

Established in 1936

The Doon School WEEKLY

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

September 30, 2023 | Issue No. 2687



'MOM'S DAL CHAWAL'

A hallowed hall, a rationed plate.
Nothing to see, nothing to choose.

Page 4

VINCIT OMNIA VERITAS

Workings examined, democracy
questioned and a lack of action.

Page 5

ROVING EYE

The last push; nothing is truly as it
seems.

Page 9

Editorial

Trapped Within Words

Yashovat Nandan

*"That one may smile and smile and be
a villain"*
(*Hamlet, Act I, Scene v*)

It is cogent and beneficial for a community to have conflicting views on the happenings within its walls. It is essential to extensively propagate discourse regarding these issues until an acceptable solution is reached. However, it is fairly evident that the community here at Chandbagh seems to have evolved from respected criticism to an ineluctable mire that reeks of distrust, miscommunication, and incredulity. There have always been differences of approach and opinion amongst the various members of the community, but the dichotomization seems to be very palpable now.

An integral pillar supporting and facilitating this debate is the *Weekly*. It has published 2686 issues before this one, making it the most accurate and celebrated chronicle of School itself, until recently, when the eminence given to the latter half of that statement began to wane. Historically, those who have contributed to this publication which I currently serve, have enjoyed considerable latitude in discussing and ultimately criticising the decisions taken by the management body of School on this forum. Unfortunately, now we find ourselves facing a certain

predicament that plagues the very premise of our purpose. The goal of the *Weekly* has never been to incite unrest within these walls; it has been to echo Chandbagh's very heartbeat through its pages, something Arthur Foot aimed for us to do in his founding words for the Publication.

**The goal of the
Weekly has always
been to echo the
very heartbeat of
Chandbagh.**

Yet we, the torchbearers of this post, struggle to bring the *Weekly* to conform to its envisioned course. Having said so, I must acknowledge that it is not a Herculean task, for it doesn't warrant us to institute radical reforms. What is indispensable, however, is an unimpeded path for us to be able to curate the contents of each issue to best suit the needs and temperament of the community at that particular moment — a discretion deserved by the Editorial Board and the Masters involved. Only then can we "Encourage reasoned and responsible debate on issues affecting the School community"

as outlined by our *trusty* codes and policies document and live up to this monumental task of service.

Each time we discuss the School's policies and values, we aim to promulgate dialogue in a community that thrives off it, be that in the form of an Opinion Poll, or our Doonspeak feature. What causes us to stray away from this, then? When words are redacted or concerns are voiced in a way that is considered 'demeaning', we find ourselves in quite the quandary, for we are expected to be the heartbeat of this very School, but face an acute lack of autonomy. We are obliged to do right by our readers, and at the same time, we are also expected to do right by the School, the institution that we have attempted to serve since our inception.

This then begs the question of what is beneficial for the School community as a whole. Recent events within our School community have raised questions about the extent to which expression is being upheld. Some students have noticed that some articles have undergone certain revisions before making it to print. These revisions, while often subtle, have left some wondering whether the *Weekly* upholds the onus that has been placed upon it.

It is crucial to note that

(Continued overleaf)

adapting the editorial input and oversight are not uncommon in school newspapers. Responsible journalism requires careful consideration of content to ensure it adheres to ethical standards and does not harm School in any way. However, concern arises when these editorial adjustments begin to blur the line between responsible editing and restricting the Publication. In some instances, patrons have felt that their perspectives were diluted or omitted from published articles, creating a perception of bias. The impact of such actions can be far-reaching, as they can undermine the trust students have in School's commitment to open dialogue and free expression.

The *Weekly* aims to provide a training ground for responsible

journalism and critical thinking, empowering students to comprehend complex issues and express their viewpoints openly.

Each edition of the *Weekly* distributed in the CDH on a Saturday morning is predominantly supposed to engage with the community as a whole, and while we must acknowledge the need for a certain level of editorial control, it is equally important to maintain transparency and avoid any perception of the voices carried being fettered. The six or eight pages or even the twelve pages distributed in the CDH on Saturday mornings are not what is significant about the *Weekly*; it is the sheer number of people whom we are able to connect with, and it used to be the ease

with which one was able to share his or her opinion, for the *Weekly* cannot thrive without it. And the *Weekly* is not thriving now. It is incumbent upon our School community, especially Masters, to engage in a constructive dialogue about the role of the *Weekly* and the boundaries of editorial control. By doing so, we can ensure that our School remains a place where free expression thrives and students are equipped with the skills they need to be informed and engaged citizens in the wider world. Ultimately, dear reader, I have all but one request: let us not make the *Weekly* the School's most exclusive crossword puzzle.



*Mama, will they put me in the firing line?
Is it just a waste of time?*

This Week in History

1590 CE: Twelve days after being elected as pope, pope Urban VII dies, making his papacy the shortest in history.

1815 CE: The Holy Alliance of Russia, Austria, and Prussia forms, following the final defeat of Napoleon.

1932 CE: The dual kingdoms of the *Hejaz* and *Najd* unify under the name of the Kingdom of Saudi Arabia.

1996 CE: The Taliban seize the capital city of Kabul, declaring all of Afghanistan an Islamic state.

READER'S CHECKLIST

What members of the School community have been reading:

Madhav Gupta: *The Alchemist* by Paulo Coelho

Aarav Agarwal: *Percy Jackson and the Last Olympian* by Rick Riordan

Sriyash Tantia: *Private Peaceful* by Michael Morpurgo

Teerthak Dewan: *War and Peace* by Leo Tolstoy

UNQUOTABLE QUOTES

Roll your hands down.

RDG, handing out orders.

Show me the smell.

Harsh Begani, sixth sense.

Don't cover a judge by his book.

Jigmet Urgian, book-ish English.

I am seventeen years of old.

Haardik Gupta, couldn't stand the test of time.



When we strive to become better than we are,
everything around us becomes better too.

Paulo Coelho

THE WHO?

Who is Sandra Bullock?

Hridhaan Gupta: A cricketer

Luksh Shah: An engineer

Keshav Kumar: A photographer

Aryan Pandhi: A writer

Sandra Annette Bullock, born July 26, 1964, is an American **actress** and **producer**. She has received numerous awards and nominations, including an **Academy Award** and a **Golden Globe Award**. For her performance in the biographical drama *The Blind Side*, Bullock won the **Academy Award for Best Actress**.

LISTENER'S CHECKLIST

What members of the School community have been listening to:

Rehhan Chadha: *New Love* by IGOR

Bhuwan Agarwal: *Assar* by Bipul Chettri

Abhay Varma: *All Eyes on Me* by 2Pac Shakur

Udai Singh: *Money for Nothing* by Dire Straits

Adhyan Sharma: *Love Story* by Taylor Swift

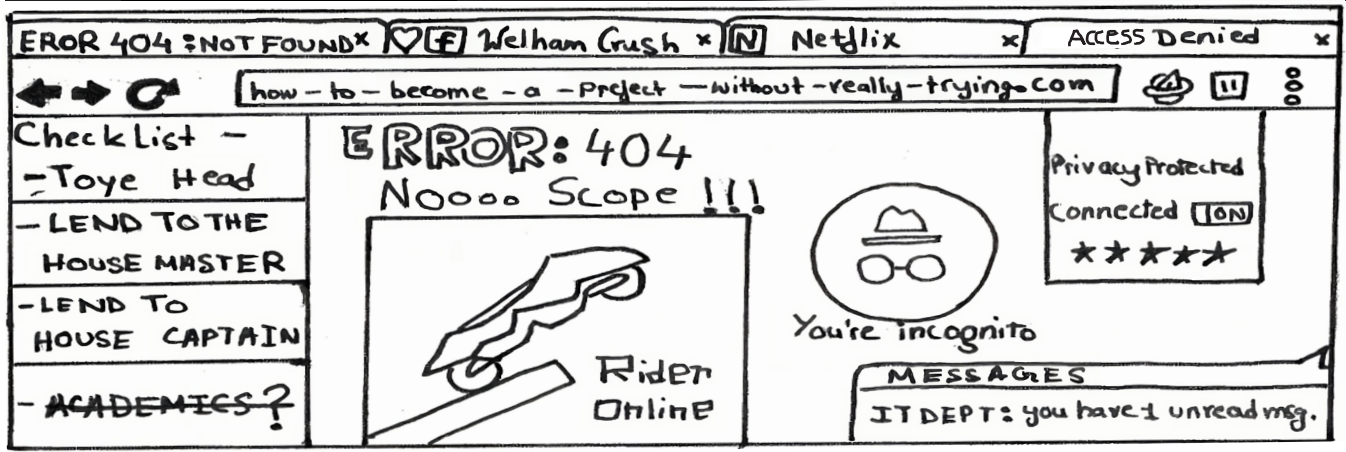
Arsh Mishra: *Am I Dreaming* by Metro Boomin

Around the World in 80 Words

External Affairs Minister S. Jaishankar met the United Nations leadership regarding India's G20 Presidency and potential UNSC reforms. Russia seeks to rejoin the UN Human Rights Council. France withdrew troops from Niger. Canada updates travel advisory; asks its citizens in India to 'stay vigilant'. Nepal and China signed 12 agreements during PM Prachanda's visit to Beijing. Farmers' organisations in Bangalore called for a *bandh*, as disputes over the Cauvery River intensified. India leads 2-0 in the ODI series against Australia.



Surfing Sycophancy
Debojyoti Ghosh and Pragyan Goel



‘Mom’s Dal Chawal’

Aryaveer Agrawal and Rohan Taneja

Within the valley that echoes cries of validation, lies an Aristocratic Establishment of Fine Dining. The Establishment prides itself on offering an array of flavours and experiences — a true gastronomic adventure, whose tales have been told all over the world. The place buzzes with fairly satisfied customers, each relishing their chosen dishes, and the chefs skilled at whipping up international delights. Customers of this establishment are the most loyal of the lot, willing to put their commitment to the Establishment above all else.

The ‘Global Fusion’ served here isn’t just delicious — it is nourishing for the intellect. It encourages customers to become worldly citizens, embrace different perspectives, and to develop a taste for critical thinking. It prepares them for a world where adaptability and cultural awareness are prized attributes. As a matter of fact, since its launch it has become the restaurant’s highlight, attracting customers in an increasingly competitive environment.

But within the Establishment’s hallowed halls, amidst the clinking of cutlery and the comforting aroma of the local cuisine, a decision was brewing that no one knew about, not even the dishwasher who always seemed to have a keen sense of how things were done around here. The management, under the guise of preserving its cherished ethos, made a choice that would alter the dining experience for everyone. The diner’s management, without so much as a word to its loyal patrons, decides to scrap the eclectic menu in favour of serving one single, local specialty — let’s call it, ‘Mom’s *Dal Chawal*’.

The rationale? The preservation of their cherished ethos — a flavour so comforting and sacred that it must reign supreme. A dish with a fool proof method of preparation and a guarantee of getting it right every time. Yet, as the initial upheaval of this new, ‘singular’ approach settles, we find ourselves grappling with a buffet of consequences that leave a bitter taste. The dedicated chefs who once brought international exquisiteness to our tables, now question their place in this culinary shift. Some contemplate leaving, while others mourn the loss of their creative culinary freedom.

Fellow diners also have their reservations. Some feel like the restaurant has taken away their menu and handed them a reheated dish. A dish that has been chosen to please the fancies of the management, rather than the taste buds of their ‘beloved’ consumers. Frustrated and feeling the loss of opportunities for personal growth, some consider leaving this culinary establishment altogether. In fact, this disappointment

is not just expressed by the present customers. Instead, it has a much larger implication - with the restaurant’s highlight now gone, and its ethos on the brink of obsolescence in an increasingly competitive environment, the already decreasing rate of new customers now finds itself at an all-time low.

No more global fusion, no more exotic tastes — just ‘Mom’s *Dal Chawal*’ for breakfast, lunch and dinner. Shocking as that may seem, that is precisely what the Establishment has done with its system. In a twist that even the most dedicated diner-goer would find hard to stomach, our Establishment has proclaimed, ‘Goodbye international offerings, goodbye progressive exposure, goodbye critical thinking experience; we shall now exclusively serve ‘Mom’s *Dal Chawal*’.

Perhaps it is important to give our readers some insight into what this dish truly tastes like. It tastes, to say the least, bland. Yes, it’s comforting, yes it’s methodical and the chefs, at least the older lot, know it well. However, under the blanket of comfort and familiarity, one finds the Establishment absconding from the cause it has much championed: developing exceptional individuals and preparing them for the wider world. Even though the reasoning for its decision, at least as far as speculation takes us, is to prioritise ratings and the Establishment’s ethos before anything else, to deprive students of a menu that was introduced to combat the growingly archaic menu and stay relevant to the rapidly evolving world is nothing more than a regressive and, in its worst sense — revisionist step.

However, what is of most annoyance to the customer — and the chefs as well — is not the change in cuisine in and of itself. Instead, it is the lack of transparency, consultation, the rashness of the decision and the absurdity of basing it off of a single year’s rating that particularly infuriates them. In an establishment that prides itself on democratic ideals or values, it is ironic to see unilateral control rising from past customers who have never experienced or understood the idea of a ‘Global Fusion’.

Well, while fate has certainly frowned upon this institution, where does this leave you, dear diner? If you’re one of the lucky few, you might just get to taste the scraps of the Global Fusion, but if not, then may God (or the management, we’re not sure which is which at this point) be with you. For now, no more ordering your favourite global courses; like it or not, you’re stuck with ‘Mom’s *Dal Chawal*’ for the foreseeable future.

Vincit Omnia Veritas

Tarun Doss and Vinesh Uniyal *address the dysfunctionality of councils in School.*

Two years, three months, thirty days and yet no change. At least not any real change that brought about a tangible difference...

Councils have played an integral role in the functioning of Chandbagh, whether it be listening to the opinions of the School Community, or implementing swift action to resolve matters regarding the School. In essence, they were founded on the belief that a democratic community necessitates a platform for all voices to be heard and acknowledged.

However, we seem to find ourselves in a community quite the opposite. Before our little rant, we would like to take a moment to congratulate the School for providing us with a meaningful stage to share our unfiltered opinions on guiding the School forward. You may describe them as “platforms” or “stages” or maybe even “councils” but in all honesty, they might as well be a figment of our imagination (for our lawyers: we plead schizophrenia). At least that’s the most I can say as a mere stakeholder of these councils.

So, where does the problem lie? Well, our complication stems from a range of issues that are often associated with these councils.

Number one: the lack of transparency and parity between councils themselves. Take, for example, the matter with the Honour Boards. Discussions about the Honour Boards have persisted for a while now. In fact, the Minutes of the School Council meeting dated April 27th, 2023 barely saw a mention of it.

You may ask, “Who should undertake such a Herculean task?”. Perhaps, it should be the School Council collaborating with all the representatives of the School community to devise a list of measures to be undertaken and circulated throughout the community to keep everyone on the same page, right? Or maybe they must delegate such an enormous amount of work to a newly formed council, consisting of a few Sc-Formers, called the Co-Curricular Council.

If you are confused, let me tell you that the latter is what transpired. We urge you to walk up to any School Council Member and ask them for an update regarding the issue at hand, and all you will receive is a blank face, confused eyes, and a single precious sentence, “I have no idea.”.

Still not convinced? Here’s another example for you... One that simply passed by as a mere gust of wind regarding the infrastructure in the Science Block. In the Minutes of the School Council meeting held on March 23rd, 2023, there was a

prolonged discussion about the Science Block’s stools being “uncomfortable” (truly a revelation). Yet again, the point was futilely brought up in the School Council meeting on April 27th, 2023, after a “survey” finally confirmed this testimony (about time). Although there were promises of new chairs being placed over the summer, boys returned to see our same old classrooms to no one’s surprise.

This lack of palpable action clearly serves to undermine students’ voices. If they had simply taken an effective stance on such matters, this concern could have been mitigated quite easily considering that it was not a particularly large one, infrastructurally speaking. Seeing the plethora of infrastructural changes implemented across our Campus such as the addition of smart boards in select classrooms, which although we feel is beneficial, should not be the primary concern of the administration.

We have come to the conclusion that there are two ways to look at this problem. One is that no action takes place in these councils and the other is that maybe it is an extremely long-winded process, and work does indeed take place in the background, unknown to us all. Both these cases are frighteningly disheartening because it seems that all the decisions we care about are out of our control, which questions the very premise of these councils. Why do they exist in the first place? What is the point of having so many councils when no affirmative action is evident? When the decision-making power is vested in a higher authority, we ask you, should that power not lie in the hands of Chandbagh? Or at the very least, have our opinions be heard.

Maybe there is a solution: transparency and accountability. For a system to work, we need to be aware of what the system is doing. Every change the School makes, especially those of a considerable magnitude must percolate through the School at large. For the School Council’s *raison d’être* is to act as a platform for engaging in community discussions regarding such crucial resolutions. Moreover, providing us with regular updates regarding matters discussed will at least assure students that there are measures being implemented, sans red-tapism.

Dear reader, before you are two pills: a red pill and a blue pill. What we ask of you is to take these two pills, crush them, combine them to make a new pill and then throw it away. Because the only way forward is to be conscious.

The Death of a School Master

A reprint of an article by Armaan Verma (ex 489-K, 2019) and Kushagra Kar (ex 465-K, 2019) on the treatment of Masters in School by the Students.

Things fall apart; the centre cannot hold; mere anarchy is loosed upon the world...

- W. B. Yeats, *The Second Coming*.

Have you ever woken up in the morning too tired to really care? Too scornful to worry about the world around you; too burdened to try not to be. The School is suffering from an undeniable sickness, which has slowly gripped the very roots of what we hold dear to the Dosco narrative. Logic itself turns in its freshly dug grave, as do the values that we once prided ourselves on.

This piece, however, is not about the School as a whole. Nay, that would be far too ambitious an undertaking and we as writers would find ourselves in a remote Latin American country fleeing mob justice. Rather, we would like to underscore the recurrent, and rather disconcerting, problem of misbehaviour with teachers that has become almost commonplace in this institution. It is a concern that we are all too aware of, mostly because of our often shameless engagement in the practice.

For reasons yet unknown, several boys have developed the tendency to bark at Masters when they do not get what they want, be it grades, liberties or attention. Not only are boys unable to control their squawking in the classroom, but they continue to pursue Masters outside it like prey. Needless to say, these are all symptomatic of much larger issues of disillusionment and indifference. Even dogs are born with innate loyalty, but it appears that a boy in this School can lack even that.

We look to admit students of a specific intellectual caliber, pitted against others through rigorous interviews to find the *crème de la crème* of the Indian youth. Instead, we find ourselves needing to settle for a different breed of student; struggling to grapple with the basic social protocol expected of a productive member of a community. The putrid remains of a respectable legacy lie in the background, as student-teacher confrontations falling on the clear end of unacceptable remain under prolonged investigation. Our communal conscience needs serious resuscitation.

We begin with the notion of responsibility to oneself. Not just for students, but teachers and the administration. Nothing happens without our consent: eventually, we consciously decide to riddle our calendar with events, sign on to participate, and consequently lead each of them. To complain thereafter is incredibly hypocritical, and altogether unbecoming of the position itself. Every mistake,

travail and consequent experience is a decision we make knowing our limitations and ambitions; contrary to popular belief, we do control our time. So, consciousness assured, it is important to remember two things. First, as a student, look to only yourself when the finality of your decisions dawns on you. While the aid and counsel of our teachers are invaluable in the choices we make, the final onus of responsibility falls on our shoulders. Yet, if you know you cannot do justice to, or feel lackadaisical enough to not be perturbed by the gravity of your responsibility, don't do it.

In the vein of responsibility, remember that we are held to a certain standard. Contained within that code is the bare minimum of appreciation. As much as we choose to engage in certain activities, most of our teachers and tutors voluntarily subscribe to an age-old idea of the archetypical Doon School Master. That doesn't mean they are obliged to feed us, ferry us on outings, or even fetch our cakes; a gross underestimation of everything they represent if ever we thought that. The few masters who open their doors to us at midnight, talking to us, and counselling us in matters that they need not engage with us on, are doing their role justice. Every tutorial meeting where they hear us whine and cry, laugh and roast, simply gauging our stories and engaging with our lives, are doing their role justice. Granted, not all teachers fully embody this, yet where attention for betterment is due, it is being given. Inevitably, there is room for improvement; while experienced Masters are more aware of this code, many are still imbibing these qualities. Regardless, Students need to respect the choices of their Masters, as opposed to ridiculing their shortcomings. Yet, the greater shame lies in the implications of "fixin' what's not broken", by reminding teachers about their responsibility as role models and mentors. Echoing thoughts posited by boys on this very page, it all comes down to trust. Boys do not deserve trust when out of the cacophony of their voices, only cribbing may be heard. Notice, we have avoided 'DoscOs' throughout this piece: we would prefer 'boys', for the problem this piece addresses is symptomatic of boys who refuse to act like men. Not chauvinistic, testosterone-fueled beasts, but mature, compassionate and able members of the community. When trust can be rekindled between the student and teacher body, maybe we can hope to reconsider the administrative shortcomings that mire us today. In its absence, it is easy to catch a dispassionate gaze, dead-eyed and all too hopeless.

A Two Way Street

Karan Agarwal *advocates for the need to establish transparency and integration in School.*

It is a little-known fact that the words community and communication have the same Latin root word: *communis*, meaning ‘shared by all’. It is ironic then, that we live in an environment where these two words, once intertwined and inseparable, get placed on diametrically opposing ends of the spectrum. Simply put, we don’t talk anymore (forgive the Charlie Puth reference). The basic problem is that for good relations to form, you can’t have either of these factors, community or communication, existing in a void without the other.

The first issue with this is the legitimacy of changes in School with regard to how they are received by the community. Even if, for a second, we disregard the intentions of every single policy change in School right now, I think that the changes we are witnessing are largely illegitimised simply because they are made by a group of individuals that do not actually understand the ground reality of School, and because this way of functioning tends to alienate students. At the start of this year, when School Captain elections were cancelled, I recall noting some of the same points, and honestly, I’m disappointed that despite the amount of debate that took place after that decision, no systemic changes actually took place with the School’s functioning.

The first issue with this is the legitimacy of changes in School with regards to how they are received by the community.

This problem manifests itself in how major policy changes often backfire. A prime example of this is the Sc-Leaver conundrum. It’s a long-observed phenomenon that Sc Formers go through behaviour changes, but no one questions what the reason behind this is. I mean, for 17-year-olds to just suddenly feel disenfranchised is an unlikely event, and personally, I feel that the Sc Form journey represents a gradual degradation of one’s perception of School. It’s a bit of an eye-opener, as you come into Sc Form thinking that speaking up has the power to change School, before realising the amount of red-tapism and bureaucracy that leads to forced inaction. And to be frank, the simple solution to this is transparency. To get the entire Sc Form to back decisions, one has to first make them feel like they are actually involved in the decision-making process.

The second problem is that generally speaking,

information gets leaked either way. It’s a common saying that a little knowledge is a dangerous thing, a saying that perfectly summarises the plight of School right now. When information is being spread through underground channels of communication, it’s usually either exaggerated or only half of the truth. So much time gets spent in speculation and deliberation, and it leads to a skewed social understanding of how School works. Yes, in an ideal world, no one would gossip and every decision would go unquestioned, but we live in a School with minds that are inevitably going to be leaders, so it’s irrational to assume that decisions will go unchallenged. The bigger problem with this is when we try to set a precedent for “good communication” by announcing certain things and choosing not to share others, the community is kept in the dark. Again, the answer to this is to be more open, with the Boys, Masters and the Doon community as a whole.

These problems are only worsened by the fact that we only really get to know about decisions when they have been made, be it something as big as the change in the assessment boards, or something small, like utilising sheets instead of notebooks. The lack of student involvement in the decision-making process is one thing, but the lack of a feedback loop after the fact is just disheartening. These problems act as a lasting reminder of how little power is wielded by student bodies like the School Council, and how, if we are likely to dispute a change, the School will just bypass student involvement in the decision making process entirely. What we have created is essentially a facade, one that projects an outward image of deeply involved students, and ignores the fracture that threatens to tear apart our world with every new change.

The idea behind this article was not to question the validity of any decisions that the School has made, but their efficacy. Could these changes have been introduced in a better manner? Could they have been made better by involving the primary stakeholders? Are there points of friction that are going unaddressed? If these questions can’t be answered, then I think it is high time for us to step back, and reassess where we are really headed as an institution, and what our identity really is. It’s hard for me to guarantee that involving students in the decision-making process and communicating openly with them will have tangible and practical benefits, but to me, the morality and the intangible feeling of connectedness outweighs the problems encountered by a fully transparent system.

Silenced Voices

Krishay Sutodia *underscores establishing the balance between student autonomy and institutional governance.*

In the ever-evolving landscape of educational institutions, the dynamics of decision-making and governance play a pivotal role in shaping the learning experience for students. However, recent times in our School have witnessed a trend where substantial reforms are being implemented within School, predominantly orchestrated by the Senior Management. This top-down approach, while potentially streamlining administrative processes, has inadvertently led to the marginalisation of a crucial demographic: the student body. The essential principle of democracy within educational settings, wherein students traditionally have a voice in policy formulation appears to have been sidelined. The absence of robust student participation in the decision-making process (not after decisions have been made) has the potential to render policies and reforms ineffective, as it overlooks the fundamental fact that students are the primary stakeholders of the policies implemented.

Within the confines of our School, a recent development has cast a shadow of deprivation upon the student body. The once-accessible sanctuaries of House Pantries now stand resolutely locked, leaving the ravenous students grappling with a stark dearth of sustenance within their dwelling abodes. Their reprieve lies in the form of austere nutritionist-endorsed biscuits and milk, a far cry from the culinary variety they once enjoyed.

The catalyst behind this alteration stems from an intriguing narrative, one that revolves around a parent who clandestinely conveyed concerns to the higher echelons of School administration. This parent's assertion rested upon a rather dubious foundation — an allegation that the academic performance of their child during crucial board examinations had been compromised by the perceived preferential treatment of Seniors. Intriguingly, the School's response to this unverified claim has been both drastic and confounding. The sweeping decision to shutter the House Pantries seems disproportionate to the situation at hand. This move inadvertently places the students at the epicentre of this strategic shift, a move made even more perplexing by the lack of a comprehensive dialogue with the affected party — the student body. The absence of substantial communication, coupled with the apparent influence of the School's management, underscores a disconnect between those who formulate decisions and those they impact the most.

This narrative is tinged with a sense of uncertainty, as the reasons behind the closure of the Pantries

remain shrouded in ambiguity. The students, bereft of clarity, are expected to grapple with the consequences, finding themselves in a position of unease. The issue extends beyond a mere culinary change; it delves into matters of communication, decision-making, and the broader relationship between the institution and its constituents.

Furthermore, the recent downturn in performance by the previous cohort in the IB examinations has cast a shadow over School's overall standing. The sombre reality of a markedly low School average has prompted a consequential response — restricting the participation of the A and Sc Form students in post-September events. The unanticipated consequence of this restriction lies in the gradual erosion of the very fabric that contributes to the School's vibrancy — the diminution of Founder's exhibitions and musical ensembles. These events serve as windows to the School's essence, witnessed not just by the present community but also by parents, educators, and alumni.

What might be construed as an inconspicuous shift carries the potential for profound resonance in the student's trajectory. It is at these junctures that the tapestry of character is woven — where leadership, resilience and camaraderie find their canvases.

However, the School's response, while seemingly logical, should be scrutinised for its causal relationship to the issue at hand. The assumption that the decline in extracurricular activities is the chief contributor to the academic slump might warrant re-evaluation. It is not solely about the engagements outside of class but also about the mindset that permeates the academic environment within. The adage of *Atomic Habits* rings true — a shift in mindset that encourages punctuality in *Toye* initiation, coupled with an elevation in teaching quality within the classrooms can ignite a transformation in the educational landscape.

In conclusion, the School's response, while driven by genuine intentions, demands a comprehensive introspection. The intertwining threads of academics and extracurricular activities are part of a greater mosaic that shapes a student's holistic growth and our School prepares students for life ahead when time management will play a crucial role and priorities need to be taken by individuals rather than have them enforced upon them. As the School navigates these uncharted waters, the implications underscore the delicate equilibrium between choices made and their enduring impact on the educational narrative.

The Week Gone By

Arav Khanal

As someone always clueless about what goes on in School, this section has always held a special place in my heart. But writing this I realise the secret to getting work done: procrastination. The late crunches are what appears to bring out the true you, and I hope to do justice to you, readers, who have flipped through all these long pages of the *Weekly* (or as usual, immediately turned the Issue over to its last page) to get to a (hopefully) accurate summation of the latest edition of Chandbagh’s gossip.

It seems that the School’s scheduling has put its best interest in getting things done and not the much sought-after rest a Dosco needs as always. The start of the week came with a brief respite for

School — with the A, S and Sc Form being allowed private outings on Sunday — and Monday’s hosting of a very enthusiastically-participated essay contest. Yet, as do all good things, it only lasted so long, as we were pushed forward back into our regular schedule.

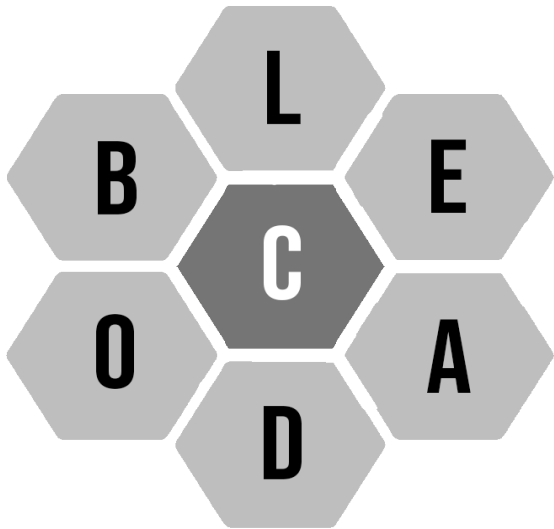
While one no longer feels the need to study long hours at night to push for that coveted 7 or 90% (and well, look at how that turned out), the Founder’s Day ‘grindset’ has begun to take shape with the S Form being burdened during the absence of their immediate Seniors. As we enter that part of the term where we start to lose track of time, I have only one thing to say: reflect and relax, but don’t lose your momentum, for you never know when you most need it.

Not only are the lines between seasons getting blurred, as we feel a cold nip in the mornings yet exhaust ourselves in the afternoon sun, it seems that sporting endeavours in School are also all

happening at once. Concluding the Football season, the Eagles found their dreams of a Grand slam shot down by the opposing coalition of Houses. The Inter-House Basketball Tournament started off on Wednesday, with the Swans proving that winds of change are indeed on the rise, putting up a fierce show against their competition. To the School Football Team gearing up for their own tournament: I wish you the best of luck. In the meantime, we also witness the Main Field host all variants of athletes, whether it be those trying to shave a few milliseconds off their time or those trying to shave off those few extra pounds they gained during Trials.

Now that we have woken up, as September ends, these next few weeks will pass by in a flash. To reinforce the Roving Eye, my dear batchmates, now is the time to shine, before it is too late. Unlike holidays, appointments always come a week too early!

Word It



1. Albedo
2. Doable
3. Cabled
4. Clade
5. Blade

Some answers to this week's Word It

Online Edition: www.doonschool.com/co-curricular/clubs-societies/publications/past-weeklies/ weekly@doonschool.com



©IPSS: All rights reserved. **Printed by:** The English Book Depot, 15 Rajpur Road, Dehradun, Uttarakhand–248001, India. **Published by:** Kamal Ahuja, The Doon School, Dehradun.

Editor-in-Chief: Yashovat Nandan **Senior Editors:** Tarun Doss, Abhay Jain, Vinesh Uniyal **Hindi Editor:** Aryaveer Agarwal **Associate Editors:** Arav Khanal, Arjun Prakash, Vivaan Sood, Zubin Dhar **Special Correspondents:** Ganadhipati Aryan, Harshil Makin, Kanishk Bammi, Krish Agrawal, Krishiv Jaiswal, Pragyan Goel **Correspondents:** Ayaan Mittal, Rafay Habibullah **Cartoonists:** Rohan Taneja, Sai Arjun, Debojyoti Ghosh **Webmaster:** Communications Department **Assistant Managers:** Moulee Goswami, Purnima Dutta, Satya Sharma.