

Established in 1936

The Doon School WEEKLY

"I sketch your world exactly as it goes." -Arthur Foot

August 1, 2020 | Issue No. 2577



UNDER THE SCANNER

A detailed look at the National Education Policy.

Page 3

DOON SPEAK

DoscOs share what they miss the most about School.

Page 4

LETTER TO THE EDITOR

A response to the Headmaster's comments in Issue No. 2575.

Page 5

When Reality Struck

Aradhya Jain shares his experience after members of his family tested positive for COVID-19.

I was waiting for the test results to arrive. I knew it was negative; we just needed confirmation. I sat down for a webinar of the series on research writing by NEST society. I was eager to get the result and as soon as the webinar got over, I asked for the result.

About a month ago my grandfather had a fever for five full days and was feeling very weak. The same happened to two of my aunts. We conducted a couple of tests and they were cleared of having Typhoid, Dengue, Malaria, or any bacterial infection. Finally, the doctor asked us to get a COVID-19 test done for my grandfather and aunts. We were all praying for a negative test. Even the doctor said that it was probably just a normal fever, and that the test was precautionary. Two days later, the test results came while I was attending a webinar. My brother shouted a word in my ear and it sounded suspiciously like 'positive'. I told him to go and after the webinar was over, I asked my mom about it. Teary-eyed, she told me that all three had tested positive for the virus. We were in home quarantine. I was scared and wondered what would happen to us. Burdened with this news, I spent fourteen days in home quarantine. I tested negative, and so did my mom, but my brother and my dad tested positive.

During the quarantine, I had

nothing to do and I would eagerly read my books and wait for the evening when I could play games online with my father and out him at ease. I used to spend all my time with my mom and brother and watching videos on YouTube. My brother used to ask me a lot of questions and I used to calmly reply. On some days I used to go to sleep wondering if I would wake up the next day or not. I used to wash the dishes with water and soap thrice a day. This was very tedious as I was not used to washing the dishes so frequently. At times I would feel irritated and claustrophobic. I just wanted to burst out of the room. I had to take my temperature thrice every day and I wished that I could stop the virus once and for all. I started to feel an unfelt hatred towards the country because of which this virus was there. Since the domestic help was not allowed to enter the rooms or do any chores that involved close contact with any family members, my mother was doing all the chores: cleaning the rooms, the utensils we were using for meals and the clothes we were wearing. I tried helping her as much as I could by looking over my younger brother's online classes while she cleaned. I used to take steam, gargle and drink *kadha* every day.

I was extremely bored after this quarantine stage, for I had nothing

to do. The entire house was being sanitised, while we were taking medicines daily to boost our immune system.

I started howling in fear and I was wondering what would happen to us. Burdened with this news, I spent 14 days in home quarantine.

On the bright side, the doctor asserted that it was likely we had all contracted COVID-19. Despite some of us testing negative. Since we were all living together there was a bright chance that it was a false negative and we should assume that all of us have been tested positive and take all medications and precautions accordingly. Fortunately by the grace of the Almighty and prayers of our loved ones we recovered from the ill-fated disease without any untoward incident in the family.

Our doctor suggested that we get an antibody test done after 30 days of symptoms in the house. I am eagerly waiting for the antibody test so that I can confirm if I was infected with the virus or not.

This Week in History

1492 CE: Christopher Columbus sets sail to the Far East in his ships Nina, Pinta and Santa Maria.

1945 CE: The USA drops the first ever atomic bomb on the city of Hiroshima

1962 CE: The famous actress Marilyn Monroe is found dead in her house at the age of 36.

1962 CE: Nelson Mandela is imprisoned by the South African security forces

1964 CE: President Lyndon B. Johnson signs the Gulf of Tonkin resolution after an American ship is shot down by Vietnamese patrol boats.

1990 CE: Iraq invades Kuwait, initiating the First Gulf War.

UNQUOTABLE QUOTES

Let the Dugar speak first.
RKM, playing favourites.
My birthday is yesterday.
Shehzaad Shergill, bending time.
While I was hidings, I finished the course.
Eeshan Mehrotra, saamp.
All work and no play makes me a bad boy.
Varen Talwar, overworked.

“

“In every age it has been the tyrant, the oppressor and the exploiter who has wrapped himself in the cloak of patriotism, or religion, or both to deceive and overawe the People.”

Eugene Victor Debs

THE WHO?

Who is Jacques Berman Webster II?

Krish Agarwal: An entrepreneur
Vivaan Malik: A singer
Shaurya Sharma: An actor
Tanmay Gupta: A songwriter
Harveer Kochar: A commando

Jacques Berman Webster II, known professionally as **Travis Scott**, is an American rapper, singer, songwriter, and record producer. He has won the **Billboard Music Award for the Top Streaming Song (Audio)** and has been nominated for many more, which include six Grammy award nominations. He has a total of three Certified Platinum Albums. He has collaborated with a number of other artists, such as Meek Mill, Migos, John Legend, and Kanye West.

Around the World in 80 Words

137 people were killed and 5000 people were injured in a massive explosion in Beirut, caused by volatile cargo pulled into port six years ago. Extreme rain and thunder accompanied by high speed winds led to floods in Mumbai. White Hat Jr. was bought out by Byju’s Parents for \$300 million. The number of total recorded COVID-19 cases in India passed the 1.9 million mark. The 2020 IPL plans to shift to the UAE under stringent rules including six day quarantine.

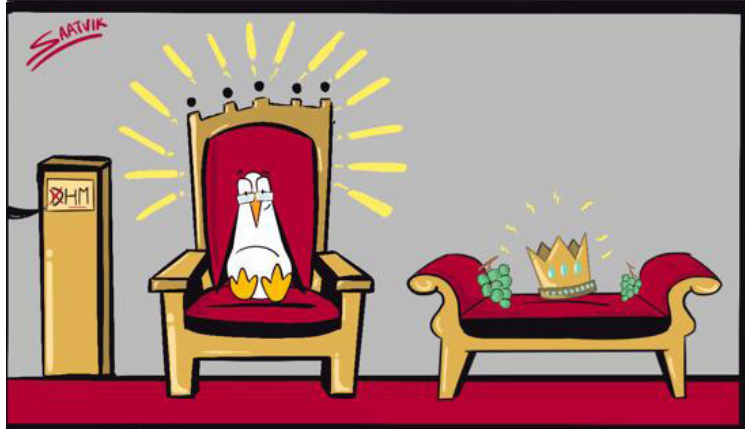
REBUT AND RESPOND

The following are the appointments for the **Junior English Debating Society**:

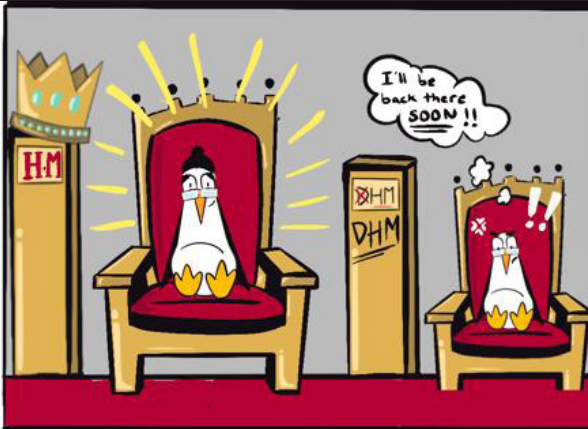
Secretary: Aryaveer Agrawal
Recording Secretary: Krishay Sutodia

We wish them a fruitful tenure!

Do Sco Doodle



Aspirations
Saativik Anand





UNDER THE SCANNER

National Education Policy | Gurmehar Bedi

Approved on July 29 by the Union Cabinet, the National Education Policy (NEP) attempts to provide an extensive scaffolding to curriculums in schools and colleges across India. The first education policy of the century is a concurrent subject under the Constitution making it dependent on regulations enacted by both the central and state governments.

Biannual common entrance tests and a limit on the fee charged by private institutions are measures proposed by the government to increase attendance

Since education is of paramount importance, especially in the 21st century, the NEP attempts to convince parents to send their children to school by providing free breakfasts and vocational training to the children from class 6 onwards. Under the policy, the government is also looking to reform the institutional framework

of the nation by roping in children of the ages 3-5 into the formal education system. This will be achieved by replacing the '10+2' structure with the new '5+3+3+4' format which corresponds to the ages of '3-8, 8-11, 11-14 and 14-18'. The policy provides for education being imparted in the local language, at least till Grade 8 thereby incorporating the perception that learning significant concepts is more efficient in the mother tongue of students than in any other language. Instead of focusing on the effectiveness of rote learning, the policy entails a change that will be welcomed by students across the nation: a reduction in the syllabus and a dilution of the importance of board examinations. This change has been made in a bid to evaluate core proficiencies. Lastly, the NEP seeks to increase flexibility by offering subjects across streams with each subject being taught at two different competency levels.

Apart from revamping the primary and secondary education format, the NEP intends to remodel tertiary education as well. Biannual common entrance tests and a limit on the fee charged by private institutions are measures proposed by the government to increase attendance. However, facilitating the establishment of

top-ranked foreign universities in India is the most pertinent of all proposed modifications. Along with improving the quality of education, it will increase competition thereby compelling Indian universities to improve infrastructure and facilities. The most innovative proposition comes in the form of four-year undergraduate degrees with a multitude of entry and exit points. This will offer mobility to students

Since education is of paramount importance, especially in the 21st century, the NEP attempts to convince parents to send their children to school by providing free breakfasts and vocational training

making it feasible for them to follow their passions.

The policy relies on the proverb 'it takes a village to raise a child' with its essence being the involvement of social workers and trained officials in the educational process of a student. It centers around the necessity of involving each individual of the society in the life of each child to ensure a wholesome growth.

The government has taken a step towards making our education system second to none by the year 2040. This timely initiative warrants determined measures for a successful implementation.



What do you miss most about School?

Earlier this week, we had the first online School Council meeting in the history of School. As we spoke about School, my thoughts derailed into the last time I physically attended the council when I was more consumed by the flavour of bourbon biscuits rather than by the agendas at hand. I recalled the cold overcooked noodles we ate that day that had displeased our palates but also realised that I'd longed for the same meal if it meant I could sit with my friends. When I reflect upon what I miss the most about school, the beauty of the campus and the thought of spending my last year do certainly occupy my mind, however, there are some things that move me even more. Honestly, I miss playing quadrangle soccer with towel stands, eating tiger biscuits with *Chots* whenever I managed to wake up on time, climbing through the back window of my room, pretending to be nauseous in the Wellness Centre just to avoid morning P.T, singing all the School cheers with *josh* during an Afzal's match. All these moments that never seemed so important in School, have become an integral part of my life. Mere words do not suffice to how I feel towards this thorough community.

- Keshav Singhal

When I think about what I miss the most about school, there is a flood of thoughts gushing into my mind. Trust me, I miss the *Chota Hazari* mug as much as I miss my Housemaster's muscle flex, the grand view of the main field from Kashmir House or taking an outing on a non-outing day. Under normal conditions during this time, we would have been approaching the gentlemen's show: DSMUN, and would have also started preparing for the Founder's Day play. Moreover, I miss the monsoon, the raw feeling of the mudslides after any football practice. I miss the warmth of having the whole form in one room. I miss the juniors walking up to me with some lame excuse to bunk PT. But honestly, what I miss the most are the people I meet every day. It is now that I have a glimpse of what life would be like once we step out of the Main Gate for that one final real-time. As a batch, we were looking forward to so many things – there were so many more memories to be made.

- Nand Dahiya

With a camera in my right hand and binoculars in the other, I would find myself sitting on the cold stone stairs of the Rose Bowl every Sunday, right before sunrise. I fondly recall the cool breeze gushing past me, towards and through the bamboo thickets. It was the same breeze that had the dried leaves twirling down on its way to the ground. I would look up to the early winter sky and simultaneously, would be all ears, just to catch the one-off dawn call of the Blue Whistling Thrush, followed by the rather welcoming hoot of the Golden Jackals from the *Khud*. With the first ray of sunlight, I used to head into the natural ravine to cover my own nature trail, glancing back at the complementary concrete structure of the grey amphitheatre smoothly merging with that of the green Khud. The bird trills, cricket stridulations, and squirrel chatters would become more intense as I explored deeper into them. Such mornings at the Rose Bowl and the Khud are now distant memories and I miss them the most.

- Vedant Gattani

What had only seemed to me like an extended post-IGCSE break crept into the next four months and has since been insidiously eating away yet another term of possible experiences and probable memories. Locked in my house amidst the pandemic, I can only picture how the fields of Chandbagh would be drenched in the rain and overrun by eager footballers sliding through the mud. This would be accompanied by the fervent shouts in the background urging them to return to the house because of heavy rain, especially given that mid-year trials would be approaching.

So when I think about what I miss the most about School, apart from all of the people who truly create the nostalgia of Doon, it would be the football in Dehradun's monsoon and the smell of rain on the dry ground within the brick red walls of what we call home for eight months of the year.

- Kartikeya Singh

Letter to The Editor

Dear Editor,

I am writing regarding the interview with the new Headmaster, Dr Jagpreet Singh, in issue no. 2575 on 25 July. I welcome the Headmaster's emphasis on mental health. It is a matter of vital importance that requires nuance and care, which is why we need go further than just 'asking' students to 'look after [their] mental health' by 'talking about [their] issues to people near and dear to them'. We need to provide the care and resources students need and, what I am concerned with in this letter, to proactively change the culture and environment that may aggravate existing stressors.

This is where the Headmaster's emphasis on 'bringing back sports' is perplexing. Some of the most traumatic and invalidating experiences I had in School were associated with sport, and the culture around sport was one of the biggest challenges I faced to my mental health. This is not to deny the value of sport in education. Exercise and physical fitness are also useful tools in helping our mental wellbeing. On reflection, I feel the way in which sport is woven into the fabric of School makes it the expression of a very particular kind of competitive, aggressive and dominant masculinity. This is evident in the way we are driven by intense competition for incentives or trophies. Games sessions are primarily oriented towards practice for competitions rather than as a space for learning, exercise, and personal growth. Moreover, competitions embody tribalism towards our houses, which in turn forms the basis of coercion into participating.

There is also a culture of bullying and violence in how we treat those who lack the ability or inclination for sport, and how we take our disappointment or anger at losing out on other people through aggression or abusive punishment. One damaging vicious cycle I found myself in was never enjoying sport because of how much I was tormented for not being good at it, and as a result not being given proper coaching and training to learn. Being a passable sprinter was my saving grace. Ironically, far from having left School as what the Headmaster would call a 'public school boy' for having 'learnt one sport well', I only began enjoying sport in my mid-20s, when I realised that I didn't pick up a sport at School not because I was a [slur about disability that I was called], but because I was not given the right coaching that took into account my learning needs or the freedom to learn at my own pace. I represented my university and later played for Edinburgh City in the Scottish Korfball League.

At School, we are hostile to those who are not good

at sport, whom we demean, humiliate, and traumatise as punishment. If this culture around sport is part of what it means to be a public school boy, this Kiplingesque fantasy is not without severe harm: in the book *The Will to Change: Men, Masculinity, and Love*, bell hooks describes 'the way we "turn boys into men"' as 'through injury', as 'we pull them away from their own expressiveness from their feelings, from sensitivity to others. The very phrase "be a man" means suck it up and keep going. Disconnection is not fallout from traditional masculinity. Disconnection is masculinity.' When this culture accompanies a sense of stoicism and disconnection, it creates an environment where aggression and rivalry are the only ways where students can express their emotions.

I feel the way in which sport is woven into the fabric of School makes it the expression of a very particular kind of competitive, aggressive and dominant masculinity.

These are not just problems with sport: we can find the same toxicity in our approach to other activities. Nevertheless, sport, by virtue of its visibility and prominence, is perhaps the biggest driver of this that influences all spheres of School activity. We need to make sure our emphasis on these lessons and personal growth from sport happen in the right environment and culture, lest we exacerbate a culture that is toxic to students' mental health.

I agree wholeheartedly with the Headmaster that 'values are the core from which we develop the rest of our being'. Because of this, it is imperative we reflect critically on our values of being 'public school boys' and to rectify the entitlements they assume, what ideologies of class or gender they embody, and what impact they have on students' mental health or on our societies. I hope these perspectives can be calls to reflect on these questions.

I would like to join everyone in welcoming Dr Singh to the School and wishing him a fruitful tenure in addressing the vital issues that he considers his priorities.

Sincerely,

Vivek Santayana

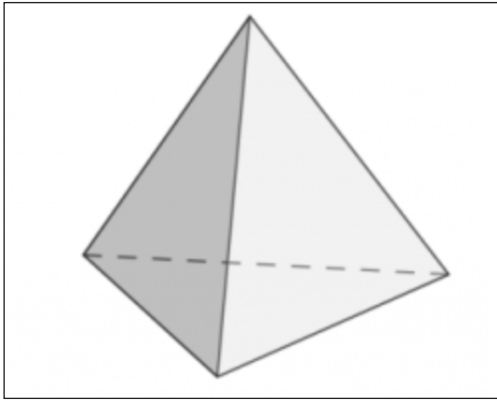
Ex-369 O, '11

The Problem of the Week

A regular tetrahedron is a polyhedron with four faces, each of which is an equilateral triangle, as shown. A solid tetrahedron is cut into two pieces by a single plane cut.

Which of the following could *not* be the shape of the section formed by the cut.

- A. A pentagon
- B. A square
- C. A rectangle that is not a square
- D. A trapezium
- E. A triangle that is not equilateral



Note: The solution must be explained through a diagram as evidence

Source: ukmt.org.uk

What Have You Been Reading During The Lockdown?

The Case for India
Author: Will Durant

After reading this book, I cannot grapple with how an American observer could simply compile facts into a 150-page book written in 1930, and still make it so heart-wrenching and eye-opening. Even having studied Indian history in the classroom, The Case for India made me realize that I knew close to nothing about the multifaceted humiliation, persecution and destruction that the British waged upon India. Be it in the form of actively trying to create religious and casteist divisions or the systematic disintegration of Indian industry or the repeated disallowance of more qualified Indians into positions of power that were then occupied by under qualified Englishmen or the vetoing of proposals passed by provincial legislatures to introduce universal primary education or... the list goes on. This book is a must-read for anyone who identifies as an Indian, but even more so for those who don't.

- Kabir Subbiah

What Have You Been Watching During The Lockdown?

Homeland

Creators: Alex Gansa, Howard Gordon
Cast: Claire Danes, Mandy Patinkin, Damian Lewis

The show is about CIA operations conducted by Carrie Matthison in the USA. *Homeland* showcases the conflicts and negotiations between US intelligence agencies and terror agencies, highlighting some of the flaws and hypocrisy in the American intelligence community, and of course, showing its protagonists as the backbone and saviours of the US Intelligence community and US National Security. The plot of the show is very realistic and it has a lot of gripping scenes. Even though it may not be particularly intellectually stimulating watch, I guarantee you will get hooked on it from the very beginning and is extremely entertaining. It is a good experience and I would definitely recommend you to watch it if you get the opportunity.

- Aryan Prakash

The views expressed in articles printed are their authors' own and do not necessarily reflect those of the Weekly or its editorial policy.

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