



THE  
DOON  
SCHOOL

“Truly, we mean that the boys should leave The Doon School as members of an aristocracy, but it must be an aristocracy of service inspired by the ideals of unselfishness, not one of privilege, wealth or position.”

**- A.E. Foot**

Headmaster, at the official opening of the School  
on October 27, 1935

## Our Mission

“To attract and develop exceptional boys and teachers from all backgrounds to serve a meritocratic India; inspire them to be just and ethical citizens; train them to be wise and principled leaders; and prepare them to enter one of the strongest fraternities - for life.”



A.E. Foot  
1935 - 1948



J.A.K. Martyn  
1948 - 1966



C.J. Miller  
1966 - 1970



E.J. Simeon  
1971 - 1979



G. Ramchandani  
1979 - 1988



S.R. Das  
1988 - 1996



J.A. Mason  
1996 - 2003



Dr. K.P. Bajpai  
2003 - 2009



Dr. P. McLaughlin  
2009 - 2016

**FORMER HEADMASTERS**



AN  
ENDURING  
LEGACY





# The School

## An Introduction

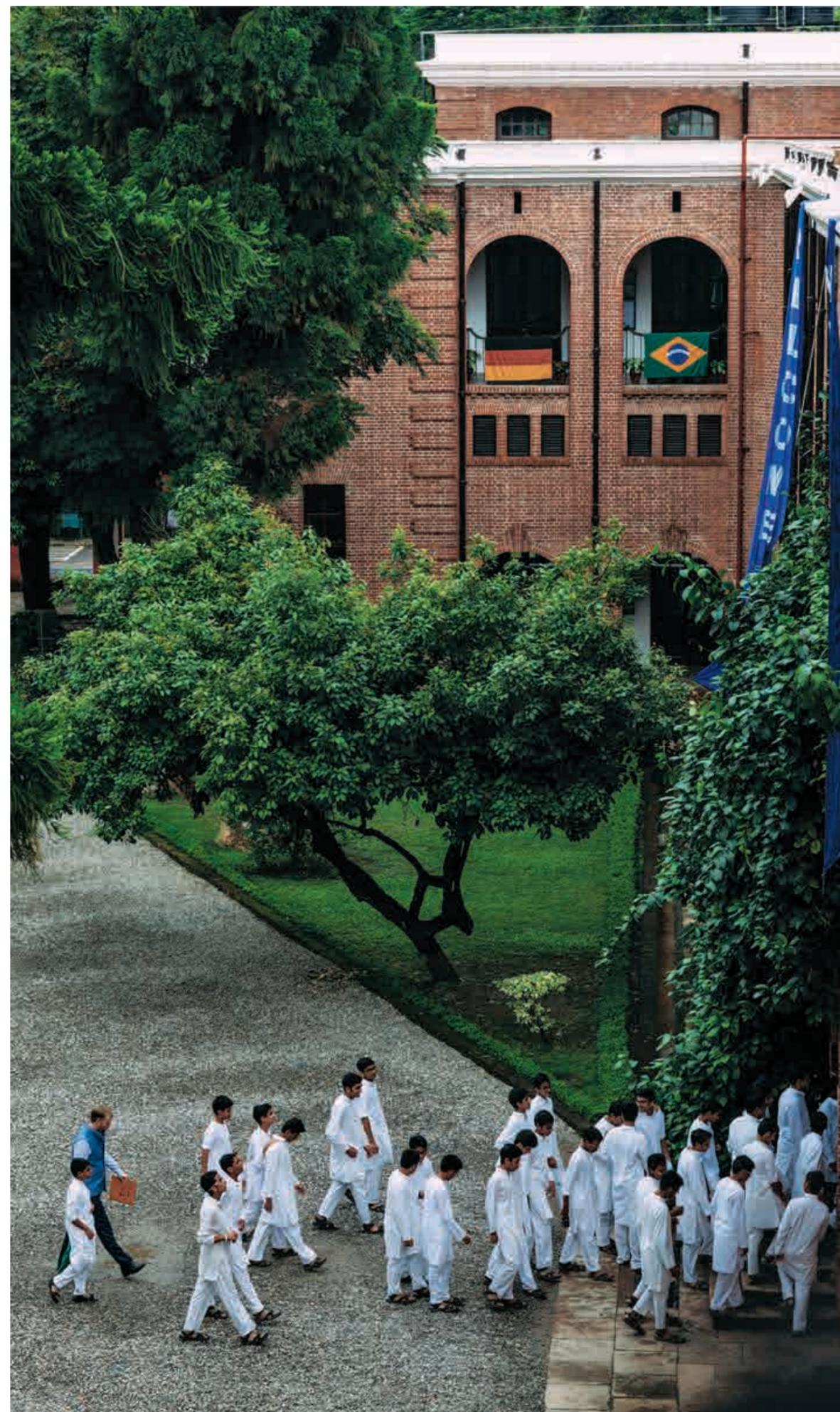


S. R. Das, Founder

The Doon School, established in 1935, was founded by S. R. Das, a lawyer from Calcutta, who later served as the Advocate General of Bengal and was a member of the Viceroy's Executive Council of Lord Irwin. S. R. Das was educated at Manchester Grammar School, a highly academic and prestigious boys' school in England. With a vision for an Indian school patterned on the British boarding school, he set out to create and establish The Doon School in India. He wanted to ensure that Indian boys received the same educational opportunities he had experienced in Manchester, but without having to leave their home country.

S. R. Das aspired to set up a school which was open to all, unlike the existing boarding schools then that admitted only British pupils or served India's wealthy elite and were Christian in ethos. The Doon School was envisioned as an entirely secular school that would attract boys from all sections of Indian society and from every state in India; boys who would go on to serve a free and democratic India.

A 70 acre residential school, The Doon School is situated at the foot of the Himalayas, and is home to approximately 560 boys aged 11 - 18 years. The estate has hundreds of species of flora and fauna and the environment



enables boys to be truly inspired and creative in each aspect of academic and residential life. The school offers excellent facilities which are presently being developed to offer state of the art technology and design.

The Doon School aims to attract and develop exceptional boys who are open-minded, knowledgeable, and creative, critical thinkers. They will learn to express themselves in a variety of ways and grow their

capacity for collaborative work in the classrooms and beyond. The school seeks to develop principled, reflective, and balanced risk-takers who know the difference between activity and action, and can step forward when needed. Boys are expected to aspire to genuine and higher intellectual achievement. They are also expected to develop and acquire leadership and entrepreneurial skills in school in preparation for the rest of their professional lives.

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The Doon School offers enormous value for money for a full boarding school delivering the Cambridge IGCSE programme in the 10th Standard and both the ISC and IB Diploma in the 12th. Boys leaving the school find places at some of the world's most interesting and selective universities, and are making their mark in the artistic, creative, political, scientific, and business spheres in India and around the globe.

## WHO WE ARE

The Doon School admits boys from all backgrounds across India. Boys are accepted regardless of caste, colour, religion or financial status.

In recent years, NRI (Non-Resident Indian) students have increased in number and we have boys from Singapore, Dubai, Toronto, Hong Kong, Nepal and Thailand, among other countries. These students add an international dimension to the school and contribute to the international mindedness of the students. As a member of The Round Square group of schools, we participate in an international exchange programme with schools in the UK, US, Canada, South Africa, Peru, Australia and New Zealand. There are more than 50 schools participating in this arrangement and every year we take part in more than 30 exchanges.

The school offers a broad-based curriculum that includes academics, service, sports, creative arts, and activities. The curriculum seeks to prepare every boy to understand his unique abilities, to define goals which are both idealistic and obtainable, and to achieve them. The academic programme includes the internationally benchmarked Cambridge IGCSE in the 10<sup>th</sup> Standard and the IB Diploma alongside the ISC in the 12<sup>th</sup>. The school operates a traditional seven day boarding schedule with an academic timetable that includes lessons from Monday to Saturday inclusive. Wednesday and Saturday afternoons are dedicated to sport, service and activities. Sunday is reserved for outings, sports, activities and opportunities for boys to spend time doing the things they love.



## FROM THE HEADMASTER

### Vision and Philosophy

Our vision is to transform boys from all backgrounds into educated men, inspire them to be just and ethical citizens who will be wise and principled leaders to serve a meritocratic India. We do this by attracting and developing exceptional boys and teachers. We also aim to be the most exciting place in India for educators to work together and a centre for excellence in professional development for teaching and pastoral care. We look outwards and see what we can learn from others in the field of education and training and we invite others to share and participate in what we do.

### Pedagogical Innovations

The quality of the learning that takes place in a school depends very much on the quality of the relationships that exist between the teachers and the students in their care. We are lucky enough to have almost all of our teachers living in the same beautiful campus with our students; this establishes a successful connect between teacher and pupil, fostering trust and understanding.



*“Teaching and learning with people you know and understand allows magic to happen.”*

In terms of teaching innovations, we are focusing on two things: doing the basics well and creating teaching and learning spaces that meet the needs of our curriculum.

Doing the basics well means that we, as a whole staff, look at some of the things that educational research has found over the last 5-10 years that is valid in the Indian fully residential context and we learn to incorporate it in our planning, teaching, and assessment. This implies regularly updating our pedagogical frameworks to apply best-practices in education from across the globe. We have benefited from a custom made Institute of Education programme for our staff over the last four years but are also using MOOCs, books, and the learning we gain from conferences and school visits to innovate. Creating the time to regularly examine our work in academic departments and as a school is important because it means that what may be an interesting piece of professional learning that could get forgotten will stand a better chance of becoming

a habit; it is habits, routines and culture that will make a difference in the long run. At the moment our focus is on reducing didactic teacher talk time, increasing student participation through questioning and planning, and on provoking the ability to think and reason amongst students.

To create the teaching and learning spaces we desire, we have redesigned and renovated our classrooms. Gone are the armchairs and teacher’s desks which reinforce unilateral learning. In their place are the movable chairs and tables for students that allow for quick rearrangement between activities and for collaborative clusters. Rather than putting more money into technology, we have allocated it to the acoustic treatment of the classrooms that allows everyone to be heard and to listen to one another. Our classrooms are designed to be fun, engaging, and democratic spaces, with each pupil’s voice holding equal weight. Our classrooms simultaneously offer avenues for digital learning, and each room is equipped with a wireless projector that the teachers and the students can share control of on the whiteboard. The interactivity comes from the planning of the tasks

and the engagement of the students.

### Pupil Development and Learning

Approaches to learning, and the development of various learning attributes are becoming more important than syllabus content in some of the subjects our students study. By moving away from the rote learning and memory-based model of the past, we are giving our students the opportunity to develop those skills that we actually look for when we are putting together a team or hiring people to join our organisation-- the ability to collaborate, listen, communicate effectively, to analyse quantitative and qualitative data to find meaning, to evaluate the possible outcomes of a scenario, and to make a moral decision from the perspective of another.

From 2017, every student will follow a Global Perspectives course in B Form and A Form, which is thematic and requires them to explore issues on a local, national, and international level. This course is not only assessed individually but also as a group, engendering strong life skills.

### Experiential Learning

Every student completes two midterm expeditions a year that takes them out of their comfort zone and requires them to live and see the world differently. We are planning to develop a Centre for Independent Living where, during their time at The Doon School, every student will have the chance to live for a week and manage a budget, shop for food, prepare their meals, do the laundry, and get the sleep they need in preparation for the big wide world that awaits them. Ensuring holistic preparation for independent post-school living is crucial to our learning objectives, which seek to carve young boys into confident and capable men.

### Faculty Development and Training

By creating time in our weekly schedule and space in our Training Centre, we have the foundation from which to develop our world class faculty. As well as taking advantage of online courses run by the International

Baccalaureate Organisation and Cambridge International Examinations, we are using courses like the Introduction to Boarding Schools from the Boarding Schools Association as a starting point from which to run our own in-house workshops for staff here and from other schools in Dehradun.

Our Department of Training ensures our in-house faculty, as well as the wider education community is constantly engaged in professional betterment, not only in subject and curriculum fields but also in first aid, lifesaving, coaching, duty of care, differentiation, and anything that is brought up as a development need by colleagues. MOOCs, journal articles, conferences, international exchanges, and travel scholarships are all seen as opportunities to develop as a teacher and a person and are actively encouraged. As a community of learners, we share what we learn with each other and think across our academic departments about how we can put our learning into practice.

### Skill Development

The Doon School curriculum includes seasonal and recreational sports, service, SUPWs, activities, adventure, and academic education. The encouragement is cultural and structural in that it is something that every member of the community does as part of their work here. Attending The Doon School is not so much about deciding whether you participate or not, but more about deciding how you will participate and develop through the options available to you. Our weekly schedule allows students to balance their academic class time with time to reflect, be active, and to contribute to the school and the wider community. Our yearly schedule also includes extended periods of trekking and service as well as time for international exchanges and internships.





## ACADEMICS

CURRICULUM

THE MASTERS

CAREERS INFORMATION

## YEAR GROUPS

Class VII	D Form
Class VIII	C Form
Class IX	B Form
Class X	A Form
Class XI	S Form
Class XII	SC Form



### The Doon School offers:

- *The International Baccalaureate Diploma Programme* (IBDP) Classes XI & XII
- *The Indian School Certificate* (ISC) Classes XI & XII
- *The International General Certificate of Secondary Education* (IGCSE) Classes IX & X

A class size of about 25 at junior level, reducing at advanced levels of study, and a teacher-student ratio of 1:10 is the norm.

also provides university entrance and application preparation.

The curriculum at The Doon School encompasses a broad range of subjects based on the principle of progressive and increasing choice. Boys are encouraged to keep their choices broad. As they move through the school, boys are gradually able to specialise in areas that are of particular interest to them. The Doon School broadly follows the IGCSE curriculum programme of study but as an independent school enables the boys to learn well beyond it, especially in Forms C & D. In S Form, boys may choose between the ISC or the International Baccalaureate. The Doon School is an IBO World School. The school

The Doon School has a consistently high academic reputation. Boys are selected from a broad range of ability and benefit enormously from the boarding environment that the school offers. The boys have a tutor from D Form; the Housemaster and the Assistant Housemaster also monitor their progress. There is an IGCSE coordinator as well as an IB coordinator, a Deputy Head (Academics), an Assistant Headmaster and a Second Master who are responsible for the academic and pastoral life of the boys and who report directly to the Headmaster. Reports are termly and sent to parents in addition to contact through parent-teacher meetings, held each term. Boys are assessed during



the half-yearly and promotional trials, along with two internal assessment weeks in May and December. Parents are welcome to discuss their son's progress with individual teachers, House

Staff, Heads of Departments, the Deputy Head (Academics), Assistant Headmaster, or the Second Master throughout the year by appointment.

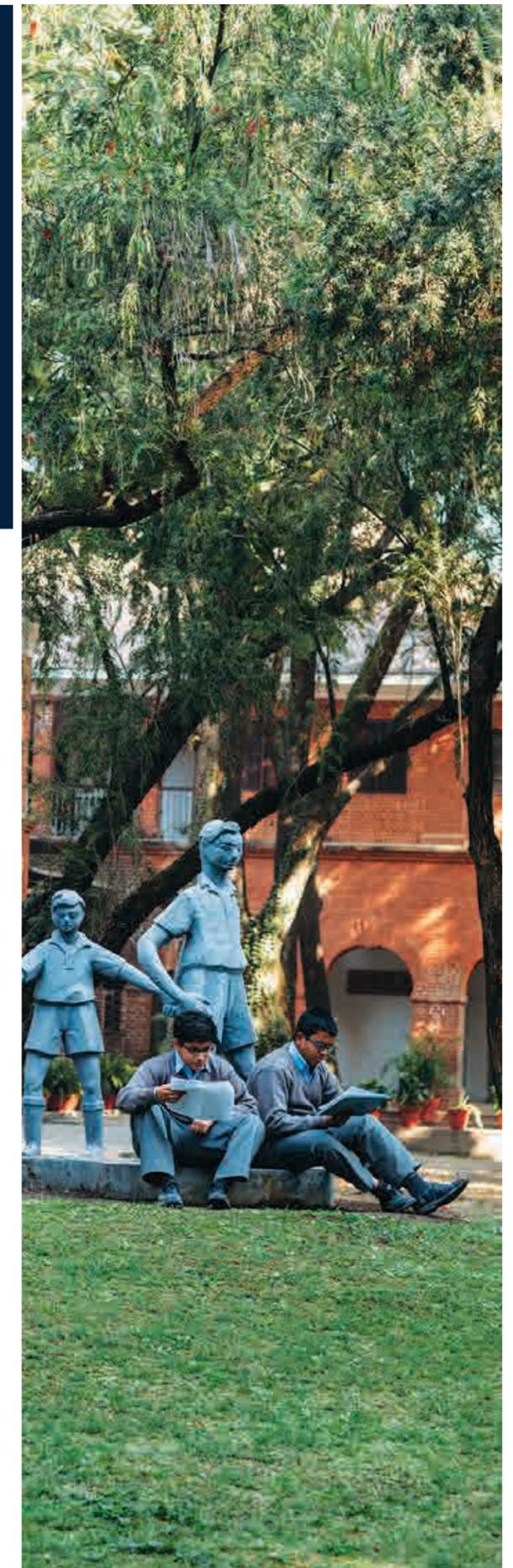
## THE DOON SCHOOL CURRICULUM

# D & C Forms

The Doon School offers its own curriculum blended with Checkpoint (CIE Secondary I programme), specifically in English, Mathematics and Sciences for D and C forms, in which intellectual curiosity and creativity are promoted and form the basis for learning. A variety of subjects is offered to the boys and the curriculum is designed to provide the necessary framework of experience and interest before choices are made for IGCSE. The subjects generally studied by all boys at this stage are:

- Chemistry
- French
- History
- Geography
- Computer Studies
- Design and Technology
- Art
- Physical Education
- Music
- German
- Spanish
- Life Skills (following the SEAL curriculum from the UK)
- English Language and Literature
- Hindi Language and Literature
- Mathematics
- Biology
- Physics

In the Autumn term, the C Form boys will be guided in choosing their IGCSE subjects by their tutors, subject teachers, Housemasters, and the Careers Information, Education and Guidance Department. They will discuss any far-reaching issues relating to future courses and university plans.



# IGCSE

## B & A Forms



Pupils at The Doon School study the internationally recognised IGCSE curriculum, which hones understanding of key disciplines, while offering a holistic training and developing the spirit of intellectual enquiry. The IGCSE curriculum serves as the foundation for identifying specialisation at IB or ISC level.

The core subjects studied by all boys at this stage are: English Language and Literature, Hindi Language and Literature, Mathematics, a choice between Biology, Physics, Chemistry, a choice between History, Geography or Economics, and Global Perspectives.

Subject options at this level are from the following:

- **Physics, Chemistry, Biology or Computer Science**

Pupils may select electives from the discipline of science. Each of the four subjects offered introduces pupils to the foundations of scientific enquiry, and plays a formative role in developing scientific temperament and rational thinking.

- **History or Geography or Economics**

The three subjects offered from the discipline of Social Sciences introduce students to advanced concepts and methods used to interpret and understand the world and society. Students may opt

for electives based on their individual preferences.

- **Accounting or Business Studies**

- **French, Spanish, German or Sanskrit**

- **Art or Design and Technology**

**Additional options include:**

- Life Skills
- Indian Culture and History
- Physical Education
- Speech, Drama and Theater
- Visual Arts
- Music

The Careers Information, Education and Guidance curriculum begins in the formal teaching timetable. PSAT classes begin in A form. All A form boys take this diagnostic test. The school offers

comprehensive 'Options at 16+' which enables A form boys and their parents to be fully guided through the decision making process and be aware of all of the choices that need to be made. This takes place in the Autumn term.

For more information, please refer to: [www.cie.org.uk](http://www.cie.org.uk)



# ISC/IB

## S & SC Forms

### ISC

Subject options at this level are from the following:

- Mathematics
- English Language and Literature
- Hindi
- French
- German
- History
- Geography
- Music
- Chemistry
- Physics
- Biology
- Art
- Computer Science
- Political Science
- Psychology
- Accounts
- Commerce
- Economics

For more information, please refer to: [www.cisce.org](http://www.cisce.org)

### IB

- **Group 1 | Studies in Language and Literature**

English Language and Literature A: HL and SL  
English Literature A: HL and SL

- **Group 2 | Language Acquisition**

German *ab initio* & German B SL, Hindi B HL, French *ab initio* & French B SL, Spanish *B ab initio* & Spanish B SL

- **Group 3 | Individuals and Societies**

Business Management HL/SL  
Economics HL and SL  
History HL and SL  
Geography HL and SL

- **Group 4 | Sciences**

Biology HL and SL  
Chemistry HL and SL  
Physics HL and SL

Environmental Systems and Societies SL  
Computer Science HL and SL

- **Group 5 | Mathematics**

Mathematics HL and SL  
Mathematical Studies SL

- **Group 6: The Arts**

Visual Art SL and HL  
Music SL

**The Diploma Core**

The Diploma Programme revolves around its core - TOK (Theory of Knowledge) extended essay and CAS. All boys study TOK (Theory of Knowledge), and write an extended essay based on their personal research findings. CAS includes creativity, activity and service reflecting the diversity of this curriculum and what our students can contribute to society.

For more information, please refer to: [www.ibo.org](http://www.ibo.org)

Subjects offered and subject groupings are determined by the school. This is to enable the boys to have a broad curriculum and be able to choose wisely at Class XI (S form). Not all schools insist upon this approach to choice of subjects. The Doon School is keen to ensure that the boys keep their entire course and career options open.

Boys also have the opportunity to hear distinguished visiting speakers at school, as well as enhance their learning through visits and trips. These are just some of the hallmarks of the school's co-curricular programme. Every aspect of the school's curriculum, in and out of the classroom, is aimed at enhancing the learning of each boy and the developing of a genuine interest in a subject or group of subjects.



### Feedback System

Feedback is one of the most important elements of learning. As well as giving students ongoing feedback on their work and assessment pieces, we issue two reports a year to parents. The school holds parent-teacher meetings (PTMs) for all boys during each term and after tests and examinations ('trials'). Reports are available to parents online. Internal assessments are held part way through the two major terms and 'trials' at the end. This programme of regular communication between school and home ensures that parents understand and are able to discuss their son's progress and challenges with school

staff at regular intervals. Boys are assessed for effort and achievement and this is clearly displayed to parents in all reports. Parents are welcome to discuss their son's progress with individual teachers, House Staff, Heads of Department, the Deputy Head (Academics), Assistant Headmaster, or the Second Master throughout the year by appointment. We suggest talking to the subject teacher in the first instance for academic matters and tutors for pastoral matters as they are in the best position to answer parents' questions and to help things work as they should.

### Class Rankings and Collaboration

The Doon School does not publish class rankings. Our philosophy is that attempting to place a numerical ranking on the strengths and weaknesses of the boys does not yield a useful picture of their broad accomplishments over time and is fundamentally demotivating; we are interested in progress made rather than comparisons.

It is true that there are elements of life that are competitive and university admission is one such example, but there is more to be gained from thinking and working collaboratively.

Life is a collaborative exercise and learning to be an exceptional member of a team is more important than believing oneself to be the best.

### Learning Support

The Doon School offers support for students diagnosed with learning needs or who would benefit from additional help. The degree of support varies according to individual boys' needs. Prospective parents are strongly encouraged to discuss any issues that they may have with the school before admission.



## THE MASTERS

Faculty comprises 78 full-time staff, 16 of whom are women. The majority of the faculty live on campus.

### Staff Qualifications

PhDs: 10	Master's degrees: 68
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Almost all of the faculty live on campus which allows them to be deeply involved in the lives of the boys on the sports fields, in their Houses and through the activities that they do together.

We take staff development as seriously as we do student development. The school's Training Centre is used by our faculty and other schools

in the region for regular workshops. We participate in training offered by our exam boards, the Boarding Schools Association and other international providers. Many of our staff are examiners and have been involved in the development of the content and assessment of the academic curriculum for the school and the exam boards that we work with.

Each master is assigned to one of the boarding Houses where he or she acts as a Form Tutor. From the faculty we also draw the Housemasters and the Assistant Housemasters.

## CAREERS INFORMATION EDUCATION, GUIDANCE



The Careers Department at The Doon School is one of the most comprehensive and best resourced in India. The careers curriculum begins in Form C, following the model of the UK independent school sector and based upon proven best practices. The curriculum continues up to SC form. The department consists of experienced and dedicated professionals who work as a team, committed to the concept of informing, educating and guiding boys about the opportunities and challenges that await them upon completion of their schooling.

Department members in conjunction with our visiting faculty and the Headmaster implement a programme of visiting universities in India and abroad as well as attending international conferences. The school is a member of IACOC and the College Board. The department plays a critical role in the 'Options at 16+' programme for all boys and their parents in A form as well as the shorter 'Options at 14+' programme.

Boys are guided for Oxbridge and Ivy League preparation and The Doon School has a strong record of success with first class universities in India and abroad. In addition, there is a well-equipped higher education department which is well-stocked with prospectuses,

material on specific subject areas, and literature relating to individual institutions, courses and other post-completion opportunities. There is also information and advice on work experience, scholarships and Summer Schools. A comprehensive programme of university and college visits takes place throughout the year. The school regularly hosts the CIS Canadian, US and British University Fairs. The Careers curriculum offers a planned approach to work experience, interview training, and university entrance preparation examinations.

The school is a SAT, ACT, and TOEFL centre and offers SAT and ACT classes as part of the US college entrance examination process. Specialised

training for IIT JEE, Medical and other engineering entrance tests, as well as training for TOEFL is also facilitated.

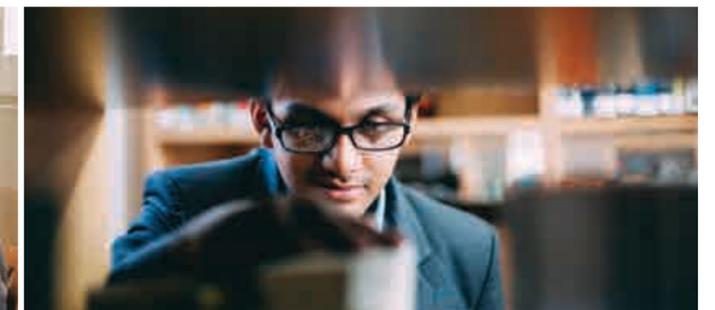
The school also offers CLAT coaching for boys seeking to apply to universities and colleges in India to study Law. All of these examination preparations begin in Class XI (S form). The school also offers training for PSAT classes for all boys in Class X (A form).

Pupils at Doon are supported to excel in school and beyond. Securing admissions to prestigious institutions of academic excellence from across the globe, our pupils graduate from school to pursue higher education in the fields of science, commerce, engineering, medicine, law

and the liberal arts. Boys have joined esteemed institutions in India, such as St. Stephen's College, Shri Ram College of Commerce, Hindu College (all three are under the University of Delhi), Narsi Monjee Institute of Management Studies (Mumbai), St. Xavier's College (Kolkata and Mumbai), Symbiosis Law School (Pune), Vishwabharti University (Shanti Niketan), Christ University (Bangalore), Delhi College of Art and Commerce (New Delhi), Government Law College (Mumbai), to name some of the pre-eminent colleges.

Other boys look further afield to secure admission to institutions in many countries abroad. Some of these include Ivy League Colleges like the

acclaimed Princeton University, Harvard University, University of Chicago, University of California Berkeley and New York University in the United States; University of Toronto, McGill University and the University of British Columbia in Canada. Others include University of Oxford, University of Cambridge, University of New Castle, University of Edinburgh and University of Kent in the UK, National University of Singapore and Singapore Management University, Bocconi University in Italy and the Hong Kong Institute of Science and Technology. These endeavours place our students at the forefront of innovation and advancement and connect them to ever-widening networks of growth and learning.



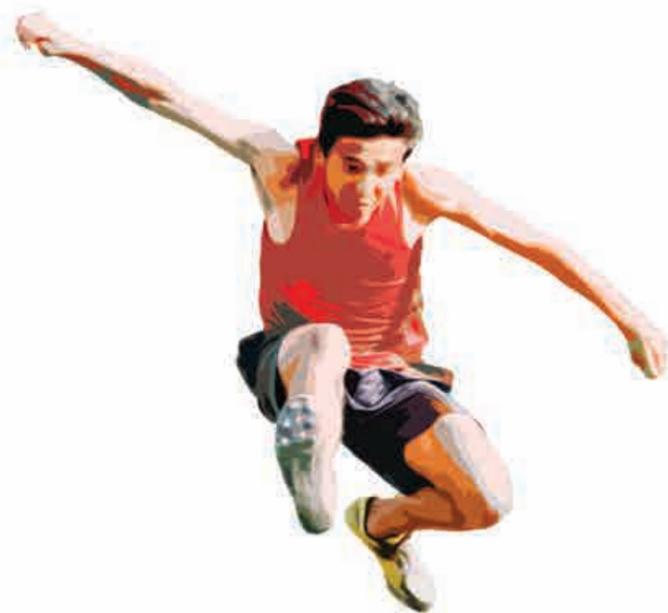


## ALL ROUND EDUCATION

CO-CURRICULAR PROGRAMME  
SOCIAL SERVICE & RESPONSIBILITY  
MIDTERM TREKS AND EXPEDITIONS

## CO-CURRICULAR PROGRAMME

Co-curricular activities are a critical part of the school's educational philosophy and ethos. A Doon School education is one that goes far beyond the traditional classroom. The school's aim is to provide unlimited opportunities for your son. This is clearly seen in the co-curricular programme that is continually evolving. Interests and skills are developed through the numerous clubs and societies that impart qualities which will guide the boys for the rest of their lives.



### Clubs & Societies

Bharatvani and YuvBharati (Hindi Debate)  
 Debating Society  
 Economics Society  
 Historical Society  
 IT Society  
 Maths Society  
 Nature Society  
 Poetry Society  
 Quiz Society  
 Science Society  
 The Business Club  
 The Astronomy Society

### Sports

Athletics  
 Basketball  
 Badminton  
 Cricket  
 Football  
 Golf  
 Hockey  
 Swimming  
 Shooting  
 Squash  
 Table Tennis  
 Tennis

### Annual Publications

Chestnuts  
 Footprints  
 Infinity  
 Information Review  
 Srijan Prayas  
 The Echo  
 The Econocrat  
 The Circle  
 The Doon School  
 The Grand Slam  
 The Yearbook  
 Yuv Arpan

### E-publications

DS-Tech (yearly IT magazine)  
 The Score (monthly sports magazine)

### Weekly Publication

The Doon School Weekly, published uninterrupted since 1936.

Sport is played at inter-house, team, and individual levels and at school, region state, national, and international levels.



**SOCIAL  
SERVICE AND  
RESPONSIBILITY**



In 1935, the school pioneered the concept and implementation of social service. Decades later, the Indian government introduced the concept of compulsory social service for all school pupils into the school curriculum, modelled on The Doon School's approach. The school requires all the boys to be involved in social service as part of an integrated curriculum.

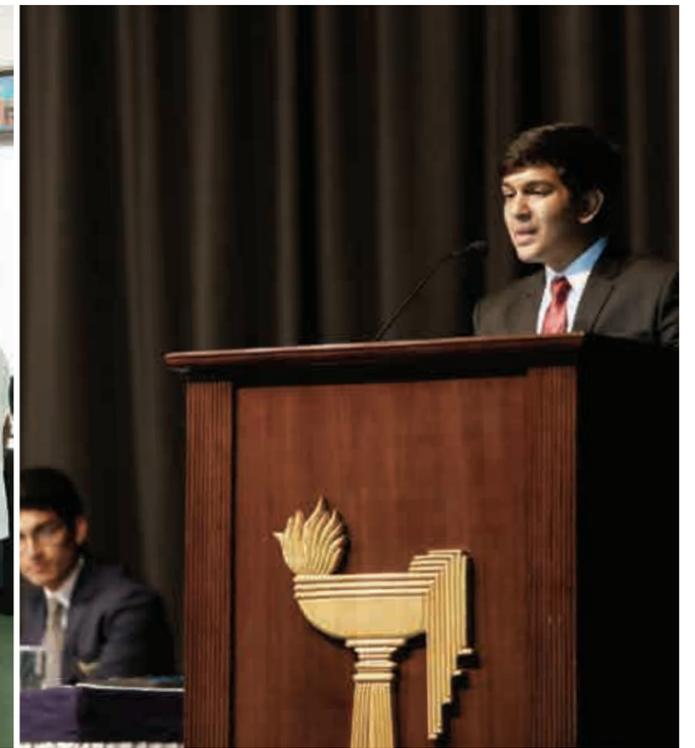
Boys are involved in a wide variety of projects in India, near and far, as well as internationally through the Round Square Association ([www.roundsquare.org](http://www.roundsquare.org)).

The School has been a member of Round Square for nearly three decades. Building, teaching and medical aid are some of the examples of the work being done in urban slum areas and villages. Some projects are school-based and increasingly, many boys drive their own individual initiatives. For example, they have been involved in tackling substance abuse in slums and hill villages, and working with the police force, micro-finance projects, and clean water production for domestic and business use. Creating a programme for cheaper brick production on a

housing project is another of the many examples of social responsibility. The school encourages the use of the school's facilities by children from villages and slum areas.

A key aim of all projects is the need to create sustainable models to improve the lives of the poor in urban slum areas and in hill villages. Boys fundraise themselves, rather than using their parents' resources. The boys deploy their knowledge of business theory learned in the classroom and apply it to regional projects

making real, long-term improvements to the lives of local people. The boys are the driving force in such projects, guided and supported by the faculty. The school financially assists with the operation and development of several slum and village schools. Most recently, the School has rebuilt the Taxila Public School in Rudraprayag which was washed away by floods in June 2013. Service is an ongoing and increasingly significant part of the curriculum at The Doon School.



#### Activities

- Adventure Club
- Aeromodelling
- Art
- Chess
- Computers
- Cooking
- Cycling
- Design and Technology
- Drama
- Doon Stock Exchange
- Electronics & Robotics
- Ham Radio
- Junior Chemists
- London Academy of Music and Dramatic Art
- Motor Mechanics
- Music
- Paper Recycling
- Photography
- Public Speaking
- Student Exchange
- Summer Schools
- The Doon School Model United Nations
- The International Award for Young People
- Yoga

#### Socially Useful & Productive Work

- Archive Management
- Audiovisual Squad
- Boys' Bank & Tuck shop
- Entertainment Committee
- Games Committee
- Library Council
- Lost Property
- Mess Committee
- Rashtriya Life Saving Society
- School Council
- Stage Committee
- Studies Council
- Technology Committee
- Trophy Squad
- Video Club
- Weather Reporting

There is special emphasis on Art and Music in the school. Boys are encouraged to learn an instrument of their choice from a selection of Indian and Western instruments, even if they have no previous music experience. Boys can study for the Trinity Board music exams UK, and exams are held on campus as the school is a Trinity Board Music Center.





## EXPEDITIONS

The Doon School pioneered the first school expedition to Antarctica from India in December 2015. The next year, students experienced the other extreme of nature through an expedition to the Thar Desert. Both visits successfully integrated experiential learning with sessions on wildlife, history, and science behind the extreme scapes. Combining sailing and hiking, with photography and sustenance techniques, the trips encapsulate Doon's vision of education as a holistic adventure.



## MID-TERM TREKS

Our very own style of trekking and adventure learning. Mid-terms, particularly private mid-terms from A Form, are a great opportunity to practice and develop team spirit and leadership skills. Workshops are conducted on campus and off-site over a weekend to help prepare the expedition groups for the challenges that lie ahead of them. Preparation focuses on imparting practical experience in terms of budgeting, tent pitching, safety, emergency response, etc.





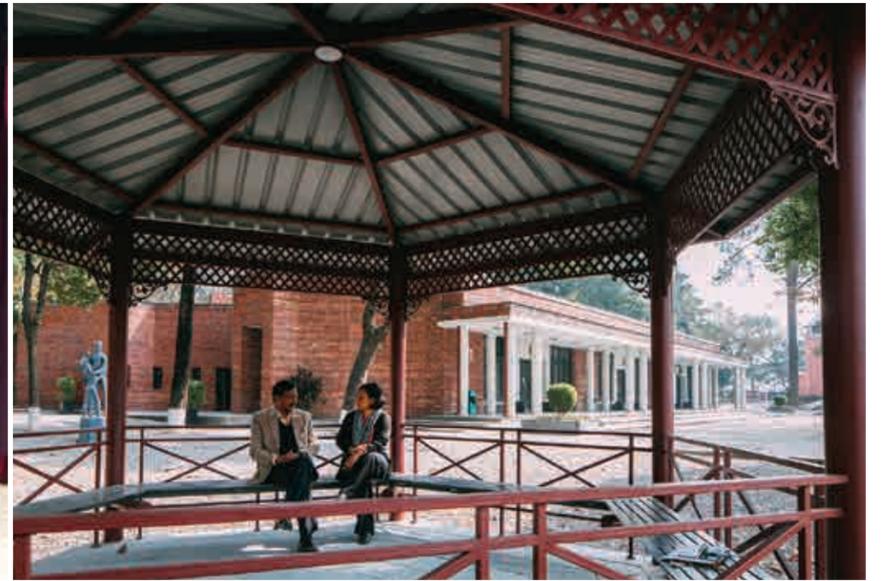
SCHOOL  
FACILITIES



- A UNESCO Heritage Awards Main School Building - 24 classrooms
- Science, Computer, Design and Technology Blocks - 4
- Art and Media Center - 6 specialist teaching studios, library and gallery space
- Music school - performance hall and 10 practice rooms
- Teachers Training Centre
- Central Dining Hall - seats 650
- Kilachand Library - 26,000 books
- Junior boarding houses - 2
- Senior boarding houses - 5
- Faculty houses and apartments - 64
- Work-out Gym
- Cricket Pavilion
- Sports fields - 4
- Tennis courts - 3
- Squash courts - 4
- Basketball courts - 4
- Outdoor Swimming Pool with diving facility
- Shooting Range
- Yoga and Dance Studio
- Indoor Auditorium - seats 120
- Multipurpose Hall - seats 1000+
- Amphitheatre - seats 1800+
- Tuck Shop and Boys Bank
- Gazebos and covered seating areas - 6
- Administrative offices
- Entirely Wi-Fi enabled campus
- Trees to climb - 2700
- Horticultural Nursery

The next stage of the school development plan includes a Sports Centre that will improve the above facilities and add a climbing wall, digital driving ranges and putting green, cardio and fitness gym with weights room, accommodation for visiting teams and health bar.

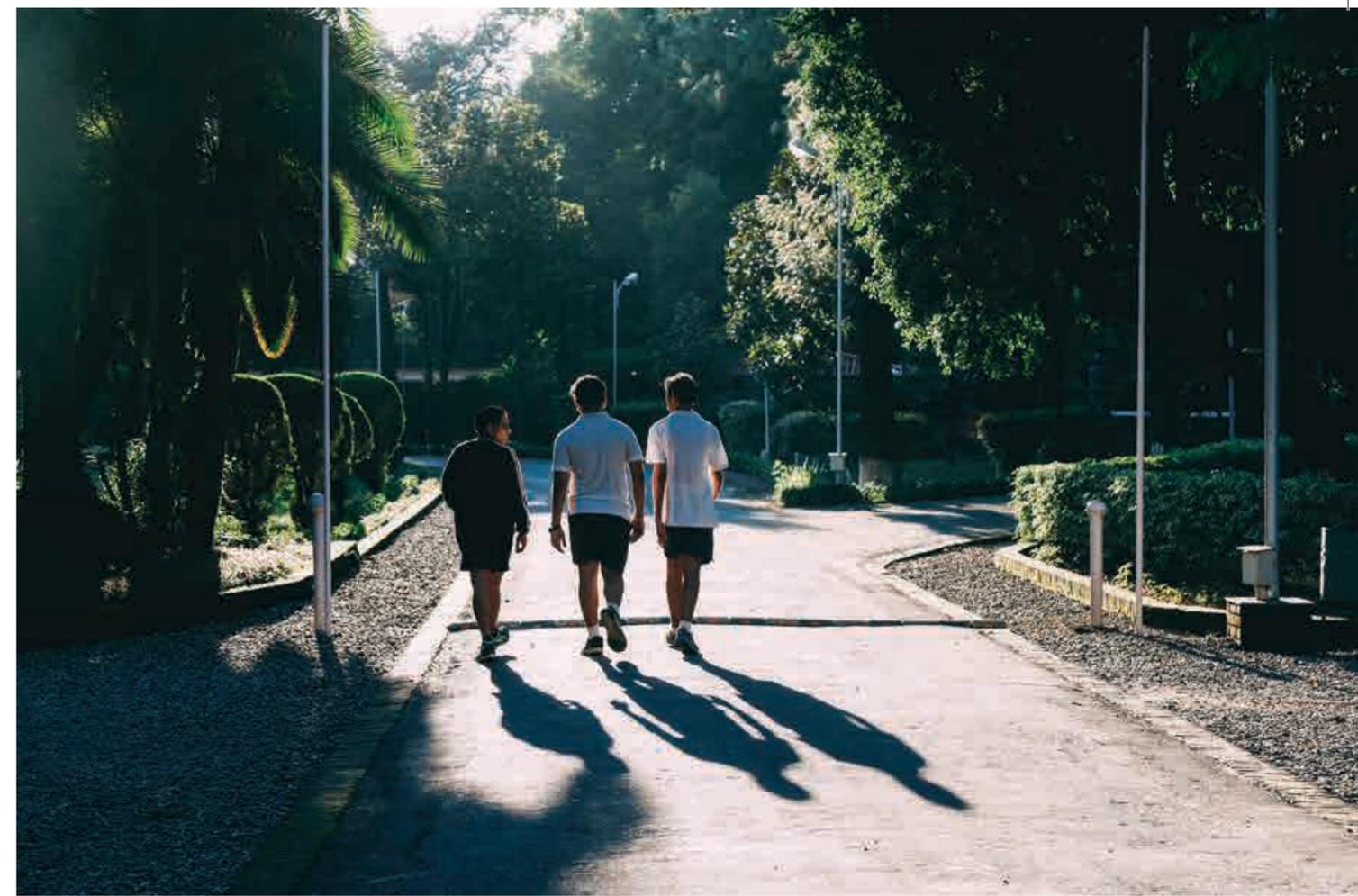






## PASTORAL CARE

BOARDING LIFE  
LEADERSHIP  
ROLE OF THE PARENT



The Doon School is a full boarding school and not simply a school which welcomes boarders. The Doon School develops boys who have strong intellectual character, and are creative and courageous. The school ensures that the boys are imbued with a set of values so that they become principled and independent adults who are best equipped to deal with and benefit from the adult world. For

many, learning to live with others in an atmosphere of tolerance and respect provides them with the very best means of personal development. The Doon School is also their home for eight months of the year and the boys live together in harmony and forge friendships that will last the rest of their adult lives. The Old Boys Association and the numerous Chapters in India and abroad are living proof of that.

Holidays are really valued and appreciated and the family bond is enhanced. The Doon School's glorious location provides a safe and secure start to the boys' lives that enables them to enjoy the region, while developing their own independence.



**BOARDING LIFE**



**FOOT HOUSE**



**MARTYN HOUSE**



**HYDERABAD HOUSE**



**JAIPUR HOUSE**



**KASHMIR HOUSE**



**OBEROI HOUSE**



**TATA HOUSE**

The Doon School is a fully residential School and life in the Houses is a very important aspect of the all-round education of the students.

The House experience forms the backbone of a boy's life at The Doon School. It is his home, his place of work for toy

(homework) and the foundation of his group identity.

The Doon School has five main boarding Houses and two holding Houses. The boarding Houses are Tata, Oberoi, Hyderabad, Kashmir, and Jaipur.

The two holding Houses are named after the first two Headmasters of the school, Foot and Martyn, where all boys spend a year while in D Form, before moving into their main House for the years from C Form to the conclusion of their education at The Doon School.

All students live in their respective boarding House, which is their home for the time that they are in school, resulting in strong bonds within the House, leading to lifelong friendships.

Most of the intrinsic values and traditions of school like democracy, secularism, egalitarianism, sense of adventure, the will to make a difference, the desire to serve the underprivileged, and the need to excel are all born at the House level. The House Council, made up of the staff and representatives from every form, is the body that decides House policy, activities, and addresses issues relating to each House.

Each House is an entity in itself with its own traditions, crest, House Colours, magazine, design and room layouts. Each House is overseen by a Housemaster, an Assistant Housemaster, a set of teachers assigned to the House as Tutors, a Dame (or Matron), and support staff (barber, cleaners, linen room staff, bearers, gardeners, tailor, cobbler, security guards etc.) Boys are deeply respectful and loyal not only to the House code but also to the staff working for them.



Often times, boys will visit a House along with their families long after they have left school to see their favourite bearer.

Every House has its common rooms, computer rooms, warm-up areas, linen room and recreational spaces, gardens, Honours boards, and Feast days. It is here that the House spirit - the very core of boarding school life - is nurtured and developed. Once assigned to a House (the sons of old boys get to be in their fathers' House) the boy stays there till the end of his school life, developing loyalties that last a lifetime.

Inter-house competitions in sport as well as cultural activities are even more fiercely engaged in than Inter-school competitions. Bells dominate the life of a House and the House Spirit at Doon has to be experienced to be believed: it is difficult to understand and even more difficult to describe. Each House chalks up points towards winning the coveted House Cup. The points from academics, sports, as well as all cultural and aesthetic activities are included when totaling up for the House Cup.



Generally, junior boys live approximately 10 to a dormitory, (this number varies from House to House) but reduces as they enter senior forms, where in SC form there are only 1 or 2 boys per room. Prefects and Captains may get private studies. Each House has Toye rooms (a toye being a desk at which

a boy studies and has his lockers for books). While juniors have to study in a separate toye room, seniors will have toye in their own rooms.

When a boy is not in the Main Building and labs during study time or in the Central Dining Hall during meals, or in the Music or Art

schools or fields, he will be in the House with his 90 other House mates. Houses will include boys from all forms; but boys of a particular form will live together. There are strict lights out, studying hours, bathing hours, cafeteria, and telephone use times. Housemasters, Assistant House Masters and Dames

live in the immediate vicinity and are easily accessible to the boys. Rules are clear and quietly enforced by staff, aided by the prefects. There is a comprehensive '*Life at Doon: Codes and Policies*' manual which is updated annually and sent to all parents, boys and staff. In matters of discipline,

Housemasters have the authority to administer Housemaster's Cards as a consequence for any wrong-doing in a House and may also recommend the boy to the Headmaster or Second Master for more serious misdemeanours. In addition to care in the Houses, there are excellent medical facilities in school

in the event of ill health or accidents or any matter of a medical nature. There is a full-time resident doctor and a nurse who run the Wellness Centre. This operates seven days a week, twenty-four hours a day. The school also has specialist physiotherapist and dental care facilities for all boys.

The Doon School creates an environment of mutual respect between the teacher and the pupils, where each and every boy's health and welfare are of paramount importance. Discipline is based on the principles of justice and fairness. Boys are expected to be polite, courteous, and

mindful about others in and outside of the school.

A Doon education is rooted in a belief in developing a set of core values that will provide boys with the framework to live within for their lifetime.

## LEADERSHIP

Senior boys have the chance to take on pastoral responsibilities. There are House Captains and School Prefects, who act as a confidante and mentor to younger boys. They also learn invaluable leadership skills working with the House staff.



The Doon School's mission is to develop exceptional boys and prepare them to serve a meritocratic India as ethical, wise and just citizens. We believe that leadership skills can be taught and decision making skills can be developed. In preparing our students to enter a fast-changing, complex and ambiguous world, we take every opportunity to use experiences inside and outside the classroom to explore the complicated business of gaining trust through authentic action, collaborating to bring about growth in social capital and influencing others.

There are traditional systems in place which embody these ideals and there are targeted workshops, activities and immersive experiences that we design and give to the students as they move through the school on their

journey from D to SC Form. Boys are provided with meaningful opportunities to lead their House and take part in its daily running side by side with the Housemasters, Assistant Housemasters, and Tutors. Boys are also key leaders in the numerous committees ranging from the School Council, the Games Committee, the Studies Council, the Library Council, Technology Committee, and Mess Committee.

### THE SCHOOL COUNCIL

The democratic heart of the school sits monthly to discuss, advise and develop the school. The School Council comprises boys in their capacity as Captain of School, House Representatives, Prefect Representatives, and Junior Representatives. They are joined by their teachers and other

school staff including a Dames Representative, Administrative Staff Representative, Masters, Deans, Deputy Head, Assistant Headmaster and the Headmaster. While the Headmaster chairs the meetings, the Secretary who records and effectively runs the meetings, is a student elected by the Council. Changes to routines, policy and practice are raised through the floor and discussed before a consensus is reached or some action decided upon. Decisions like changing the structure of the school's weekly schedule are made through the Council.

### THE PREFECTORIAL SYSTEM AND SCHOOL CAPTAIN

The Prefects are the senior role models and influencers in the school who, in tune with the student elected School

Captain, are responsible for creating a constructive, dynamic and positive environment and culture. We no longer live in 'Tom Brown's School Days' where malevolent seniors ruin the lives of juniors by exercising power and punishments. Quite to the contrary, Prefects work hard to guide, inspire and help the Housemasters run their Houses. Our prefectorial body goes through a training programme that starts before they are selected. Anyone interested in taking on this responsibility participates in a workshop that is designed to help them reflect upon their own suitability for the job. Once they have been selected, the Prefects, Housemasters and the Headmaster participate in a school led seminar on leadership that helps prepare them for the year ahead.

## ROLE OF THE PARENT

The Doon School believes in establishing a partnership between the parent and the school in the best interests of the boy. Parents are strongly encouraged to support their sons and the school at Founder's Day, Prize Giving, and Parent-Teacher Meetings. Parents will have a chance to talk to staff members at these

events. Appointments can be made by telephone or email with their Tutor and/or Housemaster. Your son's education is, in the very best and broadest sense, a joint effort. Communication with the boys is easy. There are House and school telephones and email; SC/S Form boys are allowed their own laptops.

However, students are not allowed to have their own phone on the campus. If they travel with them they are required to hand them to their Housemaster for safekeeping until they leave the campus again. It is clear to us that mobile technology, which undoubtedly has the power to connect, is also a tool that disconnects

people from their surroundings by capturing attention, otherwise devoted to people around us. Connection is the very basis of the social capital in any community and the antidote to many problems including addiction and depression. We are a mobile phone and gadget free campus.



## ESSENTIAL INFORMATION

ADMISSIONS  
FINANCIAL AID  
ALUMNI



## Visit the School

If you have not already done so, it is highly recommended that you visit the school. Individual visits may be arranged at a mutually convenient time for you and the school. This involves a tour of the campus and a chance to observe the school on a normal working day. The school also runs 'Open Mornings' usually on a Saturday for groups of visiting parents and families. It is important that parents visit the school along with their sons to benefit most from the visit.

## ADMISSIONS

### 'Exceptional boys from all backgrounds'

The school is academically selective, and requires boys at the Class VII and Class VIII entry points to appear for written examinations in English, Mathematics, Reasoning and Case Study. Boys who pass the written tests are then observed and interviewed during

a group discussion by the Headmaster, Second Master, and Assistant Headmaster. Boys will also be asked to respond to a case study that will invite them to think critically and make some evaluations and ethical judgements. The school has NRI boys

but does not have an international pupil body. It thus recruits from a defined pool in terms of numbers, ethnicity, and gender compared with many schools internationally, including comparable boarding schools in the US and UK. Prospective

parents should note that the school does not accept any admissions after Class VIII. For all queries and information relating to admissions, please contact [admissions@doonschool.com](mailto:admissions@doonschool.com). Please also view the school's website at [www.doonschool.com](http://www.doonschool.com)

## FINANCIAL AID

### SCHOLARSHIPS & BURSARIES

In order to affirm its commitment to social and economic diversity, the school has a large and growing financial aid scheme. Approximately 30% boys are offered

financial aid through means tested bursaries; assistance ranges from 20% to 100% of the fee for eligible boys. The school's current fundraising programme is aimed at

increasing the number and size of bursaries and scholarships. It is hoped to have 50% of boys on scholarships and bursaries by 2020. For enquiries relating to scholarships

and bursaries, prospective parents are encouraged to contact the school at [admissions@doonschool.com](mailto:admissions@doonschool.com).





## WHAT HAPPENS NEXT?

Once you have expressed an interest in The Doon School, you will receive regular communications from the school. All prospective parents are kept fully informed of activities and developments in the school by email, as well as through the news section on the website. Parent information is not divulged to a third party outside school.

When your son has passed his examination and cleared the interview, a place will be

allocated to him.

A formal offer letter will be offered with the other necessary paperwork for your completion and return.

A deposit of applicable fees will have to be made to reserve your place.

Once your son joins The Doon School, you will be invoiced term-wise. Invoices are issued at the end of each term for the next term's fees. Invoices should be settled before the first day of the term.

Details of the current fees are also available to view on the website:

[www.doonschool.com/admissions](http://www.doonschool.com/admissions)

The school reserves the right to raise the school fees annually.

### • Contact Address

The Doon School  
Mall Road  
Dehradun  
Uttarakhand - 248001  
India

**Phone:** +91-135-2526-400

**Fax:** +91-135-2757-275

### • Admissions Enquiry

**Phone:** +91-135-2526-406

+91-971-963-8840

**Email:** [admissions@doonschool.com](mailto:admissions@doonschool.com)

## ALUMNI

The success of its alumni is a school's ultimate 'destination'. The Doon School alumni association has been named in recent global surveys as one of the top five world-wide, in terms of strength and influence of

its membership. In every calling and profession throughout India and the rest of the world, "Doscops" have made their mark. Whether it is in politics, the armed forces, the diplomatic service, the Indian civil service, medicine, sport, the arts, entrepreneurship, invention and innovation,

or economics, academics, and journalism, Doscops have been represented at the highest levels for many decades, and numerous old boys have been pioneers in establishing NGOs serving underprivileged sections of Indian society. The Doon School Old Boys' Society (DSOBS) has a thriving

series of chapters across the globe which meets regularly. They are credited with very generous contributions in cash and kind to the various school funds that helps the school in its maintenance and development.



The Doon School is not connected in any way with any other school that has the word “Doon” in its name.

The Doon School  
Mall Road  
Dehradun  
Uttarakhand - 248001  
India

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All information is correct at the time of going to press.  
The school reserves the right to make any amendments.

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