS

2

NATURE'S  
WALK

3

SHORT STORY

4

THE WEEK  
GONE BY

4

## SOCIAL RESPONSIBILITY

*Shashvat Dhandhanian presents his views on social service in School*

Arthur Foot's vision for the School has finally come true; the School is truly an aristocracy of service. With more than fifteen initiatives established and an annual budget of about six lacks, the School has, only recently, expanded the size of this essential activity. What we understand is that School is moving towards taking a more concrete stand in ensuring that the concept of social responsibility is practically realised. Over the last year we have seen social service diaries being maintained compulsorily and a rise in the number of compulsory hours for each boy to complete in a term to fulfill their promise. The numerous RSIS projects and Residential Projects that boys are a part of further establish the School's name for serving society.

What does social service count for? Can there be a quantitative or qualitative value of the amount of service that one does? Yes, only if the hours are counted. But is that the true spirit of service? Is the limelight more important than living up to one's social responsibility that drives one to serve society? As a prayer in our prayer book reads, one should 'toil and not look for rest, labour and not look for any reward'.

With the way School has started to look at social service, it seems that School is slowly moving away from the tenet on which this program was initiated. I wish to examine the concept of social service and its existence in School.

What is it to serve society? Is it a responsibility of the privileged to serve? Is it service before self? What we see today in the form of corporate social responsibility is not the same concept of service that was intended in School. But is this what is prevalent in School today? Counting hours, maintaining diaries, improving cvs and making it to the headlines of the newspapers, without fail, is far away from the goal.

Nowadays, what we also see is lesser emphasis being laid on SUPWs (Socially Useful, Productive Work) as they are increasingly being replaced by activities outside School. At the same time, boys travel abroad to help improve facilities for the underprivileged of another nation. Although this too is service to society, but doesn't one need to look at one's own country, city, and society before going global? I feel that the money spent could also be utilized to help the people in our nation, our city and our School. For instance, the support staff in School too could be benefitted. Their families could receive education through students, as it used to be done in the *Panchayat Ghar* when they would stay behind Jaipur House. It would be more

**Agreed, one should begin his good deeds at home and not end them there. However, one should not start at home, look beyond home and forget about home altogether.**

fulfilling if our support could be extended to those who would directly benefit from our efforts. I know that it could be difficult but I still feel an extra effort to help them would be a good gesture. Does charity not begin at home? The food that is now rationed to families outside School could be given to the families of our support staff as well. An initiative that helps boys learn various sports and play them using the infrastructure in School could also involve the children of the support staff. What does this prove? Even though service could have been done to a certain extent in School, we prefer to look beyond the walls of School, looking

to reap personal benefits in the process. Agreed, one should begin his good deeds at home and not end them there. However, one should not start at home, look beyond home and forget about home altogether.

I am not, in any way, trying to say that our work outside School is superficial or invalid. I know that many students and masters work very hard for the various projects and do a commendable job on their part. What I do mean is that we could do a lot more within the walls of the School. Social service initiatives are meant to reach out to society, including those members of society who are a part of the School and spend a better part of their lives seeing us and fulfilling our daily needs.

Indeed, what we now have to decide is whether we wish to be an aristocracy in name or in spirit?

## SPORTSMEN

Vihan Khanna, Kabir Sethi, Adhiraj Singh and Vaibhav Gupta have been awarded the **Games Blazer**. Congratulations!

## VISITORS ON CAMPUS

The School was host to students from **Groton School, USA**, along with their escort teacher, David Black. They were here for a week and worked with the School on the **Rasulpur Village Project**.

**Sandeep Mancherakar**, a renowned artist, conducted a **Workshop on Raku** from March 12 to 15 for boys and masters in the Art and Media Centre.

A team of masters from the **Phillips Exeter Academy** visited school and held sessions using the Harkness Table method.

## SCHOOL COLOURS

The following boys were awarded **School Colours**: Kanishka Malik, Virein Chabra, Pranoy Bohara, Sumaer Sandhu, Raghav Puri, Anmol Jamwal, Vaibhav Bahadur, Vihan Khanna, Prahlad Singh, Rohil Mehrotra, Revant Nayar, Sharan Seth, Tushar Gupta. Congratulations!

## Unquotable Quotes

*Ma'am, the shape will be hexabedral?*

**Sanat Kumat Thakur**, mastering Chemistry.

*Who is the Chief Minister of India?*

**Aditya Malik**, mastering Civics.

*His mind is mindless.*

**Vinayak Chaudhary**, mindful.

*Take on easy.*

**PSM**, easily done.

*My hair long not to take haircut.*

**Himanshu Todi** resists.

*We got an oven tomorrow.*

**Shreyas Keyal**, confused.

*I am running to save yourself.*

**Vibhav Maheshwari** runs along.

*Brazil win Euro 2012.*

**Attarva Matta**, geographically confused.

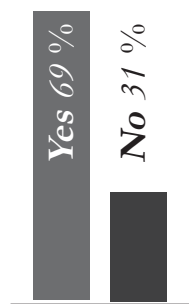
## Votalysis

*Last week's question gives us a holistic picture about what Doscos actually prize. The result of the opinion poll implies that Doscos give importance to the rewards they receive, overlooking the journey which has led them to achieving the award. In essence, it means that learning, and the process by which Doscos learn does hold the same amount of importance as their awards. But what happened to the entire motive of working for something without any intentions of being awarded, or to do something because one likes to be a part of it, whether a sport, activity or publication?*

*It implies that a Dosco only cares about what he has achieved. Leaving aside the awards and accolades that they would have achieved, nothing counts for them. The thought of it is extremely disturbing. Let us leave aside the question of one not achieving in the first place. What this does prove is that boys feel motivated by the accolades of an activity rather than the prospect of being a part of the activity or learning something new. This also shows us that boys and girls might also want to involve themselves with activities that would make it easier for them to achieve.*

*If certain activities in School did not have accolades for exemplary or admirable performance, would the activities be seen as unnecessary? For some boys, the activities which they are a part of mean so much to them that an award received for it is an acknowledgement from the School's side. Easier said than done, Doscos should pursue activities which they like, not for the awards associated with it, but purely for the experience of doing that activity. What the administration now needs to think of, is how to shift students' focus from simply achieving to learning.*

## Opinion oll



**Do Doscos value accolades more than the experience?**

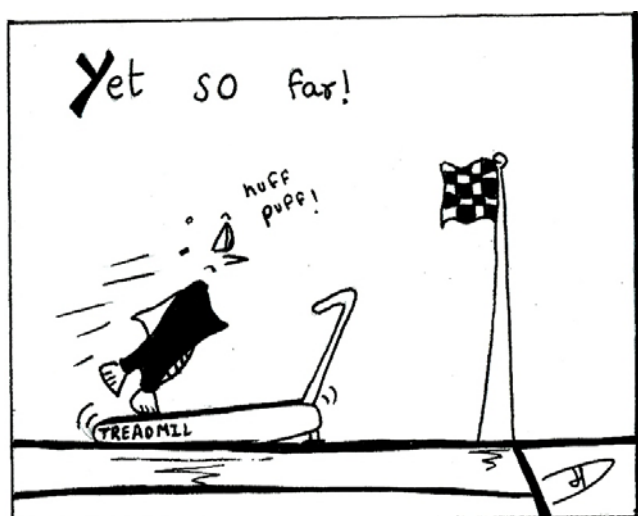
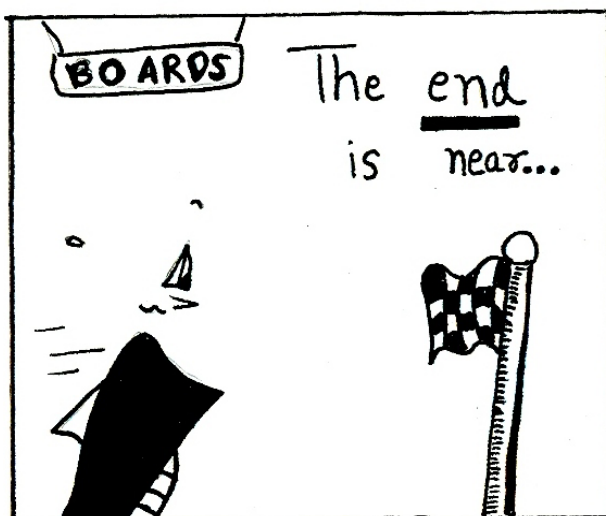
**Next Week's Question:** Should the number of awards given during the Prize Giving Ceremony be reduced?

*(358 members of the School community were polled)*

## Dosco Doodle

## The Board Examinations

*Madhav Dutt*





## BIRD'S VIEW

Chandbagh boasts of a vast array of avian fauna, with over 35 species of birds being



1. Grey Hornbill

spotted frequently. The first among them to make its presence felt through its loud penetrating honks is the **Grey Hornbill**; a large grey bird with an anvil like beak known for nesting in the holes in trees. Competing with the Grey Hornbill to be recognized as the loudest bird on campus is the **Black Kite**. Capable of producing ear-splitting cries, the Black Kite has another way of informing everyone that it is flying around: it leaves the white feathers of its meal, which mainly consists of egrets and pigeons strewn all over the place.

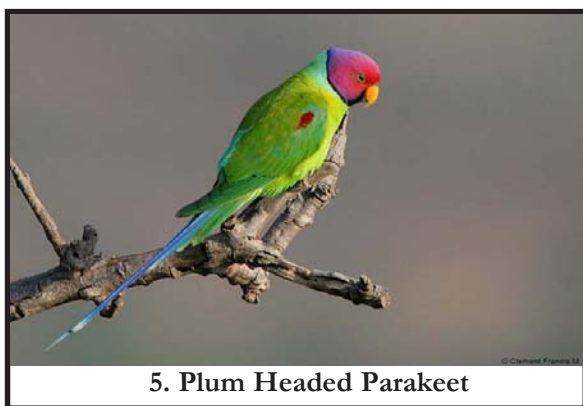
A fairly common raptor to be spotted in Chandbagh is the **Oriental Honey Buzzard**, and if ever you were to come across the wreckage of honey combs which have been ripped apart and the larvae within devoured,

you know which bird it is that that needs a lesson in table manners. Contrary to popular belief, the raptors, or the large birds of prey are not the 'kings of the sky'. It is the **Common Crow**, which often pecks and chases these raptors in the sky until they give in. One can almost sense the frustration of these raptors after they accept defeat by the

claws of a couple of pesky birds one third their size!

School also consists of passerine birds in large numbers, such as the **Black Drongo**; a small black bird with a forked tail and shiny plumage. This bird is a bit of a spitfire, often attacking birds twice its size! Another peculiar characteristic of the Black Drongo is that it revels in fooling other birds by imitating their cries, and sometimes, even courting birds of other species. Talk about being a real Casanova!

Another fascinating bird to be spotted frequently is the **Purple Sunbird**, a small purple bird the size of one's index finger with a metallic tint to its plumage. It has a long curved beak that serves as a proboscis and is often mistaken for a Humming Bird (though there are no Humming Birds to be found in India). If you were to spot the female specimen of this bird, you'll find it very hard to classify it as the same species as that of the male; the female being olive green and yellow in colour instead of having the vibrant colours that the male boasts of. Unfortunately, much like how



5. Plum Headed Parakeet

it works with the human species, in the avian world too it is the duty of the male to impress the female, which is why nature chose to make them more attractive.

A few other birds that are seen regularly are the **Jungle Babblers** and the **White Wagtails**, the latter being spotted on the main Field and Skinners quite often. School is also home to two different species of the Parakeet: the fairly common **Alexandrine Parakeet** that flies over our heads when assembly is held outside the Rosebowl, and the rarer **Plum Headed Parakeet**, with its scarlet head seen screaming at others from its perches on the

mango and lichi trees.

At night, the dull, eerie calls of **Forest Owlets** and **Barn Owls** along with the harmonious call of the **Nightjar** create a rather creepy atmosphere, and many ghost stories circulating in dorms find their genesis in these calls. School also has its fair share of rather uncommon birds such as the **Yellow Billed Blue Magpie**, a beautiful pale blue bird with a black head and a bright yellow-orange beak. Another rare sight is the **Large Green Barbet** and as the name suggests, it is a large clumsy bird with orange rings around its eyes. A pair of **Red Junglefowl** is known to live in the khud. These look rather similar to the domestic rooster, other than the fact that that have a larger, curved tail and have a more vibrant plumage.



3. Black Kite



2. Purple Sunbird



4. Yellow Billed Blue Magpie

### Photo Credit:

1. <http://www.pakshimitra.org/images/maharashtra/indian-grey-hornbill.jpg>
2. <http://howyoudoin.files.wordpress.com/2010/05/purple-sunbird-male.jpg?w=700>
3. [http://www.haryana-online.com/images/Birds/VijayCavale/Black\\_Kite.jpg](http://www.haryana-online.com/images/Birds/VijayCavale/Black_Kite.jpg)
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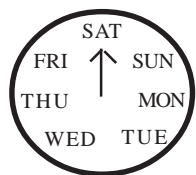
| Short Story |

# THE UGLY TRUTH

Aditya Bhattacharya

The movie seemed endless. It was one of the most ridiculous movies I had ever seen. The screenplay was naively written, the actors needed lessons on acting and to add to my misery, the audience that accompanied me was insufferable. Every time a song played, certain members of the audience would start dancing and hooting loudly. I even saw a man spit *paan* in a corner. That was it; I had to get out of there! I got up from my seat and had reached the exit when a crowd of intoxicated men rushed towards me, pushing me back in. Thankfully, I managed to save myself from the charge and ran outside. I reached the street and stopped and looked all around to make sure I was not being followed. It was dangerous at that time of night, there being no dirt of muggers and thieves making their living off unsuspecting pedestrians. I tried to calm myself and take in some fresh air, but all I could smell was the stench of rotting garbage. I saw no chance of getting home safely if I used the local transport, so I decided to walk all the way back home. It seemed that the streetlights had called it a day, but one, which flickered dimly and lit my way. Suddenly I heard a motorbike approaching from behind. By the time I turned around to look, the water from the pothole had completely drenched me. I cursed my luck, cursed the motorcycle rider, cursed those ignorant politicians who pledged change. As the last flickering streetlight went off, it plunged the world around me into complete darkness.

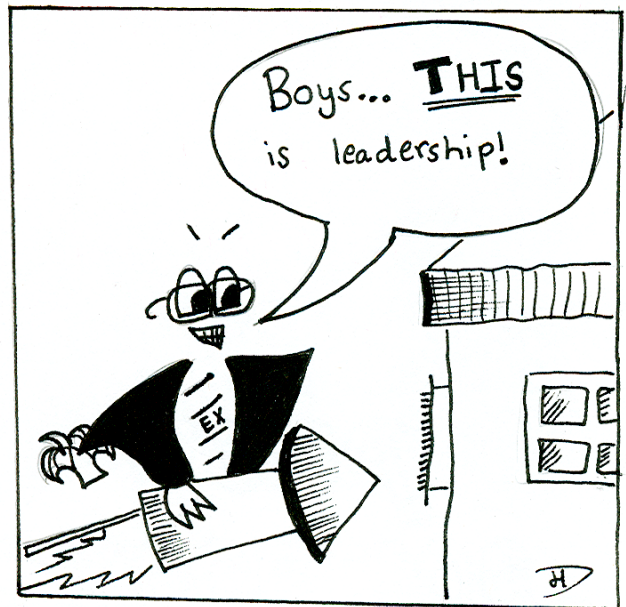
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## The Week Gone By...

The classrooms were eerily silent on Saturday after breakfast, for a change. Doscos were seen in their respective Houses rejoicing the end of the Test Week. The only flipside to that was that juniors would no more get their daily share of cafe. As for the rest of us, we were all busy preparing for the Prize Giving Ceremony, including the rehearsal of our handshakes. Since the beginning of the term, ScLs had been counting the days until it would be their turn to exit the Rose Bowl to the tune of Auld Lang Syne. The outgoing School Captain did not disappoint with his speech, maintaining his sense of humour right till the very end. Our Chief Guest for the occasion was Mr Sandeep Dutt (Ex-627 K Batch of '71), who is the head of the International Award for Young People,

India. He enthralled us all with his vivid recollections of incidents such as his attempts to put a rocket through his Housemaster's house's ventilator on Diwali, and also by the fact that his speech was not too long. A few ScLs could not attend the ceremony due to the timing



of their examinations. The amount of tension was quite high by the time School Colours were to be awarded, mainly because the audience had been seated for well over three hours! The awardees were all appreciated and given standing ovations regularly. Certain other boys who won awards were also appreciated immensely for their excellent performance in academics.

It seems that the Housemasters are still on a look-out for boys. The surprise call-over proved so, even though they failed.

The School played host to Masters from the Phillips Exeter Academy who told us about their 'Harkness Table Method' of teaching. Boys who witnessed the discussions said it was an enjoyable experience, not only because of the new way of learning, but also because they missed their third and fourth schools. We were also paid a visit by boys from the Groton School, Massachusetts to help the School with their various social service activities, and they could be seen playing basketball and were also up on the Kashmir and Hyderabad House roof one night. They joined boys on a village project as well.

In the Art School, another one of the exhibitions is now on display. Considering the frequency of these exhibitions, it was not surprising to see a fellow master inaugurate the event. A 'Raku' workshop was also conducted in which the attendance of masters was far superior to that of boys. Apart from the smoke from the Art School created by the workshop, the Kashmir House linen room also caught fire. The only reported victims were the socks. The ATs will now be facing the real obstacle: science examinations. We wish them the very best of luck!

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