

**SLOW BUT STEADY**

Good things come to those who wait, the importance of introspection.

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THE JOYS OF TRAGEDY

In the great enigma of finding good in bad, we have got to keep moving.

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WEEK GONE BY

A cascade of competitions, save for one saving grace.

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Pursuit of Balance

Harshil Makin analyses the paradox of holistic education in School.

"The boys should leave Doon School as members of an aristocracy, but it must be an aristocracy of service inspired by ideas of unselfishness, not one of privilege, wealth or position." - Arthur Foot

The Doon School aims for holistic education in its aristocracy of service, for the creation of well-rounded individuals in an environment where students could thrive as a community.

This is what this quote implies: Doon aspires to be a microcosm of the world outside, aspiring to provide society with these ideal people, imbued with the quintessential traits indispensable for the 'perfect' world. And this is possible only because of the holistic education provided here.

As an S Former, I have seen and heard enough about School. In a remarkably brief period of time, I have witnessed several fundamental and substantive changes in School, some of which are yet to be fully comprehended by most in our batch. I have seen School trying to inculcate in us an appreciation of the ideas related to this 'holistic' education. But have we really imbibed this education to become the "members of an aristocracy" that School sees us as?

This institution, as time has progressed, has somewhat digressed from what it initially offered to its members. School has been stuck between providing a holistic education relevant in today's world, inclusive of all the necessary 21st century skills and providing Doscos

with the traditional practices that have continued since the dawn of School, from all the Inter-Houses and society meetings to the STAs and social service, and everything in between. In its quest to provide everything, School has eventually given so much opportunity for exploration that students, stumbling over themselves, end up bombarding their schedules with endless events, all at the same time, and somewhere in the process eroding the very idea of 'Holistic Development'.

The flurry of activities happening simultaneously and at breakneck speed has resulted in groggy faces with dark circles making their way to the academic blocks with the hope of gaining knowledge and turning into educated men. But the relentless pace of events and activities leave their minds so unbelievably blank that even ToK classes cannot invigorate them, excite them or wake them up from their eternal slumber. So, the drooping faces leave their classes just as they had entered. As long as we do not re-evaluate and redefine holistic education in the light of the changed educational landscape of our times, this scene will continue to unfold within the Main Building through the term and the terms ahead.

In the educational realm of Doon, students invariably find themselves embarking on a journey toward holistic development, whether by choice or because of the nudges of the institution's ethos. However,

this journey often resembles an intricately-woven obstacle course, where a multitude of engagements converge to shape individuals comprehensively. Inter-House events such as hockey or play unfold in tandem, followed closely by the rhythmic melodies of the band and the graceful movements of dance performances. Making this blend more complicated to navigate are Inter-School competitions, with occasional social service opportunities, while having to meet the demands of a rigorous academic schedule.

The point at which Doscos aim for holistic growth is also when they have to simultaneously engage in all these activities in Doon. They are bound to be mired when they have to actively participate in all events concerning activities, academics and sports.

However, it is realistically not possible for an individual student to do them all. Consequently, a dilemma arises where students have to either forgo certain aspects of School's holistic education or spread themselves too thin, unable to devote their full effort to any one pursuit. This dichotomy undermines the School's mission of nurturing well-rounded individuals, as students may graduate without mastering any particular discipline. In failing to fully commit, School risks falling short of its mandate to prepare students for the complexities of the

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THE DOON SCHOOL WEEKLY

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world beyond its gates.

Whether it be School or its students, either way, the future of both is in the hands of this precarious schedule, the single document that can decide whether or not a person receives the holistic education they entered this school for. Choice exists, and a person can master a

thing or two, but then that defeats the purpose of holistic education. On the other hand, even if a way to achieve this is found, a Dosco may even be ostracised in their House for not participating in activities that a Dosco should 'typically' participate in. He is taken as a slack for not being 'committed enough' to his House. With obstacles looming

from every direction, the necessity for solutions become increasingly evident. Change becomes imperative. As a student, my role is limited to providing observations and opinions on the current state of affairs, while fervently hoping for positive outcomes.