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Searching for 'Perfection'

Mr Matthew Raggett discusses the new appointment process for the forthcoming year's Prefects.

Prefects are a very important body of student leadership within the school, and as a Headmaster who works closely with them as their tutor, I would like to have some role in their appointment that I can understand and contribute to. When I listen to the boys it seems to be a list of activities, awards and trophies that get you to the point of nomination; that and everything that this term brings for the S-Form. This view fits the paradigm that sees respect and power as the destination rather than the consequence of the journey. It should be the characteristics, values and ability that brought you the accolades that are of value and this is why, in the past, boys with enormous leadership potential have been pushed aside by those prepared to put themselves forward. Of course, it works out some of the time but there are many examples that everyone can think of where the outcome has been less than good for the House or the School. I don't think it is good enough to leave it to the status quo.

This year the process for selecting the School's Prefectorial Body began with an evening for all S-Formers with Ankur Bahl, Batch of 1976, our Everester, on lessons he has learned about leadership since leaving school. We then had a workshop for anyone interested in becoming a prefect called 'So you want to be Prefect?' attended by 63 S-Formers, three of whom left at the interval. During this, I explored some of the indicators that they needed to be aware of indicating readiness for leadership. The participants completed a reflection sheet that forms the first part of their application. The candidates will now write to their Housemasters outlining what they think could be done differently in the House and the School to improve the experience for the boys coming through the School and what they will do as prefects to lead these changes. Their application letter will then become the rubric against which they will receive early feedback and a summative appraisal.

"Organisational culture eats strategy for breakfast" so said Peter Drucker.

One of the most difficult jobs a community can engage in is changing the aspects of its culture that are not allowing it to thrive; this is why empires fall, businesses fail and, sometimes, schools close. The first step in this process of evolution is to recognise what is and what is not working.

The mission of The Doon School is, and always has been, to attract and develop exceptional boys and teachers from all backgrounds to serve a meritocratic India. The values upon which this mission were built are those of egalitarianism, trust, respect and liberalism. Over the years some of the systems in place and the practices adopted have contributed to the erosion of these values and, as a result, meant that 'the way we do things here' would make the School's founding fathers turn in their graves.

When I listen to the junior boys reflect on their status in the School they paint a picture of much kindness but of lot of treading water as they wait their turn to become *Doscos* and move up into the main houses. They have to learn to negotiate their positions, sometimes at the expense of others, as they deal with running favours, being made to cheer for teams, and support societies that they have no access to and being handed down

(Contd. on Page 3)



Regulars

Appointments

The following students have been appointed **Boys-in-Charge** of various activities for the forthcoming year:

- Art Society:** Yash Mittal
- Art SUPW:** Nehansh Saxena
- Art STA:** Sarthak Chaudhary
- Design and Technology:** Ahaan Gupta
- Senior Hindi Debating Society:** Shikhar Trivedi
- Junior Hindi Debating Society:** Mahir Gupta
- Boys Bank:** Shubham Dhiman
- Quiz Society:** Kanishkh Kanodia
- Motor Mechanics:** Aditya Oberai
- English Dramatics:** Bharat Choudhary
- Weather Reporting:** Devansh Sharma
- Paper Recycling:** Devansh Mittal
- Trinity Speech and Language:** Hitansh Nagdev
- Cycling:** Kanav Agarwal
- The Doon Poets' Society:** Hitansh Nagdev and Shubham Dhiman

The following have been appointed **Editors-in-Chief** of various publications for the forthcoming year:

- Yuv Arpan:** Aditya Krishna
- Grand Slam:** Harshit Bansal and Rishabh Goel
- The Doon School Information Review:** Kushagra Kar

We wish them a fruitful tenure!

Runners-Up

A team comprising Rishabh Goel, Sumer Vaidya, Gunvir Paintal and Karan Sampath represented **Uttarakhand** at the **TGELF Harmony National Debates** held on **November 26, 2016**. The team reached the **finals** where they lost, and were adjudged the **runners-up**.

Well done!

"To move the world we must first move ourselves."

- Socrates

Wordsmiths

The **winners** of the **Bakhle Literature Prize Test, 2016** are as follows:

- Juniors:** Divyansh Nautiyal
- Seniors:** Kanishkh Kanodia

Congratulations!

Ricocheted

The results of the **Inter-House Squash Competition, 2016** are as follows:

- | | |
|------------------------|------------------------|
| <u>Juniors:</u> | <u>Mediums:</u> |
| 1st: Hyderabad | 1st: Hyderabad |
| 2nd: Kashmir | 2nd: Kashmir, |
| 3rd: Jaipur | Jaipur and Tata |
| 4th: Oberoi | 5th: Oberoi |
| 5th: Tata | |

- | | |
|------------------------|--------------------------|
| <u>Seniors:</u> | <u>House Cup:</u> |
| 1st: Tata | 1st: Hyderabad |
| 2nd: Hyderabad | 2nd: Kashmir, |
| 3rd: Jaipur | Jaipur and Tata |
| 4th: Kashmir | 5th: Oberoi |
| 5th: Oberoi | |

The results of the **Individual Squash Championship, 2016**, are as follows:

- Under 14:**
- Winner:** Raghav Goyal
- Runner-up:** Shanay Sojatia
- Under 17:**
- Winner:** Rohin Agarwal
- Runner-up:** Ravshaan Singh Mangat
- Under 19:**
- Winner:** Mayank Sojatia
- Runner-up:** Nikhil Fatehpuria

Well played!

Dosco Doodle

College Blues

Aryaman Saluja

Applying to India...



Applying to the U.S...



(Contd. from Page 1)

punishments for 'crimes' like not knowing a senior's number when told to fetch their socks. Some seniors and Old Boys believe they are the men they have become today because they learned to make a good 'Iced Tea' for their seniors. The bigger picture emerging to me from listening to the SC-Leavers and Old Boys who feel less connected to the School, is one of looking forward to moving on and away from a place where their moral compass shifted from what they knew was right to what they knew would work.

Boys believe that they will have the respect of the house and the younger boys if they become a prefect or captain. The mistake here is that they will already have the respect they crave if, for the preceding four or five years, they have done things that earn it. You don't become a leader over night or by being given a title or a chair. Real leaders follow their passions and develop their empathy as they do all of the things necessary to be considered for the role. Power is something that you are given by people who want to be led and guided. There is an elephant in the room and it's all backwards. The ISC Textbooks on management stop at Taylor and it feels like that is where it stops in school; we have been limited by our prescribed learning.

Letter to the Editor

Dear Editor,

I recently proposed at a School Council meeting that we calendar the community lunch that is held annually. The decision to propose this was after much internal deliberation, and I wasn't surprised by the response from the members of the Council. My proposal was intended to throw light on the 'tokenism' that we practice. After six years of observing the functioning of the School with regard to serving the backbone of our community, the proposal was one which I felt was absolutely required, for I feel it would serve to eradicate the complete disregard that many have for the support staff of our School. Part of the proposal was also to put an end to the usual chaos that surrounds the community lunch and restrict it to serving done only by SC-Form and the teaching staff members. For this, I received flak and serious criticism, but the reason for my proposal pertains to the logistical problems of serving 600 boys and the estimated 150 members of the support staff. The response I received during the Council's debate on the matter was that the supposed purpose of a community lunch is to bring the community 'together'. Apparently, "The boys need to sit together and eat with the support staff in order for them (sic) to feel they're part of the school." I'd like to make it clear that sitting together for one meal in the year does not make someone feel included. Moreover, the concept does not apply to juniors who feel the need to sit amongst themselves most of the time and are not aware of what serving the community is all about.

The bigger issue is that boys end up being served more than the support staff, which defeats the purpose of such an event. Clearly, if we cannot effectively hold one meal in the whole year to serve the people who serve us throughout the same year, then we as a community fail to be 'an aristocracy of service'. In view of this, I'm pleased to note that the focus of this year's community lunch was fulfilled; as much as SC-Formers are criticised for being too 'full of themselves', every single one of them made it a point to serve during the lunch. No one complained about not receiving pizzas because we knew that our efforts meant a lot more than baked dough and cheese (Although we know our options are restricted with a now heavy security presence patrolling the walls of the School). It was a certain sacrifice that we made in order to fulfil one of our School's objectives, which also ensured that this year's community lunch was well conducted.

During my former tenure on the *Weekly*, I had come to be known as a constructive critic of sorts: habitually pointing out the flaws and incongruities I observed. This flaw was one that I have waited to discuss ever since I first observed the Community Lunch over three years ago. Since this flaw has now been rectified, the annual lunch is now more meaningful.

Finally, I'd like to add that this community lunch should not be used as a medium of showcasing the social work done by our School. It is something that we must enjoy doing and definitely not regard as 'social service', since it is not a compulsion but a minor duty on our part to acknowledge the unsung heroes of our School. According to me, the Board of Governors should concentrate on such initiatives instead of taking care of the Main Building, which I believe is being destroyed daily due to the want of 'modern amenities'. This discussion, though, is for another day, or as people usually say, 'when the time is right'. Until then, we should continue to work beyond our limits towards the accomplishment of the aristocracy of service, if those eternal words are to be inscribed on our walls, and in our own minds as DoscOs.

Yours sincerely,

C.C.Chengappa

प्रकृति

• आकार गुप्ता

पहाड़ की ओट से झाँकती सूर्य की लालिमा,
तन-मन को मोहित करती उसकी गरिमा।
चिड़ियों की चहचहाहट से,
गूँज उठा सारा वातावरण,
ऐसा लगा जैसे वादक ने
छेड़ दी वीणा की तान।
हवा के मधुर झोंके से,
खिलखिलाते पीपल के पत्तों की सरसराहट,
मन-वीणा की तान से सुर मिलाते
मृदंग की थपथपाहट।
आसमान से गिरता निर्मल नीर की फुहार,
खोल देती दुनिया में खुशी का पिटारा।
गर्मियों में दुश्मन, सर्दियों में प्यारा,
जिसकी चमक देती है नन्हें पौधों को सहारा,
पानी से खिल कर इंद्रधनुष बन जाता,
वह है सूर्य सबका दुलारा।
जब कल-कल शीतल जल,
पेड़ पौधों को सींचता,
उसके शीतल स्पर्श से,
रोम-रोम खिल उठता।
यह नाच और यह गाना,
सुनकर सब हो जाते मदहोश,
इसलिए सब लोग यहाँ,
आते हर रोज़।

इंटरनेट के प्रभाव

• अभ्यांशु उत्कर्ष

आधुनिक दौर में इंटरनेट का साया सब जगह फैला हुआ है। इंटरनेट ने मनुष्य की बहुत मदद की है। इसके द्वारा इंसान कोई भी काम हाथ फेरकर कर सकता है। किसी से बात करनी हो या कोई चीज़ खरीदनी हो, हर काम एक उँगली के स्पर्श से हो जाता है। इसने इंसान की हर रूप में मदद की है, पर जैसा कि कहा गया है, किसी भी चीज़ की अति अच्छी नहीं होती। कुछ ऐसा ही इंटरनेट के साथ है पर मैं मानता हूँ कि यह कहना कि इंटरनेट पूरी तरह बुरा है, उचित नहीं होगा। इसने कई तरीकों से इंसान की मदद की है, पर हर चीज़ में कोई न कोई कमी होती ही है।

एक बुरा प्रभाव जो मेरे नज़रिये में काफी गंभीर है, वह है कि यह इंसान को पूरी तरह अपने पर निर्भर कर देता है, और लोग यह सोचने लगते हैं कि जीवन सरल है। और तो और यह एक इंसान की सोचने की ताकत और रचनात्मकता, जो किसी भी

इंसान की सबसे बड़ी खूबी है, को कुछ हद तक खत्म कर देता है। जब इंसान की सोचने की शक्ति तबाह हो जाती है तो वह मुश्किलों में जल्दी सोच नहीं पता। इसी कारण इंसान आसानी से हार मानने लगता है, क्योंकि उसे हर चीज़ आसानी से करने की आदत पड़ चुकी होती है।

इंटरनेट का हाथ इतिहास को भुलाने में भी है क्योंकि इसके कारण लोग आपस में बात ही नहीं करते हैं। जिसके कारण वे इतिहास के बारे में नहीं जान पाते। परिवार बस नाम के ही परिवार रह गए हैं क्योंकि वास्तव में सभी इंटरनेट पर लगे रहते हैं। इसकी वजह से हमारे जीवन में भावनाएँ भी कम हो रहीं हैं।

मैं यह बिल्कुल नहीं कह रहा कि आपको इंटरनेट का प्रयोग नहीं करना चाहिए। इंटरनेट एक बहुत लाभदायक चीज़ है किन्तु हमें यह नहीं भूलना चाहिए कि यह हमारे जीवन को आसान बनाने का एक माध्यम है, स्वयं हमारा जीवन नहीं।

जीवन का सलीका

• आत्रेय भार्गव

इस संसार में किसी भी मनुष्य को जीवित रहने के लिए अपने समाज से रिश्ता, अपने संस्कारों की सुरक्षा और दिनचर्या चलाने के लिए शिक्षा की आवश्यकता है। ये तीन अहम चीज़ें हमारी ज़िंदगी पर एक गहरा प्रभाव डालती हैं। अगर संस्कार न हो तो अव्यवस्था होगी, अगर शिक्षा न हो तो गरीबी होगी और अगर समाज न हो तो रिश्ते नहीं होंगे।

सदियों से हम यह देखते आ रहे हैं कि बिना सरकारी सहयोग के सुरक्षा नहीं हो सकती। जिन दिनों भारत परतंत्र था देश विदेशियों के द्वारा पैरों से कुचला जा रहा था। उनकी व्यवस्था की अस्वीकार्यता लगातार बढ़ती जा रही थी। वह अस्वीकार्यता अपने चरम पर पहुँची तो देश के नागरिकों ने विरोध प्रदर्शित करना शुरू किया। क्रान्ति की बातें होने लगी। क्रान्तिकारी पैदा होने लगे। मैं इस परिवर्तन को सामाजिक उन्नति के अंतर्गत ही मानता हूँ। कहना न होगा कि उस समय लोगों की उन्नति स्वतन्त्रता पाने के मकसद से हुई। दूसरी ओर आज की हमारी सरकार भी हमारी भौतिक, आर्थिक, राजनैतिक सुरक्षा के लिए काम काम करती है। यह सब सामाजिक धरातल पर ही घटता है। आज के लोगों के मकसद, एक अलग वातावरण के कारण अलग हैं।

शिक्षा का प्रभाव प्रकट करने के लिए मैं एक गरीब और एक अमीर की शिक्षा के बीच अंतर बताना चाहूँगा। ऐसा क्यों है कि हमारे विद्यालय में भी युवक समाज के एक उस भाग से होते हैं जिनकी आर्थिक

व्यवस्था पूरे देश की आर्थिक व्यवस्था से काफ़ी बेहतर है? इन बच्चों को ही ऐसी शिक्षा प्राप्त हो पा रही है जिसके कारण इनका विकास भी बहुत से अन्य विद्यालयों में पढ़े बच्चे से बेहतर होता है। जहाँ हम लोगों को बचपन से ही महाविद्यालय तक के बारे में बता दिया जाता है, वहाँ उन बच्चों को विद्यालय भेजने के पहले भी दो बार सोचा जाता है। शिक्षा का यह अभाव बच्चों के मानसिक विकास और उनके आत्म-सम्मान के लिए बहुत हानिकारक है। जिन बच्चों को शिक्षा का अभाव महसूस हुआ है, ज़्यादातर उनकी दूसरों के सामने अपने विचार प्रकट करने की क्षमता कम पाई गई है। बिना शिक्षा के भी अमीर तो कई लोग बन पाएँ हैं, पर उनकी संख्या बहुत कम है।

सामाजिक परिवेश का भी प्रगति पर एक अनोखा एवं विचित्र प्रभाव होता है। आपकी संगत आपके स्वभाव को प्रेरित करती है। हम दून स्कूल के छात्रों को ऐसे वातावरण में बड़ा किया जाता है जहाँ हमारी अपने से दूसरे लिंग के सदस्यों से कम बातचीत होती है। इसी कारण हम कई बार लड़कियों से बात करने में हिचकिचाते हैं और उनके समक्ष अपने भावों को प्रकट करने में कठिनाई महसूस करते हैं।

आपके दोस्त भी आप पर एक अहम् प्रभाव डालते हैं। अगर आप उन लोगों के साथ घूमते हैं जो व्यसनों में लगा हुआ हो, तो काफ़ी संभावना है कि आप भी उनके जैसे बन जाएँ। दूसरी ओर, अगर आप किसी ऐसे दल के हिस्से हैं, जो पढ़ाई पर काफ़ी ज़ोर डालता है, तो यह संभावना है कि आपकी सोच उनके जैसी बन जाए।

सोच विकास से जुड़ी होती है और जैसे-जैसे आपकी सोच बदलती है, वैसे-वैसे ही आपकी उन्नति होती है। आपके घर का वातावरण, आपके घर के नियम और आपके परिवार का व्यवहार भी आपके चरित्र को रूप देने में एक अति-आवश्यक भूमिका निभाता है।

अब्दुल कलाम

• सिद्धार्थ मिश्र

अनेक राही आए इस पथ पर,
उनका पता क्या,
छोड़ गए कुछ अपने निशान,
निशान का अर्थ निकाल पंथी,
पथ का अनुमान लगा।

इस संसार में कई महान व्यक्ति आए जिन्होंने सफलता के शिखर को छुआ और समय के इस रेगिस्तान में अपनी एक अमिट छाप छोड़ दी। ऐसे ही एक युग प्रवर्तक व्यक्ति थे ए.पी.जे अब्दुल कलाम।

अब्दुल कलाम हमारे देश के एक महान वैज्ञानिक थे जो आगे जाकर राष्ट्रपति भी बने। उनका जन्म रामेश्वरम के एक साधारण परिवार में हुआ। धन जमा करने के लिए उन्होंने अपने बचपन में अखबार बेचे। वे गरीबी से उभरे और विश्व को अपनी ज्ञान की ज्योति से चकाचौंध कर दिया। बचपन से ही वे पढ़ाई में रूचि रखते थे। आगे जाकर उन्होंने "मद्रास प्रोद्योगिकी संस्थान" में दाखिला लिया जिसके बाद उन्होंने "सेंट जोसफ कॉलेज" से भौतिक शास्त्र में पी.एच.डी की।

इसके बाद उन्होंने डी.आर.डी.ओ और आई.एस.आर.ओ में एक वैज्ञानिक के रूप में विक्रम साराभाई के मार्गदर्शन में काम किया। पृथ्वी, अग्नि जैसी कई मिसाइलों में उनके अभूतपूर्व योगदान के कारण उनका नाम "मिसाइल मैन ऑफ़ इण्डिया" रख दिया गया।

उनके काम के लिए भारत सरकार ने उन्हें पद्म भूषण, पद्म विभूषण और भारत के सबसे उच्च पुरस्कार भारत रत्न से सम्मानित किया। २००२ में वे भारत के राष्ट्रपति बने।

उन्हें बच्चों से बहुत लगाव था। वह हमेशा बच्चों को समाज की भलाई के बारे में बताते थे और बड़े इरादे रखने की ओर प्रभावित करते थे। उनका मानना था कि "सपने उनके साकार होते हैं जो सपने देखने का हौसला रखते हैं।"

उन्होंने कई किताबें भी लिखीं जैसे 'भारत २०२०', 'विंग्स ऑफ़ फायर' और 'अनलीशिंग द पावर ऑफ़ इंडिया' आदि। उन्होंने अपनी किताब 'विंग्स ऑफ़ फायर' में कहा है - 'सपने वो नहीं जो हम नींद में देखते हैं, सपने वो होते हैं जो हमारी नींद उड़ा देते हैं।'

अब्दुल कलाम मेहनत और श्रम की प्रतिष्ठा करते थे। उनके आखिरी समय में भी वह आई.आई.एम अहमदाबाद के बच्चों को भाषण दे रहे थे। जब उनकी मृत्यु हुई, तब शायद ही कोई ऐसा था जिसकी आँखों में आँसू ना आए हों। उन्होंने यह कथन सार्थक कर दिया -

कबीरा जब हम पैदा हुए, जग हँसे हम रोये।
ऐसी करनी कर चलो, हम हँसे जग रोये ॥

मैंने हाल ही में उनकी आत्मकथा पढ़ी थी और मैं भी उनकी ही तरह बनना चाहता हूँ। उनकी सादगी ने मुझे बहुत प्रभावित किया है। वह धन-अर्जन से ज़्यादा ज्ञान-अर्जन में विश्वास करते थे। परोपकार करना, हौसला न छोड़ना और मेहनत करना, ये सभी गुण मैंने उन्हीं से सीखे हैं। मैं भी लोगों का भला करने के साथ एक सादी ज़िंदगी जीना चाहता हूँ।

Raided

Yatin Gour *criticises a prevalent practice amongst senior students.*

Ah, the feeling of eating the food we like! There's nothing like it: the butter chicken, the potato chips and chocolate bars that we kids love. Clearly our CDH doesn't provide them; and when we complain, we're told to savour them on outings and holidays. But, when there is a three month marathon term to finish, and outings are far and few, where do you go? Every Dosco knows the answer: The Tuck Shop.

The problem with that is, as every Dosco also knows, we get favours, or are raided of our legally bought tuck in the houses. What's the use then? Usually, the process is simple: get the check signed; exchange it for coupons; and enjoy! Unfortunately, these coupons, as I mentioned before, are conveniently raided.

For those readers who don't know it (or may have forgotten), these coupons are our coupons, of which we receive a limited amount per term. They don't grow on trees for everyone to pluck at. Those who 'raid' probably know this, yet still choose to continue their actions, which is an even worse phenomenon. Let's flip this arrangement: let's say I'm a senior, and by virtue of that fact, can withdraw greater amounts than juniors from the Boys' Bank for food and day outings. I thus have a privilege, and can treat myself better than them. But despite this advantage, I still go and raid juniors of around a tenth of their allowances and then some more form-mates do the same. This goes on and on with more people raiding and it finally ends when the junior runs out of coupons to give (or submit) to his seniors, to satisfy their stomachs and insatiable egos.

The question I pose is this: when seniors already receive a hefty amount to eat, why must some of them raid? Not only is this thievery, but also this undermines the privileges they receive in the form of private outings and a greater allowances. The effects of demonetisation are not valid excuses for this either. Worse, what this does is create a cycle. The junior that was once raided will wait his turn to do the exact same thing if not worse, creating a vicious cycle.

For those of you who've read this and think I'm making a mountain out of a molehill, I ask you to look back at your junior forms and remember how you felt when you were raided. It may enhance your perspective. But, for those who have really thought about their raiding, about what they've done, I say thank you. Reflecting on your actions is the first step to truly helping our School's society. You thinkers are those who can end this process. So do think, and act, because one good deed can lead to many others.

| Humour |

The Culinary Session

Omar Chishti

Sporting an array of colognes, aftershaves, deodorant, and moisturisers, the Kashmir S form was escorted by RBM for a 'culinary session' with their counterparts from Flycatcher house in Welham Girls' School on Saturday last week. The preparations for the same involved repeated trips to the linen room for fitting blazers, debates on shirts (Half sleeve or full sleeve?!), innumerable requests for the 'perfect tie knots', inordinate amounts of hair product and well polished shoes (A first for many in the form). After some last minute brushing (For eating purposes only, of course) and face washing, the glowing faces set out of school towards Dalanwala, all the while denying that they cared even a little bit about the affair.

On arrival, we were whisked straight into the home science lab before any untoward incidents, save that of the 'missing escort' (Ahem, AV boy-in-charge) and the encounter with the chess player's nightmare. Divided quickly into pairs and triplets, everyone was assigned to a station and set upon making sandwiches, cutlets, mojitos and cake while the introductions took place and the shy birdwatcher of the form put his well practiced skills to work on a different kind of avian life form. Fortunately or unfortunately, the assigned house had members who shared a complicated history with our own King Midas/Jordanian Sikh/Harambe and Basketball Captain/Calligrapher/Resident Rapper, which made for some interesting conversation. The second AV boy-in-charge's secret name was finally unveiled sometime between the dropping of the eggshells into the cake and the complete disintegration of the cutlets, but we soldiered on relentlessly. After an hour or so of cooking and cleaning, everyone sat down to enjoy the food. The cut throat S form spirit followed us into the kitchen, with loud proclamations of "Our cake is better!" and "Group 5 made better sand-wiches!" echoing around the rather cramped space. Mr. Olympia made a favourable impression on the similarly proportioned Ms. 'When does Doon have Socials'. The tension in the room rose a notch when a little gentleman loudly proclaimed the supremacy of chefs from Ajmer, but the chilled mojito soon cooled the situation. Though some food remained untouched, much to the chagrin of the supervising teachers, the calls for exit fell on deaf and rather reluctant ears, with much left to say and much best left unsaid. The rather savage farewell chorus of "Bye lend" was a shot to our dear scarecrow, whose reputation seems to have spread beyond the walls of Chandbagh. The gentlemen left rather pleased after receiving a favourable rating compared to the previous batch of visitors.

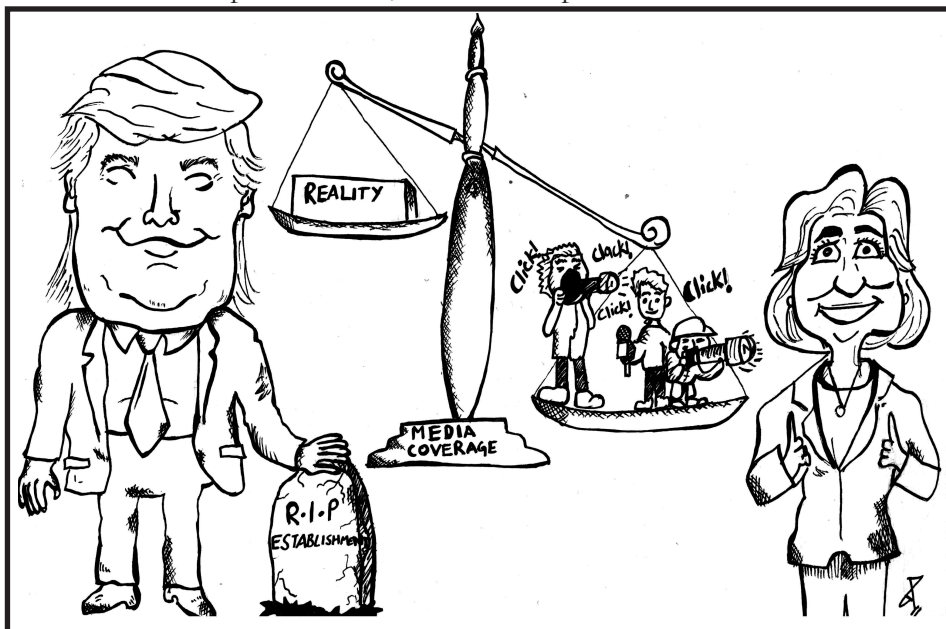
The Media: 'Left' Behind

Aryan Chhabra and Devansh Sharma express their opinion on media bias across the world.

At the very outset, we find the need to clarify that we are not right-wing nationalists who feel the need to play our national anthem before a movie and criticize those who don't stand up for it. Nor are we idealistic students who believe the press should be neutral and unbiased all the time. On the contrary, we understand that all media outlets have their political inclinations and that media houses cater to the demands of their readers. Also, the fact that they are business houses and exist, at the end of the day, to maximize profit is well understood by us. Through this article we are merely opining on a phenomena we have observed around the world in recent times. This phenomenon refers to the growing 'liberal' bias in media encountered by us every day.

Now, the question that arises is why a 'liberal' bias is pernicious to society, or rather how is it significant? While we understand that every media outlet has their respective views, we find it imperative to inform the readers of the harmful side of this 'liberal' tilt that prevails. As you read on, we will illustrate various examples of when this 'liberal' bias has been detrimental and will express our views on how the press ought to be.

The most prominent example of this 'liberal' tilt seen in the media was during the US Presidential elections. Before the elections, the NY Times predicted that Hillary Clinton had an 85% chance of winning the Presidency. Little did the paper realize that the grassroots voters thought otherwise.



Additionally, a lot of political analysts predicted that one of the factors for Trump's rise to power was the failure of the media to chronicle the views of the common man. In today's day and age, the common man feels alienated by the media coverage that occurs. Moreover, the view that media is becoming elitist has gained ground in many countries. Another repercussion of this 'tilt' in media news is that all news is not reported equally. For example, the media extensively covered Trump's lewd remarks on women as it should have, but simply did not give equal importance to the Podesta Papers released by Wikileaks regarding Hillary's speeches to Wall Street bankers. This kind of bias prevents the readers from getting a true picture of their prospective leader and does not serve to create more informed citizens; something we feel the media is obliged to do.

This occurrence was also seen in the Brexit vote in the United Kingdom when major pollsters and media pundits predicted a comfortable victory for the 'Remain' side. Unsurprisingly, that didn't happen either. What did happen was proof of the failure of media to report reality and evidence of the media's distance from the common man. Similar case could be seen in the FARC Deal in Colombia, where renowned pollsters reported that the deal would pass easily, so much so that the Norwegian Nobel Committee prematurely nominated Columbian President Juan Manuel Santos as their Nobel Peace prize laureate. Much to the chagrin of the media, the referendum was defeated, with Santos' nomination ironically announced just after the deal's defeat.

We would be lying if we told you that the same problem is not present in this very publication. While the *Weekly* tries its level best to engage with the readers, and has adopted a new strategy since the new leadership took over, the perception that the *Weekly* only exists for the intellectual elite of the School persists and a feeling of exclusion has developed, which is similar to what citizens have felt in various countries. The archetypical image of the common Dosco who only looks at the Unquotes and Dosco Doodle remains as true now as it was the day we joined School. While factors like someone's lack of interest could be the reason for their indifference to this publication, there does exist a significant majority who simply do not find the *Weekly* relevant or useful in keeping them informed.

So, how do we solve this problem? One obvious solution that we can point out is to read multiple newspapers to expose yourself to a variety of perspectives before forming your own. What also needs to be kept in mind is to take every opinion with a pinch of salt and understand where it's coming from. A vital step in understanding the opinion given by the newspapers is to find out who owns those papers and to know more about their background. We believe that the media should strive to engage more with the masses through interviews, polls and other

(Contd. overleaf)

(Contd. from Page 7)

methods which will make their predictions more accurate and augment their credibility. To conclude, it is our belief that in a democracy, media should be more than a conglomerate of business houses out to make profit; they have the colossal responsibility of creating a more informed electorate which should be able to take more knowledgeable decisions for its future.

The Week Gone By

Salman Mallick

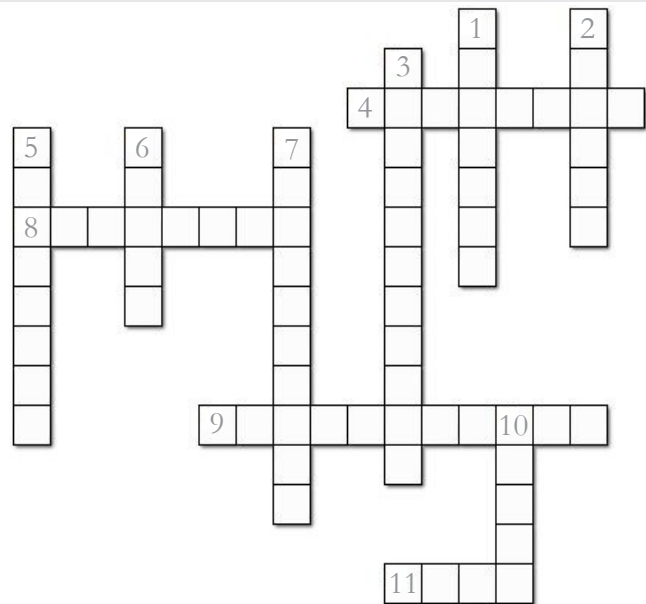
Last Saturday's assembly brought with it another long list of appointments and awards, bringing both those present and absent (due to the SAT exam) both joy and disappointment. Sunday, which generally is an opportunity to go out and unwind, instead was another day spent locked up in School, and while the opening of the Tuck Shop seemed like a revelation, the condition in which it was left made it look much more like a giant garbage can than our beloved 'Tucky'.

Monday's assembly brought along the consequences of Sunday's rampage. Meanwhile, as the temperatures dip, the S Form fourth term gets hotter. The amazing race to the top has yet another hurdle placed. Prefects now need to recall their English Language classes! Letter writing is in. Those who have the gift of the gab left that assembly happier, while the others rued the changes in the old system of selection. Oh, and this gives us an opportunity to apologize to those who felt they were 'left out' from last week's edition of the Roving Eye. All we can say is, try harder!

Talking about the cold, the Inter-House Junior Basketball competition is in full swing, where one team tried to 'freeze' in their spots to show how easy they went on the other team. This week also witnessed the early departure of the SCs and the A formers, both of which are leaving on an early vacation (or scholarly hiatus). On the other hand, the rest of the school will be doing anything but studying (well, except those giving the ACT), although Exam Week is upon us, no one is really caring too much. Most have spent this week lounging around, maybe playing their favourite sport, or catching up on their beauty sleep because, at the end, we all know that we'll get by with a little help from our friends!

Crossword

Festivals



Note: All people referred to in this crossword are done so by their surnames.

Across

4. Harvest festival of Punjab.
8. This festival, celebrated in Nagaland every year, is named after the Indian _____.
9. World's largest Volksfest, where large quantities of beer is consumed.
11. A solemn religious observance in Christianity, which lasts for 6 weeks.

Down

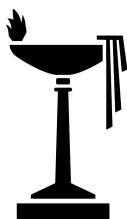
1. It is popularly known as 'fire festivals' in Japan.
2. An ancient Hindu Vedic Festival celebrated mainly in Bihar.
3. A mid-spring festival of Zoroastrianism.
5. This marks the beginning of the Islamic new year.
6. La Tomatina takes place in this Valencian Town
7. Bulls are bred specifically for this event as part of Pongal celebrations.
10. Hanukkah is observed for _____ days and nights.

Answers to This Week's Crossword	
Across	Down
4. Baisakhi	1. Dosojin
8. Hornbill	2. Chhath
9. Oktoberfest	3. Madyozarem
11. Lent	5. Muharram
	6. Buñol
	7. Jallikattu
	10. Eight

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

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