





President BOG H H Maharaja Jyotiraditya M Scindia in a jovial mood during his visit to the school



Principal, Dr M.D. Saraswat with Dr S.C. Biala who was the Chief Guest at the Sport's Banquet

## THE SCINDIA SCHOOL

### THE FOUNDER

Maharaja Madhavrao Jayajirao Scindia

### President

H H Maharaja Jyotiraditya M Scindia

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Mr Rajendra S Pawar

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Mr Mahesh Gandhi

Mr Harpal Singh

Mr Arun Kapur

Mr Vikram Mathur

Mr Jyoti Sagar

Mr Shivshankar Menon

Mr Shashank Vira

### Government Nominee

Mr Harish Bhojwani

Mr Amar Jyoti Bindal

### Invited Members

Mr Rahul Kulshreshtha (President, SOBA Central)

Mrs Darshana Jaini (Parents' Representative)

Mr Ravi Saund (Expert - Infrastructure Development)

### Ex officio Member, Secretary & Principal

Dr Madhav Deo Saraswat

### Scindia Old Boys' Association

#### President

Mr Rahul Kulshreshtha

#### Vice President

Mr Banjul Badil

Mr Nupur Patel

#### Treasurer

Mr Virupaksha Kadam

#### Secretary

Dr Anurag Dixit

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ग्वालियर दुर्ग में जल-संरक्षण

Akshat Karwa, XI

Every effort has been made to ensure the accuracy of the information printed in this edition of the Qila Quotes. If an error has occurred, please accept our apology and contact the editor at [visheshs@scindia.edu](mailto:visheshs@scindia.edu).



Addressing the outgoing Batch of 2019 at the Valedictory Assembly



Mr Dharendra Sharma and Mr Vishesh Sahai celebrate after successfully completing the Nubra Valley cycling expedition

# PRINCIPAL'S MESSAGE



Ever since the school opened in July, I have been missing the familiar faces from the Batch of 2019, with whom I had a four year long association. I am pleased to share that after graduating from Scindia's portals they've all got admission in good colleges of India and abroad and they'll carry the integrity and dynamism they inculcated at Scindia to different parts of the world. New boys have joined the Scindia School fraternity. They've brought curiosity, new thoughts and excitement with them, and like every year, we're on job, nurturing these young individuals to take charge of their own lives.

Year 2018-19 was a year of many achievements. Our Class X and XII Board Examination results touched new all-time high. Many students scored full marks across subjects and this happened because students and teachers practised excellent time management coupled with best strategies to maximize student potential. Renovation of Jankoji and Dattaji Houses was completed along with other infrastructure projects, and boys and pastoral staff moved into the new space. Madhav House renovation is almost done and Ranoji's will begin soon. SOBA House renovation is continuing in phases. While our endeavour has been to beautify the campus and enhance safety and comfort for our children, we've ensured that the pristine charm of the school remains intact. We've instituted two new positions that of 'Housemothers' in the Junior Houses in order to further improve the quality of pastoral care for young Scindians. This summer, school organized 8 adventure and community service projects where more than 100 students participated; perhaps this was the most packed summer break ever! We revived the faculty off-site programme; it was held in Orchha. The intent behind reviving it was to further build community ties and engage intellectually in a neutral space. This objective was fully accomplished. Approximately 26 teachers utilized these vacations for various short term professional courses to equip themselves in the field of guidance & counseling and subject related specializations.

Moving on, we received support from the Old Boys by way of bringing their children to study in the school and thus strengthening the ties. They also donated generously towards our infrastructure development, conducted career talks and made valuable contributions as mentors on several school development committees. Old Boys wholeheartedly supported our outreach programme which has grown by leaps and bounds. We covered several destinations in the last few months gone by. Each visit taught us about the changing dynamics of education and societal expectations. This learning will culminate into a brighter future for school.

We had several eminent people visiting us from various walks of life. Students and teachers had the rare experience of engaging with **Mr Josh Stephens**, an alumnus of the Princeton and Harvard University. He conducted a workshop on admission process, writing applications, statement of purpose, and letter of recommendations for international college admissions for Scindians from 3<sup>rd</sup> – 6<sup>th</sup> April 2019. **Mr Shashwat Alok** (Ex-Rn, 2004), Professor at ISB, Hyderabad contributed in our lives via the SOBIR programme. **Mr Saurav Shah** (Ex-Ja, 2002), IPS, was the Chief Guest for the scholar's banquet and **Dr S.C. Biala**, a renowned educationist and a leading mountaineer graced the sport's banquet and the list goes on...

Taking inspiration from Hima Das who bagged 5 Gold Medals in the month of July alone despite of her humble background; we have started talking to the boys to raise the bar in every co-curricular activity that's on offer in the school, given the state-of-the-art infrastructure and round-the-clock guidance available to them. God-willing, we'll do better in the co-curricular and sports in times to come along with continuous improvement in other verticals too!

Hope you enjoy reading this issue.

**Dr M.D. Saraswat**  
Principal, The Scindia School



Mr Mahesh Gandhi, Member, BOG, receiving the ABP News Award on behalf of the school



Still from the English Play - Midsummer Night's Dream

# EDITORIAL

*The Scindia School was recognized as an 'Outstanding Education Institute Overall' and Principal, Dr Madhav Deo Saraswat was felicitated with 'Exemplary Leader Award' in a grand award ceremony held in Mumbai on 4<sup>th</sup> of July, 2019. This was organized by the 'ABP NEWS National Education Awards' which recognizes institutions that are innovative and have contributed in enhancing the level of education in the country. Mr Mahesh Gandhi, Member, Board of Governors received the honour on behalf of the Principal.*

*Adobe, under its India flagship organized 'Adobe School Leaders Summit & Awards 2019' on Thursday, 11<sup>th</sup> of July 2019 at Adobe India Campus, Greater Noida. The event recognized the efforts of organizations and educators working tirelessly to enhance creativity in the classroom. The Scindia School was felicitated at the award ceremony for stimulating an environment of creativity in the classroom. Mr Ashish Arora - Housemaster Jayaji, received the award on the behalf of the Principal, Dr M.D. Saraswat.*

## School Events

The previous trimester was the time for recognizing and honouring the achievers in the field of academics and sports. Scholar's Banquet, Sport's Banquet, Valedictory assembly and the House Report ceremony were occasions to felicitate the top performers in an atmosphere of regalia. The Scholars' Banquet was held on the 24<sup>th</sup> of February 2019. The Chief Guest for the occasion was **Mr Saurav Shah**, IPS (Ex- JA, 2002). Sport's Banquet was held on 2<sup>nd</sup> March 2019. The Chief Guest on this occasion was an accomplished mountaineer and academician, **Dr S.C. Biala**, Principal, Cambrian Hall, Dehradun.

Like every year, the festival of Holi was celebrated with a lot of enthusiasm despite the examination fever, which had the entire school in its grip. The Holika Dahan, play of colours on the Fort, the special meal and the get-together for the staff at the Principal's residence, made it a day to remember !

The International Award for Young People's award ceremony was held in the School on 19<sup>th</sup> April 2019. 12 students received the Gold Award, 20 received Silver and 32 received the Bronze Award.

The Annual English Play, William Shakespeare's classic masterpiece, 'Midsummer Night's Dream' was staged on 22<sup>nd</sup>; and annual Hindi Play, Girish Karnad's 'Tughlaq' was staged on the 20<sup>th</sup> of April 2019.

## Workshops

44 teachers participated in the off-site programme for teachers, conducted by **Mr Prantik Panigrahi** in Raj Mahal, Orchha, from 29<sup>th</sup> - 30<sup>th</sup> April 2019. The workshop was based on the thought 'I don't fix my problems, I fix my thinking, problems fix automatically'.

As a sequel to this workshop, Mr Panigrahi interacted with the faculty and visited the school for two days on 30<sup>th</sup> June and 1<sup>st</sup> July 2019. The workshop was based on 'Psychogeometrics' which is based on the notion that we tend to be attracted to certain shapes and forms in the environment because of our personalities, attitudes, education and experiences, as well as the ways in which our individual brain functions.

A life skills workshop entitled 'Appreciating Difference' was held in the Asssembly Hall on 15<sup>th</sup> April, 2019 for ClassIX and X. The workshop was taken by Ms Niharika Kulshreshtha.

A number of teachers went for subject related workshops organized by the CBSE from 11<sup>th</sup> - 18<sup>th</sup> May; **Mr Kamlesh Singh** for Psychology; **Mr Manjeet Bainipal** for Geography; **Mr Pawan Mali** for Computer science and **Mr Aniket Garud** for Chemistry. 22 teachers attended a series of workshops conducted by 'Institute of Counsellor Training Research and Consultancy' from 1<sup>st</sup> June - 5<sup>th</sup> June 2019 at the Indian Social Institute, Lodhi Road, New Delhi.

## Sports

The 'Kishangarh Shield' - a triangular series between The Mayo College, Ajmer; The Daly College, Indore and The Scindia School, Gwalior was held from 20<sup>th</sup> - 22<sup>nd</sup> February 2019. Daly College, Indore emerged as the winners in football and cricket while Mayo College won in hockey.

The 17<sup>th</sup> His Highness Maharaja Madhavrao Scindia Memorial Inter-School Cricket Tournament was held in the School from 1<sup>st</sup> to 5<sup>th</sup> April, 2019. Eight prestigious schools of the country, including The Scindia School participated in the tournament this year and the coveted trophy was bagged by Motilal Nehru School of Sports, Rai, Sonipat.

## Outreach Programme

Outreach programme was organized in Allahabad, Varanasi, Aligarh and Jammu. The programme comprised an open house wherein any queries of prospective parents were heard, discussed and clarified.

## IT

The Scindia School hosted the Inter Public School Suryodaya IT Fest from 6<sup>th</sup> - 8<sup>th</sup> of April 2019. Six leading schools, namely, Mayo College, Ajmer; Maharani Gayatri Devi Girls' School, Jaipur; Scindia Kanya Vidyalaya, Gwalior; Welham Girls' School, Dehradun; The Punjab Public School, Nabha and the host school, The Scindia School, Gwalior participated in the fest this year. The Scindia School won the overall trophy of the coveted IT Fest.

## Infrastructure

In the last few months, we witnessed substantial maintenance and infrastructure related works being done in the school campus at various locations. Renovation of Jankoji and Dattaji Houses was completed along with other infrastructure projects and boys and pastoral staff moved into the new space. Madhav House renovation is almost done and Ranoji's will begin soon. SOBA House renovation work too continues in phases. Both the Squash Courts have been renovated. The entire stretch of road from Jayaji House to main Guest House; from Astachal to Jeevaji House and the road in front of the Health Centre has been re-laid. Road leading to Dining Hall from Swimming pool is currently being re-laid and is likely to be completed soon. While our endeavour has been to beautify the campus and enhance safety and comfort for our children, we've ensured that the pristine charm of the school remains intact.

## Summer adventure programme

Two cycling expeditions marked the adventure camps- 14 students and two escort teachers, namely, **Mr Anil Pathania** and **Mr Srijith Pillai** went for the Bhutan Cycling Expedition, from 2<sup>nd</sup> - 11<sup>th</sup> May 2019. In the second expedition, 10 students along with two teachers, namely, **Mr Dharendra Sharma** and **Mr Vishesh Sahai** went to Nubra Valley for a cycling expedition from 3<sup>rd</sup> June to 14<sup>th</sup> June 2019. 9 students went to Andaman and Nicobar Islands, along with **Mr R K Kapoor** for Scuba Diving, from 3<sup>rd</sup> - 10<sup>th</sup> May 2019; 7 out of 9 students earned a diving license valid for a lifetime. 9 students along with two teachers, namely, **Ms Divya Verma** and **Ms Raksha Siriah** went on a Trekking Expedition to Annapurna Circuit from 4<sup>th</sup> May to 18<sup>th</sup> May 2019. **Mr Suggu Shekhar** took up the Basic Mountaineering Course at the Atal Bihari Vajpayee Institute of Mountaineering in Manali, from 30<sup>th</sup> April to 27<sup>th</sup> May 2019. 17 students and two escort teachers, Mr Nitin Chand and Ms Preethi Chand, participated in the 10 days' adventure course held at Atal Bihari Vajpayee Institute of Mountaineering in Manali, from 11<sup>th</sup> May to 20<sup>th</sup> May 2019. 4 students took up the adventure course in Nehru Institute of Mountaineering, Uttarkashi, from 12<sup>th</sup> June to 27<sup>th</sup> June 2019.

## Summer community service programme

13 students along with **Mr Shailesh Agarwal** went for the Spiti Residential Service Project from 1<sup>st</sup> - 15<sup>th</sup> June 2019. They built

a greenhouse for underprivileged villagers. 8 students and two teachers, namely, **Mr Vishesh Sahai** and **Mr Jagdish Joshi** participated in the Ladakh Service Project from 24<sup>th</sup> June to 9<sup>th</sup> July 2019. They built three rooms for the Lamdon Model School, Thiksey. The Scindia School led the Service project in Mussorie at Rautu ki Beli, where 36 students along with 8 teachers had come from 6 prominent schools from across the country. 10 students from Scindia took part in this service project, along with **Mr Manoj Mishra**, **Mr Vishesh Sahai**, **Mr Ashish Arora** and **Ms Sudha Sharma**. The project was from 27<sup>th</sup> April - 2<sup>nd</sup> May and they constructed an all-weather entrance road to the government school.

## Academics

Our Class X and XII Board Examination results touched a new all-time high. Many students scored full marks across subjects and this happened because students and teachers practiced excellent time management coupled with the use of best strategies and resources to maximize student potential.

### Overview of 2019 (Class X) results

Aditi Joshi	98.2
Chirag Rathi	98
Akshat Karwa	97.2
Aaryan Nagpal	97
Irish Rohra	96.8
Shivansh Kumar Bansal	95.8
Ojas M Agarwal	95.6
Angad Sahni	95.2
Utkarsh Agrawal	95.2
Harshil Ashok	94.8
Aryan Yadav	94.8
Satwik Goyal	94.6
Pratham Gupta	94.6

### Overview of 2019 (Class XII) results

#### School topper Class XII (all subjects)

Dhruv Periwal : 97%

School result (best 4): average percentage = 88

#### Stream-wise results – Best 4 Aggregates

Science	: aggregate – 90.29%
Topper – Satya Prakash Singh	: 96.30%
Commerce	: aggregate – 86.02%
Topper – Dhruv Periwal	: 97%
Humanities	: aggregate – 92.18%
Topper – Sunil Kumar	: 96.50%

Summer Camps for Classes X and XII gave us a head start in the process of additional building of academic capacity aiming at the enhancement of the grades of each and every student. The camps





Choreography at the IAYP awards ceremony



Renovated squash court

ran rigorously for 11 days, starting on 24<sup>th</sup> June and continued till 4<sup>th</sup> July. The culmination of the meticulous work both by students and faculty was in Periodic Test I, which started on 5<sup>th</sup> July 2019 and continued till 13<sup>th</sup> July 2019, spanning 9 days.

### Visits

The Members of the Board of Governors visited the Fort and stayed with the Scindian fraternity for two days- 17<sup>th</sup> and 18<sup>th</sup> July. The Annual Board Meeting was held on 18<sup>th</sup> July 2019. A special Astachal was held on 17<sup>th</sup> July 2019.

**Mr Kartik Bajoria**, a renowned writer, visited the Fort and stayed with us for five days- from the 14<sup>th</sup> July to 18<sup>th</sup> July 2019. He took a series of lessons in descriptive writing, profile writing, Review writing and so on for the students of Classes VI to XII.

### New arrivals

School welcomed new entrants into its fold with a three day off-site induction programme organized in Orchha. A total of 130 students from classes VI to IX were part of this programme. The idea was to kick-start their Scindian journey in a fun-filled learning ambience. The off-site induction programme included carefully designed workshops that provided an array of activities ranging from dining etiquettes to dance & drama. The induction programme paved way for strong peer interactions and friendships; a good beginning for their voyage at Scindia.

Several new teachers joined the Scindia family. **Ms Priya Bhagat** in Social Studies department; **Mr Arun Kr. B** in Science department; **Ms Jayshree Bhattacharya** as Housemother; **Ms Shikha Chaturvedi** as Housemother; **Ms Swati Bhambore** as Behavioural Counsellor; **Ms Mrinal Bhat** as an Associate Teacher and Lab. assistant (Biology); **Mr Rahul Bharadwaj** – as an Associate Teacher and Lab. Assistant (Physics); **Ms Mubashir Ahmed** as an English teacher and **Mr Anubhav Sarkar** (Ex-Md, 2013) in the department of Science. We wish them a long and fruitful stay at Scindia.

### Faculty News

**Ms Niharika Kulshrestha** had the opportunity to be a part of SASTEP (South Asia Science Teachers Education Programme) in Delhi from 22<sup>nd</sup> - 26<sup>th</sup> April 2019, as an instructor, for a collaborative initiative by CERN, The International School of Geneva (Ecolint) and Life Lab Education and Research Foundation.

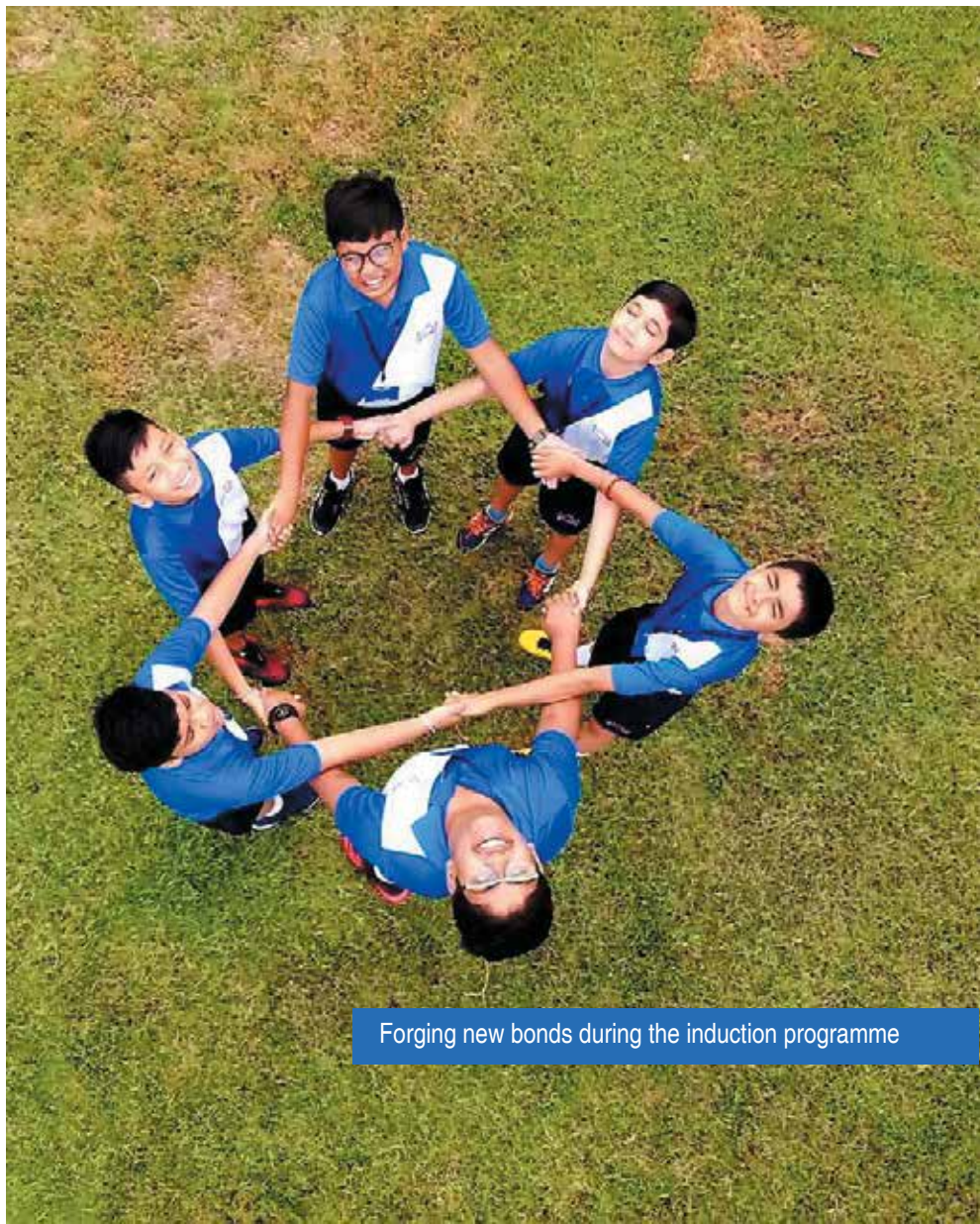
**Mr Gopal Chaturvedi** attended a German workshop at Dresden in Germany from 16<sup>th</sup> - 29<sup>th</sup> June 2019. He was joined by 23 participants from all over the world. The workshop was basically on the German teaching in the class. They discussed the nuances of proper lesson planning and class observation. Mr Chaturvedi learnt some apps, namely, Quizlet, Timetoast, Padlet, Whitboard.fi etc. These can be effectively used in learning and teaching processes.

### Farewell

**Ms Supreet Bakshi** saw a promotion in her career

and joined the Mayo College Girl's School as the Vice Principal from July 2019. She was appointed as a regular Computer Science teacher in 2001 in The Scindia School although she served the school even before that in different capacities. She was the first lady Housemaster for any Senior Boys' House. Under her leadership the House carried forward the best values and traditions of the school. She also represented the school in the Round Square and was appointed as the regional (South Asia and Gulf) coordinator for service projects in Round Square International. She'll always be remembered as someone who tirelessly worked for the growth of the boys socially, physically, academically and spiritually. We wish her luck for her new endeavour.

**Dr Maitreyee Bishnoi** retired from school in April 2019. She had joined the school in 1993 as an English teacher. She was an exceptional teacher who not only prepared students for examinations but also for creative writing, oratory and theatrical excellence. A teacher of high caliber and immense creative wisdom, her students remember her for strengthening their language skills through activities like - public speaking, dramatics, debates, reading clubs etc. She also contributed towards school publications. She loved poetry and recited her own poems at social gatherings. She was very popular in children, teachers and service staff as a compassionate and effective homoeopathic doctor. Our best wishes are with her.



Forging new bonds during the induction programme

# STUDENTS' ACHIEVEMENTS

*Alliance Francaise de Bhopal conducted 'Delf A1 Junior Exam' for the students in the month of July 2018 at Bhopal. The exam had four domains: Comprehension, Reading, Writing and Speaking. The names of the students who successfully cleared the exam with flying colours are:*

- |                                |                         |                         |
|--------------------------------|-------------------------|-------------------------|
| 1. <b>Yashovardhan Dikshit</b> | 2. <b>Arya Adhikari</b> | 3. <b>Vansh Vardhan</b> |
| 4. <b>Ojas Agarwal</b>         | 5. <b>Aryan Samil</b>   | 6. <b>Chirag Rathi</b>  |
| 7. <b>Kshitij Dogra</b>        | 8. <b>Prince Kumar</b>  | 9. <b>Varun Gupta</b>   |

The Band Awards for the year 2018-19 are as follows:

Varun Nepram trophy for the Best Saxophone Player – Cadet Garv Sajnani

Varun Nepram Memorial trophy for leading the Band on Rajpath– Senior Under Officer Nitya Mehra

Best Band Captain in NCC - Senior Under Officer Akshay Singh

Band Major's Cup for leading the Band in PM Rally - Senior Under Officer Abhishek Mahour

NCC Cup for the Best Band Co-ordinator – Mr Ramesh Sharma. He has received this award for the 15<sup>th</sup> consecutive year

'Pandit Atmaram Sharma Memorial Running Trophy' for the best student in various activities in the field of Hindi Language and Literature was conferred upon Sunil Kumar of Jayappa House.

Aaryan Nagpal, Manjot S. Sethi, Vidit Gupta, Harsh Jain, Aditya Parashar, Atherva Karwa, Siddharth Chandel and Ayush Yadav participated in English Debate, General Aptitude Quiz and Hindi Debate hosted by Rashtriya Indian Military College, Dehradun. Aaryan Nagpal was adjudged the Best Speaker in the English Debate.

Aditya Parashar, Akshat Karwa, Chirag Rathi, Shivansh Bansal, Lav Asrani, Pratham Agarwala, Ayush Agarwal, Abhishek Mahour, Varun Awasthi and Tanmay Kochhar participated in Welham Girls Commemorative program 2019 held at Welham Girls, Dehradun. The competition consisted of English Debate, General Aptitude Quiz, Hindi Debate and Science Fest. Scindian delegation comprising Aditya Parashar, Lav Asrani, Pratham Agarwala, Varun Awasthi and Tanmay Kochhar which participated in the Ms. Russell Inter School Science Fair was adjudged as runners-up for the overall trophy.

Svastik Arora, Rhythm Kukreja, Vidit Gupta and Shivansh Bansal participated in Slater Memorial English Debate hosted by Bishop Cotton, Shimla. In the debate, Shivansh Bansal and Rhythm Kukreja were recognized as the Best Speakers in the preliminary rounds.

Aaryan Nagpal and Chirag Rathi participated in the Madhav Memorial English Debate held at AMI Shishu Mandir, Gwalior in the month of July. The team excelled in the debate and brought the overall trophy by securing the 1<sup>st</sup> position. Aaryan Nagpal won the best speaker award in the debate competition.

The Investiture Ceremony for Prefects was held on 9<sup>th</sup> July 2019. Abhishek Mahour, Karnik Kanojia, Anirudh Tyagi, Nischay Agarwal, Karma Lepcha, Ujjwal Malik, Pratham Agarwala, Uttam Rai, Rhythm Kukreja, Arya Laddha, Sonam Bhutia and Rohan Khanna were sworn in as school prefects. Nitya Mehra and Luv Asrani took the oath as Deputy Senior School Prefects. Aditya Parashar was sworn in as the Senior School Prefect.

A total of eight participants went to AVS, Tezpur for the Srijanyam Art and Design Fest, 2019 (16-18 July, 2019). Students won four prizes, which are as follows:

I position: Arya Adhikari and Namsang Limboo both of class XI for Digital Cover Design

II position: Sarvagaya Goel of class XII for Face Painting (and Raghav Mahajan of class 9 was the model for the same)

III position: Uttam Rai of class XII for Wood Carving

III position: Abhey Khanna of Class X for Composition



Sunil Kumar receiving the trophy

# OLD BOYS' NEWS

**Mr Ankur Mody ( Ex – Sh, 1995) has recently been appointed as the Additional Advocate General of Madhya Pradesh. Previously, he held the position of the Assistant Solicitor General of M.P. After school, he completed his LLB from Cardiff University, U.K. and LLM from Washington University. Our heartfelt congratulations to him!**

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**Mr Vijay Jaini (Ex-Mj, 1976)** has won the 'Over 60 Squash Nationals' title held in Pune in June 2019. Mr Jaini is a keen adventure enthusiast too. Our heartiest congratulations to him!

**Mr Hitendra Ghosh (Ex-Ravindra 1967)** received the lifetime achievement award for sound recording at the Indian recording arts award (IRAA). He is an iconic figure in this segment of sound recording and has worked with directors like **Raj Kapoor, Sanjay Leela Bhansali, Satyajit Ray,** and **Yash Chopra** to name a few. He also received the Madhav Awardee of The Scindia School in the year 2017. He is the son of Late Mrs. Monica Ghosh, who was an Art teacher at the school.

**Mr Rahat Kulshreshtha (Ex-Ja, 2007)** has recently been awarded the Entrepreneurial Award by the University of Westminster for his innovative and enterprising use of drones across the industry. After graduation, Rahat directed some films which required shots from very high and difficult angles which led him to explore the use of drones. This experience helped Rahat identify a huge gap in the Indian market, where drones were completely non-existent. Following this, Rahat set up Quidich Innovation Labs in 2013, as one of the first few drone service providers in India. He has worked with leading companies like National Geographic, BBC, Red Bull and PepsiCo to name a few. Our heartfelt congratulations to him for this recognition!

**Mr Prashant Gangwal ( Ex – Je, 1986)** has been recently elected as Joint-President of the MP Chamber of Commerce & Industry for the term 2019-22. He has earlier served as Secretary of Central Soba for four years. Our heartfelt congratulations to him!

SOBA Gurugram hosted and organized its 2<sup>nd</sup> edition of the Invitational Golf Tournament followed by an alumni networking lunch on Sunday the 17<sup>th</sup> of March 2019 at Karma Lakelands Golf Resort, Gurugram. Two present students, Varun Awasthi and Surya Gandra also attended the event. Principal, **Dr Madhav Deo Saraswat** was the Chief Guest along with several other dignitaries.

**Dr Atulya Misra (Ex- Mj, 1983)** has recently released his first book – 'Oxygen Manifesto: A Battle for the Environment'. He is a senior officer of Indian Administrative Services currently posted as the Principal Secretary, Revenue and Disaster Management Department at Chennai, with the Government of Tamil Nadu. The book is a story of the triumph of ordinary people over the might of the establishment in their battle to save the environment. It is an engaging story about

environmental degradation and the impact of the Anthropocene. This is a must-read for anyone who cares about the future of human civilization.

SOBA Allahabad, now SOBA Prayagraj held a meeting on 18<sup>th</sup> May 2019 at hotel Yatrik to elect their new team of office bearers. The house unanimously elected the following:

- |                               |   |            |
|-------------------------------|---|------------|
| 1. <b>Mr Jyoti Agarwal</b>    | – | President  |
| 2. <b>Mr Swapnil Kumar</b>    | – | Secretary  |
| 3. <b>Mr Chyavan Bhargava</b> | – | Treasurerz |

**Mr Mitul Dikshit (Ex-Md, 1993)** successfully completed a 50-day 16000 kms road trip to London. He was flagged off from Imphal on 14<sup>th</sup> April 2019 and reached London on 2<sup>nd</sup> June via Myanmar, Thailand, China, and many European countries en route.



Mr Mitul Dikshit

# REFLECTIONS FROM ALICE SPRINGS

*I shall remain grateful to my school for selecting me for a two months long student exchange programme. My destination was The St. Philip's College, Alice Springs in the center of Australia. On the 22<sup>nd</sup> of April, I took off to Australia. On reaching there I was warmly escorted by the in-charge Round Square to my home to be, for the next two months.*



Making friends with the real Australian...

Everybody -The Principal, the teaching faculty, the boarding house staff and the students all met me with great warmth. Thanks to the much demanding Scindian routine, I had no difficulty with their everyday normal time schedule. I felt, their studies compared to our education system, is pretty easy. Socially I found them all very friendly and forthcoming in nature. I was living in the boarding house, so I got the opportunity to interact with all of them and we became great friends. There were seven other exchange students from across the globe – two girls from Canada, a girl from South Africa & India, one boy from Germany, another boy from India besides me. My group was good and we all had the opportunity to know each other through various activities and trips planned for us. We visited almost every point of attraction in Alice, which included the Kangaroo Sanctuary, the reptile center, the desert park and some local heritage sites. The trip to Uluru and Kings Canyon was one of the best programmes where we got to know more of Australia's local old culture. The sunrise and sunset were too beautiful which gave amazing vibes. Alice is a small town where people are very helpful and kind to the tourists. During my stay I made a number of friends over there and learned about various cultures from them as there were students from all across the world in the school. I was also a part of the Saint's school basketball team and got opportunities to play for the school team and for the saint's club team. It was a great

opportunity playing with the school team and winning accolades for the team. It was indeed great fun and a matter of pride for me to play the national sport of Australia, the Australian Football with some of the most prominent teams of Alice Springs. Usually every weekend there were heaps of activities organized for the boarders including trekking to some of the mountain ranges over there. I would cherish the memories throughout my life.

It was a wonderful experience, a superb opportunity. I could get exposure to alternative ways of learning; a gateway to personal development and formed life-long bonds. In September, my exchange partner would be coming to our school for a two month long exchange. I am eagerly waiting for him. It was a life-altering experience at my age - nothing short of good fortune. Once again I would like to thank everyone who helped me in being a part of this student exchange program.

Yash Jain, XI



Yash with Mr Roger Herbert - Headmaster St Philip's College

# SHADES OF SCINDIA

*Having now returned to Australia and starting organising myself for the beginning of the 2019 academic year, it is difficult to put into words just how much I enjoyed my time at The Scindia School during the final three weeks of 2018. Of course, I enjoyed being able to visit the various monuments in Delhi and Agra while in India but, upon reflection, being able to walk out of the School gate and explore the historical wonders of Gwalior that literally surround the School is a truly amazing thing. The privilege of being able to experience living within the walls of the fort first-hand was a memorable experience but if I am to be honest with myself it is not what I enjoyed most about my time in Gwalior. In the three very short weeks that I attended The Scindia School as a visiting member of faculty I was made to feel unbelievably welcome. This hospitality I will never forget. Everywhere I went, people were keen to talk to me, take me places, show me things and feed me.*

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Each morning for breakfast and at every lunch boys invited me to join them to eat and we would discuss all manner of things. Our conversations covered topics from hobbies, both at School and at home, how Toowoomba Grammar School compares to The Scindia School through to what the future might hold for boys after their final exams. I was invited to support different Houses at the inter-House cricket competition and was treated to some excellent sportsmanship on all fronts. Tours of the various departments of where boys study Visual Arts left me astounded at the quality of the students' work. The students were so keen to look out for me that I was even invited to a special House dinner where the boys ordered food in from a local restaurant, lined up all of the beds in the dormitory to create long tables lined with newspaper tablecloths and insisted that I join them in their special feast. These are the experiences that really made the trip special for me. Being invited to attend Astachal was another of the highlights of my time on the fort; being part of this reflective practice was particularly special. On my final night in Gwalior, I was invited to attend the Year 6 and 7 boarding House Christmas party. What an event! The boys put on an excellent talent show and the food was amazing. While I was at the Scindia School, I truly felt as though the student body went out of their way to make me feel welcome.

It was not only the students who made me feel so welcome but also other guests to the School. My first week at The Scindia School happily coincided with the 2018 Literary Festival and a Regional Summit of School Principals, both events I attended with great interest. It was an excellent opportunity to be able to discuss different ideas and challenging concepts with the variety of authors who attended the festival to present. They were all very insightful and unquestionably kind. Their interest in where I had come from and

what my thoughts were on India were clearly a mark of their good nature and desire to ensure that guests, not just to the School but to India, were well looked after. Similarly, while attending the workshop with Principals from local Schools, I was approached during any free moment by those who wanted to ensure I was enjoying my time in India. This care and attention was exemplified most clearly by one more, very important group of people.

The staff at The Scindia School is one of the kindest and most considerate groups of people I have ever met. Each day, without fail, I would be invited somewhere. I was regularly stopped on the short walk between the School gate and my residence and offered lifts to or from campus. I was collected on the side of the road and taken for coffee with other teachers, I was taken to dinner parties and people would knock on my door to see if I had eaten or simply to see that everything was going okay. I was taken to a wedding, I was taken to temples and museums, I was taken down the fort to explore different aspects of life in Gwalior and I was even invited to join sessions in the cricket nets (something that I have not done beyond my coaching role in over a decade). In short, I was made to feel like I was part of a family, The Scindia School family. Although I was able to take part in many discussions about educational trends, the role of technology in student behaviour and the way a country's culture is ingrained in the education system, the memories that will last are those that reflect just how I was welcomed to the School and I am looking forward to being able to return this hospitality to any and all visitors to Australia from The Scindia School in the future.

**Mr David Klan**  
Faculty - Toowoomba Grammar School



Mr David Klan with Ms Roopal Kewalya during the Scindia Literary Fest



Mr David Klan enjoying with students in the library

# INTERVIEW

*Mr Josh Stephens is a core educator with a long experience in classroom teaching. Earlier in his career, he was a Humanities Teacher and taught in a variety of liberal arts disciplines, including Human Geography, Journalism, Speech & Debate and U.S. History at top-tier independent schools. Now he is college counselor, guiding and advising students applying for selective colleges in the United States with focus on application essays. His clients have gained admission in Harvard, Stanford, Princeton, Duke, and other highly selective colleges. He works globally and cross-culturally with students from India, Brazil, China, Singapore, Vietnam, Japan, Saudi Arabia, and several European countries. He has devised and executed international outreach plan for Arbor Bridge, a leading provider of personalized tutoring and test preparation for overseas students applying to college in the United States. He has been a consultant with Interface Education Services, serving elite applicants from China. He has established relationships with more than 250 high schools in over 25 countries.*

*He studied Public Policy at Harvard University and English at Princeton. He was with us from 3<sup>rd</sup> – 6<sup>th</sup> April to assist Scindians in their overseas education aspirations. We present before you a candid conversation which our staff editor Mr Vishesh Sahai had with him.*

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**Q. You are a veteran educator with a long, practical experience in classroom teaching, having taught a variety of liberal arts disciplines at top-tier independent schools. We request you to give us some practical suggestions for more satisfying and illuminating classroom teaching. What student-centered techniques do you utilize to enhance student understanding? How do you handle discipline/behavioral problems in the classroom? How to handle difficult students? Due to the mainstreaming of exceptional children, how would you generally change or alter the curriculum for a student with a mild learning disability?**

I confess, I do not have much experience with students with learning disabilities. Or, rather, I do not have much expertise in tailoring lessons and teaching styles to them. Learning disabilities are, of course, common in Los Angeles, and I surely had students with learning disabilities. Some also had conditions like mild attention deficit disorder. For the most part, though, I was fortunate to have bright, attentive students who, if they had disabilities, had already developed adaptive mechanisms. And I faced very few disciplinary situations.

With that said, I was always concerned about three things:

Firstly, the widespread use and long-term impacts of ADD related drugs, such as Adderall and Ritalin. Many students had prescriptions, while some used these drugs occasionally. I believe

they do work, but I'm concerned about long-term mental and physiological addiction. I would hate for a student to get used to these drugs in high school and essentially become dependent on them for the rest of their lives.

Secondly, the over-diagnosis of learning differences and attention conditions. I have perceived that, when a student struggles in school or with behavior, parents often seek out and hope for diagnoses of physiological conditions. I think they appreciate the comfort of having a 'cause' for their children's behavior. I empathize with this. I am, though, wary of confusing regular childhood ups and downs with true conditions. Even worse, some parents seek diagnoses in order to give their children advantages, such as extended time on tests (including school tests and standardized tests, such as the SAT).

Thirdly, the causes of some of these conditions. I am not a psychiatrist, so this is only speculation. However, I cannot help thinking that television, video games, and other forms of "screen time" have contributed to the prevalence of ADD and some other learning differences today.

As for my own teaching style: I always try to respect my students and respect the material I was teaching them. I enjoyed what I was teaching, and I genuinely believed that it would help them become smarter, more worldly-wise people. I think my students perceived





Mr Josh Stephens

and appreciated this approach. Likewise, I always tried to respect my students' opinions and preferences. I enjoyed fielding their questions and engaging in debates about the material I was teaching. I also reminded them that they are in charge of their own learning. I wanted them to set their own goals and find their own motivation. I did not want them to succeed because I wanted them to; I wanted them to succeed because they wanted to.

As a purely practical matter, I almost always arranged the seats in my classroom in a circle, to promote discussion.

**Q. You are giving guidance and advice to high school juniors and seniors applying to selective colleges in the United States and several other countries. Please elaborate, and advise high school juniors and seniors of our school applying to selective colleges in India and/or abroad so that they achieve their goals.**

At its most basic level, the college application process includes two major parts: choosing which colleges to apply to, and putting forth the strongest application possible. These components will differ for every student.

When choosing colleges, I encourage students to first think as little about specific colleges as possible and rather to think about the type of experiences they want and the qualities they are seeking in a college. Then they can identify colleges accordingly – keeping in mind that they should put their effort into colleges where they have realistic chances. I always encourage students not to fixate on “rankings” or famous schools. The vast majority of students, no matter how strong they are, will not get admitted to those highly ranked schools. That’s just a function of their selectivity, which is as low as 6 percent in some cases. The United States offers many fantastic colleges, and I would rather say that a student get excited about an attainable school than dream about an unattainable school.

As for students' actual applications: they should first do some soul-searching and think about a few things. They should think about their academic interests and about what they've enjoyed learning most. They should think about the activities they've participated in. They should think about any accomplishments they've had. They should think about how they relate to the world and about what they care about ethically, politically, spiritually, artistically, and socially. They should consider personality traits that they're proud of. These are going to be different for every student. The great thing about the American application process is that every student, if he is willing to be candid and thoughtful, can present many virtues. With that said, academic success and intellectual curiosity are the paramount virtues that colleges are looking for. Students should consider themselves scholars first and foremost.

**Q. You have been a Contributing Editor in California's leading publications. We have more than half a dozen of school publications and a sizeable number of our students are associated with editing and publication. We request for your valuable suggestions and guidance for our budding and aspiring writers and editors.**

I love that Scindia supports journalism so enthusiastically!

I hope students will view writing as a way to explore their interests and share their thoughts with others. Even in the digital age, writing remains our most powerful medium and the best tool we have for conveying information, organizing our thoughts, and expressing ourselves. Journalism also serves a crucial role in civil society, keeping citizens informed about what is going on in their world. I believe that function is more important than ever.

I encourage student journalists to explore their true interests. I started writing about urban planning simply because cities fascinated me. Everyone is fascinated by something, and a fascination can easily turn into a newspaper article.

I also encourage student journalists at schools such as Scindia to promote their writing to their schoolmates (and even to their teachers). Journalism doesn't just require good writers and editors. It also requires good readers. It requires readers who are curious about the world, who respect what other people have to say (which doesn't mean they have to agree), and who understand the crucial role that journalism plays. The general public must support journalism, and high school is exactly the place where young people can develop a healthy respect for it. Likewise, in a small community like Scindia, I hope that journalism articles will spark discussion. I hope, for instance, that readers can give writers feedback so that writers become even stronger.

**Q. You have also been consultant with Interface Education Services, serving elite applicants globally. How have you integrated multi-cultural issues into the classroom - we would welcome your guidelines on this subject as well. Also you have developed your business globally. Any advice for young Scindians on the same.**

The multicultural aspect of my work is, quite possibly, the most exciting thing about it. When I did business development for ArborBridge, I visited around 200 high schools worldwide. Some were true international schools, serving American expats. Others offered international curricula but served local students. And I visited many truly local schools as well. What I found remarkable was that many of these schools were inherently multicultural, serving students from around the world. For them, multiculturalism was completely natural. I suppose it is natural for me too: I grew up in Los Angeles, which is, by some measure, one of the top 4-5 most diverse cities in the world. In my travels and work with international students, I have found that culture, politics, and other aspects of national identity are always major points of discussion. When U.S. colleges admit international students, they are expecting those students to serve as “ambassadors” for their respective countries. They want student to be forthcoming and to be willing and eager to share their thoughts on India or whichever country they may be from. Likewise, they hope international students will be curious about American culture and be willing to participate to whatever extent they feel comfortable in American life.

As for business, what Scindia students will find is that the business world has become incredibly multinational. Almost everyone in business today has colleagues, partners, investors, and other contacts from all over the world. Business people have a

sense of ease about diversity today, and I think that's refreshing and positive. I first realized this when I visited Dubai for the first time. It was in 2008, and I was there to work with a Saudi client who was applying to business school. He put me up in a major business hotel in Dubai. I was astonished and delighted to find that, in the lobby of the hotel, business people were chatting and making deals, and almost every meeting involved people of evident different nationalities: Americans, Europeans, Middle Easterners, Indians, Chinese, and on and on.

**Q. You have a good experience of working globally and cross-culturally with students from India, Brazil, China, Singapore, Vietnam, Japan, Saudi Arabia, and several European countries. This implies that you understand the psyche of our students as well as their strengths and weaknesses. Kindly elaborate on this issue. How would you compare the academic environment in your country, with the one present in Indian Public Schools?**

This is a hard question to answer because education is so multifaceted and nuanced, and it depends as much on the personality of individual students and teachers as it does on broader social trends. Overall, I find Indian students to be enthusiastic and diligent. They are, in general, more worldly and independent than their Chinese counterparts, who are stuck in a very rigid educational system and pressured by the Chinese national high school exam (the gao kao). I think there is a longer tradition of education in India than there is in the Middle East, where many high schools are brand-new.

The Indian public school curriculum seems similar to the British curriculum, in which students specialize in a limited number of subjects in their final two years. This is different from the American system, which generally requires, or encourages, students to take 6-7 subjects per year throughout high school. This curriculum is designed to give students broad exposure to different subjects, allowing them to gradually discover their strongest interests and specialties.

Overall, though, I reckon that a student from an American boarding school would find Scindia School to be quite familiar. Scindia's daily life feels very much like that of an American boarding school, with classes, meals, assemblies, athletics, and other activities. Perhaps the two biggest differences are that most American boarding schools entail grades 9-12, and most of them are coeducational.

**Q. You have frequently been a guest speaker and a panelist at conferences; co-founded debate teams, ran extracurricular activities, involved with admissions and hiring, coached volleyball, led week-long class trips/retreats, and marketing etc. You've Attended numerous conferences and events related to land use in L.A ... and what not? In your view, what should be the main goal of any teacher?**

I was unusually active in my teaching career and faced some fantastic, if lucky, opportunities. The school at which I taught was fairly new. Its curriculum was evolving, and there was little sense of hierarchy on the faculty. The school was always open to new ideas. Therefore, when I proposed things like a class in AP Geography

or wanted to start a debate team, the administration supported me. This attitude enabled me to teach a variety of classes. And, likewise, I got involved with other aspects of school life simply because there were opportunities to do so. I was excited about the school and wanted to help shape it by joining those committees and such. And coaching volleyball was natural: I think athletics is a crucial component of school life, and I had always played and coached volleyball.

My foray into urban planning was driven mostly by pure curiosity and for a concern for my home city of Los Angeles. It's a great place, but I wanted to join the many people who are trying to make it better, which I did by becoming a journalist. This brought me out of teaching, but it was not completely different. Having taught geography, I was always attuned to places. And, of course, I had taught journalism. What I also liked was that, having been in a rarified, tight-knit community at the Archer School, I enjoyed the prospect of branching out into the life of the city.

**Q. You have spent three wonderful days with us in Scindia School, at the Fort. Your first impression, comments, suggestions are solicited.**

I very much enjoyed my stay at Scindia. I was impressed by the school overall and grateful for the warm welcome I received from everyone, students and faculty alike. The school strikes me as a warm environment and a serious place of learning. I was especially struck by the students' friendliness. As I walked around campus, students of all ages greeted me, saying hello and good morning. That sort of thing would never happen at an American school!

I cannot directly comment on Scindia's academics, since I did not attend any classes.

Scindia's campus is impressive, with such an incredible location in the Fort and so much land. One difference between Scindia's campus and those of its counterparts in the US is that American schools are, for better or worse, constantly building new buildings. Schools will maintain and refurbish their historic buildings, but they do not hesitate to tear down buildings that are only a few decades old and replace them with buildings that are bigger and better. Sometimes this can be wasteful; other times, it benefits students tremendously. I gather that Scindia's campus has not added a new building in quite a while. While I do not promote wasteful spending, I have seen the sense of excitement and practical value that can come from a new building, be it a library, a theater, a classroom building, or a gym. I hope Scindia has a master plan by which its campus can evolve, and I hope old boys and others would be willing to contribute. Indeed, we have a tradition in the United States whereby old students – whom we call "alumni" – often support their schools financially and are happy to make donations, especially for exciting new projects.

# A CELLULAR TALE

*I am a cell. One of the thirty trillion in the human body. That's a huge number, folks. Could be written as 30,000,000,000,000. Each one pulsating with life, living its assigned life, and then dying out. Performing designated functions to the best of its ability. Getting sick, and recovering from the disease on its own, or with external assistance, at times. Performing respiratory, reproductive, and excretory functions. Making friends with neighboring ones, and fighting with a few others too. Each of us with our individual emotions. Maybe smiling on a sunny afternoon, and frowning on an overcast evening. Or the reverse?*

Blessed with some wisdom, and combined with perhaps some good Karmas of earlier lives, I had this deep aspiration to seek my creator. Given the limitations of mobility, sight and sound, I somehow got into a meditative pose and started my upward journey, traversing the various organs of the human body. Exploring their dimensions and functions. What a journey it was. The churning stomach, pumping heart, pulsating lungs, moving limbs, all within a defined framework. As I moved along some of the arteries, the red blood gave me some much-needed Praana-Vayu, a new lease of life, as if propelling me further towards my goal. But, what would be my goal? It was an uncharted trip, hitherto unknown. What would be my destination? Delving deeper within myself, I concentrated upon the life-giving force within me, the radiant light which had given me birth, and provided the energy to move forward. I got visions of an extremely complicated organ, which could be the culmination of my travels. I knew that my time was limited, as I have a very low life-cycle. A neighbor had once whispered to me in her dying days, that I would live only for about three weeks. What if I didn't reach my destination? Would I get another life to complete the task at hand? Would I start from where I left, or from scratch?

I kept wondering who controlled all this. There had to be some power. I surely needed to get an answer to this mystery. I kept moving, hoping it was the correct direction. There was no possible way to seek any assistance on the way. It was a dark road ahead. Not allowing the obstacles to deter me, I followed my cellular instinct and surged ahead. Some nerves touched me on the way, telling me that I was on the right path, (Seventy two thousand of them couldn't be wrong.) Fortune surely favors the brave. The incremental pulse from the source of this power had started to become more prominently discernible, and it became increasingly obvious that I was nearing this huge control centre.

A flurry of activity greeted me on my arrival. There was no movement, but the silence commanded respect. Information was being received at tremendous speeds, and orders for implementation meted out immediately. There was no way you could disobey these instructions. I stood at the gate, observing this magnanimity, it was

so complex, but simple at the same time. In spite of a multitude of situations, its responses were uniform, without any favour or fear. It was mesmerizing, but there was too much of activity to my liking. I knew that it was time for me to leave.

Yes, I am a cell. But this time, a cell with a human form. Being one of the 7.7 billion people living in this World. And with the same thirst to know about my Creator. Getting on to the job, I sat still to meditate upon Him and my Self. I had to know Him. As I delved within, my thoughts arose, crossing the horizons of our Earth, proceeding to the Solar System, whizzing past the stars and galaxies, and reaching the virtual periphery of the Universe. Perhaps, that was the extremes to which I could stretch my capacities. It was not possible for me to think beyond this Universe. With the constraints of the human body and its faculties, that was the ultimate destination that I could possibly aspire to reach.

I saw a brilliant, but soft light. In spite of its luminescence, it was not hurting. The colours changed intermittently, but it was not possible to give them names. I had not seen such radiance earlier. It was bright, yet comforting, encompassing each near and distant object in its fold. Suddenly, there was nothing beyond that, to be seen or known.

This got me wondering, that as the tiny cell had its limitations, so do all of us. From the standpoint of that miniscule cell, it would perceive our human body to be 30 trillion times larger than itself. There could be no way that it could imagine anything beyond it. Hence, for all practical purposes, the human body could be the cell's universe. Similarly, as humans, we see ourselves as part of this Universe, which is infinitely gigantic in proportion to our own being. We therefore know today that this Universe is all that could possibly be, and all of us to be its various components.

But, what if our own Universe was a cell too? And what if there were millions of such Universes floating around?

Mr Sandeep Agarwal (Ex-Sh, 1980)



Mr Sandeep Agarwal in a contemplative mood



Cells of Scindia

# ग्वालियर दुर्ग में जल-संरक्षण

पंच तत्वों में जल-तत्व का अमरत्व इस पूरे पर्यावरण को हरा-भरा रखता है और हरा रंग प्रसन्नता का प्रतीक है अर्थात् जल से जीवन में आत्म तत्व ही नहीं आनंद की भी प्राप्ति होती है। जब दूसरों के जीवन पर अधिकार करने की प्रवृत्ति का उदय हुआ अर्थात् जब शासकों का काल आया और आपस में वैमनस्य बढ़ा तो अपने आपको सुरक्षित रखने के लिए इन्होंने दुर्ग का निर्माण करना प्रारंभ किया। इस दुर्ग में अपने आपको सुरक्षित रखने के लिए भोजन और पानी की आवश्यकता थी। भोजन और पानी का भंडारण व उनके संरक्षण का प्रश्न सबके सामने था तो जब ये दुर्ग बनाए जा रहे थे उसी समय दुर्ग-निर्माताओं ने जल के भंडारण और संरक्षण का कार्य प्रारंभ कर दिया था। इसी क्रम में ग्वालियर दुर्ग में भी जल संरक्षण व भंडारण की व्यवस्था पर प्रकाश डालते हुए यह देखा गया कि ग्वालियर दुर्ग पर अनेक ताल, बावड़ियाँ, कुंड, कुएँ आदि हैं जिनमें कुछ पक्के हैं तो कुछ कच्चे।

इन सभी तालों का प्रयोग भी भिन्न-भिन्न कार्यों के लिए किया जाता था। सूरज कुंड के निकट बने मंदिरों के कारण इस कुंड का जल पूजा के लिए प्रयोग किया जाता रहा होगा। तो कर्ण महल तथा भीम सिंह राणा की छतरी के पास बने जौहर कुंड राज परिवारों के लिए स्नान करने के स्थान थे। जौहर कुंड में एक गुप्त रास्ता था जो महलों से लेकर गुजरता था जहाँ रानियाँ आकर स्नान करती थीं। इसी प्रकार अस्सी खंबा बावड़ी में नीचे तक जाने के लिए सीढियाँ बनी हुई हैं जिसमें रानियाँ स्नान करने के बाद अस्सी खंबा में शिव की पूजा करती थीं। इसी प्रकार मानसरोवर ताल में पानी को भविष्य के लिए एकत्र करके रखा जाता था। धोबी ताल जैसा कि नाम से स्पष्ट है कपड़े धोने का स्थान था तो खंबा ताल, कटोरा ताल रानी ताल व चेरी ताल पीने के पानी की व्यवस्था के लिए बनाए गए थे। इनमें से कुछ बावड़ियों को पूरी तरह से ढँककर रखा गया था। वर्तमान में गुरुद्वारे के भीतर के ताल संभवतः स्नान के लिए ही बनाए गए हैं परंतु यहाँ पर स्थित प्राचीन गंगोला ताल जिसका अस्तित्व लगभग समाप्त हो गया है, प्राचीन काल में अपना अलग ही महत्व रखता होगा क्योंकि भारत में मंदिरों के पास कुंड होने के कई प्रमाण हैं कि लोग कुंड में स्नान करके देवताओं के दर्शन के लिए जाते हैं। यह ताल उस समय तेली मंदिर के मुख्य द्वार तक फैला था तथा जिस मार्ग का प्रयोग आजकल हम करते हैं वह मार्ग था ही नहीं। किले के मध्य में होने के कारण तथा किनारे पर मंदिर होने की वजह से सूरज कुंड तथा गंगोला ताल पर साधु-संतों का डेरा हुआ करता होगा। गुरु हरगोविन्द सिंह जी भी गंगोला ताल के किनारे पर ही पूजा-अर्चना किया करते थे। यह ताल सिंधिया स्कूल के इतिहास से भी जुड़ा है क्योंकि

गुरुद्वारा बनने से पहले इस ताल पर स्कूल की गेहूँ पीसने वाली पनचक्की लगी थी।

दुर्ग के चारों ओर जल-संरक्षण के लिए खाईयाँ बनाई गई थीं। दुर्ग में जल की कमी के समय इन खाईयों के जल से नित्य क्रिया के लिए पानी की व्यवस्था थी। इसके प्रमाण ग्वालियर दुर्ग में कई स्थानों पर मिलते हैं। कई स्थानों पर अभी भी पत्थर से बनी पुली आज भी दृष्टिगत है। किले की दीवार बनाने के लिए जहाँ से पत्थर निकाले गए वहाँ बावड़ियाँ व ताल बना दिए गए। इससे एक पंथ दो काज सिद्ध हो गए।

ग्वालियर दुर्ग के हाथी पोल वाले मार्ग से आते हुए रास्ते में कुछ बावड़ियाँ बनी हुई हैं जो संभवतः दीवार पर तैनात सैनिकों के लिए बनवाए गए होंगे। ग्वालियर में गर्मी अधिक होने से जल संरक्षण की व्यवस्था का महत्व और भी बढ़ जाता है।

ग्वालियर दुर्ग के उरवाई (उर्वशी) गेट से नीचे उतरने पर एक बहुत बड़ा कुंड तथा पाँच कुएँ हुआ करते थे जिनमें से एक कुआँ आज भी जल से भरा रहता है तथा कुंड की जर्जर स्थिति उसके होने का आभास देता है। इनका उल्लेख बाबर ने अपनी पुस्तक बाबरनामा में किया है। ग्वालियर दुर्ग के जल संरक्षण की व्यवस्था की प्रशंसा बाबर ने भी की थी।

उस समय धरती तल के जल को ऊपर लाने की व्यवस्था कठिन थी फिर किले पर रहने वाले राज-परिवार व फौज के लिए जल की व्यवस्था करना एक कठिन कार्य था परंतु दुर्ग-निर्माताओं ने वर्षा-जल संरक्षण के लिए दुर्ग पर अनेक व्यवस्थाएँ की थीं जो आज भी नालियों के रूप में प्रत्यक्ष हैं। किस क्षेत्र का जल किस

क्षेत्र में बहेगा और किस कुंड, बाबड़ी, ताल या कुएँ में गिरेगा इसकी अद्भुत व्यवस्था की गई थी और यही कारण था कि ग्वालियर दुर्ग पर कई बार 11-12 महीनों के शत्रु के घेरे के बावजूद भोजन और पानी की कभी कमी नहीं हुई और इब्राहिम लोदी हो या अलाउद्दीन खिलजी का यहाँ 11 महीने तक डेरा डालने के बाद ही कुछ फैसला हो सका। राजा मानसिंह की अफगानों के हाथों हार में भी यहीं के किसी जयचंद का हाथ था नहीं तो ग्वालियर दुर्ग पर कब्जा करना कठिन था और इन सबका कारण जल और भोजन की व्यवस्था थी। जल की व्यवस्था से फलों के पेड़ लदे रहते थे। पक्षियों और पशुओं से यह दुर्ग आबाद रहता था तथा चारों ओर खुशहाली थी।

कई वर्षों के बाद इस वर्ष ग्वालियर में अच्छी वर्षा की संभावना थी और हुई भी। इसीलिए विद्यालय में समाज सेवा के कार्यक्रमों के अंतर्गत बंद पड़ी नालियों को खोला गया, उनका जीर्णोद्धार किया गया जिसके परिणामस्वरूप सभी ताल लबालब भर गए हैं। विद्यालय ने बड़ी मात्रा में पेड़ लगाए जिससे वातावरण स्वच्छ रहे और जल के वाष्पीकरण को कम किया जा सके। हर वर्ष एक ताल की सफाई अभियान की तहत इस वर्ष धोबी ताल की सफाई की गई। प्रत्येक छात्रावास के छात्रों तथा विद्यालय के अध्यापकों के द्वारा भी इन नालियों की सफाई के लिए श्रमदान किया गया। वर्षा जल के संरक्षण के लिए नालियों का मुँह तालों की ओर मोड़ा गया। पिछले वर्ष रानी ताल की सफाई हुई थी क्योंकि वह पूरी तरह सूख गया था लेकिन नई नालियों के निर्माण व पुरानी नालियों की सफाई से इस वर्ष तालों में पूरी तरह से जल-भराव हुआ है। इस प्रकार सिंधिया स्कूल द्वारा किए जा रहे संरक्षण-कार्य से भविष्य में जल की समस्या से निराकरण मिलने की पूरी संभावना है। इसी प्रकार के कार्य सभी संस्थाओं को करने चाहिए। अब किले पर हरियाली लहलहा रही है, पक्षियों के कलरव से किले का वातावरण सुखद हो गया है। जमीनतल के जल में भराव हुआ है। पानी की समस्या कम हुई है और जीवन फिर से मंगलमय हो गया है।

जबकि पूरे विश्व में जल की कमी चर्चा का विषय है। तालाब, झरने, नदियाँ, नाले सब क्रमशः सूखते जा रहे हैं। जल के लिए तृतीय विश्व युद्ध की चर्चा होने लगी है। जल की कमी से कई क्षेत्रों में लोग अपने-अपने घरों को बंद करके सुरक्षित स्थान पर जाने के लिए तैयारी कर रहे हैं। स्थिति दिन पर दिन विकट होती जा रही है। ऐसे में जल संरक्षण की बात अत्यंत ज्वलंत हो जाती है। जल की एक-एक बूंद हमारे पर्यावरण और जीव-जंतुओं को बचाने में सहयोग कर सकती है। ऐतिहासिक रूप से जल संरक्षण की सोच दुर्ग-निर्माताओं ने सामने रखी। दुर्ग के लिए पत्थर निकालते हुए कई कई स्थानों पर तो उन्हें ही बावड़ी या कुंड का रूप दे दिया गया जो आज भी जल संरक्षण में अपना योगदान दे रहे हैं।

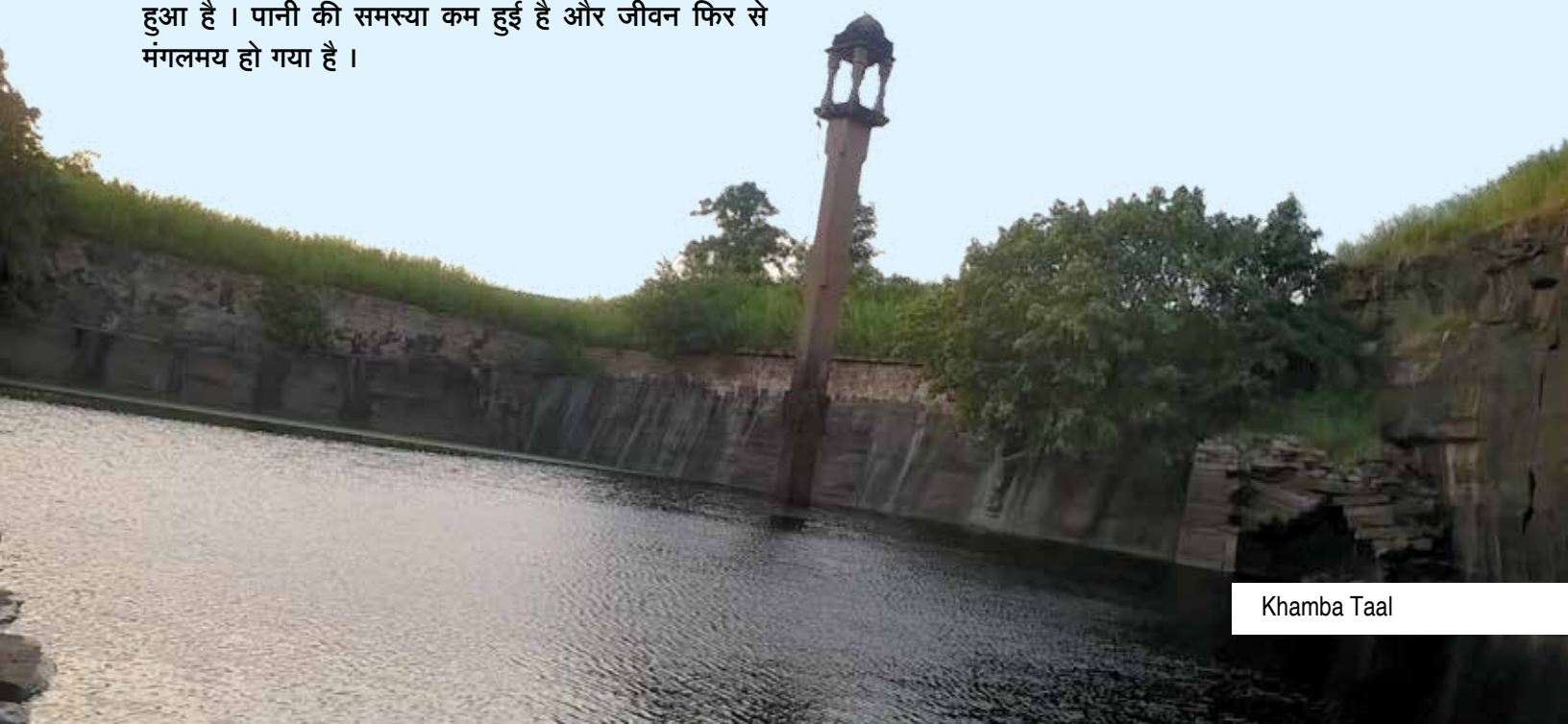
आज जल की कमी जैसी समस्या से हमें मिलकर सामना करना होगा। जल संरक्षित करना होगा, दुर्ग-निर्माताओं की भाँति ही हमें भी समय से आगे चलना होगा। आज की समस्या तो यह है कि -

वो बादल को आशा से देख रहे, सालों से जो न बरसे हैं।  
तब जी भर पानी बर्बाद किया, आज बूँद-बूँद को तरसे हैं।

लोगों को जल-संरक्षण और भंडारण के महत्व से अवगत कराना होगा। जागरूकता फैलानी होगी और सही कदम उठाने होंगे। बूँद-बूँद आवश्यक है क्योंकि बूँद-बूँद से ही सागर बनता है और सोच समझकर

उसका सही इस्तेमान करना है। महात्मा गांधी ने कहा था “इस दुनिया में हर आदमी की आवश्यकता को पूरा करने के लिए बहुत कुछ है पर एक आदमी का लालच खत्म करने के लिए कुछ नहीं है।” अतः जल का प्रयोग आवश्यकतानुसार ही करें और इस दुर्ग से जल का यह नाता लगातार बना रहे।

अक्षत कर्वा, XI



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