

Established in 1936

# The Doon School WEEKLY

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

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## Are uniformity and conformity beneficial and essential to modern-day public schools?

POINT | Vinamra Agarwal

People modify their ideas, attitudes, actions, or perceptions to more closely reflect those held by groups to which they belong or aspire to belong to. Being part of a public school, uniformity and conformity go hand-in-hand with the values students are imparted with. These values play a significant role in shaping students and their futures.

The idea may seem frivolous; after all, what are a pair of blue jeans worth when the nation's test scores are on the line? — however, that's not the case. The reduction in social mores is not an isolated occurrence, but rather a symptom of a broader, more general decline. Requiring students to dress appropriately for important public events conveys a powerful message that other improvements are to be expected.

For example, dress codes are valuable not for the conformity they appear to impose, but for the lessons they teach. The first is that attire does not make the man; dress codes, particularly uniforms, mask the economic divides between students, providing a breath of egalitarianism that is equally enlightening for all people regardless. The second is that there

are acceptable and unacceptable ways of conduct in a civilised world, whether it involves clothing, language, or etiquette. The third point to consider is that the adult world into which these children will eventually be thrust, has its own set of rules and regulations, many of which are unwritten but all of which are strictly enforced, and the sooner students learn to live in this orderly society, the happier and more productive they will be.

In the context of a modern-day public school, many students do not bear responsibility for their behaviour. Recent research strongly suggests that disciplined students are far more likely to be successful in their future lives as compared to those with undisciplined behaviour. A 2019 study in the Journal of Educational and Social Research claims that such students are able to concentrate less, build meaningful relationships, and may drop out of school. Uniformity and conformity are part of an approach that focuses on maintaining order in schools. This is by observing and following school ethos, rules, systems and routines and is a requirement for every student in the school. Schooling practices include

methods to enhance the probability of learning, individually and in groups, choosing behaviours that are personally fulfilling, productive, and socially acceptable. Being accountable for one's actions is the foremost skill a 21st-century learner should possess as it is associated with school discipline in such a way that students are educated, disciplined, good communicators, able time managers, and possess other important social and cognitive skills.

Uniformity not only harmonises the appearances of students, but also fosters a sense of community. Students believe they are an integral part of their school and that their school is an integral part of them. This increases school spirit and pride. A spirited student that respects what he/she stands for in the ecosystem of the school community has a better impact on the school and sends the right message to his peers and juniors. Obeying simple rules put in place to benefit students, helps them uphold and contribute to the mission of their school, which is a virtue no modern-day public school student should lack.

*(Continued on Page 3)*

MANNING THE HELM

The following are the **School Prefects** for the forthcoming year:

**School Captain:** Raghav Mundara

Hyderabad House

**House Captain:** Harsh Tibrewala

**Prefects:** Ameyath Sodhi, Maharshi Roy, Katyayan Kanodia

Jaipur House

**House Captain:**Veraj Goel

**Prefects:** Paras Agarwal, Bir Singh, Veer Nigam

Kashmir House

**House Captain:**Gurmehar Bedi

**Prefects:** Aviman Singh, Kapil Thapli, Advik Virat

Oberoi House

**House Captain:** Ahan Jayakumar

**Prefects:** Tamish Agarwal, Arnav Kathuria, Aryan Prakash

Tata House

**House Captain:** Sudhanshu Chowdhry

**Prefects:** Adeitya Khanna, Tejas Sharma, Siddhant Agarwal

Congratulations!

“

The assumption that what currently exists must necessarily exist is the acid that corrodes all visionary thinking.

—  
Murray Bookchin

APPOINTMENTS

The following are the **Sport Captains** for the year 2022-2023:

**Cricket:** Tamish Agarwal

**Hockey:** Aviman Singh

**Athletics:** Advik Virat

**Basketball:** Tejveer Dhingra

**Swimming:** Aryan Prakash

**Boxing:** Raghav Mundara

**Table Tennis:** Ransher Mann

**Badminton:** Kapil Thapli

**Squash:** Tanmay Gupta

**Tennis:** Vidit Verma

**Shooting:** Sudhanshu Chowdhry

**Football:** Nirvaan Jhanji

**Golf:** Aryan Gautam

**Chess:** Tanmay Kuchhal

Kudos!

UNQUOTABLE QUOTES

*The only thing left in my bag is my suitcase.*

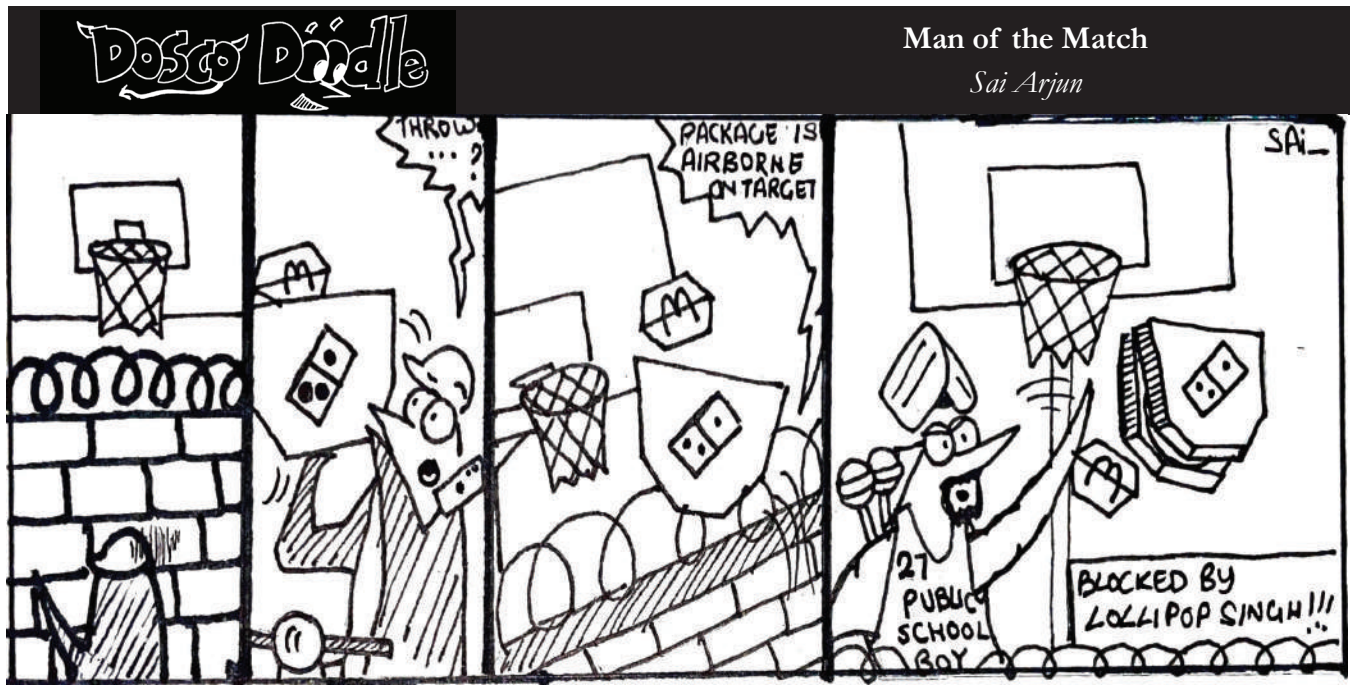
**Zubin Mehra**, pioneer in packing.

*The raasta is going pasta.*

**HCY**, a master of direction.

Around the World in 80 Words

U.S. President Joe Biden accused Russian troops of committing acts of genocide after mass graves were discovered in Bucha. UK PM Boris Johnson ignored calls to resign after he was fined for previously breaking lockdown laws. Devastating floods wreaked havoc in South Africa, killing more than two hundred and fifty people. India abstained from voting to remove Russia from the UNHRC. Real Madrid lost to Chelsea in the second leg of the Champions League Quarter-Finals, however, won 5-4 on aggregate.



Man of the Match

Sai Arjun

*(Continued from Page 1)*

Ahan Jayakumar and Armaan Rathi | COUNTERPOINT

Since our first day in School, the notions of uniformity and conformity - physical, ideological, or otherwise - have been reinforced at every turn by those in positions of authority. Whether it be the Prefects, Masters, or the all-pervading zeitgeist of a public school. It is expected of students to be dressed in a predisposed fashion, and this obsession with conformity is justified as the common link that helps foster a sense of community. Now that we are in our Sc Form and witnessing School return to its normalcy, this justification brought forth by the advocates of uniformity feels absurd and out of place. Communities are not meant to be built on similar clothing or a mould of the ideal public school student, but rather on the back of mutual experiences. Moreover, modern institutions should take pride in their diversity, individuality, and other traits of self-expression, which are often suppressed by the orthodox implementation of uniformity. School uniform codes have as much to do with fostering a sense of community, as famines do with gluttony.

**Moreover, modern institutions should take pride in their diversity, individuality, and other traits of self expression, which are often suppressed by the orthodox implementation of uniformity.**

A Master in School once told us, “when you join School, you subscribe to its ethos”, and went on to explain that this statement holds true for every facet of your School life, be it in the classroom, in the way you present yourself and even in the manner in which you interact with others. There are a set of rules, both spoken and unspoken that must be followed by each and every student. Now, we do agree with the idea that there are certain traditions that need to be carried forward in order to preserve the identity of the School, but these do not occur by virtue of students conforming to regulations and codes that have been in place and fashion prior to the inception of the Nation. We do concede that students need to look presentable and that they shouldn’t be allowed to attend classes dressed inappropriately. However, what we find inherently problematic is that the aim is to make each and every person look-alike (or at least that is what we perceive the aim to be).

You may say that uniform codes create this sense of an egalitarian community that looks past the material and economic conditions of its members. To this end, we would argue that people in School (many of them, if not all) are mature enough, that they have the ability to look past such superficial characteristics and into the more meaningful aspects of others. People in School do not base their impressions of others on the clout that comes with wearing certain brands, but rather on principles and common interests. Bonds are formed not by wearing similar clothes, but on the impressions created by interactions with others, which is just one among many other factors that are far too complex to put into simple words. Attributing this effect majorly to physical conformity is a fallacy which must be highlighted.

The notion that subscribing to a public school ethos entails wearing School-issued bags and presenting yourself in a certain manner is highly erratic and, to an extent, out of date. The prevalence of this notion raises many questions on our end. First, we are made to think about the relevance of such mandates, for we have not been given many valid points of reasoning. Secondly, we question whether the ethos has been made so fragile that it must rest upon physical conformity and compliance with uniform codes over the belief that other traditions also have the ability to ingrain the ideas of equality and fraternity into members of our community.

**We have no reluctance to adhere to rules, where our point bases its roots is in the idea that adhering to certain regulations, that seem algorithmic in nature and largely stem from nostalgia, is redundant.**

We have no reluctance to adhere to rules, where our point bases its roots is in the idea that adhering to certain regulations, that seem algorithmic in nature and largely stem from nostalgia, is redundant. This adherence goes against the progressive currents that not only our School, but any educational institution must rely on.



# Bearing the Torch

*The Doon School Weekly recently interviewed the newly-appointed School Captain, Raghav Mundara.*

**The Doon School Weekly(DSW): What are the challenges you expect to face as a School Captain leading three batches that have not been subject to “Dosco traditions” and how do you plan to address them?**

**School Captain(SC):** So, when we say Dosco traditions, most people who haven’t been in School think that we’re talking about regressive or primitive measures such as harsh punishments or extra PTs for instance; ones that we haven’t actually used in School for a very long time. So, there are certain misconceptions that arise only when viewed from an outsider’s perspective. My first challenge would be to dispel such misconceptions.

Now here’s the thing: Dosco traditions are more than just extra PTs or punishments given to Juniors by Seniors. It’s more about a very special bond that is created. And when we do that, while we do that, there’s a whole lot of things that come into play.

Now that we take into account, for example, making bonds with Juniors. As I mentioned in my speech as well, the chronological age and the psychological age of students, especially in the Sc Form, is very different from other schools. This is because we have experienced so much in our Junior forms in terms of different curricular activities and our conversations with Seniors. All of these helped us understand how the system at Doon works.

For instance, there’s a chain of command which is followed in School and people react to these in certain ways. Now, when we say Dosco traditions, this is coming back to the main point, we must not just talk about the Juniors. Dosco traditions are imbued in us by our Seniors and our Masters, and by the bonds that are created between Masters, Juniors, and Seniors. The onus, therefore, lies on Masters and Seniors to pass on these values to the Juniors.

As for the second part of the question, the main challenge that I see ahead of me is that while we inculcate these traditions in Juniors, they would not have had the advantage of being aware of the effort and time that Seniors are willing to put in to pass on the traditions, thanks to their online experience of School. We must therefore be extra patient and understanding of their situation.

Seniors must muster that kind of ability and find the time and effort to invest in our Juniors. For example, I have personally talked with a Junior in my House, and I know how that has impacted him. He has gone on from ‘jamming up’ almost every day for every small thing to now leading the House in many Junior activities, such as debating. I know how my

conversations have made a bigger impact than extra PTs or punishments would have had.

**DSW: How did you feel addressing the whole School for the first time at the Farewell Assembly of the batch of 2022? What was it like writing the speech?**

**SC:** First of all, I had only two days to write my speech because, before that, I didn’t even know if I’ll be giving it or not. So, when I started writing my speech, I was a bit nervous because of the lack of time for brainstorming and structuring it. But by the end of it, there was so much content that I had to cut down substantially, even censor certain things to make sure I wasn’t overstepping boundaries or crossing the time limit given to me.

**DSW: For some time now, physical punishments such as extra PTs have been banned. What impact do you think this will have on discipline? Would it change the “Dosco system” down the line?**

**SC:** Again, when we talk about the Dosco system, it is not about punishments. We have to understand one thing and that is when we talk about the Dosco system, it is about how effectively we blend ourselves with this system.

Leadership sessions generally tend to be for something productive. At our recent session, a serious question was whether we want punishments or not. We discussed how one handles punishments if someone who is giving it is not authorised to do so. Personally, I think changing the context of punishments is key. For example, if someone’s not coming on time or is not performing well enough, we have to give punishments in such a way that things actually change.

**DSW: As the School Captain, what is your vision for the School?**

**SC:** During my D Form, School was essentially run with a fair share of contributions from Students and Masters, and there were relatively low levels of intervention from the governing body. On an individual level, I think this is the best way for School to function. I believe that in a post-COVID scenario, the next two terms will be decisive in shaping how the next two decades will pan out for School. So, I feel it is crucial that all of us ensure that we walk in the right direction over the coming terms.

As for bringing about positive behavioural change in the students, although in some cases punishments become unavoidable, the more effective method is to express validation and show appreciation. Talking about the relevance of these virtues, my belief is

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that what matters most is acknowledgement. I'd like to explain this with a personal anecdote. I played a major role in choreographing the dance for Inter House in my B Form. I won the solo category. The whole troupe was on top of the world, and that award meant a lot to me. Later that month during the House feast, the House Dance Captain included a whole passage praising my dedication and contribution in front of the entire House. Now, when I look back and reflect, that acknowledgement meant more to me than an award lying in the trophy cabinet and has had a big role in making me what I am today.

If we successfully make our Juniors learn the value of these intangibles, then the School's culture will

remain intact. Our vision needs to be a long term one though there is a limit to what we can achieve in the year left in School. Practically speaking, there are limits to the changes that we can make, therefore preparing Juniors to think on similar lines is the best way we can give back to School.

I'm not sure what I've done for the School, but I definitely know what the school has done for me. If each stakeholder of Doon understands the depth of this line, we are halfway through our objective already. Change is inevitable, but we need to make sure that as we move forward with these progressive arrangements, we must not undermine the fundamental values that got us here in the first place.

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## Baskets Galore

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**Neel Sahai** *discusses the results of the Inter-House basketball tournament.*

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From playing in the old courts in our initial years to the Inter-House matches fought through blood, sweat and tears, basketball has always been a sport that has a place in every Dosco's heart. This Inter-House saw both Junior and Senior teams competing in the same lively and passionate fashion that we had become accustomed to during the pre-COVID period. The feel in the air, the beat of the drum, and the familiar sound of a basketball, all came together to make this Inter-House a successful and entertaining one for the entire School. This Inter-House was a very successful one for the House of the Warriors, with them only losing a single Seniors match, a hard-fought defeat against the Nizams. Their Senior's team was led by the outgoing School Basketball Captain; Rajveer Dhingra. The House of Steel was dominant against Oberoi and Jaipur, winning with a comfortable scoreline of 56 to 19 and 53 to 21 respectively. This was followed by a victory against Kashmir House, in an entertaining game, where they eventually came out on top with a strong performance in the last quarter.

In the Senior category, Hyderabad House performed well, losing only one game to the House of Swans.



The Swans put up a good fight, beating the Nizams and the House of Eagles. However, they were finally defeated by the House of Gentlemen and The House of Steel. Hyderabad beat Tata and Kashmir in close-fought games, with commendable performances being shown by Neil and Shaan Bulchandani along with Tejas Sharma, who put on quite a show. The House of Gentlemen performed well under Aryan Agarwal with two comfortable victories against Oberoi and Jaipur with a comfortable margin of 28 and 34 points respectively. The Juniors category was led by Tata house with a landslide victory. Although Kashmir gave Tata a good fight, the House of Warriors came out on top with a difference of six points between the two teams. Shashank Dhiman and Jaiveer Saran put on strong performances for the House of Warriors, whereas Umaid Dhillon performed well for the House of Gentlemen. This was followed by yet another good game for the House of Warriors against Oberoi, where they came out on top in a well-fought game with a margin of 12 points.

Jaipur House had a good run consisting of only one defeat in the tournament. A comfortable victory against the House of Swans, and a well-fought game against Hyderabad put Jaipur house in a comfortable position. This was followed by an overtime thriller against the House of Gentlemen, where the score was tied by the end of the game, resulting in overtime, where they won by a close margin of one point. Jaisal Sahgal led Jaipur house from the front, with consistent performances throughout the tournament. The last game in the Juniors category was one between Kashmir and Hyderabad, the game was a close one, with both teams fighting hard until the last quarter when Kashmir pushed through to win the game by a close margin of 6 points.

# The Week Gone By

Saatvik Anand

As you sit in the CDH thinking back upon the rather eventful week, the much-needed extended weekend slowly comes to an end. A new set of voices can be heard booming through the CDH speakers as the newly-appointed prefectorial body takes charge, leaving some of us asking ourselves where we went wrong. A fortunate few DoscOs were able to redeem themselves as the long-awaited time to announce sports captaincies had finally

arrived. Blazers and ties were once again pulled out through the campus as the ‘chair committee’ board of The *Yearbook* ran around School taking pictures of various societies and teams in the blazing heat.

The final few matches of basketball did not see the end of PT vests as the appointment of the new PT leaders found the main field lined with groggy DoscOs as they practised long-forgotten exercises in the early hours of the day.

After what felt like forever, the nostalgic echoes of *Auld Lang Syne* could finally be heard through Chandbagh followed by one final chant of *aplle ki aplle* as the teary-eyed Sc-leavers made their way

out of the Rose Bowl and into the comforts of their homes, some with their hands full of shiny Marker Cups and black ties. Although the absence of our Seniors is quite notable, the School seems to be busier than ever as boys can be seen running around collecting unwanted marks and attending meetings in preparation for the upcoming Inter-House dance and one-act play competitions. The squash courts finally see action again after their recent renovation and Houses take to the fields as Inter-House hockey slowly creeps around the corner. With this, I wish all my fellow DoscOs the best of luck for the week to come.

## Wordsearch | Rock Bands

- 1. After its lead singer took his own life, this famous grunge and alternative rock band abruptly came to an end.
- 2. This band has the highest number of record sales in history.
- 3. This band, known for its psychedelic music, famously features a prism splitting light into 7 colours on the cover of its album, *The Dark Side of The Moon*.
- 4. This punk rock band is known for songs such as ‘American Idiot’ and ‘Basket Case’.
- 5. Known for its performance at Live Aid 1985, this band continues to be considered as one of the greatest bands of all time.
- 6. This band released an album which would eventually become the second highest selling album of all time, just months after the death of its lead singer.
- 7. This English band is known for having its name written in Hindi on its instruments when performing.
- 8. A Weekly section shares its name with this English Band known for songs like ‘Baba O’ Riley’.
- 9. Known for its experimental approach towards music, this band’s debut single ‘Creep’ made it to number 7 on the Billboard Hot 100.
- 10. This Iconic 90’s English Band was known for the feuds between two of its members who were brothers.

R E P K O Y A L P D L O C B X J E Q G I  
J D W X C F E I O H Q D V V G R M O Y K  
Q D I Y I Q E L A D X U Q Y R E N Y A N  
B U P A K Z Y V J V D F E P E E Y O M D  
C S H K X Q G F S C C C C E E W Q G J V  
X P H O S T N S D Y O L F K N I P L Q S  
B G O D A E H O I D A R O W D I K L U O  
P V B C M P X E E S K C B B A R M F J M  
V I A Y K W B U B I A B D Y Y L A A I L  
X A E C D F T K J E N O Y D O B K C V U  
M E U K D H D H F H A T S F Y G A N Y F  
B P S S Z C L L B F L T D N H S Z I U B  
B B D S J W J E W N N U L Q T Q U F C D  
A Y J Z D B W R V J V G U E Z A X N Y I  
J J D M T H E I E S V P F B S K W B O G  
V A I I A U Q M F O X R U R A C K G F W  
X N I R V A N A Q E X S J S J X A W H T

Answers

1. Nirvana

2. The Beatles

3. Pink Floyd

4. Green Day

5. Queen


6. AC/DC

7. Coldplay

8. The Who

9. Radiohead

10. Oasis



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