



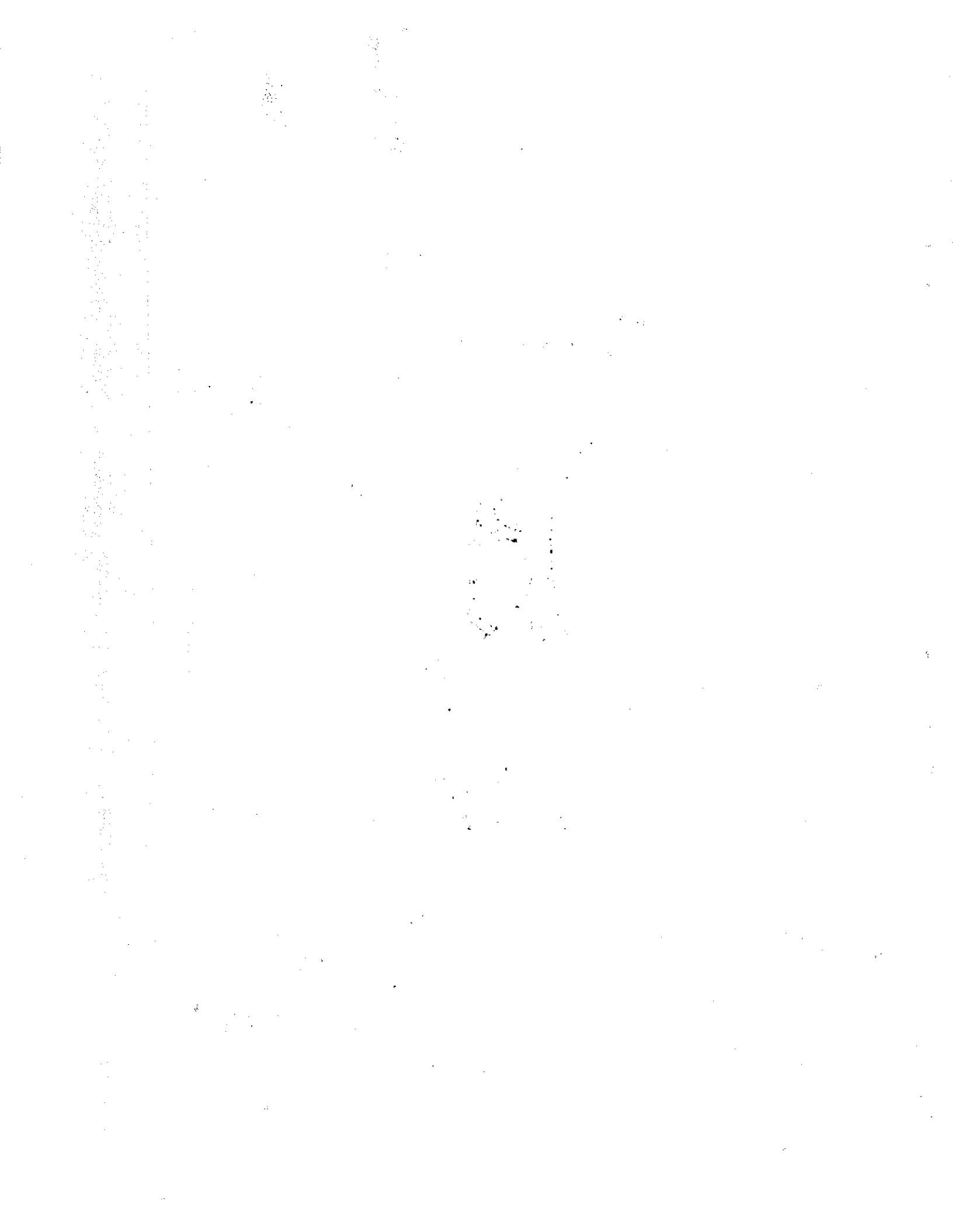
DEEPTI

Isha Chandra IX

NEWSLETTER OF INDIA SCHOOL, KABUL, AFGHANISTAN



Isha
IX



Volume : VI

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NO. I

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Cover : Isha Chandra, Class IX





We offer our condolences to Mr. Bharadwaj on the sad demise of his mother during the winter vacation.

Winter vacation started on 1st January. It was far from being a period of inactivity. Special coaching for class XI continued upto 23rd January. Board examinations for class X commenced on 2nd March and ended on 22nd March.

School reopened on 15th March amidst scenes of loud reunions. Admission/Tests were held on 18th and 19th March.

The Staff welcomes some new members to its fraternity. Mr. A.C. Krishna Kumar has joined as English Master for Senior classes. He has been teaching at Doon School for the last seven years. Mrs. K. Rekhi has offered her services in an honorary capacity. Mrs. S. Kutty has joined as a Science Teacher. Mrs. C.K. Chadha will be associated with the Prep School. We hope their association with the School will be a long and happy one.

The Prep School (Classes K.G. to II) has been shifted to a new building near the main school building. The congestion to a certain extent has been reduced and Preppers have been provided with larger rooms and more pleasant surroundings.

All India Senior School Certificate Examination (Internal) for class XI commenced on 4th April and will end on 17th April.

Provisional classes have started for the new class XI from 4th April.

38 students (25 boys and 13 girls) and 3 members of the Staff went for a trek to Istalif on 7th April. The enthusiastic trekkers started from Kare Zamir and covered a distance of 25 kms. Well done. Our Congratulations!

OLD STUDENTS' NEWS :

Mr. and Mrs. Ratanjee, who were in Delhi during the vacation, were At Home to our old students studying at the University of Delhi. It was an enthusiastic lot who met them. It is heartening to note that our old students continue to cherish their ties with the School.

ACKNOWLEDGED :

The Doon School Weekly (Nos. 1217,1218)
The Punjab Public School Chronicle (Nos. 177 and 178)
Vidya Niketan Fortnightly (Nos. 6 and 7)
The Sanawar News-Letter (No. 221)
The Cambridge School Magazine (1976)

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INTERVIEWS OF THE NEW TEACHERS
(By Gurbachan Singh and Deepak Narula)

MRS. C.K. CHADHA :

DEEPTI : What's your previous teaching experience?

Mrs. Chadha: I have been engaged in this field for the last eight years. To begin with, I joined Birla Public School at Pilani where I taught for three and a half years. Next experience was with Mother's International School, New Delhi, for about four years.

DEEPTI : Do you think teaching the little ones is much more difficult than teaching the older children?

Mrs. Chadha: As I said, I have been teaching the sub junior classes for almost eight years. As far as I am concerned I do not feel there is any difficulty in teaching small children, rather it is a pleasure for me to be with them. I enjoy their company. They are just like my own children and I am like a second mother to them. A point that has to be kept in mind while teaching them is to make them feel at home, give them self-confidence and once this is achieved, teaching is easy.

DEEPTI : Should the senior school be at distance from the junior school? Why?

Mrs. Chadha: Oh yes, definitely. You see when a 3-4 year old child is admitted to the school, he will feel at home and get self-confidence, only when he is among children of the same age group. He feels more comfortable and less worried. He can easily adjust himself to the change.

DEEPTI : What changes and improvements would you like to suggest for the School?

Mrs. Chadha: I feel India School is in a way at a level higher than many schools in India. Stress is more on studies here. The frequency of the tests for the subjunior classes at least, should be reduced. All day we are with the children and just from their faces, we can make out how much each one of them knows.

Leaving aside studies, I feel less facilities are available in our school. For example, I would suggest a hall should have been there in the school where we could organize certain programmes for the small children. The space available for their playing is limited.

Swings have not yet been moved from the main building. To keep the interest of children, certain films could be shown in the School.

But keeping in mind the fact that India School is still in its beginning stages, the achievements so far are appreciable.

MRS. K. REKHI :

DEEPTI : What prompted you to offer your services as an honorary teacher to the School?

Mrs. Rekhi: As I told Mr. Arora, I am interested in teaching but I never took the profession career wise. To utilize my time in some constructive work, I took up teaching. This is my first teaching experience and I have liked it.

DEEPTI : Dealing with small children, do you feel they are little devils or angels?

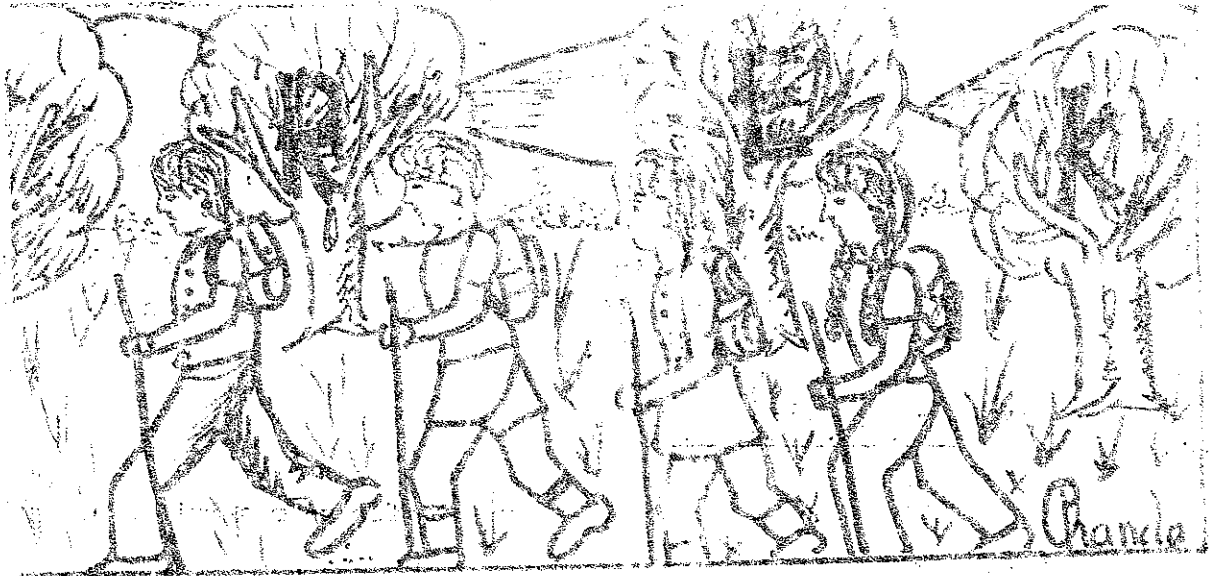
Mrs. Rekhi: Children are neither little devils nor are they little angels. They are what we make them. For every act of theirs, for every habit of theirs, it is we, the parents and teachers, who are responsible.

DEEPTI : If you were offered senior classes to teach, what would you prefer - juniors or seniors?

Mrs. Rekhi : As I said, I took up the job to pass my time and not as a career. A teacher for senior classes has to spend much time in preparation which I cannot afford to do because of my family responsibilities. In other words, teaching senior classes is a full time job whereas I can be only available part time. For the time I spend in the school, I am quite happy with the juniors.

DEEPTI : Do you think audio visual aids are necessary for effective teaching in junior classes?

Mrs. Rekhi: Certainly, they are. What is taught to them from books is a burden but what they are shown and what they are told is a pleasure for them. Audio-visual aids leave an impression on the mind of a child for a much longer time whereas what is taught from books is sometimes forgotten by the next day, unless revised. Moreover, audio visual aids give a clearer understanding.



"This trek is going to be really exciting. With all this grub one can never feel hungry. Though carrying it is a bit of problem and makes you feel a little like a camel".

Our group of two score and one had walked a distance of around half a km. after starting at 7.05 a.m. from Kari-e-zamir, and were busy chatting and passing comments on other peoples style of walking and their jazzy dresses. You could hear the girls saying, catty things like, "just see how fat she is looking." And there would be excited squeals of laughter from all of them. The boys were thinking of the miles of fun and walking that lay ahead. Anyway everyone was in a jolly mood.

The day had dawned, bright and sunny, The sky was ~~speechless~~ ^{clear} except for one or two patches of clouds wandering here and there. The birds were singing out their morning complaints and the streams were churning themselves into a chocolate brown ~~leather~~. The snow covered peaks lay at a long distance away but were not a bit like the cruel looking barren mountains surrounding Kabul and the ones that lay a short distance away from where we were walking. Ideal morning for a hike.

The entire crowd was in a group and whenever a joke was cracked there were boisterous shouts from everyone though the joke might turn out to be the dumbest one you ever heard.

We were all laughing stock for the native Afghans who were watching us from their houses as though we were on the point of becoming extinct. Their day was made. To us their houses made of mud looked like forts with people peeping through them, though I must say some

of them were well kept and looked neat from the outside. Some of these people behaved very strangely. One of them, who was an old man with a flowing white beard went to the extent of chucking stones at us when we tried to climb the walls surrounding his grape orchard. We didn't like that. We ran.

Time went on and the whole group walked on, though some of the weak ones were lagging behind. We had now been walking for over 1 1/2 hours and had crossed many small streams, gone up small hillocks and then run down them.

"You know last time when I came on a hike my stomach was upset and I had a real problem. So I have been taking precautions by not eating too much these past few days". Weight of boy : 160 lbs.

We had been walking for about two and a half hours and were waiting for a big stream. We crossed a small hill and lo and behold, just down there was a lovely stream. The water was knee deep and the current quite swift. Slowly and steadily we started crossing it. The water was pleasantly cold and made everyone shiver. "Hey! Hold my hand" and "Oh! I'm gone. Help me" - as they slipped. Some fat heads were too confident of themselves and walked in real style but lost their footing and fell badly shouting "Help! Hold tight, Don't let go, come on, get snappy and pull me out." Anyway the walk in the cold water was very refreshing and our wet shoes made us feel refreshed and cool for a long time to come.

We had now walked for four hours and the time was about eleven thirty, as we had rested on the way for the slow ones. It was time for meal as everyone was famished. There were gently sloping meadows before we hit the dust track. There were donkeys climbing up the hills with loads on their backs. Finally we stopped "Hey! Sad! Look all my sandwiches are squashed to pulp". There were many more sad exclamations about the food. The whole scene was very depressing but on a hike all these things do happen so nobody minded them.

By now everyone was beginning to get very tired but still everybody was too proud to admit all this. "You look very tired. You need a rest." "Don't start presuming things. I am as hale and hearty. Infact it is you who look fagged out." and so time went on. We had been walking for five hours but had reached nowhere. We inquired every now and then about our whereabouts but everytime we got a different answer. Even our guide who was one of the bus drivers was useless. He had his own morse code to tell us the path to take. Unfortunately we could not decode it. Sometimes he waved his hand to the right and then immediately to the left.

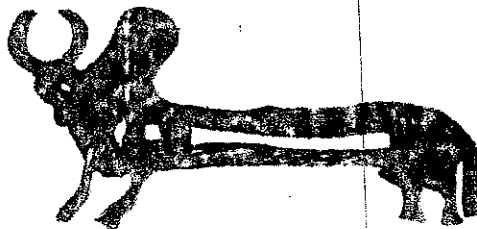
While walking, we suddenly came to a stream with a bare tree for a bridge. There were screams and shouts from everyone walking over the branches. Even though it was a stupid old stream with a stupid old tree across it, the hue and cry which was raised was incredible. It sounded as though they were doing a bit of tight rope walking.

By now it was twelve thirty p.m. and the sun was shining brightly. Everyone was dragging their bags along and hoping to reach the destination. Even though everyone was extremely fagged out and famished, the jolly spirit still remained and jokes flew to and fro. Ultimately as an alternative we took small path which led to the main road and reached there around 1.30 p.m. We had now walked for about 6 hours covering a distance of twenty five kilometres. Here we had a hearty meal and felt refreshed.

From here the buses picked us up as they had been told by some of the parents who had met us and who were themselves on their way to Istalif. After the main road ended there was a zig-zag and narrow road with a very steep fall on one side and mountains on the other. From here we caught a glimpse of Istalif. Situated on a mountain itself and surrounded by many others lay Istalif. From above and looking down, we saw little things of pale yellow by the river. The blossoming trees also looked lovely. You could see small streams and waterfalls here and there.

Quite beautiful, really.

JYOTI NARULA
Class IX



DISCIPLINE

(VANDANA SHARMA collects a cross-section of opinions on Discipline)

THE QUESTIONS

1. What in your opinion is the true meaning of Discipline?
 2. How relevant is the kind of discipline one generally comes across in a School?
 3. In the context of education, should discipline be imposed? In a social context, should one rebel against irrational discipline?
 4. In society, relaxation of discipline leads to chaos. In schools, colleges and universities it causes disorder and consequently loss of studies. Yet free atmosphere is essential for encouraging creativity. How would you reconcile the two?
-

DR. R.N. SRIVASTAVA :

1. The true meaning of discipline must be related to self control (for example, we say that so-and-so leads a 'disciplined' life). In practice, of course, discipline is regarded as obedience to certain rules, **externally** imposed.
2. It is relevant to the extent that by enforcing conformity and regulating behaviour, the day-to-day business of teaching and other activities can be smoothly (?) conducted. More than that, its value is questionable. In the classrooms it inevitably leads to restriction of student participation in the process of learning, which then becomes essentially instructive. Limiting the choice of personal appearance, having a 'school uniform' etc., are probably of little productive value.
3. A set of rules and regulations must be observed. These should be periodically evaluated and modified to ensure that the objective remains the education and welfare of students. Discipline should not be imposed to maintain superiority or authority of a group of

individuals (e.g. teachers). It should concern achievement of important goals and effort should not be wasted on **trivial matters**.

In the social context one must protest against irrational discipline. It is, of course, not always clear as to what irrational discipline is. None would disagree that rules regarding 'queue habit', automobile driving, pollution must be strictly enforced. Attempts to regulate personal freedom e.g., that of expression, what one eats or drinks, how one dresses etc., should be resisted. Dissent normally should not become disruptive or destructive.

4. In colleges and universities, discipline must be enforced. In our country students have become a privileged and irresponsible lot, while in fact they are a very fortunate group who have easy access to learning, at taxpayer's expense. Majority of them are immature and regard their years at college as a long vacation. They are often exploited by **unscrupulous** politicians and teachers. Strikes and other disruptive activities are usually for insignificant and often ridiculous matters (e.g. postponement of examinations, questions being too difficult, right to cheat, girls teasing boys). It is obvious that such affairs must be dealt with firmness.

Discipline must also be enforced in institutions of public service and production. Rules should be just, since law and order without justice has no meaning. There should be adequate channels for expeditions settlement of genuine grievances and problems, and exploitation of groups of people for political purposes should not be permitted.

Freedom of various forms of expression, and non-conformity with a pattern of established social behaviour is a different matter. These must not be curtailed, upto a reasonable level. Freedom can, however, never be absolute since it can be misused and exploited (several examples could be cited, especially from western countries). In poor countries, the well-being of the masses must come first and reasonable and essential restrictions on freedom of individual could be imposed. If such measures are used for the advancement of one or a few individuals, they must be resisted. A free atmosphere encourages creativity, but it cannot be considered essential. In the fields of humanities, fine arts and many others, creativity is related to genius of an individual, irrespective of the prevailing social conditions, while in most scientific areas it is closely dependent upon financial resources.

MR. ASHOK AURORA :

1. While a detailed definition of the word 'discipline' will necessarily be different for different classes of persons, in brief it can be said that 'discipline' connotes an orderly mode of behaviour both in thought and action. Discipline does not imply mere submission to superior authority. While a degree of respect and regard towards superiors are integral aspects of a disciplined society, such respect and regard cannot take away the right to free thinking and action subject to certain rational limitations. Discipline means that disagreement with established norms or rules should be expressed in a manner which is neither violent nor indecent nor distasteful in any way.

A disciplined mind implies the ability to be able to understand issues, analyse them rationally and come to reasoned conclusions.

I do not think I shall go into the detailed meaning of 'Discipline' as applicable to persons in different circumstances. The word would have different implications for those in the army than for those in the industrial sector; the meaning of 'Discipline' as applicable to children has necessarily to be different from that for adults. I feel that what I have expressed earlier covers the central meaning of the word.

2. The kind of discipline in a school varies so greatly that it is difficult to answer this question. In some schools a great deal of freedom of expression and discussion is given to the students, whereas in others the slightest hint of any difference of opinion with the establishment is not tolerated. I think the golden mean must combine a degree of freedom of expression and discussion in order to ensure creativity and originality amongst the students with a healthy respect for the ultimate authority of the teachers and the establishment. I am not in favour of total autonomy to the students to do or act as they please and I think that these views are applicable not only to smaller children but up to the highest levels of learning.

3. Discipline has to be taught to immature minds. The children are immature and, as such, discipline needs to be imposed. Once they learn the meaning and value of discipline such imposition ceases to be necessary.

In the social context one must certainly rebel against irrational discipline. Actually one should rebel against anything that one feels is irrational. However, as already pointed out by me,

the revolt should take place in a disciplined manner and should not be in a violent or otherwise indecent forms.

4. The relaxation of discipline does not lead to chaos. It is the relaxation of imposed authority that leads to such situations. Discipline is a state of the mind of the individual. It is merely because the individual and the society have not developed a disciplined state of mind that relaxation of authority leads to chaos. It is essential that if a society is to develop and be able to think and act freely its members must inculcate the habit of disciplined thought and action. This has to be done from the very childhood. Once the need and value of discipline has been instilled into the young minds the relaxation of authority will not lead to any chaos or disorder. This is true not only for society as a whole but for the student community also. I am of the view that if we adopt this approach there can be a free atmosphere for healthy discussion and innovation which will not only foster individual creativity but also provide great moral strength to the society as a whole.

MR. AZIZ AHMAD :

1: Discipline may imply a number of things: training of mind and character, self-control, obedience, abiding by the laws of the State, even set rules of conduct. In the context of education, order kept in a class or on a campus may be treated as discipline. In my opinion, discipline is an experience, something which happens, of course always in due course, to an individual or a group. It is a process, consequence produced by the interaction of certain factors in a given situation. Broadly speaking, when man's desire to learn or act and his desire to remain free are reconciled in a system, discipline happens.

2. Schools may differ in their approach to discipline. We may, therefore, not react to all schools in the same way. However, if by discipline you mean only 'set rules of conduct', I would say rules of conduct are relevant since no organization can function efficiently without such rules. Nevertheless, we should be clear in our mind about this that in a school these rules are devised for the guidance and welfare of growing children, and for that matter, should always be applied with understanding and sympathy.

3. It is a good question. Obviously, you will agree with me that a school or college is neither a home nor a police station; that teachers are only knowledgeable substitutes of parents. In a school, therefore, imposition of any kind should be out of place. We know that human

nature resents imposition in all forms. Resentment, when nourished by continuous imposition, explodes. In my opinion, it is not relevant to discipline. The key factor of discipline is 'involvement'. A number of factors such as teachers, students, parents, management and an artificially created environment functioning together may produce the key factor of involvement. In a classroom situation involvement may be brought about by following the well known principles of contextualization, right focussing, correct sequencing, individualisation, socialization and honest evaluation. In a state of comprehensive involvement two needs of human nature are met: learning takes place and the infringement of freedom is altogether forgotten. From this state, genuine discipline results. It comes out as naturally as leaves come to trees. In an ideal school, children learn and grow and forget all about freedom, and are truly disciplined. Difficulties in regard to discipline may be resolved by Proctors guided by senior teachers. Genuises come to our schools too. They only need a little extra care.

4. Undesirable expressions like "relaxation of discipline" are generated in societies where the administration has failed to give a good account of itself over the years, people are not fully involved, the sense of direction is missing, and devil take the hindmost is generally the principle of conduct, discipline fails to emerge as a fact of life. To generate order in a society needs an effective leadership and a sensible socio-economic philosophy, and is by all means a Herculean task. On the contrary, it is far easier to do so in an educational institution. Comprehensive involvement, a properly trained community of teachers who know their job, who are capable of resisting external non-educational pressures, and of thinking in terms of interest, needs and aspirations of their students, may bring about discipline. Parents may help by cultivating respect for their substitutes. Managements should not interfere and governments should spend money for education and forget.

'Free atmosphere' is a catchword. If by this you mean a large number of choices, I would say yes, let there be as many choices as possible. Otherwise, if you want to achieve something with the human material you are trying to mould, you have only Hobson's choice. You will have to secure the willing involvement of all in meaningful activities in a way that they forget their freedom. 'Creativity' seems to be an attractive and soft word. As a matter of fact, it is made of 'sterner stuff'. Creativity has always been tempered by hard but willing labour. After all, it has to take a form. Now, whatever rules of conduct you make to give creativity a form, you

should use them with tact, understanding and sympathy. To be more precise, you should use them exactly for the purpose you have devised them. In the context of civilization, man may be regarded as free only when he doesn't feel the inevitable infringement of his freedom; and this can be achieved only through genuine involvement.

In educational institutions, if none help, the teacher should go it alone, if for nothing better, at least for 'job satisfaction' and ultimately for the protection of his job.

DR. N.P. JAIN :

1. Real discipline is, strictly speaking, self-discipline, meaning thereby a sort of training continuously imparting to one's own self which provides self control. Such a state of affairs should normally enable a person to neatly conduct him/herself in family, other social groups including office and community with orderliness and to co-operate with others.
2. In common parlance and also traditionally speaking, discipline in the context of social situation is understood as obedience to instructions. There have been lot of indirect and direct protests and criticism about such a phenomenon. The concept of 'deschooling society' being developed in various parts of the world by iconoclasts and thinkers may be rather one extreme example of such concern. The new trend appears to be taking shape when in schools, even in class room situations, the opinions of the students are respected and involvement of student community is ensured in running the educational institutions. Blind obedience to orders (as in the case of army organisation) is redundant in the case of schools now a days.
3. In a teaching-learning situation, one can never impose law and order type discipline. This, in my opinion, is against ensuring learning. The objective of all education may be to enable an individual to inculcate habits by self-training. That may be all right as it is. But I do not think students should be so free with teachers as to come on Christian name terms specially in class room situation. It is necessary to maintain some distance between teacher and taught specially in learning situation. Regarding the second part of your question, social context can be of many varieties. Irrational discipline when imposed does not yield good results. In fact, it creates ill feeling. Rebelling against such a situation may come naturally after one has saturated the sense of patience.
4. The spirit of my aforesaid replies may make the question a little out of focus. It is not relaxation of discipline or lack of it which

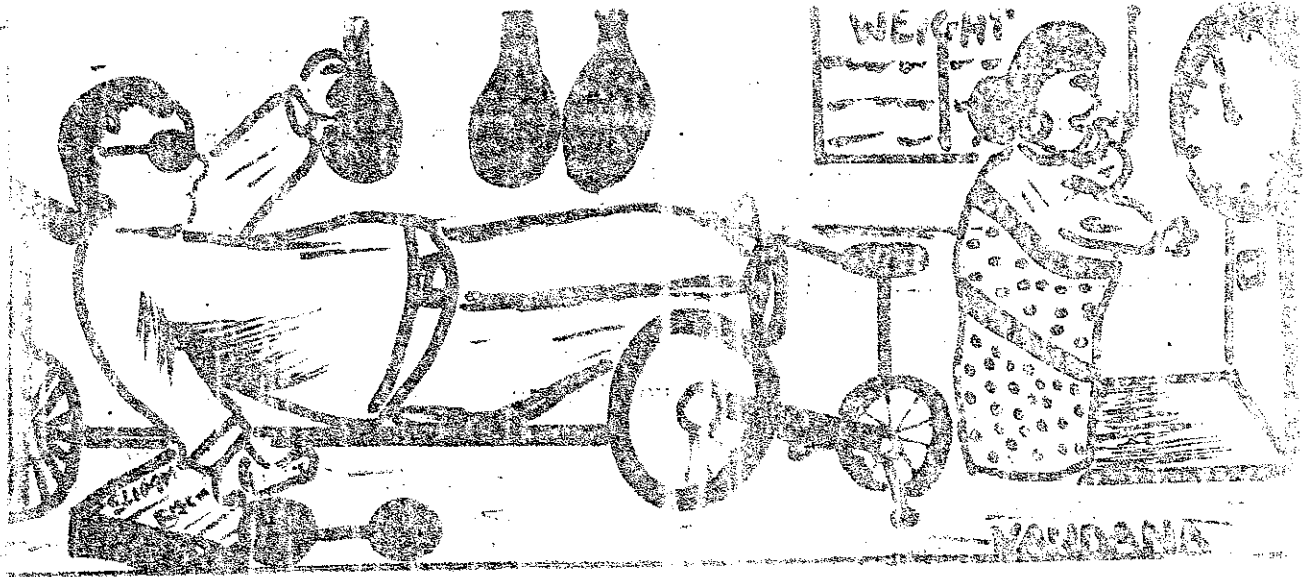
leads to chaos and creates disruption of studies in educational institutions but a scanty understanding of the meaning of the state of discipline that creates problem. In fact, when all discipline becomes self-discipline, it augments more creativity and makes the free atmosphere situation self-propelling.

MR. A.C. KRISHNA KUMAR :

1. It is a pity that the word should have degenerated in meaning and lodged itself firmly in the vocabulary of schools and colleges, and got all mixed up with rules and punishments and the like. Any discipline is, first of all, a state of awareness, and true discipline is a plumbing of that state of awareness - the electric awareness which tells you that your life isn't worth two shakes of the dice and motivates a secret, tragic longing to do something about it.

2. Neither relevant nor irrelevant. Because what is in question here is not the relevance of discipline but the relevance of the staff - the ~~man~~ or body of men who are meting it out. 'Discipline' is always an obsession with mediocre minds. If a man has learning, compassion, humility - all in some measure - the discipline he metes out will be intangible, yet binding. He will show you, invisibly as it were, that the 'discipline' he imposes is only an elementary preparation for a larger and more complicated freedom. If on the other hand, you are officious, unimaginative and grim, then your 'Discipline' will smack of all that and more.

3. If the discipline to be 'imposed' is going to be founded on mistrust and suspicion and is taken to mean petty curbs and meticulously absurd restrictions, then it deserves to have the flush pulled on it. Any brand of discipline that's worth the name can only be imposed from within. Because it must first pass the test of your own private awareness and sensibility. It seems to me somehow to be all linked up with the concept of the teacher as a sombre agent of discipline. In a school, for example, it **might** be a good idea for the child to know that a teacher is neither a dealer in virtue nor a model advertising the latest trends in civilized behaviour. He is, first of all, human. I should like my students to know that I enjoy sleeping late on holidays just as much as they do, that I sing mercilessly in the bathroom, and that I'm capable, on impulse, of being prejudiced, sulky, unreasonable. A teacher is not an unsmiling dummy with a pretty tag saying 'Discipline - 5 Afs'. A teacher should be a model of freedom.



DIETING MANIA

There is a feeling of self-condemnation amongst fat persons. Whereas tall and lean persons are envied, width is ridiculed. In movies comedians are chosen from amongst very fat and very thin persons. The slender comedian puts the fat one in hilarious predicaments. The thin feel privileged and are objects of admiration. The fat have a feeling of disgust. Cases of extremists are known who are known to avoid looking at their own image in the mirror.

Slim figure has become a social norm and the 'climbers' are those whose dimensions and weight are visually pleasing and acceptable. Those who ignore to be on a weight reducing diet and over eat suffer from obvious dangers. The slim patient is presumed to have greater longevity. The medical profession in general is obsessed with a universal approach that problems of excessive dieting are less than over eating.

Girls suffer from the craze of excessive dieting, with a desire to look pretty and seek admiration. In males, this desire is not so deeprooted, all the same the modern trend is to be slim and tall and to be attractive.

Earlier, it was believed that the obese, if restricted from eating will suffer from depression. However, nowadays, dieting if done under supervision of experts may yield fruitful results. The treatment is of course a long process in which the body fat has to be gradually dissipated.

One way of dietary control is to keep on vegetarian diet, and cut down calories. But extreme attitudes lead to several deficiencies. However, women ~~try~~ to slim for other reasons than consideration of health. Improvement of their figure is the sole objective of their lives and they ignore everything else. Most women try to lose their weight under the influence of women's magazines exhibiting attractive photographs. They cut out carbohydrates e.g. sugar, potatoes, cakes etc.. This does not kill their appetite but inspires them to eat alternative food items of their choice - fruits, vegetables, black coffee and tea. Those women who are really determined, take to extremely vigorous exercises. Males in general are averse to excessive dieting. However, there is a trend to cut down carbohydrate - rich food.

Normally, when a person has undergone the fad of dieting, he reverts to his old habits. But if Black is Beautiful, so is Fat.

VANDANA SHARMA
Class XI

PERSPECTIVE

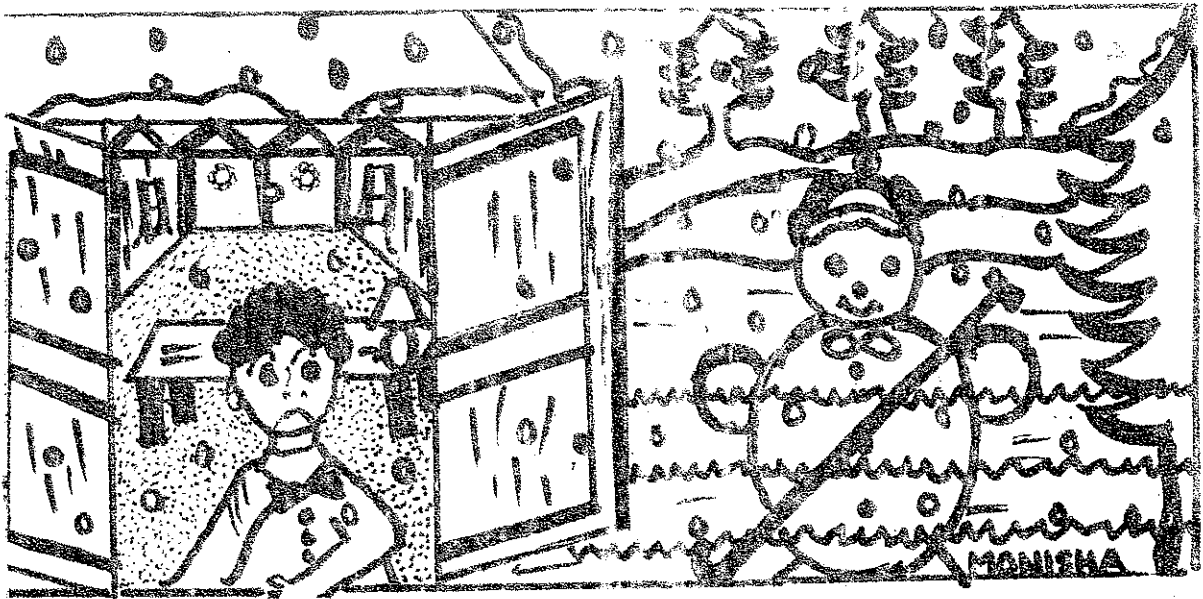
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When a child begins to understand that, he will realise that discipline is merely a budding of his own awareness and that the teacher is around merely to nudge and nurture that awareness.

'In a social context.....'. That sounds frightening, and it is. Read '1984' or 'Darkness at Noon' and you'll find out why.

4. It is not the 'relaxation of discipline' which leads to 'chaos'. It is the obstinacy and pigheadedness of the discipline which invites trouble. The statement presupposes that a discipline which is firm is a favourable one and hence conducive to creativity. In this 'free atmosphere' you might go to class and listen to someone's constipated drone and become good and smug and dumb. In a so-called 'atmosphere' of 'chaos' you might go and burn a bus and come back and write a poem on it. There's creativity for you and bang in the middle of indiscipline.

The nameless, faceless discipline which descends from the top is not discipline at all. It's just a poor, silly rule waiting to be broken, and creativity has nothing to do with it. But true discipline is an investigation of your own awareness - a very private phenomenon, which attempts to 'create' order out of a different kind of 'chaos'. The 'chaos' of our own petty lives and **the** lives of 'quiet desperation' that we lead.



BORING WINTER

At last the long awaited winter vacation started. We had a sigh of relief. I was so excited with the idea of two and a half months vacation that I didn't know how to plan for the holidays.

The day I got my report card, I really thanked god for getting through one more monotonous year of routine i.e. getting up early in the morning, dressing up in the same clothes, hurrying for the breakfast and rushing for the bus stop. For a while I thought myself to be the happiest person on the earth with the most precious treasure - complete two and a half months at my disposal.

I started enjoying my holidays to my satisfaction. One or other programme everyday, but how long? Soon all the things I had been wanting to do for a long time finished. No more to do, No more places to go, except sitting at home and reading. Thus the vacations lost all their charms. I started getting bored and thus missing my friends badly. I was looking forward now for my school to reopen so that I could go, meet my friends and make mischief with them.

I started getting fed up with playing again and again the same games with my sisters. It was not the same fun which I used to get by playing with my friends. After all they are girls and I was longing for the company of boys with whom I could play all sorts of rough games. I was dying to tease and make fun of others which I am able to do only at school where there are so many children for it. If I teased my sisters, they would start crying and complain to my parents and the result was a small lecture on my rough behaviour with the girls.

This winter vacation did not seem to have any end. It started getting on my nerves. I began getting too demanding. My parents were tired of fulfilling my increasing demands for books and toys.

How I wished this gloomy winter to be over.

GAUTAM SRIVASTAVA

Class V

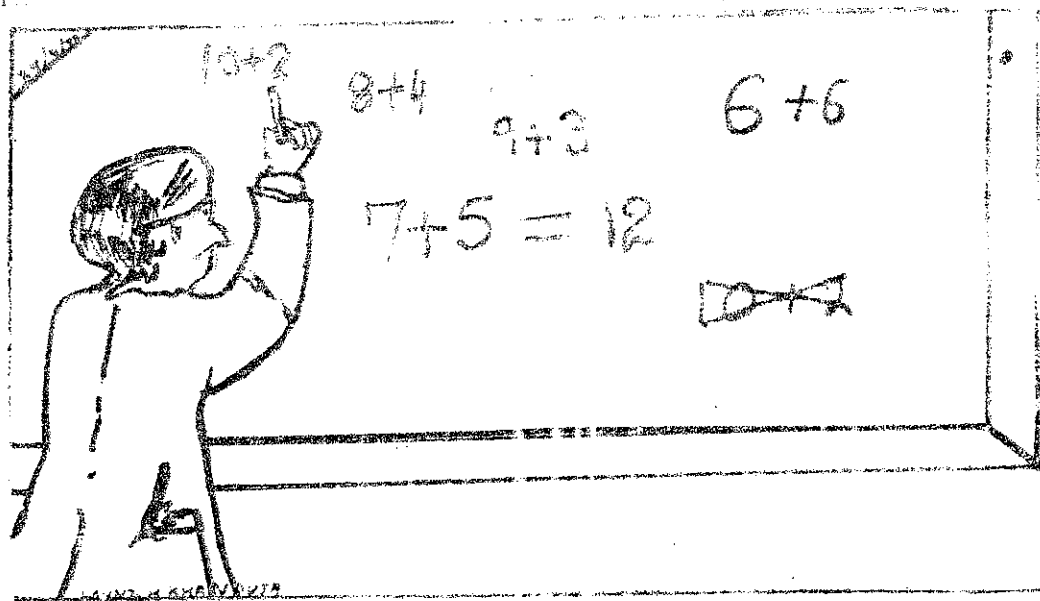
THE EXCITEMENT OF GETTING NEW BOOKS

Everyday we heard different kinds of stories about the arrival of our new books. Somebody will just cook up a story - oh the books have already reached the airport and we will get them on Saturday. After waiting for a long Friday to pass, On Saturday again we will get a pucca news that on Monday we are sure to get. We waited ~~again~~ ~~impatiently~~. At last I started pestering my father. Every day I used to ask my father that when ~~we~~ ~~will~~ get the new books. The same story every day. My father got fed up. Then he told me "you will never get new books even if they come to school". Then I began asking my mother about the arrival of the new books from India. At last the day came when we really got new books ! Very proudly I carried them home. Teachers gave special instructions to cover the books well - don't spoil them, don't lose them and what not. I promised to myself that I will exactly do what teachers said. But some of the things we are sure to forget : after all we are children.

TISCA ZAREEN ARORA

Class III





THE EDUCATIONAL MUDDLE

The first batch of students appears for the first public examination under the 10 + 2 + 3 Pattern of Education and what is found? 65% of the questions in the Physics Paper remind the students of the day the deletions in the course had been announced by the Board. In Physical Education, the ability of a cricket player at his game is tested by the fact that he can stop a ball thrown slowly from a distance of 6 - 7 metres. The two years' course of Commerce, as extensive as that of Physics or Chemistry, expects the students to spend sleepless nights to ensure they do not lose 7 marks out of a total of 900 marks.

What else can be expected as a result, except an endless controversy over the efficacy and relevance of the system. The confusion, the long hours of discussion and criticism among the parents, teachers, students and the educationists are what the system has contributed at present. Politicians are figuring out the various combinations of numerals which will equal that illusory figure - 12.

But what is not to be forgotten is that defects are seldom unavoidable during the Transition Period. The system has not yet established itself. The +2 stage is yet to be completed; nothing to talk of +3 stage.

But was the Transition really necessary? The rationale for any change should be improvement. Are the diversion of the scarce resources and amounts of expenditure incurred on books, etc. really justifiable?

Much is heard and said about the so useful vocational training introduced for the first time as compulsory subject under the 10+2+3 Pattern. Vocational training is nothing better than a piece of theoretical decoration. Majority of the schools offer Commercial Art in want of resources or initiative. Vocational Training is supposed to come to the rescue of those who opt out of the academic stream. But how many Commercial Artists are they going to produce? Is the Economy ready for absorbing a large influx of such people? Is the society ready for according respect to the blue-collar worker? Wouldn't only the under privileged be pushed into vocational streams and thus, wouldn't it accentuate the already existing disparities?

The biggest problem with the system is that if one part does not do its job, the other overdoes it. The 13 subjects were introduced in class IX to familiarise the student with something of everything but a student of average intelligence gets confused and mostly the result is nothing of anything. After all, how can it be expected of an artist who makes a scenery of the mountains to use trigonometry and find out the height of the mountain.

Whether the system is good, useful and necessary or bad, useless and unnecessary is yet to be discovered for today it is passing through the Transition Period. It is ultimately the establishment that decides the future.

But the main defect of Indian System of Education is its being examination oriented, a problem which is yet to be dealt with. The teachers teach and the students study from the examination point of view, the important difference between learning and knowing a topic has not yet been realized. What is taught in 2-3 years is what they want to test in 2-3 hours in an examination which ignores mental tension, psychological nervousness and above all, the important factor, luck. It tests more of our memory of the incidents when the teacher had used the phrase 'important from the examination point of view' rather than any of our real abilities and understanding. Couldn't something be done about it?

GURBACHAN SINGH
Class XI

WORLD CUP

HOCKEY :

Pakistan won the Fourth World Cup Hockey tournament held in Buenos Aires, Argentina. Holland secured third, East Germany fourth and Spain Fifth. India, the holders of the World Cup failed, to qualify even for the semi-finals. They got the sixth position. India's poor performance



has led to very gloomy predictions about the future of Indian Hockey.

WILL BHUTTO BE HANGED? :

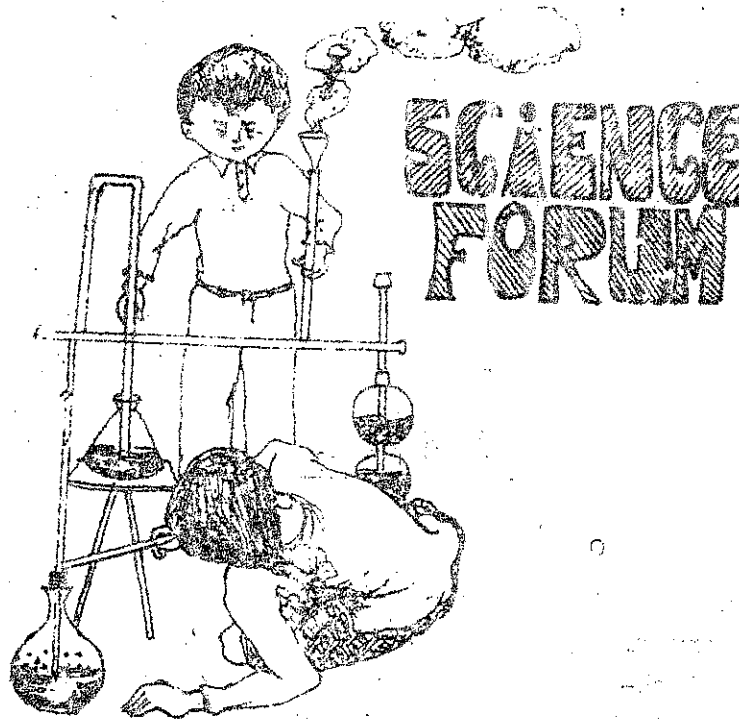
Mr. Z.A. Bhutto, former Prime Minister of Pakistan, has filed an appeal to the Supreme Court against the death sentence passed on him, by the Lahore High Court, on the charge of ordering a political murder, four year ago. In his appeal Mr. Bhutto has alleged that the Court had been influenced by the strong motive of partial law authorities to physically eliminate him from the political scene of the country. Meanwhile, a spate of appeals from various countries continues for clemency.

WILL SHE COME BACK? :

Congress (I) after its impressive showing in the South failed to win the crucial Karnal by election in the North. But its candidate lost by less than 20,000 votes. This is a clear indication of deteriorating Janata popularity.

RENU BAOGA
Class XI

GENETIC
ENGINEERING :



The Science of Genetics is ready for a big leap. In times to come babies will be made to order. Functionalists will persuade parents to produce babies fitted for the present needs of society. Naturalists will advise the production of individuals so balance genetically as to be in almost perfect equilibrium. Would you like to control the sex of your offspring? Would

you like your son to be six feet tall - seven feet or eight feet tall? You will get genetic therapy for cancer, diabetes etc.

We are creating a new society. We are approaching the day when the body can no longer be regarded as a finite unit. Genetic knowledge will permit us to tinker with human heredity and manipulate the genes to create altogether new versions of man.

The fantastic possibility is that man will be able to make biological carbon copies of himself. This process is known as 'CLONING'. It will be possible to grow from the nucleus. The resultant human 'Copy' would start life with a genetic endowment identical to that of 'DONOR' although cultural differences might thereafter alter the personality of the clone.

This is also a dangerous possibility because it shall create undreamed of complications for the race. There is a certain charm to the idea of Shakespeare bequeathing copies of himself to posterity. But what about Adolf Hitler? So should there be laws to regulate this practice called "CLONING"?

Its implications say that if 'birth technology' is practised then woman will be able to buy tiny frozen embryo like you get your butter, meat etc. now, take to her doctor and give birth to a new body with a guarantee that the resultant baby would be free from genetic defect and a guarantee regarding the colour of baby's eyes and hair, its sex and size. Hence a world suffering of racism, shall be able to breed new races of blue, green, purple or orange people. The babies born will be with super normal vision hearing, muscular control etc.

AJMAL KHYBERI
Class XI

DO YOU KNOW ?

HURRICANES AND TYPHOONS :

Strong winds or violent storms whirling round the centre or 'eye' of the storm with a counter-clockwise motion in the northern hemisphere and clock-wise in the Southern are known as Hurricanes. They are known as Typhoons in the China Sea.

NEAP TIDES :

When the tides are at the lowest height these are called neap tides. This phenomenon occurs midway between the new and full moon when the sun and the moon are at right angles as to their direction from the earth.

A NAUTICAL MILE :

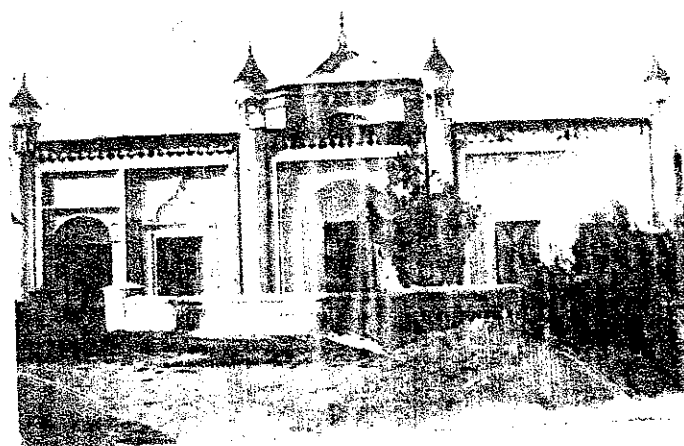
It is a unit of distance used in navigation - one minute of longitude measured along the equator. A nautical mile is approximately equal to 6,080 feet.

ISHA CHANDRA
Class IX

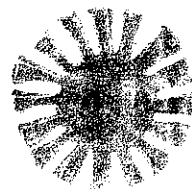


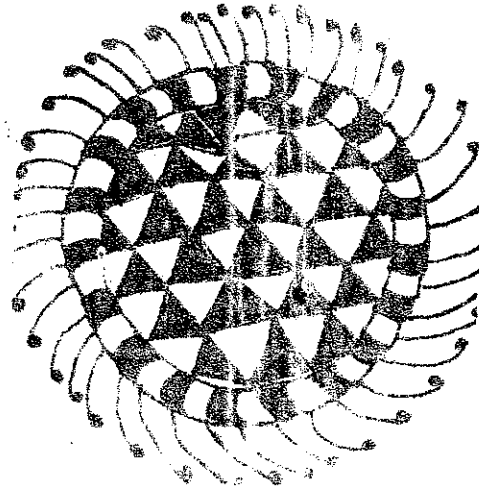


TREK TO ISTALIF



MONUMENT (PHOTO: AJMAL)





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