

Established in 1936

The Doon School WEEKLY

"I sketch your world exactly as it goes." -Arthur Foot
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THE SCYLLA OF FLAWLESSNESS

What would happen if DS 90 was cancelled?

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A Slow Unravel

Rehhan Chadha *questions the level of student involvement in School.*

We inhabit a system that is deeply reliant and inherently founded on the ideals of student-led decision-making. Doon has managed to remain one of the few in its league to maintain a culture that still allows students to voice their concerns in a meaningful and effective manner, such that active change churned up by students continues to materialise. All around us, the presence of various Councils, publications, events, and even boarding houses headed by dedicated bodies of students seems to confirm this.

A healthy sense of community-oriented accountability and social responsibility is an essential tenet for most young people, especially now that this concept has been formalised into an entire category in the ever-relevant, ever-looming college applications internationally. We, as a community, should be pleased to note that such notions have existed in Chandbagh before most schools across the country commenced adopting them. From what I have understood from my experience at Chandbagh, a unique selling point of such an education is ingraining the skills to develop the mettle for hard work and establishing a brand for oneself at a rather early age. This is achieved through seizing community-level leadership, recognising that opinions and thoughts hold considerable weight within the context of our own circle, and the

significance of continually aspiring. Despite the level of student stewardship in School being encouraging to watch, however, we have noticed a considerable, almost public decline in how these 'unique selling points' of a Dosco's education translate into real, on-campus life. Many Doscos, across Batches, seem to appear a lot less concerned about prevalent issues concerning School in the status quo, despite the existence of instruments such as the School Council or the *Weekly*, which exist to bring important discourse within School to the fore, for every Dosco to understand and act up for. Such conundrums are made evident when many B Formers refuse to develop consequential opinions on the ongoings of School and reduce them to something trivial, and when some S Formers choose not to act upon the wrongs they see, simply to satisfy the demands of their *scoping season*.

It is safe to say that the quality of the court of public opinion in School now, post consulting various resources from the Archives, has declined terribly. The kind of acute observations, sharp attitudes and genuine concern for the status and life of the school community as a whole, are nowhere to be found today. Although it is quite common to hear Doscos critiquing, these complaints do not stem now from a desire to causate social change, but are more often

based on immediate conveniences and misinformed narratives of how School operates.

What is imperative to understand here is that this is not a problem that simply plagues the student body. It has revealed itself to be much more systemic. In School today, there exists a deep rift between the decision-makers and the people for whose welfare the decisions are being taken. Say, for example, it is decided that certain cultural events will be held on a weekly basis in School to bolster a diversified outlook within every Dosco. Without first fully understanding the reasoning behind the step, the community will delve into criticisms centered around it being a waste of time, it perhaps being a punishment for low attendance in the past, or how attendance should not be made compulsory for board classes and more. While these may be valid claims, the view about School administration that emerges from this is one with eroded trust, and a lower mutuality between the community and administration, because of the crumbling string of dialogue between them.

Sweeping statements and generalised claims which are never followed up on have also become worryingly common in public settings, such as the Assembly. Last Term, there were talks of an "Electricity-Saving Inter-House"

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LISTENER'S CHECKLIST

What members of the School Community have been listening to this week:

Hridansh Nagpal: *Something Wrong* by DJ Snake and Don Toliver

Swarit Choudhary: *505* by Arctic Monkeys

Zohair Masood: *Hard Times* by Paramore

Laksh Baheti: *PASSO BEM SOLTO* by ATLXS

Trish Badhwar: *Call Me Maybe* by Carly Rae Jepsen

Anant Rai: *Friday* by Rebecca Black

Rafay Bukhari: *God's Plan* by Drake

READER'S CHECKLIST

What members of the School Community have been reading this week:

Anvit Agrawal: *Palace of Illusions* by Chitra Banerjee Divakaruni

Hridaan Kumar: *The Fault In Our Stars* by John Green

Omar Malik: *Revenge of the Tipping Point* by Malcolm Gladwell

Loechin Phangcho: *1984* by George Orwell

Nishant Hazarika: *The Murder on the Links* by Agatha Christie

Ayaan Adeeb: *The Inheritance Games* by Jennifer Barnes

This Week in History

1542 CE: Juan Rodríguez Cabrillo lands near present-day San Diego, becoming the first European to set foot on the U.S. West Coast.

1906 CE: The United States occupies Cuba following a rebellion related to Tomás Estrada Palma's re-election.

1927 CE: Babe Ruth becomes the first baseball player to hit sixty home runs in a single season.

1949 CE: Mao Zedong proclaims the establishment of the People's Republic of China in Beijing.

1952 CE: Britain conducts its first atomic weapons test, Hurricane, aboard HMS Plym.

1954 CE: The U.S. Navy commissions the USS Nautilus, the world's first nuclear-powered vessel.

Around the World in 80 Words

Police suspended Oktoberfest festivities at Munich grounds following a bomb threat. Washington braced for a long federal shutdown after lawmakers missed the deadline for funding the government. Eight protesters were killed in POK. The U.S. Senators reintroduced a bill to reform H-1B and L-1 Visa Rules. Human skin cells were turned into fertilisable egg cells for the first time. India won against Pakistan in the Asia Cup by five wickets, but refused to accept the trophy due to political tensions.

UNQUOTABLE QUOTES

He doesn't need noise-cancelling, he's blind in one ear.

Vivaan Arora, weighing the pros and cons.

I'm not ignoring you, I'm just on airplane mode.

Viraj Rastogi, flying a lonely road.

I am borderline dizzy.

Daibik Bhardwaj, someone call an ambulance!

Can you turn off the sun?

Saksham Agarwal, anything for you.

I am a mental health sigma.

Neil Kashyap, *Health Today* EiC.

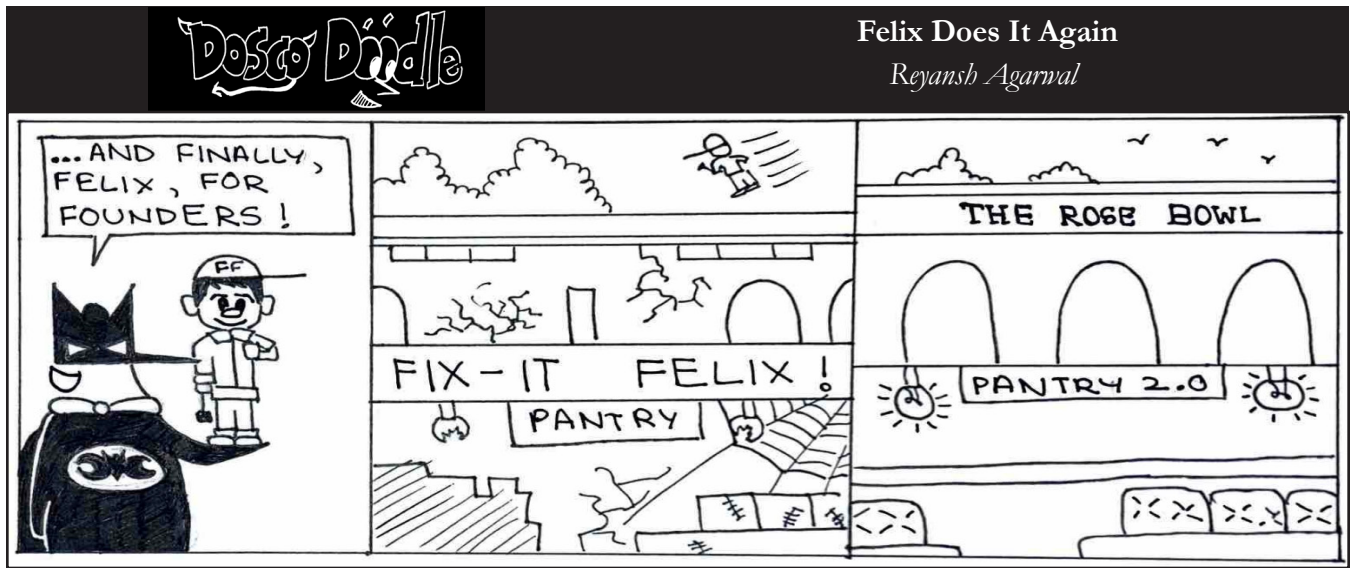
I am a Prime Minister who is not in his prime.

Aditya Koradia, evidently so.

“

Twenty years from now, you will be more disappointed by the things you didn't do than by the ones you did. So, throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore. Dream. Discover.

Mark Twain



The Scylla of Flawlessness

Creative

Agastya Mehrotra

Disclaimer: A harmless creative on School's reaction to the hypothetical cancellation of the DS 90.

Breaking News: *The Weekly* has received word that, in a startling turn of events, the indefinite cancellation of the DS 90 Founder's Day has been announced. With many theories in circulation, School's flagship publication is making a statement on the same to stop the spread of incessant rumours, and set the record straight.

This Monday, a shocking email from the Headmaster read, "Due to certain unexpected circumstances, the Doon School is cancelling the DS 90 Founders' Day."

The announcement left even the most experienced members of the Community in shock. One Prefect, caught off guard, was heard saying, "But what's the point... if there's nothing left to prepare for?"

With many theories floating around, the *Weekly* has found out the truth (as always).

To put it quite simply, complete and utter perfection has been achieved. This may sound like a sick joke, but Readers, bear with us. As per a statement issued officially, "There is simply nothing left to improve in School anymore." You may be wondering how this has anything to do with cancelling Founder's; rather, peaking perfectionism is all the more reason to showcase it. When perfection has already been reached, any further celebration — like Founder's — risks highlighting purported shortcomings that no longer exist, making the event not only redundant but potentially disruptive to the image of flawlessness they now proudly uphold.

Sources confirm that during a recent internal audit, every single student was found to be simultaneously balancing academics, sports, music, art, and leadership roles, while maintaining perfect hygiene and networking with world-class universities. Our School has witnessed an incomparable success rate in Oxford Admissions this year: 92% of students who applied got through, with 49% of them getting a full scholarship.

Before getting ahead of ourselves, let's take a look at how we got here. The moment of truth came on Monday, when all five hundred and ninety boys streamed into the auditorium without a word, after which they sang "*Charana Pranté*" in perfect unison and pitch, without a single rehearsal. The Poster Boy reportedly stood, tears in his eyes, whispering, "We've peaked."

Meanwhile, turnout has been spectacular over the past month, with crisp shirts, well-knotted ties, polished shoes and sharp haircuts that would

have made James Bond proud. An interview with a Prefect ended up spiralling downwards soon after he began to overflow with tears because he had no reason to give Juniors Change-in-Breaks anymore. "What's even the point of being a Prefect?" he sobbed woefully.

Reactions among other students were mixed. One Jaipur House boy said, "I'm glad we finally did it, but now what?"

The DSOBS held an emergency meeting whose verdict we have not been able to ferret out as of now (never fear, we'll keep you posted). Old Boys across the globe have responded with a mixture of pride and suspicion. Some, more reflective, wrote long LinkedIn posts about how "failure built resilience" and "perfection was never the point of life at Doon." One former House Captain from the '90s was quoted saying, "*It's impressive, sure - but if no one messes up anymore, what's even left to remember?*"

You may be wondering how this has anything to do with cancelling Founder's; rather, peaking perfectionism is all the more reason to showcase it.

The *Weekly* is in a dilemma. We are unsure how to critique a school system that's already reached its zenith. Rest assured, the content will be as beguiling as ever. The 'Scylla of Dullness' is not finding a home on these pages anytime soon, dear Readers.

While some hope that this is temporary — that someone might stumble or forget their lines, the School remains, as of now, a perfect model of flawlessness. Essentially, the Board of the *Weekly* does not approve of this unnatural upgrade in School culture. Doon was never meant to be a factory pumping out standardised models of the privileged; it was meant to be an institution for young Indians that held intellectual courage and individuality closest to its heart. In the cracks of this newly attained perfection, one wonders: without imperfection, what is there left to learn?

And perhaps that's the final lesson.

Excellence is never the absence of failure; it's the courage to grow beyond it.

Toye-Time Irony

Nanda Karumudi *critiques skewed priorities regarding academics in School.*

The irony isn't lost on me; I'm burning an hour of my so-called Toye time to pen this piece, all the while trying to skewer the very inconsistencies in how study time gets spent. We are in dire need of a more comprehensive, community-oriented approach. So, let's be real for a second: a student placed within a setup this competitive is going to meander through the schedule. He seeks an escape, though offering one has become no less of a challenge. This message, however, going beyond the venerable Doscós, is meant for the wider school community at large.

I find it quite amusing how many blatant contradictions occur in our School. We love to pat ourselves on the back for nurturing a so-called academic culture, yet in Assembly the student-led discussions about it are rarer than a unicorn sighting. Let's face it, our School could do better academically. But each time someone dares to raise the question, a convenient scapegoat is wheeled out, apparently the cosmos itself conspires against our study schedules.

I still remember this question asked by my Formmate last term, during our meet with the Prefects. He had asked,

'How do you aim to reinforce co-curricular or academic culture in our School?'

The answer, to put it kindly, was underwhelming. What followed was a masterclass in selective deafness; every subsequent question on the subject magically vanished from recognition. My point remains unshaken: our student's understanding of the leadership system is cracked at its very foundation. Why? Because we've built it on the gospel truth that non-academic pursuits deserve the pedestal, while academics may squat somewhere in the basement. A boy who wields a hockey stick for his House will be hailed as a hero, while the one who wins laurels at debate for School gets the applause of three friends and a polite nod from some Masters. Naturally, this becomes a feedback loop: the same hollow metric churns out the same hollow role models.

The blind glorification of non-academic success feeds a culture where academics are the afterthought, the punchline. And to those who try to defend this imbalance with the evergreen excuse,

'These guys can command more respect'

Let's be honest: they command respect only because we've collectively bought into the dangerous fairy tale that leadership is measured solely by how well one dribbles a ball. This also means that the quality or beginning of an initiative towards academics or

co-curricular activities is very low or unlikely.

Indeed, another issue that contributes to this is that the representation of academic pursuits is so shallow that all spheres outside of sports are grouped together, treated as a monolith. There is a plethora of evidence to support this. Perhaps the most glaring example of this is the Scheme for the Scholar's Blazer. The grouping of activities which are inherently different, in values, culture and outlook, is harmful since it presents all activities as common in nature. Motivating individuals to dismiss diverse success, the scheme demoralises people looking to excel, thereby creating unwanted spirals of students desperately point-hunting to complete their schemes. A debater might be averaging a rather unimpressive score of sixty or seventy percent, yet most people would still glare at him with expectations of high achievements. An actor's marks don't matter so long as he can throw his voice well. This forges drifts such that people who might be specialised in two different fields fail to get recognition for what they do. Whether this occurs only for the sake of developing an actionable scheme or is meant to frame points such as in the Games' Blazer, the core remains questionable. It's as radical as grouping all blazers for a 'Doscó' blazer, because the logic thrives on the same premise.

The scheduling of academic tasks is, to put it mildly, all over the place. Students are supposed to juggle activities and academics, but the only real overlap happens during Toye time, a mere two-hour window. Let's not forget: we're school students, not professional athletes. And yet, somehow, we're granted more time to chase goals on the field than to tackle our own studies. If activities also had properly allotted times, this would be easily mitigated, yet the scheduling never achieves much justice. This leads to academics, that is self-study and discipline, incurring the most damages.

Granted, sports teach imperative skills, but do they really offer something distinct from activities? Overall, we must celebrate academic achievement as prominently as sporting excellence, organize time so study is safeguarded, and redesign leadership indicators to honour a variety of talents. Students need stable, student-driven forums and fair, transparent systems of recognition, platforms that let them launch projects with real momentum. True change demands a shared commitment from administration, teachers, Prefects, and students alike to cultivate a culture, where scholarly dedication is not just acknowledged but genuinely celebrated.

(Continued from Page 1)

which was never produced into action, Doscors not being able to spend more than ten days outside School for inter-school events (although they have been), and now, a Diwali layover in School for those with dissatisfactory grades, and the long-promised “Reader of the Month” award.

These seemingly minute gaps in information snowball into larger drifts. As concerned members of the community, it is important for all of us to see claims being made actionable. If the on-ground problems remain the same, there develops a general dissatisfaction.

Perhaps they'll care about School just a little lesser now, knowing that their thoughts and ideas are slowly losing their weight. When they go ahead to hold important positions within School, they will lose the incentive to take meaningful action, seeing that they'll be defeated by a system that has looped them out of their own responsibilities.

If Chandbagh is to remain faithful to the very ideals that distinguish it, we must recognise this erosion for what it is: not merely indifference but a slow unravelling of a reciprocal faith. The cost of allowing opinions to atrophy into noise is not abstract

— it is the steady loss of a tradition that taught Doscors to labour for the common good rather than private convenience. Restoring that legacy will not come from grand pronouncements but from a renewed commitment by students to nurture informed engagement, and by administration to meet discourse with clarity and follow-through. If we recover the habit of acting and taking collective ownership and leadership, Chandbagh's distinctive model of student-led stewardship will not merely survive; it will resume its role as our most valuable education.

साहित्य: विचारों की क्रांति का मौन संचालक

अभिनव कुमार

साहित्य मनुष्य के दृष्टिकोण को बदलने की अद्भुत क्षमता रखता है। यह केवल शब्दों का खेल नहीं है, बल्कि सोचने, समझने और देखने का एक नया तरीका प्रस्तुत करता है। जब कोई व्यक्ति किसी कविता, कहानी या उपन्यास को पढ़ता है, तो वह केवल लेखक की कल्पना नहीं देखता, बल्कि उसमें अपनी भावनाओं, अनुभवों और विचारों की परछाईयाँ भी तलाशता है। यही कारण है कि साहित्य समाज के निर्माण और उसके दिशा-निर्देशन में महत्वपूर्ण भूमिका निभाता है।

हिंदी साहित्य में ऐसे अनेक उदाहरण मिलते हैं जहाँ लेखकों ने समाज की रुढ़ियों को चुनौती दी, मानवीय संवेदनाओं को उजागर किया और पाठकों को आत्ममंथन करने पर विवश किया। प्रेमचंद द्वारा लिखी गई कहानियाँ जैसे सद्गति, पूस की रात और ईदगाह सिर्फ गरीबों और किसानों की पीड़ा का चित्रण नहीं करतीं, बल्कि पाठकों के भीतर करुणा, संवेदनशीलता और सामाजिक जिम्मेदारी की भावना भी जगाती हैं। प्रेमचंद की कलम पाठक के मन को झकझोरती है और उसे सोचने पर मजबूर कर देती है कि क्या उसका समाज वास्तव में उतना ही न्यायपूर्ण है जितना वह मानता है?

इसी प्रकार, कबीरदास के दोहे आज भी आडंबर और पाखंड के विरुद्ध सहज सत्य का उद्घोष करते हैं। उनका साहित्य व्यक्ति को सादगी, आत्मनिरीक्षण और विवेक की राह दिखाता है। वे पाठक को भाषा की परतों से परे जाकर जीवन के मूल सत्यों से साक्षात्कार कराते हैं।

साहित्य केवल मनोरंजन नहीं देता, यह व्यक्ति को सोचने पर मजबूर करता है। आज के युग में जब अखबारों के संपादकीय, विचारात्मक लेख और स्तंभ पाठकों के समक्ष विभिन्न दृष्टिकोण प्रस्तुत करते हैं, तो वे केवल सूचना नहीं देते, बल्कि एक विचार-विमर्श की शुरुआत करते हैं। जब कोई छाल या नागरिक किसी सामाजिक मुद्दे पर विश्लेषणात्मक लेख पढ़ता है, तो उसके भीतर उस विषय को लेकर एक पक्ष विकसित होता है, या तो वह उसके पहले से बने मत को पुष्ट करता है, या फिर उसे तोड़कर नया दृष्टिकोण प्रदान करता है। इसी प्रक्रिया में उसकी सोच विकसित होती है और कई बार उसमें मौलिक या क्रांतिकारी परिवर्तन भी आता है।

छाल जीवन में साहित्य की भूमिका अत्यंत गहन और प्रेरणादायक होती है। जब छाल रामधारी सिंह ‘दिनकर’ की ‘रश्मिरेथी’ या सुभद्राकुमारी चौहान की ‘झांसी की रानी’ जैसी रचनाएँ पढ़ते हैं, तो वे केवल इतिहास नहीं पढ़ते, वे साहस, राष्ट्रप्रेम और आत्मबल की जीवंत अनुभूति करते हैं। ऐसे साहित्यिक अनुभव छालों के भीतर जोश, जागरूकता और अपने कर्तव्यों के प्रति प्रतिबद्धता की भावना भर देते हैं। वे केवल कविताएँ नहीं पढ़ते, वे उस

भावना को जीते हैं जो राष्ट्र के लिए समर्पण, साहस और त्याग की मिसाल बन चुकी है। ऐसे साहित्यिक क्षणों में शब्द मात्र शब्द नहीं होते, एक-एक शब्द वह चिंगारी होता है जो दिल में देशभक्ति की ज्वाला प्रज्वलित कर देता है। यह साहित्य अदृश्य रूप से उनके व्यक्तित्व का आकार गढ़ता है, उन्हें विचारशील, संवेदनशील और अपने कर्तव्यों के प्रति सजग बनाता है। साथ ही, साहित्य की कल्पनाशीलता छालों के मन में नए क्षितिज खोलती है, उनकी कल्पना को उड़ान देती है, जिससे वे न केवल पाठक बल्कि रचनाकार भी बनते हैं।

हालाँकि, साहित्य के प्रभाव के कुछ संभावित दुष्परिणाम भी हो सकते हैं। यदि कोई व्यक्ति केवल एकतरफा या पक्षपातपूर्ण साहित्य को पढ़ता है, तो उसकी सोच सीमित या पूर्वाग्रहपूर्ण बन सकती है। आज सोशल मीडिया पर तेजी से बढ़ती लेखन सामग्री में तथ्यात्मकता की कमी और विचारों का उथलापन देखा जा सकता है। यदि युवा वर्ग बिना उचित मार्गदर्शन के इसे अपनाता है, तो वे भ्रमित हो सकते हैं या किसी एक विचारधारा में उलझकर रह सकते हैं। अतः यह आवश्यक है कि साहित्य का चयन विवेकपूर्वक किया जाए और विविध विचारों को पढ़ा जाए, ताकि सोच संतुलित और व्यापक बन सके।

एक अन्य पक्ष यह भी है कि साहित्य कभी-कभी व्यक्ति को अत्यधिक भावुक बना देता है, जिससे वह यथार्थ से कटने लगता है। लेकिन यदि साहित्य को संतुलित दृष्टिकोण से पढ़ा जाए, तो वह न केवल संवेदनशीलता उत्पन्न करता है, बल्कि व्यक्ति को यथार्थ के साथ सामंजस्य बिठाने की क्षमता भी प्रदान करता है। वह व्यक्ति को एक बेहतर नागरिक, जागरूक पाठक और सहृदय मानव बनने की दिशा में प्रेरित करता है।

हिंदी साहित्य कहानियों, कविताओं, आत्मकथाओं और संपादकीय लेखों के माध्यम से हमेशा समाज में जागरूकता और संवेदना का संचार करता आया है। स्वतंत्रता संग्राम हो या समकालीन सामाजिक बदलाव, हर युग में साहित्य ने एक मजबूत और प्रेरणादायक भूमिका निभाई है। आज जब दुनिया तेजी से बदल रही है, तब भी साहित्य अपने शांत स्वर में हमें सोचने, समझने और दूसरों की पीड़ा को महसूस करने की प्रेरणा देता है।

यही कारण है कि कहा जाता है, “साहित्य समाज का दर्पण है,” लेकिन यह दर्पण केवल समाज को दिखाता ही नहीं, बल्कि विचारों की परतों को भी झाड़-पोंछकर साफ करता है। यह हमारे भीतर एक नई दृष्टि, एक नई सोच के साथ एक नया समाज रचने की क्षमता विकसित करता है।

The Week Gone By

Kanishk Bammi

A week ago, there was seemingly nothing going on apart from penguins sitting at their Toyes and studying praying for some marks, promising themselves that from now on, they wouldn't spend the first half of their day in the Wellness Center trying to escape from the horrors of their own education — but just a couple of days later, and having already thought of an excuse to give their parents, (I'd recommend *"It's only test week mom, wait for November!"*). It seems like the biggest problem we have on our hands isn't an unfinished Rose Bowl but a Paracetamol shortage.

Otherwise, preparations for DS90 are in full swing, with the construction workers, play cast

and music ensemble all in a steady competition to see who can get the least sleep. And as if the countless assembly addresses weren't enough, we have also released a five (yes, five) minute long propaganda informative YouTube Video about the grand event. If you ask me though, I'm sure the music and play will be as good — what I'm truly looking forward to is the new selfie point. *Yay!*

We've also had a couple of Inter-Houses this week — because the second a Master-in-Charge can sniff out a free hour in someone's day, there's a fixture scheduled. Otherwise, Debating Inter-House (which started back in April by the way) finally wrapped up, with the Swans going about their usual business clinching the title in a convincing manner — for the fourth year running now.

A long overdue House Feast also took place this Wednesday, which, as usual, was filled with overflowing plates, uncivilized Jams, laughter and (some not so) boring speeches. Truly a

10/10 public School Boy experience. Last but not least, rumours of a few classes being called off next week for Founder's Day preparation have been floating around the corners of the CDH, with everyone only hoping that these rumours do come true.

Well then, as I have to conclude this *Week Gone By*, it has dawned on me that it is my final one, and the chance to appear in these poor print quality pages will seldom come. I remember at the start I would whine about it every time I was told that it was my turn, but now I'd want nothing other than to have one more week. I guess that just tells you a lot about Doon. Also, since today happens to be both my birthday and my final *Week Gone By*, I'd think it's occasion enough for you to come find me at the O House Sc Form table and share your dessert with me.

Anyways then, it seems like I've finally hit my word limit. It's been a pleasure. Keep laughing.

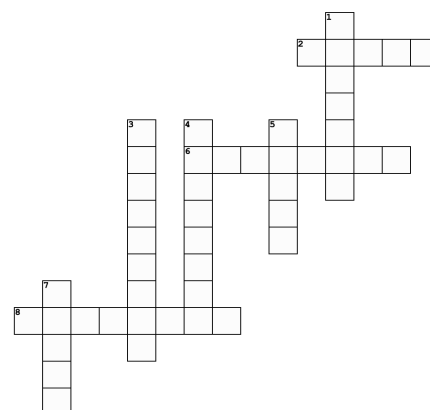
Crossword | Famous Chief Guests at the Founder's Day

Across:

- The first woman to serve as the President of India.
- A legendary Indian tennis champion who later became a global sports commentator.
- An iconic Bollywood actor regarded as one of the greatest stars in Indian cinema.

Down:

- An olympic medallist in shooting who went on to serve as a Union Minister.
- The King of Bhutan, who participated in School's 75th Founders' Day event alongside other dignitaries.
- A technology entrepreneur best known as a co-founder of HCL Technologies.
- The then Minister of Human Resource Development, who was among the distinguished guests at the 75th Founders' Day.
- The scientist nicknamed the "Missile Man of India."



Across:
1. Pahl
2. Wangchuck
3. Malhotra
4. Bachchan
5. Sibal
6. Kalam
Down:
1. Rathore
2. Pahl
3. Wangchuck
4. Malhotra
5. Sibal
6. Kalam

Key:

Source: <https://www.theteacherscorner.net/make-your-own/crossword/>

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



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