



The Doon School

Development Plan

*Maintaining
our pre-eminence*

May 2012



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Maintaining our pre-eminence: The Doon School Development Plan

From its very inception and opening in 1935, The Doon School was clearly an Indian school, developing “...boys to serve a free and democratic India,” as articulated by Arthur Foot, the School’s first headmaster. Each aspect of the School was designed to prepare leaders who would build and serve a great nation. Boys from every background, caste, race, creed, and religion proudly sang the national anthem before it was adopted by a free India; boys and teachers were taught to value service before self; and secularism, discipline, and equality characterised the School’s playgrounds, houses, and classrooms long before these values reached other schools or the nation. The School’s ethos is well described by Arthur Foot’s narrative that still graces the Main building entrance, “boys should leave The Doon School as members of an aristocracy, but it must be an aristocracy of service inspired by ideas of unselfishness, not one of privilege, wealth or position.” An ethos that lent itself naturally to service of a nation over the past 75 years.

Parents favoured this approach, seeing the School as a society, more than an academic institution, that attracts diverse talent and delivers the country well rounded and grounded young citizens. Over 75 years, the institution and its values stood firm as its alumni enriched the world in various spheres of work and society, leaving their mark across India and abroad. Indeed, several of the School’s graduates went on to play central roles in public service, media, industry, arts, literature and social service in both India and Pakistan, helping to shape the futures of both countries. This positioned Doon distinctly and almost effortlessly as India’s top school and among the world’s more influential societies.

With this strong heritage and legacy, who will be ambitious on our behalf, if we are not ambitious for ourselves? The question we ask today is whether The Doon School’s vision and mission remain relevant and in the national interest today, and if so, how will our society prepare the school and its boys to play a meaningful role over the next 75 years? As in 1935, the country faces several opportunities and challenges, and we have an opportunity, if not obligation, to revitalise the School’s mission to meet them. The sheer scale and complexity of India’s opportunity underscores the need for leaders with courage, empathy, respect for institutions that support public interest, and strong self-expression. India must rise as the world’s largest democracy with the greatest cultural diversity, as one of the world’s largest economies with increasing inequality, as the world’s most populous democracy housing most of its poor and as a strong geo-political force in Asia during Asia’s own global ascendancy. How will we take our strong inheritance to ensure that The Doon School is more relevant to the country’s future than ever before? As citizens, and members of a society, how will we lift a nation as we climb?

While the strength and standing of our society remains strong, the School, as an academic institution, faces a significantly different world than at the time of its establishment. The attractiveness of a Doon School education is questioned in the context of the rise of several excellent schools with continuously evolving learning methods; evolving standards for academics, adolescent male development, and teacher development; and changing definitions of all-round excellence. This challenges The Doon School’s position among India’s top schools as never before in history.

Through our exploration we opened ourselves to suggestions including major changes in student numbers, curriculum and admissions policies; introduction of coeducation, day programmes, and distance learning; attracting foreign students, teachers and partners; franchising the School’s brand, making the estate available for other activities, etc. Though these suggestions have broad institutional consequences, driving shifts in the School’s geography, staff numbers, institutional management, and community structure, it was important that we revisit all assumptions to ensure a pre-eminent future is not overshadowed by successful tradition – even if such changes had the potential to reshape both the School’s identity and its mission.

A close look at global educational and social trends demonstrates that our School must initiate change to retain its pre-eminence among academic institutions in India and worldwide. The development plan acknowledges our greatest challenge is as an academic institution of higher secondary learning, not as a society or the values upon which it is built – these remain strong and a critical part of our heritage. We must keep pace with new methods of learning, teaching and child development that allow every student to realise their full potential.

Serious deliberation is in abundance within our society – at the tables of the School Council, the IPSS, Old Boys, students, academic staff, parents, experts and several keen observers. From these deliberations have come several proposals put before the Board of Governors. Our primary task in the creation of a development plan is to foster focus and purposefulness at these tables in a manner that meets our highest aspirations for the School and its students, and deliver a practical plan to achieve them.

This development plan summary therefore focuses on **why change is imminent**, what it will take to **rise to the challenge** to reinforce our pre-eminence and how the community can **support our advancement**.



Why change is imminent

The School's inheritance – a values-driven focus on all-round development – will ensure that the School maintains a strong learning, service, and collaboration orientation for several years to come. This is clearly distinct from the performance, winner-take-all, and competitive orientation standard at several schools today. Educators, the media, and surveys continue to regard The Doon School as one of India's leading secondary educational institutions. Today, however, we must rise to the challenges posed by several far-reaching trends in education, globally and in India.

Single-sex boarding schools increasingly considered “niche”

Changing parental expectations, family sizes, and lifestyles are shrinking the interest and perceived benefits of residential single-sex education. The elite boys-only boarding school education offered by the School is part of an increasingly niche market. Many believe leading day schools offer adequate, if not equal, opportunities in sports, co-curricular and child development activities and therefore no longer see the distinctiveness of a residential school format. Some prefer co-educational day schools that focus on academic performance and offer extra-curricular options. Leading residential schools around the world have reinforced and expanded the benefits of a residential school format to compete with this trend and maintain their pre-eminence. They introduce and highlight aspects of student development that are best delivered in a residential format.

A 70-acre estate at the foothills of the Himalayas, 9:1 student to teacher ratio, and a curriculum that invites greater exposure and risk taking across a wide variety of fields reinforces The Doon School's pre-eminence by focusing on what it can deliver better than any leading day or residential school: holistic development for boys through unparalleled apprenticeship, mentoring, and a strong values-based tradition that produces courageous citizens, collaborative leaders and lifelong learners.

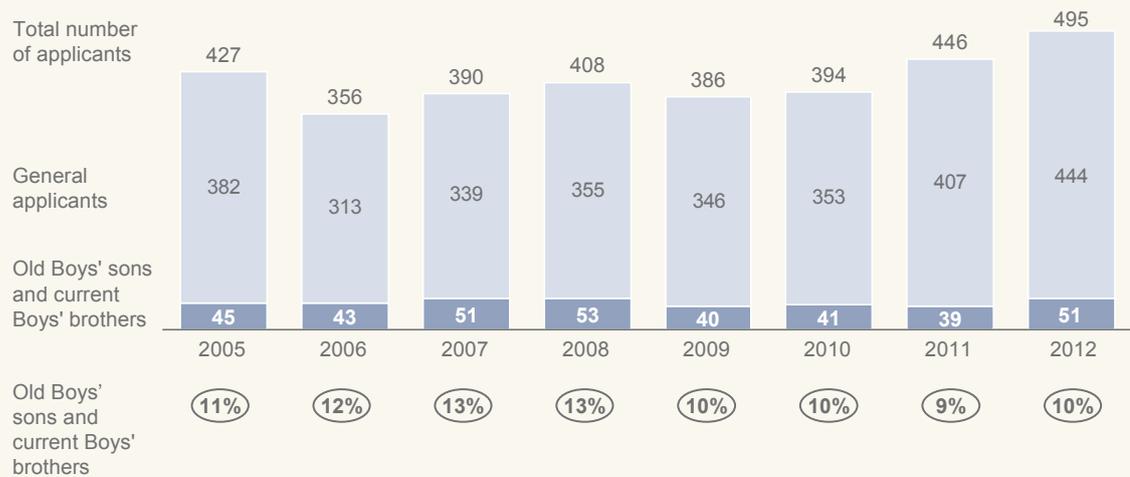
Rising competition from Indian and foreign schools for student and teaching talent

Competition comes in many forms. First, day schools with first-class facilities, a strong academic bias, and progressive teaching methods have sprung up in all major Indian cities. The Doon School's extensive estate is no longer unique: now, education-oriented business organisations buy tracts of land to develop large estates. Most independent schools in India have many more students than Doon, allowing them to generate substantial economic surpluses. These institutions are often backed by large business houses eager to create a legacy in education (e.g., Ambani, Birla), investors who see the shortage of high-quality schools as a profit-making opportunity (e.g., GEMS, Educomp), or leading foreign schools that extend their reach and relevance into new geographies to exploit a penchant for strong brands (e.g., Wellington, Harrow). The development plan, recognising this challenge, initiated awareness building activities to attract a wider group of parents based on what Doon delivers distinctively and increase our applicant pool (Exhibit 1). This is in sharp contrast to other residential schools in India where applicant pools are in decline.

Second, The Doon School historically balanced low fees with fund-raising to meet the rising costs of education. This has inevitably led to underinvestment in several critical areas that impact students. The School must rebalance its fees and fund-raising to invest in facilities that directly benefit students. As we do this, the school will substantially increase its bursary pool – to ensure it remains accessible to students from a wide variety of income backgrounds – and over time, make attendance truly “need-blind”. Finally, the School competes with day schools across India that offer academic staff significantly higher salaries, excellent facilities, and training in progressive teaching methods. We intend to revise our overall proposition to teachers and diversify our recruiting pool.

Applicant pool increasing with recent awareness building activity; Old Boys' sons and brothers make up ~10% of pool

Size and break-up of applicants



SOURCE: The Doon School

Classroom outcomes and university offers considered critical to an “all-round” education

To create an environment where students can explore their full potential requires schools encourage multiple skills (high curricular standards), meet their academic potential (academic standing), and support aspirations to attend higher education institutions of their choice (university offer record). Many Indian parents send their sons and daughters abroad for all or part of their secondary education today – attracted by the quality of education and university offer records at boarding schools in countries like the United Kingdom, the United States, Singapore, and Australia.

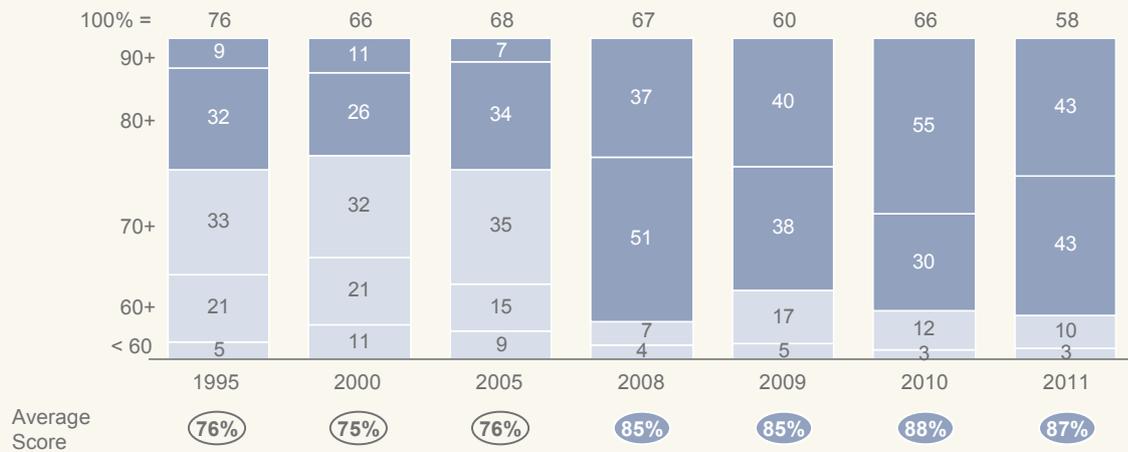
Through a conscientious focus on academics, The Doon School’s ISC average has increased from 75 per cent in 2000 to 87 per cent in 2011 (Exhibit 2). These improvements significantly outpace national average improvements, have brought results closer to top day schools across the country, and ensure that fewer students are left behind. Our objective will remain delivering the best “all-round” education that appropriately balances academic focus.

University offers have improved significantly over the past two years – 75 per cent of boys received an offer of admission from their top preference university in 2011 (Exhibit 3). This will improve further as we provide continued placement support – another recent development plan initiative. As a result of the improvement in academic standing and placement support, student attrition after A-form has declined considerably – from 25 boys in 2005 to just five boys in 2011. While the School never has – and never will – encourage competition for competition’s sake, we have an obligation to help boys maximise their potential so that they enjoy a sufficient number of higher education options on leaving school.

Exhibit 2

ISC results show significant improvement since 2005; ~85% score above 80% – 11 percentage point increase in 6 years

Break-up of ISC results by marks slabs
Percentage of all boys who appeared in the exam



SOURCE: The Doon School

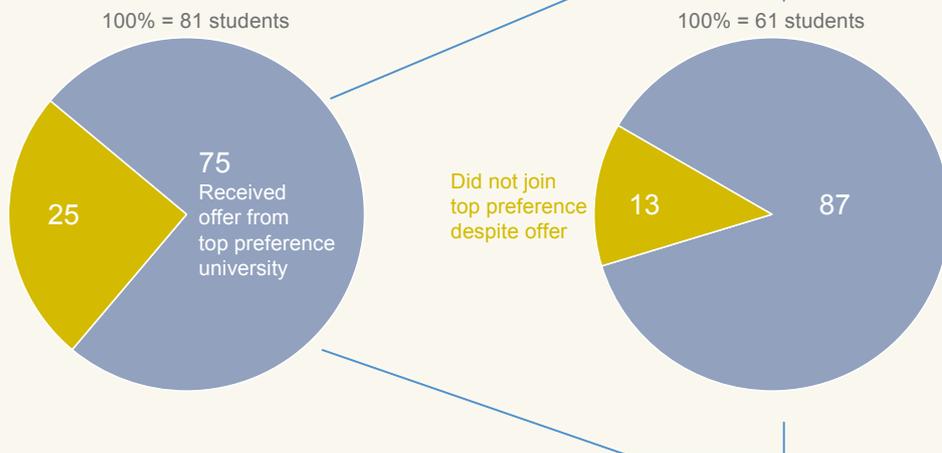
Exhibit 3

In 2011, 75% of boys received their 'top preference' university offer

University offer performance

75% received offers from one of their top preference universities

Nearly 90% were able to avail of their top preference offer



SOURCE: The Doon School

Dramatic changes in learning and teaching concepts

Student-centred learning, new instructional methods and technology, and new curricula such as the International Baccalaureate (IB) are appearing in school systems everywhere, significantly improving instruction and classroom outcomes. New approaches promote holistic education and emphasise intellectual, personal, emotional, and social growth through all domains of knowledge. These systems create lifelong learners – students equipped with the means to reinvent themselves continually. The School recognised these changes and recently introduced IB and achieved early results better than world averages. However, there is potential for improvement to meet the results of longer established IB programmes.

We identified several improvement areas to better deliver the education we plan for today's Dosco. We will improve teacher skills by advancing teaching methods, upgrade our infrastructure to incorporate education-specific technology that supports teachers and students, enhance the curriculum to emphasise the importance of citizenship, ensure co-curricular activities that are designed to incorporate varying student proficiency levels (including higher degrees of specialisation where warranted), and rebalance the School schedule (day and year calendar) to allow more time for self-reflection. Our challenge will be to adapt the best of these methods without overwhelming our current capacity, which we will enhance over time.





While no single school provides us with a complete model of excellence or all benchmarks, we are committed to identifying and adopting best practices from around the globe, that deliver the holistic student outcomes we would like The Doon School to be known for.

Rising to the challenge

Doon has already taken the initiative to move with the times. In 2008, the Board of Governors launched an effort to define a new mission and vision for the School. A team of dedicated volunteers, teachers, experts, and Board Members surveyed more than 2,500 alumni, students, current and former teachers, as well as current and former parents, visited some of the world's best schools, and consulted with leading educators in India and abroad. While no single school provides us with a complete model of excellence or all benchmarks, we are committed to identifying and adopting best practices from around the globe, that deliver the holistic student outcomes we would like The Doon School to be known for. This effort will be a process of continuous innovation and learning. These multiple inputs help sharpen our vision and mission, and define a set of actions that guide the School's future.

The new vision reflects our aspiration in a fast changing world of educational institutions:

“India's top school joining the ranks of the world's great schools.”

Our mission is largely unchanged, but reflects a 21st century context, and we will pursue it relentlessly:

“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.”

We will remain a residential school for Indian boys, educating them to appreciate Indian traditions and to responsibly serve and represent India at home and overseas. In doing so, The Doon School will continue to abide by the timeless fundamentals that have transformed generations of young boys into fine citizens:

- A strong sense of purpose, guided by values
- An ability to face facts without losing faith in the institution
- Inspirational leadership and governance
- Inspirational teachers and role models
- A dynamic and supportive Old Boys' Society
- A commitment to serve India at home and abroad

In essence, **we recognise the need to return to and preserve the School's fundamentals and heritage in a modern Indian context.** We will ensure that The Doon School remains relevant and pre-eminent in the fast globalising world of education. To this end, the Board of Governors has developed a strategic plan that recommends an overhaul of **eight** areas, specifically:

1. Attract a more diverse student body

Who we educate is who we are. Our commitment to attract and educate the most talented boys regardless of their race, or socio-economic background, remains. We know that commitment is acknowledged and embraced by our society. But we must incorporate it into our thinking about the future composition of the student body as a whole – in particular geographic and background diversity – both of which have suffered substantively over the past two decades.

Despite the recent growth in number of applicants, the student body is not representative of India. More than 60 per cent of the students that joined in 2011 came from northern states, and 50 per cent came from three states alone – Uttarakhand, Uttar Pradesh, and Punjab. Further, students from business families comprise the largest and an increasing proportion of the student body, while students from government and armed forces backgrounds comprise a smaller proportion. The situation is in part reflective of the country's own development and aspirations.

Exhibit 4

Steady increase in boys from business families, forming ~50% of 2010 incoming class; decline in military and government service backgrounds

Diversity of incoming class by parents' occupation
Percentage of boys admitted per year



1 Journalists, merchant navy, farming, politics, etc.
2 CA, doctors, lawyers, architects, etc.
SOURCE: The Doon School



Source: Wikimedia Commons

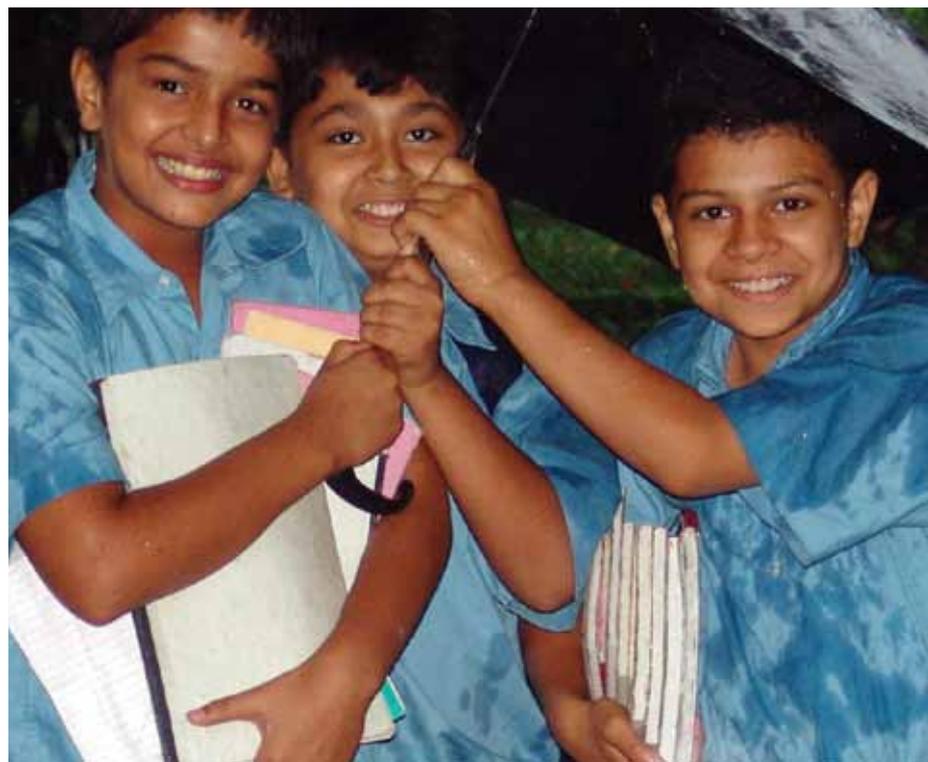


However, we must ensure that no imbalance occurs due to a lack of affordability or perceived competitiveness. The School must remain sufficiently diverse, in order to ensure that boys continue to learn from and appreciate a diversity of sensibilities and opinions (Exhibit 4).

The School will strive to broaden its reach and attractiveness to ensure healthy diversity by:

- **Identifying high potential boys and reaching out to parents:** Teachers and Old Boys will conduct an increased number of “informational sessions” in target cities. The School will also aim to recruit boys from India’s leading primary schools.
- **Positioning The Doon School as the best institution for an all-round, values-based education:** We will reach out to prospective boys and parents through targeted communication and a broader PR effort, positioning Doon as a school that transforms exceptional boys into wise leaders and principled citizens.
- **Selecting boys through an effective process:** This will include changing the admission test – replacing the knowledge-based testing approach with a test of abstract reasoning skills and conducting more focused interviews to identify multiple intelligences. This will help Doon identify leadership potential in applicants, not just academic prowess.
- **Increasing our bursary pool and proactively communicating its availability to families where affordability is a limiting factor:** Bursary pools are being increased, some of which will be targeted at government and armed forces families, and our bursary guidelines and criteria will be revised.

We will measure our progress by our level of engagement with prospective parents and by the diversity of our boys’ abilities, backgrounds, and geographic origins.



2. Balance student life

Today, boys spend two-thirds of the year in school, of which approximately 50 per cent of “waking hours” are dedicated to academic-related activities (in and out of classrooms); 30 per cent to sports, social work, co-curricular and self-directed activities; and the remaining 20 per cent to meals and rest.

The School will endeavour to balance the mental, physical, and emotional lives of boys through:

- **A rebalanced annual calendar and curriculum:** This includes a potential change in the school year from two to three terms to balance school/home time and a philosophical focus on Indian and modern cultural traditions.
- **Balanced weekly and daily student calendar:** The student calendar will be balanced between working hours, days, and weeks to expand time for reflection, sports, and co-curricular activities. This will address concerns relating to both ‘over-scheduling’ and unproductive time in the current schedule.
- **Improved everyday personal practices:** This includes improved nutrition, increased self-reflection and meditative practice, and greater personal responsibility (instilling more risk-taking behaviours and self-directed experiential learning).
- **Equal excellence in all aspects of an all-round education:** The School will aim to deliver the best in terms of encouraging excellence in secondary education, outdoor sports and social activities, and strong cultural appreciation.

We will measure our progress through direct student feedback on lifestyle, participation, and progression in these areas.

3. Evolve a higher impact learning agenda

Like ISC results, ICSE results have improved significantly since 2000. Approximately 90 per cent of boys had an average score higher than 80 per cent in 2011 (Exhibit 5).

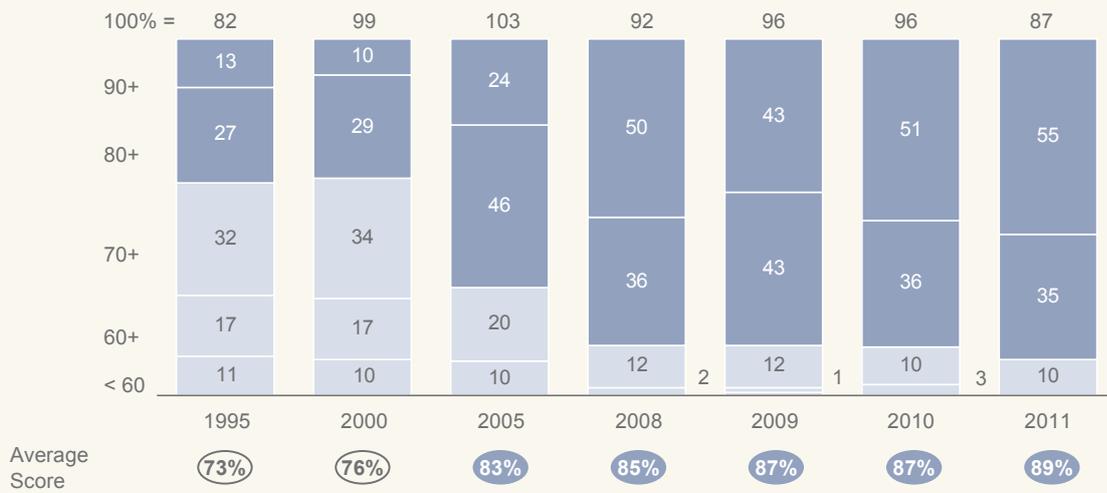
Besides the progress made by the School, there is still potential for improvement, without allocating more time during the school day for academics. The School’s learning agenda will reflect the latest research in learning and student support three significant thrust areas:

- **A revised and broader curriculum:** The curriculum will include life skills, leadership, personal, social, and health education without an increase in academic hours. It will also include a new assessment framework (a revised common entrance exam for D and C forms to enable tighter linkage with IB and IGCSE curriculums). We will overtime, migrate to a single/dominant curriculum standard.
- **Restoring Tutorial System to meet varying needs:** This includes education models to suit every learner to ensure that all boys can realise their full potential. For example, special programmes for gifted and remedial boys.
- **Improved Indian and overseas higher education placement support:** While more boys now study abroad – 45 per cent today, compared to 30 per cent in the previous decade (Exhibit 6) – the quality of universities they attend continues to improve without placing additional pressure on boys. We will build greater awareness of appropriate higher education options and support the application process.

Exhibit 5

ICSE results show significant improvement since 2000; 90% score above 80% aggregate – a 13 percentage point increase in 10 years

Break-up of ICSE results by marks slabs
Percentage of boys who appeared in the exam



SOURCE: The Doon School

Exhibit 6

Overseas placement for higher education increasing since 2008 to ~45%, led by a large proportion of IB students that opt to go overseas

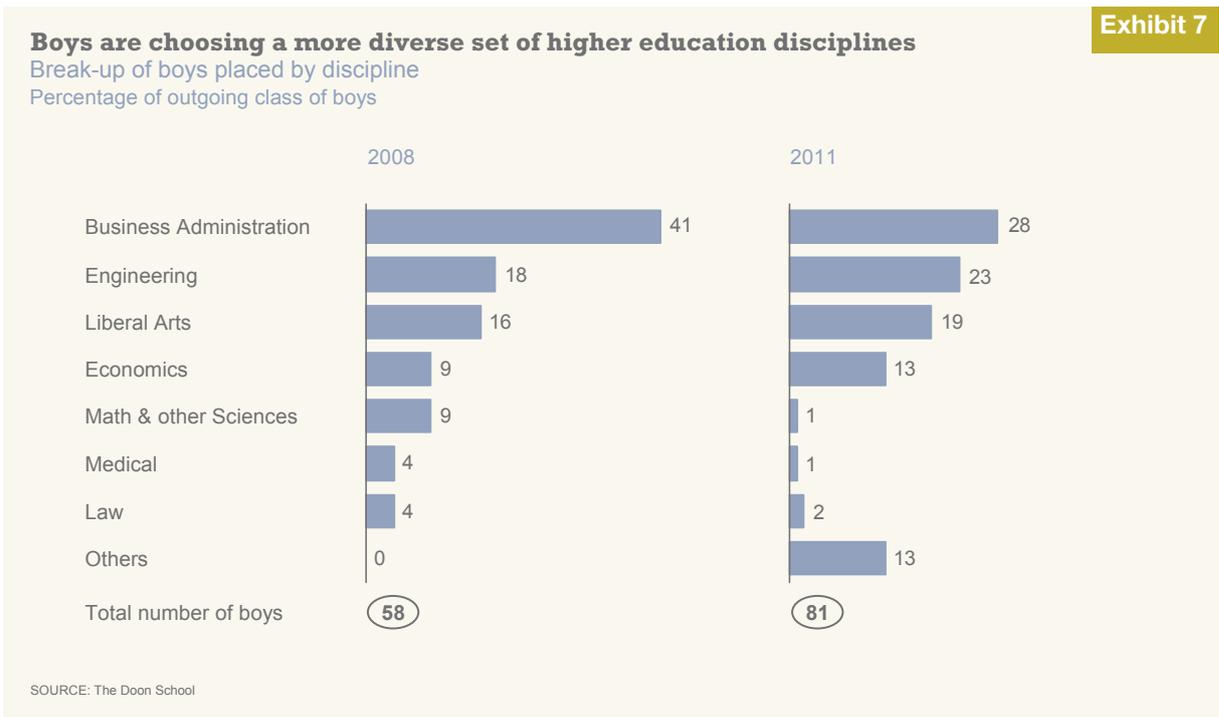
Break-up of placements – India vs. overseas
Percentage of outgoing class



SOURCE: The Doon School

Changes in placement support infrastructure during the past two years are beginning to yield impressive results. Boys are choosing a more diverse set of disciplines in higher education. In 2008, nearly 70 percent boys chose Business Administration, Engineering and Math. By 2011 that percentage fell to just over 50 percent with more boys opting for Liberal Arts and Economics, while Engineering remained a strong focus (Exhibit 7). Boys are also joining a wider variety of educational institutions across the United Kingdom, Singapore, Hong Kong, Kolkata, and Mumbai, in addition to choosing traditional options in the United States and Delhi.

We will measure our progress by maintaining high curriculum delivery standards to sustain our academic standing, introducing support programmes, and tracking students' higher education offer records against self-reported choices.





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4. Develop and upgrade student and academic staff infrastructure

The School made progress in improving the structural integrity of buildings, retrofitting houses, and refurbishing teacher's residences. Yet, more needs to be done and further improvements are needed in three areas:

- **Residential infrastructure:** In keeping up with modern features of pastoral care, the School will invest to improve boys' accommodation (both structure and utility improvements). We will continue to expand and improve academic staff accommodation. The CDH and MPH also require refurbishment.
- **Academic infrastructure:** The School will modernise learning spaces in order to keep up with new teaching and learning approaches. This means introducing language learning laboratories, smart boards, in-class "consensor" systems, and technologies that improve in-class engagement and enable boys to collaborate. We will upgrade the library to the digital (e-book) era and create a purpose-built performing arts centre.
- **Sports infrastructure:** To cater to seasonal and year-round sport schedules, and ensure all boys have full access to the sports curriculum, the School will require more playing fields. Jaipur lines will be cleared to make use of this once unusable yet highly valuable land on the estate, so we can maintain open spaces.
- **Estate ecology:** Improved focus on the estate's environment and ecology, including the recent development of a grey and brown water treatment plant and a plan to preserve our bio-diversity. Chandbagh is home to over 150 species of trees today

5. Attract, develop, and retain exceptional teachers and staff

The School's academic staff is well qualified – 85 per cent have at least a master's degree (10 per cent also have a PhD). But it still faces two major challenges. First, 40 per cent of the teachers have tenure of less than three years and the current average tenure for teachers is just over eight years, significantly lower than two decades ago. Second, teacher attrition rates have increased in the past two years, in particular for new teachers (i.e., three of four academic staff members who resigned in 2010 had less than two years of tenure). This is particularly troublesome in a residential school, where teachers play important teaching and mentoring roles. Teachers today have multiple choices that offer better compensation and the benefits of metro living. Attractive post-Doon careers that offer greater responsibility and compensation challenge the School's ability to retain teachers.

The Doon School will focus on overhauling its teachers and staff talent management processes – attracting the best teachers, training them in the latest teaching and pastoral care methods, and retaining them with appropriate incentives. A one-time revision of teacher employment norms will help establish these processes and to appropriately size the teachers and staff. A new teacher sabbatical policy was recently developed and is now in place.

We will measure our progress and introduce a more transparent performance appraisal system (based on peer and student feedback), proactively attract suitable teachers, develop their mentoring abilities, and reduce voluntary attrition of well-performing teachers.

6. Upgrade technology and network Chandbagh

We will introduce supervised, high-speed Internet access across the estate's academic and residential blocks to facilitate internal communication (e.g., among teachers, administration, boys), external communication (e.g., among parents and staff on student assessments), distance learning access (e.g., MIT open courseware), and security (e.g., centralised electronic estate surveillance).

Our progress will be measured based on the quality of intervention teachers make with the use of assessment and learning management tools, introduction of technology-enabled learning laboratories; and efficiency improvement in administrative procedures that free up academic staff time for greater and more direct student engagement.

7. Ensure more effective and transparent governance

The principles by which we organise ourselves and interact with each other on all School-related matters have remained largely unchanged since 1935. It is time to revisit principles and processes to improve our effectiveness. Several of the following initiatives are underway:

- **Improving guideline documents and attendant policies:** These include the IPSS vision and objectives, Board of Governors reference terms, the headmaster's executive committees, school administrative policies, and decision-making protocols to improve effectiveness and efficiency.
- **Improving transparency with stakeholders:** The School will keep stakeholders informed of progress and engaged through transparent, frequent and constructive dialogue. For the first time, boys and parents are invitees to select Board deliberations.
- **Introduce external inspection and appraisal:** Within 3 years, the School will participate in a rigorous inspection process conducted by an external and internationally reputed inspection body (e.g., Independent Schools Inspectorate) to ensure we maintain and receive objective feedback on what is working well and where we must improve.

We will measure our progress through parent feedback, constructive and more transparent IPSS engagement, and open reporting on the School's progress and challenges as measured against the Development Plan.

8. Disciplined financial management

Financially, Doon certainly does more with less than many of our peers. Frugality is a virtue. However, let us not confuse frugality with unsustainable economics and consequent slide towards mediocrity. The School needs stronger financial underpinnings to maintain its excellence. We must face the fact that the education has been substantially under-funded, and that this gap will not close completely even as we raise fees to keep pace with inflation.

As we look increasingly to today's boys and their families to help pay for the education they receive, so must we look to our Old Boys, and to those who value what we stand for and do. The Doon School was built by philanthropy, and continues to benefit from benefactions. Still, we need to increase support and transform the modest habits of asking and giving that prevailed during most of the past 75 years.

Our task required we estimate the financial base needed to keep us competitive with the best in the world, and to build our income streams accordingly. A long-range, integrated financial planning process will guide our decision-making.

At the high end of the scale, in several disciplines Doon salaries fall far below those of other schools in this country. Staff salaries and benefits are the single most significant driver of our costs, comprising about half of our expenses. Our salary policies have not recognised the differing external influences at work among newer academic institutions, and this limits our opportunities in a world that does. Young teachers do not choose to join our community primarily for financial reasons, and nor should they. But it must be possible to have a decent life style, and Doon must certainly be able to hold its own against other schools.

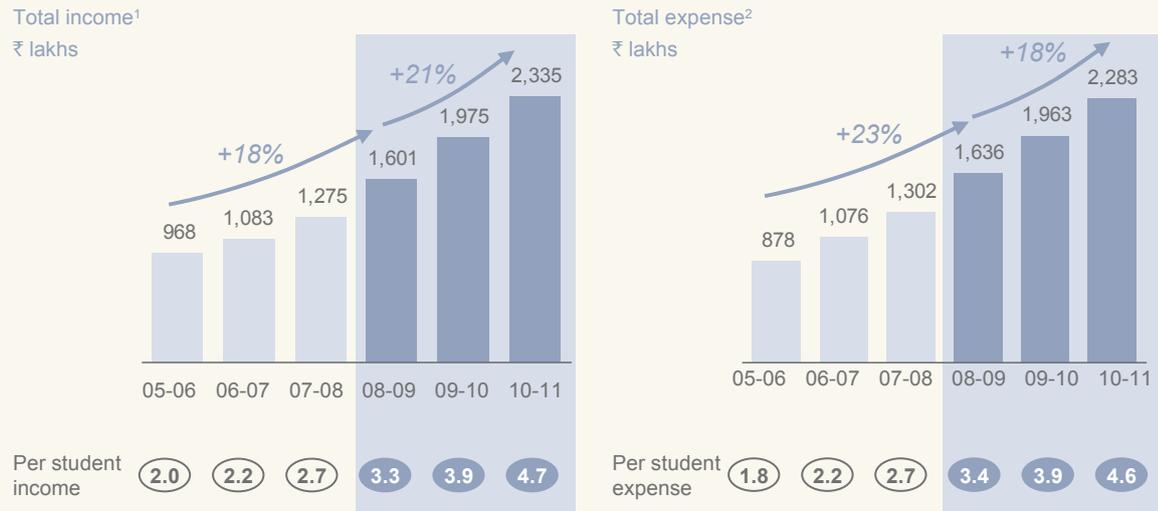
Up till 2008, the School's expenses were higher and rising faster than income which resulted in decades of deficit financing. Since 2008 this trend has been reversed (Exhibit 8) through disciplined financial management. The School will continue to improve its financial management and strive to meet all operational expenses through school fees, and all capital expenses through donors and developing its endowment.

This will be accomplished through three interlinked efforts:

- **Better fiscal management:** We will develop and use long-term financial plans (10-year, with scenario planning) to inform financial decisions. Inflation remains a concern, since it significantly impacts our salaries, construction, food and fuel expenses.
- **Fiscal prudence:** As a result of measures taken, cash flows have stabilised and the School manages a minor surplus per student. Still, the School can improve further on its fiscal prudence. This will include managing income through fee adjustments (as appropriate) and fee-generating initiatives (summer programmes on the estate, workshops, other third-party income) and carefully managing costs to eliminate unnecessary expenditure.
- **Focused effort on fund-raising and building an endowment:** We will attract funds, set fees, and generate surpluses to support our continued development.

Exhibit 8

The trend of expense rising faster than income reversed in 2008



1 Analysis excludes non-operating income (interest income, registration fees, admission fees)
 2 Analysis excludes non-operating costs (scholarship expense, financing charges, etc.), but includes fundraising expenses and bad debts
 SOURCE: The Doon School

We must be as well organised and nimble in our fundraising, as we are ambitious. The commitment to increase our endowment via fundraising will no doubt increase our accountability – even though it may add somewhat to our administrative costs initially. Increased funding must be matched by increased transparency. We will measure our progress based on improvements in the bursary programme (more boys receiving a higher portion of funding), elimination of operating deficits (budget controls, fee increases), predictable fee increases, and ensuring fund-raising covers all major capital and one-time (non-operating) expenditures.



Guided by an unparalleled history and exceptionally strong values, The Doon School is committed to maintaining its pre-eminent position in India.

Supporting our advancement

Our aspirations exceed our current capacities, resources, and infrastructure. This, however, should not prevent us from achieving our objectives – we will proactively work to make the necessary changes, many of which concern “fixing fundamentals”. We approach this challenge as the “mother of all mid-terms” and the support of our entire community. A detailed execution plan with activities, milestones, timing, costs, accountability, and measures of progress is in place. The Board of Governors reviews progress and intervenes where necessary. Progress and challenges are to be discussed openly at IPSS meetings. Three factors will determine the pace of our progress:

- **Financial outlay:** The School expects to spend approximately Rs. 120 crore over the next five years. The full implementation of the Development Plan is contingent on the financial support the school receives. Primary expenditures are:
 - Rs. 70 crore: To add to the scholarship and bursary programme and help students meet rising fees. Higher fees will help cover increasing operating costs (especially teacher salaries) while ensuring equal access for students across a wide variety of backgrounds.
 - Rs. 35 crore: For capital projects, including academic staff housing, teaching spaces, and laboratories.
 - Rs. 15 crore: To recruit, train, and develop first-class teachers and enhance provisions and services, such as career counselling.
- **School “project execution” capability:** A team will support the execution of these initiatives. Responsibilities will include management of “business as usual”, which will allow the headmaster to devote adequate time to implementing the required changes.
- **Community participation and support:** We will call on the support of all stakeholders including students, teachers, alumni, parents, and other well wishers of the School.

* * *

We must tend our legacy with care and energy. Our ambition must translate into tasks addressed by the development plan. Looking over the past 75 years, the School has made history time and again, educating boys who became leaders in all walks of life. Seventy-five years from now, we want our successors to look back and say the same. Guided by an unparalleled history and exceptionally strong values, The Doon School is committed to maintaining its pre-eminent position in India. The changes we envision for Doon will help the School take its rightful place as an institution of educational excellence among the leading schools of the world.

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DEVELOPMENT PLAN CREATION PROCESS

The School's Strategic Review and subsequent development plan effort was initiated in early 2008 by the Board of Governors. Recognising the need for extensive discussion and debate among several stakeholders, the effort favoured inclusiveness over speed. Several experts, Old Boys, parents and teachers made substantial contributions. It successfully bridged a transition of Headmasters in 2009 and over half the Board through 2011. A chronological high-level timeline of the development plan is described below:

- **Early 2008:** BoG initiates Strategic Review; “Discovery – Dream – Design” visioning process led by Anil Sachdev, Dehra Dun and New Delhi
- **May 6, 2008:** Strategic Review initiative announced at IPSS General Meeting, New Delhi
- **Jul 2008:** Survey of 1800 Old Boys, students, parents and teachers; 30+ potential strategic initiatives identified
- **Oct 11, 2008:** Visioning exercise and survey results review at IPSS AGM, Dehra Dun
- **Dec 2008:** Leading school visits (global) by select teachers
- **Feb 26, 2009:** Leading school visit results review at BoG meeting, Dehra Dun
- **May 19, 2009:** Outgoing HM transition; Development Plan timelines reset at BoG meeting, New Delhi
- **Jul 28, 2009:** Incoming HM transition; strategic initiatives review at EGM, New Delhi
- **Sep 4, 2009:** Development Plan priority initiatives identified (8 out of 30+); BoG review, New Delhi
- **Oct 10, 2009:** Priority development initiatives review at IPSS AGM, Dehra Dun
- **Feb 12, 2010:** Development Plan draft outline review at BoG meeting, Dehra Dun
- **Apr 23, 2010:** First Development Plan draft review at BoG meeting and IPSS AGM, New Delhi
- **Aug 9, 2010:** Teachers input on development plan draft at School, Dehra Dun
- **Sep 7, 2010:** Major initiatives and related investments approved at BoG meeting, New Delhi
- **Oct 21, 2010:** “From ... To...” for approved initiatives shared at IPSS AGM, Dehra Dun
- **Feb 12, 2011:** Full Development Plan financial impact review at BoG meeting, Dehra Dun
- **Mar 12, 2011:** Detailed initiative-wise plans approved and launched at BoG meeting, New Delhi
- **Jun 9, 2011:** Second Development Plan draft review at informal IPSS meeting, New Delhi
- **Jul 21, 2011:** Development Plan progress update by HM to BoG, New Delhi
- **Sep 19, 2011:** Former HM Development Plan draft review, Dehra Dun
- **Oct 29, 2011:** Final Development Plan shared at IPSS AGM, Dehra Dun
- **Nov 25, 2011:** Development Plan progress update at informal IPSS meeting, New Delhi

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Vivek Pandit

Board of Governors
The Doon School

Dr. Peter McLaughlin

Headmaster
The Doon School



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

