

REPORT OF THE HIGH POWER COMMITTEE

For Reappraisal

of

Sainik Schools' Scheme

1975



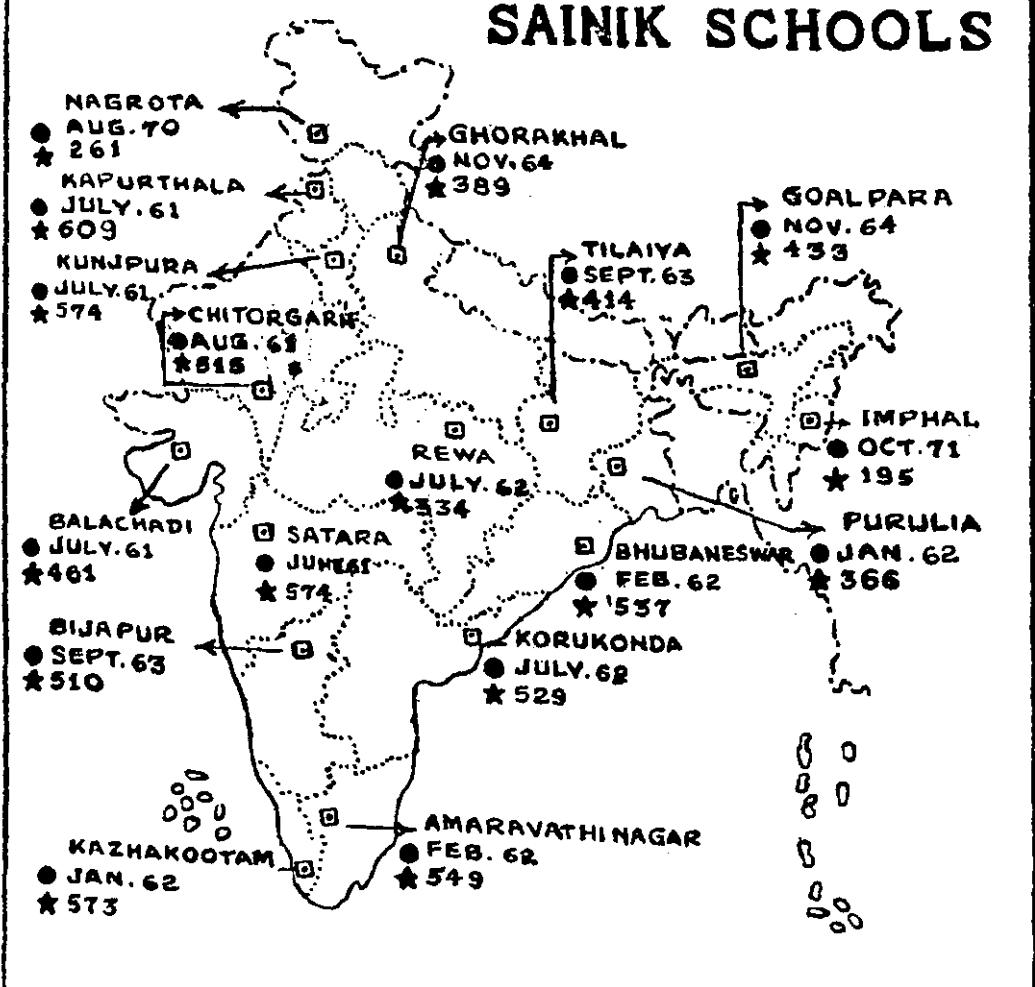
INIK SCHOOLS' SOCIETY

Ministry of Defence

Government of India

NEW DELHI.

LOCATION OF SAINIK SCHOOLS



□	NAME OF THE SCHOOL
●	YEAR IN WHICH FOUNDED
★	ENROLEMENT AS ON 31 DEC 74

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SAINIK SCHOOLS' SOCIETY

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NEW DELHI.

**COMMITTEE FOR REAPPRAISAL OF
SAINIK SCHOOLS' SCHEME**

New Delhi, dated 29. 10. 1975

To

Sardar Swaran Singh,
Minister of Defence,
Government of India,
NEW DELHI.

Sir,

As a people, we aspire to provide a better quality of training, for more children than ever, in our Schools, organising them into a rational system to meet the demands of a changing world. Amongst them, Sainik Schools have been assigned a singular task; they hold out the promise to provide for the many what was being given only to the few.

2. The Committee are conscious of the chronic shortage of money and the dearth of competent teachers. Whatever is practicable, in terms of available resources, have to be conserved and distributed as evenly as possible.

3. Within these limitations, our proposals for future action have been set out; they are submitted for your consideration, with the hope that you would find them acceptable.

Yours sincerely,
Sd/—(D.M. Sen)
Chairman

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INTRODUCTION

Sainik Schools were started in different States with the primary aim of preparing boys academically and physically for entry into the National Defence Academy. Other objectives of these Schools are to remove regional imbalance in the officer cadre of the Defence Forces and to enable boys from socially and economically backward sections of the Society from so called 'non-martial areas', to be educated in these Schools and to take up a career in the Armed Forces. At present the total number of Sainik Schools run by the Sainik Schools Society is 17, one in each State except Himachal Pradesh, Nagaland, Tripura, Meghalaya and Sikkim. Boys from Himachal Pradesh are admitted to the Sainik School Kapurthala while the boys from Nagaland, Tripura and Meghalaya are admitted into the Sainik Schools at Goalpara, Imphal as also in other States, as necessary.

2. The location and strength of the seventeen (17) Sainik Schools is given in Appendix 'I'. In each Sainik School, three Service Officers are posted as Principal, Headmaster and Registrar. A Local Board of Administration, consisting of a senior Service Officer serving in the area as Chairman, representatives of State Government and distinguished educationists of the State, supervises the functioning of the School and provides guidance within the framework of the policies laid down by the Sainik Schools Society. The Sainik Schools are centrally controlled by the Sainik Schools Society which is a registered Society constituted for this purpose. The Board of Governors of the Society lays down the policy in all matters relating to the education and administration in Sainik Schools. The Defence Minister is the Chairman of the Board of Governors. The Governments of the States where the Schools are situated are represented by their Chief Ministers/Education Ministers and official representatives of the State Governments. Other members of the Board of Governors include the Secretaries to the Government of India in the Ministries of Defence and Education, Financial Adviser, Ministry of Finance (Defence) and representatives of the three Services. A number of eminent educationists and eminent persons are also nominated on the Board of Governors by the Chairman.

3. The model on which these Sainik Schools are set up is the Rashtriya Indian Military College, Dehra Dun, which was started in 1921 as the Prince of Wales Royal Indian Military College. Like its progenitor, the new Sainik Schools have become the feeder institutions for the National Defence Academy at Khadakvasla. Apart from stress on good education, discipline and character, team spirit and leadership are some of the qualities on which emphasis is given during the course of training in Sainik Schools. Special stress is laid on the house tutorial and prefectorial systems, extra curricular activities, compulsory PT, games and NCC training. Activities like shooting competitions, courses in Mountaineering, Rock climbing etc. are also encouraged.

4. The boys are prepared for Higher Secondary Examination conducted by the Central Board of Secondary Education and the Union Public Service Commission Examination for admission to National Defence Academy. On passing Higher Secondary Certificate examination, the boys qualify in the tests by Union Public Service Commission for entry into the National Defence Academy. There after they go through Service Selection Board and the medical examination and are admitted to the N.D.A., in the order of merit. On three years' successful training at the N.D.A., the cadets join Indian Military Academy and Elementary Flying Training School, Bidar or the Naval College depending upon the Arm of Service of their choice. Those who fail to qualify for entry into the N.D.A. can join I.M.A. etc. on attaining the requisite qualifications prescribed for direct entry to these institutions.

5. The syllabus prescribed for Sainik Schools takes into account the requirements for admission into, and training of cadets at N.D.A., and is, therefore, Science oriented. The medium of instruction is English with Hindi as a compulsory subject. Other major subjects taught are English language and literature, Mathematics, Physics, Chemistry, Social Studies, General Science and Biology. The training in the Schools is being imparted under the supervision and guidance of officers of the Education Branch of the Armed Forces.

6. The State Governments/Union Territories and Ministry of Defence provide a large number of scholarships to the boys depending on the total income of their parents. The maximum scholarship amount has been Rs. 2400/- per annum plus other allowances; 3/4th, 1/2 and 1/4th scholarships are also awarded, depending upon

the income of the parents. More than 75% of the boys come from socially and economically backward sections of the Society. All scholarship holders are under an obligation to take Union Public Service Commission Examination for admission to the National Defence Academy and parents of the boys have to sign a bond for this purpose.

7. Efforts are made to ensure that the cost of training in Sainik Schools is kept to the minimum possible. The Board of Governors lay down from time to time the limits of per capita cost in Sainik Schools. The cost of training in Sainik Schools in different areas, necessarily, have to vary in view of the local conditions and other factors. In 1971-72, the scholarship/fees per annum was Rs. 2050/— but the per capita cost varied in different schools from about Rs. 1850/— to about Rs. 2100/— as against the norm of Rs. 1900/— laid down by the Board of Governors. Compared to the cost of education in reputed public schools, the Sainik Schools have been able to provide good education at comparatively much lower cost.

8. A number of ex-Sainik School boys who were commissioned in the Armed Forces have earned Vir Chakras and Kirti Chakras and many of them have laid down their lives in the cause of the nation during Indo-Pak conflicts. Many others have got mention in despatches and also earned other commendations. This shows that the quality of the boys coming out of the Sainik Schools is good and the training institutions of the Armed Forces are generally satisfied with the product that comes out of these Schools.

9. Apart from providing the necessary preliminary training to the boys to join the Armed Forces, the Sainik Schools have become powerful instruments for influencing social attitudes, promoting national integration and inculcating in students qualities of leadership, equipping them for any public service. The popularity of Sainik Schools is increasing. This is substantiated by the fact that larger number of boys have been seeking admission to these Schools every year.

10. The role of Sainik Schools in training potential officers for the Armed Forces, also, came up for discussion in a meeting of the Board of Governors on 21. 8. 1972. The Board felt that, although these Schools have made significant contribution in this respect, the performance of Sainik Schools could be further improved. It was also considered that the boys from Sainik Schools getting admission into NDA were generally from the areas of recruitment for the

Armed Forces and the objective of correcting the regional imbalance in the officer cadres in the Defence Services was not being fully achieved. It was, therefore, decided that a High Power Committee would be set up to review the objectives, functioning and educational standards of the Sainik Schools.

11. Ministry of Defence appointed a HIGH POWER COMMITTEE for re-appraisal of Sainik Schools Scheme to go into all aspects of education and functioning of Sainik Schools (vide Resolution No. F. 8/(9)/72/SSC, dated 12th July, 1973), with the following :—

CHAIRMAN

Dr. D. M. Sen, Former Education Secretary, West Bengal (and former Vice-Chancellor, Burdwan University), Santiniketan, (West Bengal).

MEMBERS

1. Shri S. V. Chittibabu, Director Collegiate Education, Government of Tamilnadu, Madras. (presently Vice-Chancellor of Madurai University).
2. Shri N. P. Dube, Additional Secretary, (now Secretary), Ministry of Labour, Government of India, New Delhi.
3. Shri L. Dayal, Joint Secretary (G), Ministry of Defence, Government of India, New Delhi.
4. Shri A. N. Joshi, Additional Financial Adviser (J), Ministry of Finance (Defence), Government of India, New Delhi.
5. Dr. SMS Chari, Joint Education Adviser, Ministry of Education & Social Welfare, Government of India, New Delhi.
6. Major General H. C. Gahlaut, Deputy Adjutant General, Army Headquarters, New Delhi. (since retired from service on 31.12.74).
7. Air Cdre K. D. Singh, AVSM, Director of Education, Air Headquarters, New Delhi. (since retired from service).
8. Shri O. Ramachandra Rao, Deputy Secretary to the Government of Tamilnadu, Education Department, Madras. (since withdrawn).
9. Shri D. K. Guha, Education Commissioner, Government of West Bengal, Calcutta.

10. Educational Commissioner, Government of Rajasthan, Jaipur.

CO-OPTED MEMBERS

Shri P. Krishnamurti, Additional Secretary, Ministry of Defence, Government of India, New Delhi.

Major General B. M. Bhattacharjee, PVSM, MVC, Director General, National Cadet Corps, New Delhi.

ASSOCIATED MEMBERS

Representative of State Government of Uttar Pradesh. (To be associated when Sainik School, Lucknow is to be considered by the Committee).

Representative of State Govt. of Nagaland. (To be associated when Sainik School in the eastern region is to be considered).

SECRETARY

Deputy Secretary to the Government of India & Honorary Secretary, Sainik Schools Society.

12. The terms of reference of this Committee were :—
1. To review the basic objectives and performance of Sainik Schools to see how far their objectives have been achieved and make suitable recommendations in this regard;
 2. To review all aspects of educational, administrative and financial arrangements in Sainik Schools and make suitable recommendations;
 3. To make recommendation on any other matter in relation to the functioning of the Sainik School which in the opinion of the committee is relevant;
 4. To review the functioning of Sainik School Lucknow set up by the Government of Uttar Pradesh and make recommendations regarding future functioning of the School;
 5. The Committee would decide on its own procedure and might co-opt any suitable person as member;
 6. The report of the Committee were to be submitted within 6 months from the date of its first meeting;
 7. Headquarters of the Committee would be in New Delhi.

13. The first meeting of the Committee was held on the 17th August, 1973, in New Delhi. The then Raksha Mantri Shri Jagjivan Ram while inaugurating the meeting, made the following observations :—

“Mr. Chairman and Members of the Committee. You are aware of the objectives in view for setting up this Committee. The Sainik Schools were established mainly with the purpose of recruitment of Officers to Army, Navy and Air Force. The intention was that the Armed Forces will thus have a wide base through which young men in different parts of the country will have equal opportunities to enter the Services. The recruitment due to historical factors had been confined to certain areas, this was reflected also in the officer cadre. Even after the establishment of the Sainik Schools, however, it is very difficult to say that in the Armed Forces the representation of the various parts of the country is now more or less proportionate to the recruitable population of that area. This applied to both officer cadre, and other Ranks, but is more pronounced in the officer cadre. As I have said, due to historical reasons in some areas people do not even have knowledge about the Armed Forces. For example, in Bengal, Uttar Pradesh the average boy would not know what the recruitment rules for the Services are, whereas, in certain areas every family knows about them.

The system of education has also a bearing on the question of recruitment to the Armed Forces. When large number of vacancies in the Armed Forces remain unfilled the general impression is that response to entry in the Armed Forces is not adequate whereas the fact may be that when the posts are advertised the number of applications received is very large; that means the response is very good. There may be some defect somewhere in our recruitment policies. The number of those actually recruited is not commensurate with the number of those who apply. We have to consider whether it is the test or whether it is the language problem which comes in the way. English is spoken in the Sainik Schools or public schools, which cater at the most to one in 10,000 and the standard of education is higher. Expenditure on Sainik Schools is also much higher than in other Schools. I think, in the Sainik Schools per capita expenditure is about Rs. 3,000/— a year. It may be so many times larger than in the case of ordinary schools, I am not aware of the exact quality of education that is imparted in these

schools. These are the various aspects which the Committee should go into.

Even though English has its own importance, but I am not sure if it is correct to presume that for communication in the Armed Forces, English has to continue. While it may be so, we have also to be aware of the fact that one of the languages has come up as the language of administration. I will give an example. I went to Shakargarh in the forward area. I was to address the Officers and Jawans of Madras Regiment. I was in a fix whether to address them in English, or in Hindi. I thought the Jawans may not understand English. I had also doubts whether they would understand Hindi. I took a chance and I started speaking in Hindi. I could see from their faces that they were reacting, which means that they were following my Hindi and at times they punctuated my speech by clapping. As a matter of fact, Hindi is the medium of communication between the Officers and Jawans. Even amongst officers, the question is whether we should have English as the necessary medium of communication. In the Army, words of command are already in Hindi. These also are the aspects which should be kept in mind while considering the system of education in the Sainik Schools. If the Sainik Schools are to be run on exactly the pattern of Public Schools, then there is no use having separate Sainik Schools. Public Schools, so long as they continue, can serve the purpose for which they were set up, but Sainik Schools have a distinctive purpose. I wanted to mention these points as these may not be covered by the terms of reference.

You are all very experienced people in the field of education. Everyone now realises that in the field of education there is need for a re-orientation; similar re-orientation is necessary in the Sainik Schools. We are fortunate in getting for this Committee a Chairman, who is a very distinguished person in the field of education, as also an experienced administrator. We will have the benefit of his experience and expert knowledge as educationist and administrator. Those of you, who are in the field of education or administration or in the Armed Forces will have to consider that every section of the Society is represented in the Sainik Schools at the time of admission, so that the Indian Armed Forces can be termed as representing the people of the country. This is a very important aspect. We will have to see whether we can really re-orientate the Sainik Schools

to achieve this objective. I offer my good wishes for the success of your labours."

14. In considering the procedure of their work, the Committee decided that as many Schools as possible should be visited by as many members of the Committee as practicable, in a body. Future meetings of the Committee, might be held, wherever practicable, in different Schools in the States.

15. The Committee decided that amongst others, it should meet the Chairmen and members of the L.Bs.A., Principals and teachers, representatives of parents and other eminent persons who might be directly or indirectly interested in the educational development of the young people.

16. During their visits to Sainik Schools, the Committee would examine all aspects of the School life bearing in mind the broad issues underlined in the deliberations of their first meeting.

17. The Committee accordingly visited 11 Schools, viz. Kunjpura (Haryana), Ghorakhal (Uttar Pradesh), Imphal (Manipur), Goalpara (Assam), Kazhakootam (Kerala), Amaravathinagar (Tamilnadu), Satara (Maharashtra), Korukonda (Andhra Pradesh), Bhubaneswar (Orissa), Balachadi (Jamnagar), Tilaiya (Bihar) and Sainik School, Lucknow. The Committee also visited National Defence Academy Khadakvasla and had discussions with the Commandant and other officers.

18. The Chairman and the Honorary Secretary, also, visited Rashtriya Indian Military College and the Indian Military Academy at Dehra Dun.

19. During these sessions, the members of the Committee met and held discussions with officials and non-officials concerned. They, also, met the members of the staff, teaching and non-teaching separately and received memoranda on the issues raised by them. The Chairman held personal discussions with parents and people interested in the development of Sainik Schools.

20. In some areas, it was pointed out by eminent educationists that the Schools might be still young, and were in their formative stage, though they seemed to be growing on the right lines; a fair assessment of their achievement might not yet be practicable at this early stage.

21. During the course of meetings with the various teachers and staff, representatives and other authorities, the Committee received suggestions regarding revision of pay scales and conditions of service, changes in recruitment and training programme, improving the qualifications and standards of recruitment, induction of more Service personnel for re-orientation of Schools, improvement of administration and supervision of Schools, method of selection of boys and teachers, quality of furniture, buildings and laboratories, wide publicity of schools and greater participation by the Centre. The Committee took due note of these suggestions and bore them in mind while making their recommendations.

22. The Committee had been anxious to complete their work within the time specified; it was, however, not possible for them to do so due to several difficulties such as dislocation of Indian Airlines Corporation services from November 1973 to February 1974, Budget Session of the Parliament and the State Assemblies (February-April/May), local difficulties in certain States during certain periods, Summer Vacations in Sainik Schools (May-July) and the organisation of visits to the Schools, most of which are not conveniently located.

ACKNOWLEDGEMENTS

We are grateful to Chief Ministers and Education Ministers who received us and gave their views on the performance of these 'young Schools' and evinced their keenness for the extension of Sainik Schools to serve their areas i. e. tribal regions; to the representatives of the State Governments, who discussed frankly their assessment, and the problems that they were facing especially in the financial situation prevailing; to the Chairmen and members of the Local Boards of Administration who extended their help and guidance for the development of these Schools; to the Principals and member of the staff individually and collectively for their frank expression of views on the conduct of the School and for their future improvement; numerous parents, who had been taking keen interest, not only in the welfare of their children but also in that of the Schools as a whole; and also to Shri Mahendra Singh, Secretary of the Committee and to Shri J. C. Sachdeva, Section Officer and staff of the Sainik Schools Cell in the Ministry of Defence whose dedicated and tireless services have made the publication of this Report possible.

CHAPTER — I

**BASIC OBJECTIVES AND PERFORMANCE
OF SAINIK SCHOOLS**

The basic objective of Sainik Schools, as already stated, is to provide sound education of a high standard with the aim of preparing boys, from all social strata, academically and physically for entry into the National Defence Academy and other walks of life. The recruitment in the Armed Forces till lately, due to historical factors, had been confined to certain areas and this was also reflected in the officer cadre. The distinctive purpose of these schools is to open up avenues for entry into the officer cadre of the Armed Forces for the youth from all parts of the country and cater for all sections of Society irrespective of class, creed and income. Every section of the Society is to be represented in the Sainik Schools on merit, at the time of admission, so that the Indian Armed Forces can be termed as representing the people of the country.

2. The other objectives are to remove the regional imbalance in the officer cadre of the Defence Forces and to enable boys from socially and economically backward sections from those States and Territories, that are not so familiar with military life and yet to take up their share in Armed Forces.

3. These objectives were enthusiastically accepted by the State Governments and the general public, and most of the Schools were started between 1961 and 1963.

4. During the early period, these schools were fortunate to have the personal attention of the Chief Ministers and Education Ministers and their initial start was encouraging. Wherever possible, to accelerate progress, palaces of ruling princes were acquired and additional accommodation duly designed built for housing the schools. In other States, spacious sites were acquired and school buildings of a high standard were designed and constructed. In two States, the Schools were housed in temporary buildings with the idea of moving them to new sites, where new buildings would be

constructed. Some of the Schools have remained in temporary, unsuitable accommodation and the States are finding it difficult in their present financial condition to spare large amounts for new furniture, laboratories and buildings.

5. In the States visited, by the Committee, opinion was unanimous that the objectives were sound. Taking into consideration the present standard of School education in the country, non-official opinion, particularly of those sections, which are socially and economically backward, stressed that but for the objectives and performance of Sainik Schools, their children would never have had a chance of claiming their share in the officer cadre of Armed Forces. They maintained that most of the Schools were still young; their objectives and performance, even today, are not widely known amongst lower income groups, in rural areas. Through good offices of these schools, boys from lower income groups have started entering into the National Defence Academy, though their proportion has yet to make an impression on the regional balance. It is, however, to be admitted that a beginning has been made. Avenues which have remained blocked for centuries are being opened up.

6. Representatives, on Advisory Committees, who have been in the field of general education, felt that the objectives were comprehensive; and within the frame-work of the objectives much could be done to utilise the talents of the boys in allied or similar services where good education, sound physique and quality of leadership were demanded. In their opinion most of the valuable features of sound education were being cultivated in Sainik Schools. Under improved guidance and supervision, with more careful selection of staff, there would be adequate scope of experimentation, and guarding against the system of training from sliding into a rut. They felt confident that Sainik Schools with their distinctive objective, could provide these boys with equal opportunities, as the boys of higher income groups, to cultivate their talents, develop their personality, widen the horizon of their life and live it to the full. Hence they are being trained for work in a modern scientific world, responding to new environment with confidence and courage.

7. This endorsement of the objectives was marked in the tribal states and merits a special mention. Nagaland, Arunachal, Meghalaya, Mizoram, Manipur and Tripura representatives were all

agreed in their appreciation of the training received by their boys in Sainik Schools. They thought aims and ideal of Sainik Schools were, especially, suited to the potential talents of tribal boys. The Chairmen of their Local Boards of Administration strongly endorsed the views expressed by the State representatives. They felt that impact of this type of education on the boys of these regions, had been significant and they accordingly would like to press for the provision of adequate facilities of Sainik Schools, to be set up to serve this region.

8. The Chief Minister of Nagaland, in his personal interview, stated that he was familiar with the work and objectives of the Sainik Schools, as his son had studied in a Sainik School and recently obtained a Commission in the Armed Forces. The objectives of the School were in harmony with their tribal traditions, aspirations and outlook of life. He added that boys trained in a Sainik School, who failed to qualify for the National Defence Academy, could be usefully absorbed in other allied services and also, in services where discipline, leadership with good education were in demand. In his State, already a very large number of boys trained in Sainik School have thus been usefully absorbed. Nagaland was at the moment utilising fully the opportunities offered to that State in Schools situated in other States; the boys and their parents, however, faced considerable physical hardship in view of the lack of good communication with Schools, where their boys are sent. He was very keen of having a school situated in Nagaland for which he was prepared to find a suitable site. He hoped that Government of India would sympathetically look at this scheme.

9. The Chief Minister and the Education Minister of Meghalaya, at separate meetings, also, stressed the same points as made by the Chief Minister Nagaland. They stated that the School situated in Goalpara, was not suited to their requirements. They also pleaded for a special consideration from the Government of India for a School in their area, as Meghalaya endorses the objectives and scope of training of boys from the tribal areas in Sainik Schools.

10. The Chief Commissioner, Arunachal expressed his satisfaction in the training that the boys from Arunachal were receiving at present in Sainik Schools in other States and pleaded on the same line as the Chief Minister Nagaland, for a School in the State. Their plea had the full support of the Chairman, Local Board of Administration.

11. Parents and non-official members in the States visited, pointed out that there had been a general decline in the standard of discipline and quality of education in other schools in their areas. Sainik Schools, however, have maintained their standard in the quality of education and discipline. They have been able to build a sound foundation and a healthy atmosphere during the short period of their existence. They were aware that there has been criticism, in certain quarters, that the Sainik School education was expensive in comparison with other Schools, in the general system. In their analysis, ordinary school education that appears to be cheap, has proved extremely dear, ultimately, not only to the parents but to the country as a whole. This point they maintained, hardly needed any elaboration. Some figures were also quoted in regard to a few reputed residential schools or schools of the Public School type showing cost of education in them were considerably higher than that of a Sainik School. Taking all values into consideration, it was maintained that public funds allocated to Sainik School have been bringing a fair return; they may be further improved with greater care and attention from the Sainik Schools Society.

12. Parents maintained that people today were prepared to pay for good education and they often strain their resources to the utmost to get their children into a good school. It would, therefore, be irrational to grudge the cost in a Sainik School, especially, when the children were being selected in an open competition irrespective of class, creed and range of income. They were, also, being specifically prepared to serve the nation in the Armed Forces and other walks of life.

13. In spite of the fact that the majority of the Schools are located in areas not easily accessible and people in other parts of the States are yet to know about them, the demand for these Schools has been growing from year to year.

ACADEMIC PERFORMANCE

14. Most of the Schools became fullfledged around 1966 and started sending up a reasonable number of boys for the ISC/HSC examinations. The results of these examinations for the period 1966-72 are tabulated at Appendix II. It will be seen from this Appendix that a total of 2647 boys who appeared, 2308 qualified giving a pass percentage of 83.41. Taking into account the short period of existence

of Schools, their teething troubles and their being in various stages of development the academic performance could be considered as satisfactory. The Committee, however, feel that Sainik Schools being residential schools having necessary environment of discipline and orderliness and sound basic organisational structure, should be centres of excellence and produce much better results with the majority of boys in higher grades.

15. Since 1963, when the boys are being sent up, 1603 boys from Sainik Schools have gained admission to the National Defence Academy upto the course commencing in July, 1974. The contribution of the Sainik Schools to National Defence Academy is, therefore, significant especially in view of the fact that boys from Military Schools, Rashtriya Indian Military College, Public Schools and other Schools, also, compete for admission to the National Defence Academy. The performance of Sainik School boys for admission to National Defence Academy from 30th to 52nd course is as under :—

<u>NDA Course</u>	<u>No. of Schools sponsoring candidates.</u>	<u>No. admitted to NDA.</u>	<u>Intake of NDA</u>
1.	2.	3.	4.
30th-July 63	2	5	223
31st-Jan. 64	3	7	194
32nd-July 64	3	27	224
33rd-Jan. 65	10	43	260
34th-July 65	10	55	266
35th-Jan. 66	10	46	252
36th-July 66	11	45	261
37th-Jan. 67	11	52	253
38th-July 67	12	67	260
39th-Jan. 68	13	78	256
40th-July 68	14	94	250
41st-Jan. 69	14	106	247
42nd-July 69	15	124	248
43rd-Jan. 70	15	92	254
44th-July 70	15	128	253

1.	2.	3.	4.
45th-Jan. 71	15	88	249
46th-July 71	15	59	211
47th-Jan 72	15	32	158
48th-July 72	15	109	268
49th-Jan. 73	15	67	171
50th-July 73	15	110	309
51st-Jan 74	15	63	235
52nd-July 74	15	106	305
		1603	

16. Admissions into the National Defence Academy started from 10 Sainik Schools from January, 1965. The total number admitted to the National Defence Academy was 1564 against the total intake of the National Defence Academy of 4968 for the period January 1965 to July 1974. This indicates that the Sainik Schools have contributed about 31.5% of the National Defence Academy's intake. If we compare the statistics from 1968 to 1974, the percentage of contribution from Sainik Schools will be about 37. This shows that the schools have contributed a fair proportion of cadets to the National Defence Academy but the intake could have been better.. 92% of the students in the Sainik Schools get scholarship from the State or the Central Government out of which 1/8th are children of Defence personnel and they are primarily prepared for admission in the National Defence Academy. National Cadet Corps training in these Schools is also compulsory. Keeping in view the large expenditure incurred on scholarships for the students, the net intake into the National Defence Academy is not very satisfactory. The Committee has been advised that in many cases, the parents of the boys do not remain interested in military careers when they find that their children have attained a high quality of proficiency after Sainik School education and they are likely to make their mark in other civil professions. They thus encourage their wards to deliberately show poor results in Union Public Service Commission examination and Service Selection Board selections. It will be noticed from the table in the previous paragraph that from January, 1971 onward the intake into the National Defence Academy has fallen substantially. While from January 1968 to July, 1970 the Sainik Schools contributed 622 cadets to the National

Defence Academy against the total intake of 1508 which means a contribution of about 42%, during January, 1971 to July, 1974 the contribution was 624 against the gross intake of 1906, which means a contribution of about 33%. This is a matter to be taken serious note of, it is but fair to point out that the educational qualifications required for entry into the National Defence Academy was SSLC or X standard upto 1971. Sainik School students as such availed of three chances for the Union Public Service Commission examination for entry into National Defence Academy while at school (one chance in class X and two while in class XI). These boys could be given further refreshed training for their second or third attempt if they failed to make the grade. Since 1971, however, the minimum qualification for entry into National Defence Academy has been raised to ISC/PUC/HSC. Students of Sainik Schools now normally get only one chance while at school to prepare for the Union Public Service Commission examination and the Selection Board Interview. Their second and third chances have to be availed after leaving the school. It has been reported that many boys do not take their chances seriously.

The Committee noted that a good number of boys who could not get admission into the National Defence Academy joined the Indian Military Academy and other officer training establishments later as Direct Entry candidates after obtaining the necessary academic or National Cadet Corps qualifications. This is a healthy sign and requires further encouragement. Ex-Sainik School students could also be given special consideration in joining the ranks of the three Armed Forces and then work their way up for a Commissioned career. As regards the quality of cadets coming from Sainik Schools, the Commandant of the National Defence Academy stated before the Committee that Sainik School boys who eventually join the National Defence Academy have acquitted themselves as well in the fields of training in the Academy as other public school boys. Their turnout is good and they get adjusted to the National Defence Academy life very easily. They have claimed more medals than other school boys and their overall performance in all fields of activity in the National Defence Academy has generally been very satisfactory. These boys coming from homes with economic and social handicaps have done well even in regard to the quality of leadership.

17. Among other objectives, not much headway has been made in regard to the regional imbalance as can be seen in the Chart placed at Appendix III. It will be seen from the table that the intake from some of the schools is as high as 20% to 30% while in others it is as low as 10% to 13%. Punjab, Haryana, Rajasthan and Maharashtra continue to be the traditional contributors although other States like Assam, Madhya Pradesh, Kerala and Bihar have done fairly well. Contributions from Gujarat, Orissa, Tamilnadu, Karnataka, Uttar Pradesh, West Bengal and Andhra Pradesh have been rather low. The Sainik Schools have thus helped in removing regional imbalances only to a limited extent.

18. It is for the first time in the history of the country that sections of the Society and areas which have so far been deprived of educational opportunities and their share in the higher ranks of national Armed Services are utilising the opportunities that are there. The achievement is not yet upto the mark ; it is, however, growing with sustained efforts, the number will grow to that extent so as to correct the regional imbalance.

19. After studying the working of several schools and after discussions with Local Boards of Administration, Educational authorities, State Government representatives, Principals of the Schools and representatives of parents and after examining the various statistics which have been made available to the Committee, the Committee has come to the conclusion that the scheme of Sainik Schools has been well-conceived and it can be further improved by better administration and financial control, by injecting better quality of instructors and staff and by improving the methods of selection and training. The results achieved so far are not insignificant, but they have not been very impressive. The Committee, accordingly, recommend that the Sainik Schools should retain their distinctive identity and allowed to grow to their full stature within the objectives set for them, but there should be positive efforts towards improvement of their quality both in regard to selection and careers of the teachers. Towards this end the Committee has made detailed recommendations about the various aspects of the administration and functioning of the schools in the subsequent chapter.

CHAPTER — II

ADMISSION TESTS

Admission of boys to Sainik Schools is made on the basis of an All India Entrance Examination, held every year, on a timetable as issued by the Honorary Secretary, Sainik Schools Society for the academic term commencing July each year.

2. 67% of the seats at each School are reserved for boys from the State in which the School is located. The short-fall, if any, and the remaining seats are open to boys from other States and Union Territories. 33% of the total admissions each year is reserved, notionally, for children of Service Personnel Officers and other ranks. The age limit for class VI is above 10 and below 11 years.

3. The candidates are examined at present in the following subjects :—

- i) Numerical Aptitude;
- ii) Mathematical Knowledge Test;
- iii) Language Proficiency Test; and
- iv) Intelligence Test.

4. These papers are set by the experts of the Directorate of Psychological Research. Principals of Sainik Schools are responsible for conducting the admission tests in the States. Tests are held in the Centres decided by Principal in consultation with the State Government taking into consideration the number of applications area-wise. The examination is conducted in English, and in all the fourteen (14) languages recognised by the Government of India. Answer sheets of candidates are marked under the arrangements of the Principal in each School. Qualifying marks for candidate for class V for 1974—75 Session were 32% in any three papers and not less than 25% in the fourth paper with an aggregate of 40% excepting candidates from Scheduled Castes and Scheduled Tribes. Qualifying marks for Scheduled Castes/Scheduled Tribes were 32% in any two papers and not less than 25% in each of the remaining two papers with an aggregate of 32%.

5. After the results have been announced, the successful candidates are called for an interview and medical examination simultaneously, and on the same day in one or more centres, as may be convenient. The Interview Board consists of :—

- | | |
|---|----------|
| a) Principal, Sainik School | Chairman |
| b) Nominee of the District
Collector/Deputy Commissioner | Member |
| c) A representative of the State
Education Department | Member |

6. The Interview Boards are intended to assess the physical fitness, sociability, self-confidence and mental alertness. It is also intended to eliminate boys with physical handicaps that would stand in the way of their entry into Armed Forces.

7. Admission to Sainik Schools is strictly in order of merit, except in the case of successful Scheduled Castes/Scheduled Tribes candidates who are admitted irrespective of their position in the merit list.

8. Psychological Tests consist of three integral parts i. e. Formulation, Administration and Assessment.

9. The process is inter-related and requires expert guidance. Unless carefully planned, administered and assessed, defects that are seen in the common 'external examination' may also creep in here. The matter derives its special importance from the fact that on this selection alone, an investment of about Rs. 2400/— per annum is made on each of the selected children. The sole purpose of the Board has been to set up a system to find out innate intelligence and abilities of boys in the age group of nine (9) and in some cases of ten (10) and admit them on merit for training in Sainik Schools. The fact that the Board adopted Psychological Tests rather the essay type of external examination indicates that they were keen on giving an equal chance to children from all social strata irrespective of their economic and social condition. The intention of the tests is to eschew, at the start, such elements that may have been acquired through better social or economic conditions. This point has assumed greater importance since the new pattern of 10+2+3 has been accepted and Psychological Tests are to be prepared and administered to the age group of ten (10) plus.

10. As the Committee went round from State to State, it was apparent that there has been marked deviations from the main purpose and procedure. Psychological Tests, as they have been used so far, contain achievement element and has assumed in a large measure the character of an external examination. To derive benefit from such a situation, various types of coaching centres, are cropping up in different States, which claim to coach boys pass these tests, with success, as in ordinary examinations. They claim the Committee had no time to examine them closely — that they are competent to give children such training and technique which would help them to score higher in the psychological tests than others who take them without any prior coaching. Unless these psychological tests are made free from these extraneous elements and are made what they are meant to be, the main objective of Sainik Schools is likely to be defeated, and public funds invested may not yield their optimum return.

11. To reiterate, the main objective of the Tests is to discover innate abilities rather than achievement, where environmental factors play a large part. Modifications suggested might involve some extra expenditure, but it should not be grudged as the extra expenditure involved will be more than compensated by the saving of wastage and in optimum utilisation of the public funds that are being invested. The following general observations are made in regard to the formulation and assessment of the Tests, as also, their administering :—

FORMULATION

I NUMERICAL APTITUDE

The object is to find how quickly and correctly additions, subtractions, multiplications and divisions can be done. Further progress in learning is largely dependent on this ability, the test may stand unless in the light of latest research, any improvement can be made.

II MATHEMATICAL KNOWLEDGE

This test consists mostly of Arithmetical problems; though knowledge of Mathematics is essential (some aspects of it are tested

in Test I above), more emphasis may be laid in this test to find out the innate potentialities of the applicant and not what they have achieved. The test should find out capacity for 'Mathematical reasoning' and may consist of problems mainly based on 'reasoning' and not on acquired knowledge.

III LANGUAGE ABILITY

The aim of this test is to assess whether or not, boys understand subject matter written in their mother tongue. The test on careful scrutiny appears to be heavily loaded with numerous extraneous variables, that are likely to affect candidates belonging to different regions and socio-economic levels. It is accordingly desirable that this test be replaced by a test of 'learning ability' which should try to determine mainly the power of comprehension, 'recall' as well as 'retentive' capacity of the candidates as innate memory is an important ingredient in academic learning.

IV INTELLIGENCE (Assessment)

In terms of the objective of the school, this is a very important test and its accurate assessment is essential. The object is to determine innate intelligence which is independent of any influence from verbal or other factors. It seems to be desirable, therefore, that only non-verbal items should be included in this test.

As all tests are meant for assessment, it is enough to term the above as 'INTELLIGENCE TEST' :

12. In view of the above, the Psychological Directorate may like to make a fresh approach, and recast the tests and offer their expert guidance for achieving the end that Board has in view.

ADMINISTERING

13. The Committee are of the view that the responsibility of the Psychological Directorate should not end with formulation of the 'Tests'. Their cooperation and guidance should be available in administering as well in assessment, if full value of the tests are to be achieved. Apart from written instructions, personal guidance of a Senior Psychologist, to those that are administering the test is

necessary. Sainik School teachers are not ordinarily trained in this field and the technique of administering tests would require personal guidance from a trained Psychologist. — Perhaps a Senior Psychologist of the Directorate should go round and give whatever guidance he considers necessary to the Principals, as also, to the selected teachers.

14. The popularity of the Sainik Schools is growing with requisite publicity the number of applicants would increase. The Committee from their personal experience have stressed that few of these schools as yet, cater for their States, as a whole, as more often they are located in a remote corner of a State, and publicity in regard to their work only filters to the urban areas through radios and news papers; and rural population, by and large, are left out of the picture. The Committee would, therefore, recommend that there should be a large number of centres for Psychological Tests, more readily accessible to rural areas, and they should be served by trained teachers for the purpose of administering.

ASSESSMENT

15. Unlike marking in external examinations, assessment is to be objective and should guard against likely subjective factors. The Committee have come to learn, as in administering so in assessment, malpractices have crept in and the current system of selection can hardly be regarded as reliable, in a large number of cases, at any rate. It is recommended that :—

(a) Answer papers should be assessed, checked collectively with the help and cooperation of the Headmaster and the Principal. A sample checking may be made by the Headmaster as a further safeguard.

(b) Additional remuneration should be attached to these duties if they are to be entrusted to teachers whose work load is fairly heavy. Should it be necessary, the raising of the price of the prospectus and the cost of registration may be examined.

PERSONAL RECORD

16. To follow up the progress of a boy, in the School, it would be advisable to maintain personal cards for each boy with relevant

cumulative progress reports. Advice of the Psychological Directorate as well as the Services Selection Board may be obtained in preparation of these cards. Such cumulative progress reports would eventually be useful in grading of the boys. In case, there is a screening, at the end of class VIII, these collective 'end of the term' reports would be helpful in sorting out cases that fail to show normal progress. The School would be able to concentrate their attention on those that have developed their talents to meet the objective of the School.

CHAPTER III

TEACHERS-RECRUITMENT, TRAINING AND WELFARE

As stated, elsewhere, Sainik Schools were set up on the model of the Rashtriya Indian Military College, and by and large, for the same purpose. Rashtriya Indian Military College was so organised and staffed that almost all the candidates who completed their training got into the National Defence Academy, in the early days, at any rate. The idea of Sainik Schools contains a promise to provide for, many, all over the States, which was primarily being given to only a few in a most favourable environment, and at a much higher cost. At the start, when going was good, the Raksha Mantri, alongwith other higher officials concerned could spare the time to take a personal interest; and meetings of the Board were, by and large, attended by Chief Ministers, Education Ministers or others who could speak for the State. With the lapse of time, may be, with the increase in the pressure of their work and complexities of their responsibilities, the Sainik Schools, seem to have slid out of the focus of their attention. Ideals, before they could take practical shape, appear to have lost their initial appeal.

2. It has to be admitted that the promise was ambitious and difficulties were not few. In the early sixties, while these schools were being set up, acute shortage of qualified teachers with an aptitude for teaching was being felt. A number of so called 'public schools' had already been started, and several new residential secondary schools of the 'public school' type, were also set up by private enterprise and endowments from big business. Pay scales and conditions of service were almost as good as in the 'public schools'. Even Central and State Government Schools, with their location and service conditions, were able to attract teachers of some quality. With the terms and conditions that they could offer, Sainik Schools could only look for recruits in a field which had already been denuded of its better elements and their choice had to be confined only to the left overs. The Schools, by and large, had mainly to rely on the Military staff and a minority of dedicated teachers who apart from their own duties, also, tried to raise the others to a comparatively higher level.

PRINCIPAL (SELECTION)

3. At the start, the Ministry was conscious of these shortcomings and attempts were made, wherever practicable, to make up for those handicaps. The Raksha Mantri and Senior Officers of the Ministry took a personal interest in the selection of Military Personnel to whom the School, primarily looked up to for moulding the civilian and the military elements into a harmonious team and take it towards set objectives. Principals were selected, not from volunteers but from amongst the officers of requisite ability and qualification available in the Services as a whole. Amongst those chosen, there were officers with good academic qualifications, wide experience and understanding. The Committee met a few of them. Most of them had realised that their new responsibility was of a complex character and unless they treated the civilian staff with courtesy and sympathy, tension might develop amongst the civilian and Military groups that would prove a drag on the smooth progress of the School towards the objective set. The results of these judicious selection are to be noticed, today, in some of the Schools; that under the leadership of competent Principals, were fortunate to forge ahead of other Schools in the field. Without going into any further details of the duties and wide responsibility that rest on the Principal, the emphasis on the careful selection of Principal is reiterated. Underlying all his qualifications, there is his responsibility to inspire confidence and a sense of security amongst his civilian colleagues, who may not have had the benefit of sustained training in any disciplined school and college. They have to be guided with sympathy and understanding to live and move in a disciplined community so that young boys entrusted to their care assimilate spontaneously, the mode of life into which they are to grow up. The task is by no means easy. That it can be done, has been proved in some of the Sainik Schools that grew up at the start. The Ministry may devise ways and means, and cast their net wide to get the right man with the right qualities.

4. The present time calls for an all out effort in view of rapid decline of discipline in all walks of our social life. Many a parent stated they still cherish the values of discipline in individual and social life; they have endorsed fully the values that Sainik Schools are striving for.

5. Selection may be made in the usual manner as it is being done now: it may be useful to associate a former Principal of the Sainik Schools who had successfully served his tenure, and, has held subsequently higher ranks in the Services. It is, however, considered not desirable that a serving Principal of any public school or residential secondary school should be on the selection committee.

6. Sainik Schools though a small educational community with distinct purpose, present problems of complex character which have to be tackled with understanding and patience: For the Principal, there should be a probationary period of one year after which he may have a tenure of four to five years.

7. Though it is a common practice to try to build a residential school round the personality of the Principal, a Sainik School may, however, have to depend more on the quality of team work of the staff led by the Principal and sound traditions, if any, that have been successfully built up in the past.

HEADMASTER (CIVILIAN MILITARY)

8. As an experimental measure the Headmaster should be selected out of teaching staff, on the basis of merit-cum-seniority. If however, a civilian with requisite qualification is not available an officer from Services may be brought in. He should have good post-graduate qualification. The selection may not be confined to any particular branch of the Services. Persons, with ability in games and sports and other creative out-door activities-should be preferred.

9. To make the School a more organised disciplined community and well oriented towards the National Defence Academy, it is recommended that at least 3 (three) officers in the rank of Lt./Capt. or equivalent with requisite qualifications, should be brought in, as teaching staff as soon as vacancies occur. The Principal, Registrar and these 3 (three) officers from the Services will help to create the right kind of motivation amongst the senior boys.

RECRUITMENT

10. If current system of recruitment is allowed to continue, greater care should be taken in regard to the method of selection,

Educational standards, today, vary widely from University to University and there may be cases where mere University degrees may not reflect the educational attainment of candidates. The following features should be parts of the selection process :—

(a) Brief Psychological Tests, designed for the purpose, by the Psychological Research Wing :

(b) An one-hour essay paper on any current event :

(c) The School and College attended by the candidate should also be given due consideration as the civilian teachers could meet the requirement of the disciplined community of the Sainik School, half way, if they have been through sustained disciplined training before.

This should be followed by an interview by a Committee, as currently prescribed.

11. In the process of recruitment, graduates from schools and colleges with good reputation are to be preferred. Though all the teachers in a Sainik School have ultimately to be trained, it may be desirable to explore also, new avenues of recruitment apart from the field of trained teachers. Teachers Training College, as a rule, do not attract scholars of higher calibre. It has been the practice in many well reputed secondary schools in India and in other educationally advanced countries, to recruit promising graduates/ post-graduates with sound educational background and get them trained eventually if they show their promise for teaching while serving as probationers in the school. They are usually appointed on a fixed pay in the grade. The period of probation may not exceed two years, at the end of which the teacher if found suitable may be deputed for training on his existing emoluments, on the execution of a bond to serve the school for a specified period on completion of his training. They may be given increments due as trained teachers, from the joining date, but no back pay.

SELECTION GRADE

12. To raise the quality of teachers, there should be, as an incentive, a selection grade constituting 20% of the posts, where competent teachers may be promoted on the basis of merit-cum-seniority.

13. Remuneration attached to the posts of house masters and other posts of responsibility, if any, may be raised on the same principles as recommended in the case of salary scales.

14. Programme of in-service training of teachers should be a regular feature in Schools. All efforts should be made to keep the academic staff upto date in professional matters. Facilities, that are offered periodically by professional and cultural bodies for improving the quality of teachers, should be utilised. There should be a reasonable provision for study leave.

15. The present provision in regard to the children of teachers in giving facilities to attend the School as day scholars may be raised from 5% to 7½% according to the school strength. Quite a few schools are so situated that there are no secondary schools in the neighbourhood. Neither is there any public transport to carry the children to an outside school.

16. A staff welfare fund may be raised in every school by voluntary subscriptions from amongst the members. Loans or assistance could be extended in case of need to persons out of this fund. Alongwith this Group Insurance Scheme may also be given fair trial.

CULTURAL ENVIRONMENT

17. With a view to enlivening the general atmosphere of the School, talents available in the residents of the School, for recreational and cultural entertainments may be given all possible encouragement. With such talents cultivated, it should be possible for a school to a large extent, to provide its own programme of creative entertainment. In selecting personnel for appointment such talents should be considered additional qualification. Dramatic show, musical programmes and other forms of recreational activities may be organised with talents available in members of the community as a whole. Lives of great men of India and the spiritual values they had striven for, may be brought before the boys through celebration of their birth days with requisite devotion and dignity. They may form regular features of the school life and normal working of the school may not be stopped.

18. In almost all the occupations other than teaching, where you cannot get people you want, you can supervise the work grouping the weak with the strong. In a class room pupils are at the mercy of the teachers alone, of whatever calibre he may be. Unless teachers can pull their weight, the Principal or the teacher in charge, may not take things very far.

19. In the Schools that were visited, generally the formal type of class-room teaching only was being followed and modern methods of teaching were not very much being used. Unless the teacher introduces a creative element in his style of teaching, the learners tend to become 'passive'. It is only a minority of boys, of higher intelligence, who may escape and learn on their own, notwithstanding such a style of teaching. There is a need for innovations and modernisation of the class-room form of teaching.

20. The Committee met two Presidents of Selection Boards, who expressed some general opinions regarding the type of personality of the Sainik School boys. They observed that the outlook of these boys was limited and they suffered from feelings of social inadequacy and lack of self-confidence and initiative. However, this assessment is not corroborated by the evaluation made in the National Defence Academy on the performance of Sainik School boys over a number of years. The Commandant of the National Defence Academy stated before the Committee that Sainik School boys who eventually join the National Defence Academy have acquitted themselves as well in the fields of training in the Academy as other public school boys. Their turnout is good and they get adjusted to the National Defence Academy life very easily. They have claimed more medals than other school boys and their overall performance in all fields of activity in the National Defence Academy has generally been very satisfactory. These boys coming from homes with economic and social handicaps have done well even in regard to the quality of leadership.

It is understandable that boys coming from lower income groups may not possess the same amount of dash and self-confidence as the boys from higher income range, who could, also, be more conversant with the English language. However, it is one of the important aims of the Sainik School programme to mould the personality of boys even from lower income groups as also to ensure that boys from these categories have equal opportunity to

enter the Armed Forces. From this point of view, the techniques and the attitudes of the Services Selection Boards may have to be reviewed, in order to see that superficial characteristics that arise from the affluence of the family do not bring a disproportionate advantage to the candidates concerned and the merit of the candidate is judged objectively.

21. A number of Committees and Commissions have been set up in recent years, and their observations, on the recruitment, training and service conditions of teachers are available. The Ministry will, no doubt, cull from their wisdom.

22. Assuming better scales of pay and more attractive conditions of service were being offered to the teachers, and, a good team of instructors from the Services are added to the teaching cadre, the quality of education as, also, motivation in the Sainik Schools is likely to improve if the measures suggested above are faithfully implemented.

23. The Committee are, however, conscious that any improvement in education has to be a gradual process; teaching and administrative personnel that have drifted into the field, and are largely responsible for the prevailing 'drag' are themselves the product of the system they are now called upon, to improve. If things have to move forward, they have to be through the same human agency. The wider outlook and fresh values will have to be accepted and assimilated, if they are to move forward as a team with a sense of direction. Setting a new pace will involve getting over quite a few obstacles, within and without.

CHAPTER - IV

TEACHING AND NON-TEACHING
STAFF-SCALES OF PAY

At all their meetings, in different States, the Committee received representations from the teaching staff on the urgent need for revision of pay scales and conditions of their service. Their plea for upward revision was also strongly endorsed by non-official members and educationists and the Local Board of Administration. Parents and other eminent persons whom the Committee met informally also shared the views of the teachers. The following points were stressed :—

- (1) In-adequacy of the present scales of pay in the light of the present economic conditions of the country :
- (2) Numerous handicaps and hardships that the teachers in Sainik Schools have to face in their appointment in a residential school situated in a comparatively isolated part of the State with poor communications and social welfare facilities, such as medical, education, supply services etc. Most of them do not have the requisite facilities as are available to teachers in other residential schools, located in centres where there is a concentration of Central and State Government establishments.
- (3) Wives of teachers who are academically qualified have little opportunity to add to the family income as is now almost general elsewhere, etc.

2. Pay scales of Sainik School teachers and other staff have not been revised since 1961, whereas scales of pay of teachers in Central and State Government Schools have been revised from time to time. Even, recognised Government aided schools have not been deprived of this benefit. Senior teachers, who are devoted to their duties, feel these hardships and it is not surprising that their present situation made them look for appointments outside where pay scales and prospects are more attractive.

3. In spite of the hardships inherent in the conditions of service in Sainik Schools, their academic performance have, on the whole, been satisfactory. This is borne out by the results of external examinations both in the Higher Secondary Certificate as well as the Union Public Service Commission. That the scales are un-attractive in present circumstances, is further borne out by the fact that responses to advertisement for filling up vacancies are anything but satisfactory. Candidates, with qualifications of the requisite quality, are not forthcoming. Selections in recent years have often been confined to candidates with minimum qualifications. In many a case, the school authorities had no other alternative than to appoint under qualified staff, and had to seek special permission of the Central Board of Secondary Education to teach Higher Secondary classes. Opinion was unanimous that this state of affairs should not be allowed to continue.

4. Duties of Sainik School teachers are onerous and manifold. A Sainik School, which is a community with a distinct purpose, where an attempt is being made to impart sound civic education with a military outlook, teachers' responsibilities tend to be even more complex than any other residential secondary school. The teachers are expected to train children to get through their Higher Secondary Certificate with a laid down syllabus on the one hand and on the other an essential pre-requisite is to get them prepared for the Union Public Service Commission Examination for an entry to the National Defence Academy. A teacher, therefore, seems to have a two-fold responsibility. His normal duties comprise of class room teaching including tutorial work, extra curricular activities, participation in games, arrangement and supervision of entrance examination, at different places in the State, evaluation and tabulation of entrance examination results. He has also to participate in the management. Many of his duties have to be performed, which normally elsewhere, is regarded as out of the school hours and holidays.

5. The Committee are satisfied that the duties of teachers and other staff in Sainik Schools are onerous and complex and there is a case for substantial improvement in the scales of pay and conditions of service if an efficient team is to be retained and built up for the future development of the school.

6. A statement indicating the pay scales and other fringe benefits to Sainik School teachers vis-a-vis Kendriya Vidyalayas, Military Schools, Rashtriya Indian Military College, Doon School, is placed at Appendix IV.

7. The Committee considered carefully relevant issues including the memoranda submitted by teachers of the various Schools. In their deliberations, the Committee was conscious that throughout the country there is an acute shortage of the supply of well qualified teachers. Indian youth do not give high priority to school teaching in the calling on their vocations. Colleges for Teachers' Training as a rule do not attract graduates of higher calibre. Except for a few well established Public Schools, School teachers are not offered scales of pay comparable to those offered to talented youth, in Administrative and Managements' Services. The quality of School depends on the quality of a Principal and his team of teachers. Better quality of teachers may be expected with higher scales of pay and improved conditions of service. It was accordingly agreed that :—

- (i) In revising the pay scales of teaching and non-teaching staff of Sainik Schools, the pay scales recommended by the Third Pay Commission for Military Schools and Rashtriya Indian Military College etc. may be taken as guidelines.
- (ii) There should be uniform scales of pay in all Sainik Schools.
- (iii) It was agreed that facilities provided for the staff of Sainik Schools are related to the additional services rendered by them outside class-rooms and they should continue in view of the exceptional nature of the extra school duties.
- (iv) The quality of a school is sustained by team work of devoted teachers and other staff, all possible measures are to be ensured to maintain and improve the quality of the team.

8. Shri Joshi, however, was of the view that the administrative staff such as Clerks, Accountants, Head Clerks etc. and the Class IV

staff such as peons, cooks, malis, drivers etc. in the various Sainik Schools, essentially belong to the zone in which the school is located and their terms and conditions of working and other circumstances are exactly similar to those of similar categories in the State administration. Many of them are taken from the Education Department or other administrative departments of the State Government. The State Government is fully responsible for their pay and allowances. He, therefore, considers that the pay and allowances of these personnel should be integrated with the pay and allowances and other conditions of service of similar categories of State Government employees. There are several advantages in taking this decision. Firstly, these employees will get whatever benefits the State Governments sanction for their own employees. Under the present system, it takes a very long time to extend the benefits of Central Government employees to the employees in the Sainik Schools and this was represented to the Committee in various places that were visited. Secondly, the number of employees of each category in each school is very small and there are no career prospects for these employees in the schools. If they are retained on State Government scales of pay, the State Government can keep them on a common cadre of the Education Department and transfer them to higher appointments as and when found possible.

9. The Committee has since been informed by the Ministry that in view of the urgency in the matter, they have already addressed to the State Governments on the above lines.

CHAPTER V

CENTRE AND STATES-PARTICIPATION

In the discussions that the Committee held in different States there has been uniform pressing demand for a closer participation between the Centre and the States. Resources of the States were being strained to their utmost in honouring the commitments already made and the Centre was expected to come forward to share the responsibilities to a larger degree in places where they are competent to do so.

2. The Ministry of Defence should lend their assistance, as they are in a position to do so, and come forward to build up the right kind of motivation in the Schools especially in the areas where ways of military life are well-nigh unknown. Those are the States that still tilt the 'regional imbalance'.

3. Additional Service personnel may help to improve present School environment under the guidance of the Principal and the Headmaster. This is a sphere where the Defence Ministry with trained human material can deliver the goods. It has already been stressed, that the civilian staff will have to be welded into a team to serve in a disciplined and properly motivated community with a view to avoiding tension. Academically successful to a certain measure they have not succeeded to motivate the boys towards main objective.

4. One of the reasons attributed to the poor performance at the Service Selection Boards is lack of motivation; lacking in motive and not in talents, they fail.

5. School Museums should be so equipped with due regard to an aesthetic setting, so as to lend them a national and military outlook. Good reprints of paintings with requisite qualities and pictures of our national heroes should form a part of the normal decoration in School-halls and class-rooms etc. School premises and the campus may be decorated elegantly so as to bring into the environment, features of military outlook and national honour.

MEDICAL CARE AND ANNUAL MEDICAL CHECK-UP

6. The Ministry of Defence may also lend their help, to improve the medical care and the physical built up of the growing children. Once the children have been selected with due care, through Admission Tests, their medical tests and periodical check-up should be conducted by a competent officer of the Army Medical Corps in conformity with the requirements of the Services. Such a provision would not only care for physical fitness of the boys but also ensure economy by eliminating, in time, those that are not likely to come up the standard. The boys should also be subjected to yearly medical examination. For this purpose the services of an Army Medical Corps Officer of suitable rank should be made available to each of the Schools.

7. Ministry of Defence may also lend their help in the following fields :—

I PERSONNEL

- (a) As mentioned before (Chapter III) three officers with requisite qualifications are to form a part of the teaching cadre to make the School well oriented towards the main objectives.
- (b) Medical care—provision of annual medical check up. (as suggested above)
- (c) Quartermaster (one)—JCO.
- (d) Mess Manager (one)—JCO.

Appointments of trained and qualified staff for these specialised jobs will lead to economy and efficiency. The elimination of possible mal-practices that tend to develop in the local permanent staff, is desirable. These personnel will be transferable and will be under the Army discipline.

- (e) Physical Training Instructors (two)—Havildars

Their appointment is likely to improve the quality of training. The infusion of these additional military personnel, with specialised training, is likely to improve the general tone of the environment

and better performance than at present, may be expected of the Schools.

II. RATION FROM ASC SOURCES

8. Keeping in view the steep rise in prices of food articles, Principals and others, concerned with the Schools, have been expressing their anxiety in providing a wholesome diet within the amount sanctioned for the purpose. There have been questions in the Parliament also, on the adequacy of the diet provided. Deficiencies in the quality and quantity of diet have, also, been brought repeatedly to the notice of the Committee. Veiled hints have, also, been received in certain areas, about the mal-practices adopted in the procurement of food stuff.

Sainik Schools are important national institutions under the care of the Defence Ministry and they may, accordingly, ensure that facilities provided to Military Schools, Rashtriya Indian Military College and even certain private institutions (not controlled by Defence Ministry) in the matter of supply of rations from ASC are made available to Sainik Schools.

CHAPTER VI

ADMINISTRATION AND SUPERVISION

The Sainik School Programme is a joint venture of the Government of India and the State Governments and the Schools are still young. These institutions have very special aims and cannot, therefore, be allowed to be run in a routine fashion. A constant watch is required over the way the institutions are shaping and the extent to which the declared aims are being achieved. Even normally, a School requires several decades before it acquires a tradition and a style. We feel that, from this point of view, the set-up for superior guidance and supervision, either academic or administrative, is somewhat weak and needs to be strengthened immediately. The present set-up is on the following lines.

2. The Schools function under the ultimate authority of the Board of Governors of which the Raksha Mantri is the Chairman and Chief Ministers/Education Ministers and several other top ranking persons are members. This is the body which constitutes what is described as the Sainik Schools Society. However, it is well understood that this is the highest-level policy-making body for the Sainik School programme and is not intended to be a supervisory body in the sense as explained in the above paragraph. The Society has an Honorary Secretary who is none other than a working Deputy Secretary in the Ministry of Defence, with a number of other important functions entrusted to him in addition to the Sainik School work. His supporting staff mainly comprises a Section Officer, an Accountant and two Assistants. The Deputy Secretary, holding charge of several other important subjects of the Ministry of Defence, is useful at best in the processing of the cases that require the approval of the Raksha Mantri in his capacity of Chairman of the Board of Governors. Under the Sainik Schools Rules, as the Honorary Secretary, he is supposed to visit every school once a year and, under the circumstances described above, he finds it extremely difficult to cope with this. The Sainik Schools are located inconveniently, all over the country, and visit to one

school sometimes consumes a number of days. It has not been convenient for the Honorary Secretary to fulfil the target of every-school-once-a-year, in view of the other responsibilities given to him. Some of the matters dealt with in the Ministry of Defence are of urgent and sensitive nature and, quite justifiably, take precedence over the Sainik School affairs. The result is that the contribution of the Honorary Secretary in the very nature of things, cannot be adequate. On the top of this, as a Deputy Secretary, he is transferable and, thus, whatever familiarization he acquires by his visit to a school once, is lost when the incumbent is changed. The Section Officer, is thus, the constant factor and continues to be the source for knowledge and information on the continuity of the affairs of every School. Under these conditions, indeed, the Section Officer has emerged as a pivotal member of the organisation. The so-called Accountant is really an Assistant but, even then, he is supposed to audit the accounts of every School once a year. Qualitatively, he is not a functionary with the required status and background for a thorough audit of the expenditure of the Sainik Schools. Quantitatively, because of the pressure of work in the office and the location of the Schools, he is not able to achieve the target of every-school-once-a-year.

3. While the above is the set-up at the all-India level, regionally, there is a Local Board of Administration for each school under the Chairmanship of a senior Service Officer of the rank of Brigadier/Major General/equivalent. Under the Rules, the functions of the LBA mainly relate to local-level administrative and financial powers and do not, in any great measure, impinge on the general functioning and tone of the institution. This is so inspite of the fact that "general administrative control" is one of the subjects included in the list of functions of the Local Board of Administration. It is obvious that the Local Board of Administration, which is an assortment of officers/persons drawn from different sources who collect for a meeting, is not expected to provide a constant source of superior guidance for the successful management of the Schools.

4. We are conscious of the fact that a School does not require the same intensive supervision from the above as an administrative unit would. In fact, the growth of a School depends largely on the initiative and the personality of its Head, and too much supervision is likely to interfere with the way in which the Head of the institution may try to mould it. This is why a very careful selection of the Principals and Headmasters is necessary. However, keeping in

view the special and somewhat difficult aims of the Sainik Schools, it is still necessary that the weaknesses in the present supervisory set-up are rectified.

5. We are also conscious of the fact that such rectification should be brought about at a nominal, or, if possible, no extra expenditure. Keeping these considerations in view, we recommend as follows :—

- (1) For academic inspection, a team of three Visitors for each School may be created who may visit the School for three continuous days in a year. They should mix with the teachers, staff and students and assess the life and progress of the School. Their reports should be comprehensive and, to the extent necessary, confidential. These reports should be considered initially by the Local Board of Administration and, ultimately, by the Board of Governors or by the Chairman on its behalf.
- (2) For inspection of accounts and for audit, very satisfactory arrangements are required. The present arrangements are considered totally inadequate. Since the scheme is being administered in the Ministry of Defence, it may, perhaps, be possible to avail of the services of the officers and staff of the Controller General of Defence Accounts. If this is not possible, the organisation of the Accountant General in the States can be approached. The third possibility may be to utilise the State Governments Audit Departments. This matter requires examination and discussion with the above agencies
- (3) The Local Boards of Administration should be made more active. At present they generally meet once, twice or three times in a year. It would be useful if they meet regularly once in three months. One of the important functions of the Chairman of the Local Board of Administration should be to take up with the State Governments as well as with the Honorary Secretary, important matters requiring their assistance and intervention. We feel, the Chairman of Local Board of Administration, by

virtue of his military rank, would be specially effective in contacting the State Governments at high levels and projecting the requirements of Sainik Schools before them.

- (4) By a re-distribution of work, the Honorary Secretary should work whole-time for the Sainik Schools. The Honorary Secretary should normally have a minimum tenure of 4 years. The officer should be carefully selected. The officer who is posted as Honorary Secretary should have requisite aptitude and administrative experience for the job.
- (5) The Ministry of Defence should consider internal strengthening of the Sainik Schools Cell to give better support to the Honorary Secretary, with as little additional expenditure as possible.
- (6) Better liaison has to be built with the State Governments, who have a large measure of responsibility for this programme. This can be done if the Honorary Secretary, when he visits the School, also takes an opportunity to meet the top officials of the Education Department of the State Governments.
- (7) An Annual Conference of Principals must be held, on the analogy of the Annual Conference of the State Directors of National Cadet Corps which has proved very useful. This could be a forum providing for exchange of experience at different institutions, and is likely to benefit the Principals a great deal. Opportunity can be taken at such conferences of inviting senior educationists of all India level who can address the Principals. This would also be an occasion for sorting out administrative problems in a uniform manner.

CHAPTER VII

CERTAIN IMPORTANT ASPECTS

I MOTIVATION

Since the main object of the Schools is to make the boys fit for entry into the National Defence Academy, the Committee considers that the academic syllabus should be so designed as to bring about a shift in emphasis in teaching areas with a view to developing such attributes in boys which are helpful in assuring entry into the National Defence Academy. Correct and concise verbal and written expression should be developed, sociability, comradeship, correct intonation and pronunciation should be taught, self-confidence and creation of behavioural attitudes, which convert an individual into a leader of the community, should be encouraged. The boys should be further motivated towards Armed Forces by screening war films, explaining exploits of military heroes and conducted tours to certain selected Service Establishments. The "Houses" and major buildings should be named after famous military leaders, war heroes etc. so as to give the feel of an atmosphere marked by martial distinctiveness.

In order to increase the intake to the National Defence Academy the School authorities should try to impart training to the boys somewhat on the same lines as in the 30-day NCC camp at KAMPTEE for the recipients of NCC 'C' Certificate of Proficiency. This can be done before the final year or at the end or middle of the pre-final year. One or two NCC officers in each school should be encouraged to attend the 30-day NCC camp at KAMPTEE so that they can in turn impart similar training to the boys in the school. This training should be so organised that there is no loss of academic studies.

II SELF-HELP AND SELF-CONFIDENCE

The day-to-day life of the boys should be organised on spartan lines and should not be such as would make the boys comfort loving. With this aim, it may be necessary to examine if the present scale of provision of servants and other amenities is capable of a reduction. The boys should be encouraged to help themselves in the hostels, dining halls, gardens and sport-fields without having to depend on attendants and gardeners. The surplus land in the campus should be developed scientifically and systematically both to impart training to the boys as well as to help the economy of the school. Where surplus land is available development of vegetable farms, poultry farms and other land development activities should be actively encouraged.

III EXPANSION AND GROWTH

Since one of the objects of the Sainik Schools Scheme is to remove regional imbalances in recruitment to the Armed Forces, the Committee feels that more opportunities may be offered to such of the areas of the country from where recruitment to the Services has not been traditionally very large, to obtain Sainik School type of training and education for the boys. The aim is to cast the net wide. This can be done either by opening some Schools in areas especially in tribal areas in the Northern Eastern region where such Schools do not exist or by encouraging larger admissions from these regions to the existing Sainik Schools. In this context the Committee also recommends that the selection methods for admission into the Sainik Schools should be suitably modified so that lack of knowledge of English and lack of power of expression in that language should not serve as a handicap to the boys who are suitable otherwise and who come from socially and economically backward communities. Hindi should be given its due place in these procedures and processes. Even in school debates and Declamation Contests, use of Hindi should be encouraged and developed.

IV RESERVE FUND

The Committee noted the present arrangement for maintenance of Reserve Fund by each School and feel that the Reserve Fund of the School should not ordinarily be less than one year's revenue expenditure . The Reserve Fund should be invested in the most profitable manner for the School. The Reserve Fund and income accruing therefrom, should not be utilised for any revenue expenditure but it may be utilised for urgent and unforeseen capital expenditure.

CHAPTER — VIII

FUNCTIONING OF U. P. SAINIK SCHOOL
LUCKNOW--R E V I E W

The Committee was asked to review the functioning of Sainik School, Lucknow set up by the Government of Uttar Pradesh and make recommendations regarding future functioning of the School. The Committee accordingly visited U. P. Sainik School on 7th and 8th November, 1974 and considered relevant issues in association with the representatives of the State Government. There was a full and frank discussion amongst the members of the Committee and representatives of the State Government. As the objective of the U. P. Sainik School is identical with that of the other Sainik Schools set up by the Ministry of Defence, the Committee recommended that U. P. Sainik School, Lucknow should, in future, be developed on the same lines as recommended in the Report.

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

Chapter—1 : BASIC OBJECTIVES AND PERFORMANCE OF SAINIK SCHOOLS

Through good offices of these Schools, boys from lower income groups have started entering into the National Defence Academy, though their proportion has yet to make an impression on the regional balance. It is, however, to be admitted that a beginning has been made. Avenues which have remained blocked for centuries are being opened up-

(Page 12 para 5)

2. In spite of the fact that the majority of the Schools are located in areas not easily accessible and people in other parts of the States are yet to know about them, the demand for these Schools has been growing from year to year.

(Page 14 para 13)

3. Taking into account the short period of existence of Schools, their teething troubles and their being in various stages of development the academic performance could be considered as satisfactory. The Committee, however, feel that Sainik Schools being residential Schools having necessary environment of discipline and orderliness and sound basic organisational structure, should be centres of excellence and produce much better results with the majority of boys in higher grades.

(Page 14-15 para 14)

4. The contribution of the Sainik Schools to National Defence Academy is significant especially in view of the fact that boys from Military Schools, Rashtriya Indian Military College, Public Schools and other Schools, also, compete for admission to the National Defence Academy.

(Page 15 para 15)

5. Sainik Schools have contributed about 31.5% of National Defence Academy's intake during January, 1965 to July 1974. The percentage of contribution from Sainik Schools from 1968 to 1974 is about 37. This shows that the Schools have contributed a fair proportion of cadets to the National Defence Academy but the

intake could have been better. Keeping in view the large expenditure incurred on scholarships for the students, the net intake into the National Defence Academy is not very satisfactory. From January 1968 to July, 1970 the Sainik Schools contributed 622 cadets to the National Defence Academy against the total intake of 1508 which means a contribution of about 42%, during January 1971 to July, 1974 the contribution was 624 against the gross intake of 1906, which means a contribution of about 33%. This is a matter to be taken serious note of, it is but fair to point out that the educational qualifications required for entry into the National Defence Academy was SSLC or X standard upto 1971.

(Page 16 para 16)

6. The Committee noted that a good number of boys who could not get admission into the National Defence Academy joined the Indian Military Academy and other officer training establishments later as Direct Entry candidates after obtaining the necessary academic or National Cadet Corps qualifications. This is a healthy sign and requires further encouragement. Ex-Sainik School students could also be given special consideration in joining the ranks of the three Armed Forces and then work their way up for a Commissioned career.

(Page 17 para 16)

7. The Committee noted that among other objectives, not much headway has been made in regard to the regional imbalance. Intake from some of the Schools is as high as 20% to 30% while in others it is as low as 10% to 13%. The Sainik Schools have thus helped in removing regional imbalances only to a limited extent. Sections of the Society and areas which have so far been deprived of educational opportunities and their share in the higher ranks of national Armed Services are utilising the opportunities that are there. The achievement is not yet upto the mark; it is, however, growing with sustained efforts, the number will grow to that extent so as to correct the regional imbalance.

(Page 18 para 17 & 18)

8. The Committee has come to the conclusion that the scheme of Sainik Schools has been well-conceived and it can be further improved by better administration and financial control, by injecting better quality of instructors and staff and by improving the methods of selection and training. The results achieved so far are not insignificant, but they have not been very impressive. The Committee accordingly, recommend that the Sainik Schools should retain their

distinctive identity and allowed to grow to their full stature within the objectives set for them, but there should be positive efforts towards improvement of their quality both in regard to selection and careers of the teachers.

(Page 18 para 19)

Chapter—II : ADMISSION TESTS

9. Psychological Tests consist of three integral parts i. e. Formulation, Administration and Assessment. Unless these psychological tests are made free from extraneous elements and are made what they are meant to be, the main objectives of Sainik Schools is likely to be defeated, and public funds involved may not yield their optimum.

(Page 20 para 8 & Page 21 para 10)

10. Modifications suggested might involve some extra expenditure, but it should not be grudged as the extra expenditure involved will be more than compensated by the saving of wastage and in optimum utilisation of the public funds that are being invested. The following general observations are made in regard to the formulation and assessment of the Tests, as also, their administering :—

FORMULATION

11. Numerical Aptitude test may stand unless in the light of latest research, any improvement can be made. More emphasis may be laid in the Mathematical Knowledge test to find out the innate potentialities of the applicant and not what they have achieved. This test should find out capacity for 'Mathematical reasoning' and may consist of problems mainly based on 'reasoning' and not on acquired knowledge. The Language Ability test on careful scrutiny appears to be heavily loaded with numerous extraneous variables, that are likely to affect candidates belonging to different regions and socio-economic levels. It is accordingly desirable that this test be replaced by a test of 'learning ability' which should try to determine mainly the power of comprehension, 'recall' as well as 'retentive' capacity of the candidates as innate memory is an important ingredient in academic learning. It seems to be desirable that only non-verbal items should be included in the Intelligence (Assessment) test and it should be termed as 'INTELLIGENCE TEST'.

(Page 21 to 22 para 11)

ADMINISTERING

12. The Committee are of the view that co-operation and guidance of the Psychological Directorate should be available in administering as well as in assessment of the test. A senior Psychologist of the Directorate should go round and give whatever guidance he considers necessary to the Principal, as also, to the selected teachers. The Committee would recommend that there should be a large number of centres for Psychological Tests, more readily accessible to rural areas and they should be served by trained teachers for the purpose of administering.

(Page 22 and 23 para 13 & 14)

ASSESSMENT

13. It is recommended that :—

- (a) Answer papers should be assessed, checked collectively with the help and cooperation of the Headmaster and the Principal. A sample checking may be made by the Headmaster as a further safeguard.
- (b) Additional remuneration should be attached to these duties if they are to be entrusted to teachers whose work load is fairly heavy. Should it be necessary, the raising of the price of the prospectus and cost of registration may be examined.

(Page 23 para 15)

PERSONAL RECORD

14. To follow up the progress of a boy, in the School, it would be advisable to maintain personal cards for each boy with relevant cumulative progress reports. Advice of the Psychological Directorate as well as the Services Selection Board may be obtained in preparation of these cards. Such cumulative progress reports would, eventually, be useful in grading of the boys. In case, there is a screening, at the end of class VIII, these collective 'end of the term' reports would be helpful in sorting out cases that fail to show normal progress. The School would be able to concentrate their attention on those that have developed their talents to meet the objective of the School.

(Page 23 para 16)

Chapter—III : TEACHERS-RECRUITMENT, TRAINING AND WELFARE

15. The emphasis on the careful selection of Principal is reiterated. He is responsible to inspire confidence and a sense of security amongst his civilian colleagues. They have to be guided with sympathy and understanding to live and move in a disciplined community so that young boys entrusted to their care assimilate spontaneously, the mode of life into which they are to grow up. The Ministry may devise ways and means, and cast their net wide to get the right man with the right qualities.

(Page 26 para 3)

16. Selection may be made in the usual manner as it is being done now; it may be useful to associate a former Principal of the Sainik Schools who had successfully served his tenure and has held subsequently higher ranks in the Services. It is considered not desirable that a serving Principal of any public school or residential secondary school should be on the selection committee. For the Principal, there should be a probationary period of one year after which he may have a tenure of four to five years.

(Page 27 para 5 & 6)

17. As an experimental measure the Headmaster should be selected out of teaching staff on the basis of merit-cum-seniority. If a civilian with requisite qualification is not available, an officer from Services may be brought in. He should have good post-graduate qualification. The selection may not be confined to any particular branch of the Services. Persons, with ability in games and sports and other creative out-door activities should be preferred.

(Page 27 para 8)

18. It is recommended that at least 3 (three) officers in the rank of Lt./Capt. or equivalent with requisite qualifications should be brought in as teaching staff as soon as vacancies occur.

(Page 27 para 9)

19. The following features should be parts of selection process :—

- a) Brief Psychological Tests, designed for the purpose, by the Psychological Research Wing;
- b) A one-hour essay paper on any current event;
- c) The School and College attended by the candidate should also be given due consideration as the civilian teachers could meet the requirement of the disciplined community

of the Sainik Schools, half way, if they have been through sustained disciplined training before.

This should be followed by an interview by a Committee, as currently prescribed.

(Page 27 and 28 para 10)

20. In the process of recruitment, graduates from Schools and colleges with good reputation are to be preferred. It may be desirable to explore, also, new avenues of recruitment apart from the field of trained teachers. Well reputed secondary schools in India and other educationally advanced countries recruit promising graduates/post-graduates with sound educational background and get them trained eventually if they show their promise for teaching while serving as probationers in the School. This may also be adopted for appointment of teachers in Sainik Schools. The period of probation may not exceed two years, at the end of which the teacher if found suitable may be deputed for training on his existing emoluments, on the execution of a bond to serve the school for a specified period on completion of his training. They may be given increments due as trained teachers, from the joining date, but no back pay.

(Page 28 para 11)

21. To raise the quality of teachers, there should be, as an incentive, a selection grade constituting 20% of the posts, where competent teachers may be promoted on the basis of merit-cum-seniority.

(Page 28 para 12)

22. Remuneration attached to the posts of house masters and other posts of responsibility, if any, may be raised on the same principles as recommended in the case of salary scales.

(Page 29 para 13)

23. Programme of in-service training of teachers should be a regular feature in Schools. All efforts should be made to keep the academic staff upto date in professional matters. Facilities, that are offered periodically by professional and cultural bodies for improving the quality of teachers, should be utilised. There should be a reasonable provision for study leave.

(Page 29 para 14)

24. The present provision in regard to the children of teachers in giving facilities to attend the School as day scholars may be raised from 5% to 7½% according to the School strength.

(Page 29 para 15)

25. A staff welfare fund may be raised in every school by voluntary subscriptions from amongst the members. Loans or assistance could be extended in case of need to persons out of this fund. Alongwith this Group Insurance Scheme may also be given fair trial.

(Page 29 para 16)

26. Talents available in the residents of the School, for recreational and cultural entertainments may be given all possible encouragement. In selecting personnel for appointment such talents should be considered additional qualification. Dramatic show, Musical programmes and other forms of recreational activities may be organised with talents available in members of the community as a whole. Lives of great men of India and the spiritual values they had striven for, may be brought before the boys through celebration of their birth days with requisite devotion and dignity. They may form regular features of the School life and normal working of the School may not be stopped.

(Page 29 para 17)

27. Unless the teacher introduces a creative element in his style of teaching, the learners tend to become 'passive'. It is only a minority of boys, of higher intelligence, who may escape and learn on their own, notwithstanding such a style of teaching. There is a need for innovations and modernisation of the class-room form of teaching.

(Page 30 para 19)

28. It is one of the important aims of the Sainik School programme to brush up the personality of boys even from lower income groups as also to ensure that boys from these categories have equal opportunity to enter the Armed Forces. From this point of view, the techniques and the attitudes of the Services Selection Boards may have to be reviewed, in order to see that superficial characteristics that arise from the affluence of the family do not bring a disproportionate advantage to the candidates concerned and the real merit of the candidate is judged objectively.

(Page 30 para 20)

29. A number of Committees and Commissions have been set up in recent years, and their observations, on the recruitment, training and service conditions of teachers are available. The Ministry will, no doubt, cull from their wisdom.

(Page 31 para 21)

30. The Committee are conscious that any improvement in education has to be a gradual process ; teaching and administrative personnel that have drifted into the field, and are largely responsible for the prevailing 'drag' are themselves the product of the system they are now called upon, to improve. If things have to move forward, they have to be through the same human agency. The wider outlook and fresh values will have to be accepted and assimilated, if they are to move forward as a team with a sense of direction. Setting a new pace will involve getting over quite a few obstacles, within and without.

(Page 31 para 23)

Chapter—IV : TEACHING AND NON-TEACHING STAFF- SCALES OF PAY

31. The Committee agreed that :—

- (i) In revising the pay scales of teaching and non-teaching staff of Sainik Schools, the pay scales recommended by the Third Pay Commission for Military Schools and Rashtriya Indian Military College etc. may be taken as guide-lines.
- (ii) There should be uniform scales of pay in all Sainik Schools.
- (iii) It was agreed that facilities provided for the staff of Sainik Schools are related to the additional services rendered by them outside class-rooms and they should continue in view of the exceptional nature of the extra school duties.
- (iv) The quality of a school is sustained by team work of devoted teachers and other staff, all possible measures are to be ensured to maintain and improve the quality of the team.

(Page 34 para 7)

Chapter—V : CENTRE AND STATE-PARTICIPATION

32. In different States there has been uniform pressing demand for a closer participation between the Centre and the States. The Ministry of Defence should lend their assistance, as they are in a position to do so, and come forward to build up the right kind of motivation in the Schools especially in the areas where ways of military life are well-nigh unknown. Those are the States that still tilt the 'regional imbalance'.

(Page 36 para 1 & 2)

33. Additional Service personnel may help to improve present School environment under the guidance of the Principal and the Headmaster.

(Page 36 para 3)

34. School Museums should be so equipped with due regard to an aesthetic setting, so as to lend them a national and military outlook. Good reprints of paintings with requisite qualities and pictures of our national heroes should form a part of the normal decoration in School-halls and class-rooms etc. School premises and the campus may be decorated elegantly so as to bring into the environment, features of military outlook and national honour.

(Page 36 para 5)

35. The Ministry of Defence may also lend their help, to improve the medical care and the physical built up of the growing children. Once the children have been selected with due care, through Admission Tests, their medical tests and periodical check-up should be conducted by a competent officer of the Army Medical Corps in conformity with the requirements of the Services. Such a provision would not only care for physical fitness of the boys but also ensure economy by eliminating, in time, those that are not likely to come up the standard. The boys should also be subjected to yearly medical examination. For this purpose the services of an Army Medical Corps Officer of suitable rank should be made available to each of the Schools.

(Page 37 para 6)

36. Ministry of Defence may also lend their help in the following fields :-

- (a) As mentioned before (Chapter III) three officers with requisite qualifications are to form a part of the teaching cadre to make the School well oriented towards the main objectives.
- (b) Medical care—provision of annual medical check up. (as suggested above)
- (c) Quartermaster (one)—JCO.
- (d) Mess Manager (one)—JCO.
- (e) Physical Training Instructors (two)—Havildars.

37. Appointments of trained and qualified staff for these specialised jobs will lead to economy and efficiency.

(Page 37 para 7)

38. Sainik Schools are important national institutions under the care of the Defence Ministry and they may, accordingly, ensure that facilities provided to Military Schools, Rashtriya Indian Military College and even certain private institutions (not controlled by Defence Ministry) in the matter of supply of rations from ASC are made available to Sainik Schools.

Page 38 para 8)

Chapter—VI : ADMINISTRATION AND SUPERVISION

39. Sainik Schools have very special aims and cannot, therefore, be allowed to be run in a routine fashion. A constant watch is required over the way the institutions are shaping and the extent to which the declared aims are being achieved.

40. The Committee feel that the set up for superior guidance and supervision, either academic or administrative is somewhat weak and needs to be strengthened immediately.

(Page 39 para 1)

41. The Committee recommended as follows :—

(1) For academic inspection, a team of three Visitors for each School may be created who may visit the School for three continuous days in a year. They should mix with the teachers, staff and students and assess the life and progress of the School. Their reports should be comprehensive and, to the extent necessary, confidential. These reports should be considered initially by the Local Board of Administration and, ultimately, by the Board of Governors or by the Chairman on its behalf.

(2) For inspection of accounts and for audit, very satisfactory arrangements are required. The present arrangements are considered totally inadequate. Since the scheme is being administered in the Ministry of Defence, it may, perhaps, be possible to avail of the services of the officers and staff of the Controller General of Defence Accounts. If this is not possible, the organisation of the Accountant General in the states can be approached. The third possibility may be to utilise the State Governments Audit Departments. This matter requires examination and discussion with the above agencies.

(3) The Local Boards of Administration should be made more active. At present they generally meet once, twice or three times in a year. It would be useful if they meet

regularly once in three months. One of the important functions of the Chairman of the Local Board of Administration should be to take up with the State Governments as well as with the Honorary Secretary, important matters requiring their assistance and intervention. We feel, the Chairman of Local Board of Administration, by virtue of his military rank, would be specially effective in contacting the State Governments at high levels and projecting the requirements of Sainik Schools before them.

- (4) By a re-distribution of work, the Honorary Secretary should work whole-time for the Sainik Schools. The Honorary Secretary should normally have a minimum tenure of 4 years. The officer should be carefully selected. The officer who is posted as a Honorary Secretary should have requisite aptitude and administrative experience for the job.
- (5) The Ministry of Defence should consider internal strengthening of the Sainik Schools Cell to give better support to the Honorary Secretary, with as little additional expenditure as possible.
- (6) Better liaison has to be built with the State Governments who have a large measure of responsibility for this programme. This can be done if the Honorary Secretary, when he visits the School, also takes an opportunity to meet the top officials of the Education Department of the State Governments.
- (7) An Annual Conference of Principals must be held, on the analogy of the Annual Conference of the State Directors of National Cadet Corps, which has proved very useful. This could be a forum providing for exchange of experience at different institutions, and is likely to benefit the Principals a great deal. Opportunity can be taken at such conferences of inviting senior educationists of all India level who can address the Principals. This would also be an occasion for sorting out administrative problems in a uniform manner.

Chapter—VII : CERTAIN IMPORTANT ASPECTS

I MOTIVATION

42. The Committee considers that the academic syllabus should be so designed as to bring about a shift in emphasis in teaching areas with a view to developing such attributes in boys which are helpful in assuring entry into the National Defence Academy. Correct and concise verbal and written expression should be developed, sociability, comradeship, correct intonation and pronunciation should be taught, self-confidence and creation of behavioural attitudes, which convert an individual into a leader of the community, should be encouraged. The boys should be further motivated towards Armed Forces by screening war films, explaining exploits of military heroes and conducted tours to certain selected Service Establishments. The "Houses" and major buildings should be named after famous military leaders, war heroes etc. so as to give the feel of an atmosphere marked by martial distinctiveness.

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43. In order to increase the intake to the National Defence Academy the School authorities should try to impart training to the boys somewhat on the same lines as in the 30-day NCC camp at KAMPTEE for the recipients of NCC 'C' Certificate of Proficiency. This can be done before the final year or at the end or middle of the pre-final year. One or two NCC officers in each school should be encouraged to attend the 30-day NCC camp at KAMPTEE so that they can in turn impart similar training to the boys in the School. This training should be so organised that there is no loss of academic studies.

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II SELF-HELP AND SELF-CONFIDENCE

44. The day-to-day life of the boys should be organised on Spartan lines and should not be such as would make the boys comfort loving. With this aim, it may be necessary to examine if the present scale of provision of servants and other amenities is capable of reduction. The boys should be encouraged to help themselves in the hostels, dining halls, gardens and sport-fields without having to depend on attendants and gardeners. The surplus land in the campus should be developed scientifically and as to help the economy of the school. Where surplus land is available development of vegetable farms, poultry farms and other land development activities should be actively encouraged.

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III EXPANSION AND GROWTH

45. Since one of the objects of the Sainik Schools Scheme is to remove regional imbalances in recruitment to the Armed Forces, the Committee feels that more opportunities may be offered to such of the areas of the country from where recruitment to Services has not been traditionally very large, to obtain Sainik School type of training and education for the boys. The aim is to cast the net wide. This can be done either by opening some Schools in areas especially in tribal areas in the Northern Eastern region where such Schools do not exist or by encouraging larger admissions from those regions to the existing Sainik Schools. In this context the Committee also recommends that the selection methods for admission into the Sainik Schools should be suitably modified so that lack of knowledge of English and lack of power of expression in that language should not serve as a handicap to the boys who are suitable otherwise and who come from socially and economically backward communities. Hindi should be given its due place in these procedures and processes. Even in school debates and Declamation Contests, use of Hindi should be encouraged and developed.

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IV RESERVE FUND

46. The Committee noted the present arrangement for maintenance of Reserve Fund by each School and feel that the Reserve Fund of the School should not ordinarily be less than one year's revenue expenditure. The Reserve Fund should be invested in the most profitable manner for the School. The Reserve Fund and income accruing therefrom, should not be utilised for any revenue expenditure but it may be utilised for urgent and unforeseen capital expenditure.

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Chapter—VIII : FUNCTIONING OF U.P. SAINIK SCHOOL LUCKNOW—REVIEW

47. As the objective of the U.P. Sainik School is identical with that of the other Sainik Schools set up by the Ministry of Defence, the Committee recommend that U.P. Sainik School, Lucknow should, in future, be developed on the same lines as recommended in the Report.

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- | | | |
|-----|---------------------------|------------|
| 1. | Sd/- (D.M. Sen) | — Chairman |
| 2. | Sd/- (B.M. Bhattacharjee) | — Member |
| 3. | (S. V. Chittibabu)* | — Member |
| 4. | Sd/- (S.M.S. Chari) | — Member |
| 5. | Sd/- (N.P. Dube) | — Member |
| 6. | Sd/- (L. Dayal) | — Member |
| 7. | (D.K. Guha)* | — Member |
| 8. | Sd/- (B. Hooja) | — Member |
| 9. | Sd/- (A.N. Joshi)** | — Member |
| 10. | Sd/- (P. Krishnamurti) | — Member |
| 11. | Sd/- (K.D. Singh) | — Member |

*They could not attend the presentation ceremony and hence could not sign.

**Signed subject to para 8 of Chapter IV and Appendix V.

**STATEMENT SHOWING LOCATION AND STRENGTH OF
THE SEVENTEEN (17) SAINIK SCHOOLS**

Name of the School.	State in which located	Year in which founded	Enrolment as on 31.12.74	Scholarship Holders	Children of Defence Personnel	SC/ST boys
1.	2.	3.	4.	5.	6.	7.
Satara	Maharashtra	June 61	574	532	53	31
Kunjpura	Haryana	July 61	574	546	157	8
Kapurthala	Punjab	July 61	609	541	158	12
Balachadi	Gujarat	July 61	461	416	19	11
Chitorgarh	Rajasthan	Aug. 61	515	483	68	5
Kazhakootam	Kerala	Jan. 62	573	532	107	5
Purulia	West Bengal	Jan. 62	366	331	53	44
Bhubaneswar	Orissa	Feb. 62	537	518	33	73
Amaravathinagar	Tamilnadu	Feb. 62	549	486	58	17
Rewa	Madhya Pradesh	July 62	334	314	36	5
Korukonda	Andhra Pradesh	July 62	529	498	25	30
Tilaiya	Bihar	Sept. 63	414	374	17	5
Bijapur	Karnataka	Sept. 63	510	500	23	13
Goalpara	Assam	Nov. 64	433	416	15	90
Ghorakhal	Uttar Pradesh	Nov. 64	389	348	70	13
Nagrota	Jammu & Kashmir	Aug. 70	261	247	47	4
Imphal	Manipur	Oct. 71	195	195	—	57
Total			7823	7277	939	423

APPENDIX—III

STATEMENT SHOWING CONTRIBUTION OF VARIOUS
SAINIK SCHOOLS TO NATIONAL DEFENCE ACADEMY
FROM 1968 TO 1974

<u>S. No.</u>	<u>Name of School</u>	<u>Total enrolment as on 31.12.74. (excluding day scholars)</u>	<u>No. of boys admitted to N.D.A. 1968 to July 1974 course</u>
1.	2.	3.	4.
1.	Amaravathinagar (Tamilnadu)	524	85
2.	Balachadi (Jamnagar) (Gujarat)	438	42
3.	Bhubaneswar (Orissa)	522	51
4.	Bijapur (Karnataka)	502	78
5.	Chitorgarh (Rajasthan)	490	113
6.	Ghorakhal (Uttar Pradesh)	370	48
7.	Goalpara (Assam)	426	93
8.	Kapurthala (Punjab)	585	136
9.	Kazhakootam (Kerala)	549	111
10.	Korukonda (Andhra Pradesh)	500	56
11.	Kunjapura (Karnal) (Haryana)	554	141
12.	Purulia (West Bengal)	356	48
13.	Rewa (Madhya Pradesh)	324	92
14.	Satara (Maharashtra)	550	89
15.	Tilaiya Dam (Bihar)	392	73
	<u>Total</u>		<u>1256</u>

STATEMENT SHOWING PAY-SCALES, MINIMUM EMOLUMENTS
AND OTHER FRINGE BENEFITS FOR MASTERS IN SOME OF THE SCHOOLS

SAINIK SCHOOLS	KENDRIYA VIDYALAYAS	MILITARY SCHOOLS	R. I. M. C.	DOON SCHOOL
Master (250.25-500-EB-25-800) Pay Rs. 250.00 D. A. 146.00 I. Relief 30.00 4 instalments of addl. D. A. 51.10 Rs. 477.10	P. G. T. (550.25-750-EB-30.900) Pay Rs. 550.00 D. A. @ 15% 82.50 Total Rs. 632.50 T. G. T. (440-15-515-EB-15-560-20-700-EB-25-750) Pay Rs. 440.00 DA @ 15% 66.00 Total Rs. 506.00 Selection Grade P. G. T. (775-35-880-40-1000) Pay Rs. 775.00 DA @ 15% 116.25 Total Rs. 891.25 T. G. T. (740-30-800) Pay Rs. 740.00 D. A. @ 15% 111.00 Total 851.00	Master (650.30-740-35-880-EB-40-960) Pay Rs. 650.00 DA @ 15% 97.50 Total 747.50 Assistant-Master (440-15-515-EB-15-560-20-700-EB-25-750) Pay Rs. 440.00 DA @ 15% 66.00 Total Rs. 506.00	Section-Master (700.40-900-EB-40-1100-50-1300) Pay Rs. 700.00 DA @ 15% 105.00 Total Rs. 805.00 Master (650-30-740-35-880-EB-40-960) Pay Rs. 650.00 DA @ 15% 97.50 Total Rs. 747.50	Master (420-30-750-40-1110) Pay Rs. 420.00

N. B. The 5th and 6th instalments of additional D. A., which have since been authorised for the Sainik Schools staff, have not been shown above.

1. (a) Free food with boys in School Mess during School sessions. (b) Free accommodation. (c) Free furniture. (d) Free electricity upto 15 units p.m.	Not available	Not available	Not available	(a) Free furnished quarters (b) Free food for Masters, their wives and children studying in School only. (c) Free water—3000 gallons p. m. (d) Married allowance of Rs. 75 p. m. for all Masters. (e) Annual holiday travel allowance @ Rs. 150/- for Master (Married) and Rs. 75/- for bachelors
2. G. P. F. Scheme	C. P. Fund available	G. P. Fund	G. P. Fund	Not known
3. Not available	Triple Benefit Scheme (i.e. pension, gratuity & G. P. F.)	Pension	Pension	Not known
4. Reimbursement of medical charges is not admissible but consultation with School-doctor is available.	Reimbursement of medical charges is allowed.	Medical facilities as per Govt. Rules.	Medical facilities as per Govt. Rules	Free medical aid and ordinary medicine from the School hospital for self and family.
5. C. E. A., L.T.C. and various advances admissible to Central Govt. employees are not available. However, staff children are admitted as day scholars on payment of Rs. 60/- p.a. (income upto Rs. 500) & Rs. 30/- p. a. (income below Rs. 500/-)	C. E. A. and other benefits as are admissible to Central Govt. employees are available.	Available as per Govt. Rules	Available as per Govt. Rules	Not known

**VIEWS OF SHRI S. V. CHITTIBABU REGARDING
REVISION OF SAINIK SCHOOL SCHOLARSHIP SCHEME**

The Government of Tamil Nadu, in their order (Ms) No. 596, Education dated 6. 5. 72, have approved the following revision in the value of scholarships and also the rates of monthly income of the parents/guardians of the students of the Sainik School, Amaravathinagar, Coimbatore District :—

Joint monthly income of parents/guardians	Rate of Scholarships	Value of Scholarships
upto Rs. 400/- p. m.	Full Scholarship	Rs. 2050/- p. a plus Rs. 300/- equipment allowance in the first year and Rs. 150/- in the subsequent years.
upto Rs. 500/- p. m.	3/4th Scholarship	Rs. 1540/- p. a. plus Rs. 300/- equipment allowance in the first year and Rs. 150/- in the subsequent years.
upto Rs. 700/- p. m.	½ Scholarship	Rs. 1025/- p. a.
upto Rs. 1000/ p. m.	¼th Scholarship	Rs. 510/- p. a.

2. The Principal, Sainik School Amaravathinagar has submitted in July, 74 to the Government of Tamil Nadu, a revised scheme, as detailed below, (i) for raising the ceiling on income of parents/guardians of the scholars and (ii) also the value of the scholarships. The revised rates of the monthly income of the parents/guardians of the scholars and also the value of scholarship are suggested by the Principal, Sainik School, Amaravathinagar, taking into consideration such factors as the revision of pay scales, price spiralling consequent upon inflationary tendencies prevailing in the country, etc.

(a) Income upto Rs. 775/- p. m.

Full scholarship and clothing allowance.

(b) Income from Rs. 776/- to Rs. 1000/- p. m.	3/4th scholarship and clothing allowance.
(c) Income from Rs. 1001/- to Rs. 1650/- p. m.	scholarship plus clothing allowance.

3. I would support the suggestions of the Principal, Sainik School.

4. It is learnt that the Director of School Education, Madras has also endorsed, the recommendations of the Principal for revising the ceilings on the monthly income and enhancing the value of scholarships at revised rates and has also sent his reply to the Government of Tamil Nadu in his letter Rc. No. 96741-C. 18/73, dated 11. 11. 74. Government orders are awaited. Our High Power Committee may consider the question of revising the rates on the above lines.

VIEWS OF SHRI D. K. GUHA REGARDING REVISION OF SAINIK SCHOOLS SCHOLARSHIP SCHEME

Under the present system, scholarship is awarded in most of the States on the basis of a Means-Merit Test. Eligibility is determined on the standard of performance at the entrance examination and quantum of assistance by way of scholarship is fixed on the basis of the income of the parents/guardians. Two main defects of the scheme have been noticed during the period of its operation in the past few years. Income statement is often supported by an Affidavit sworn by the parent/guardian of the boys admitted. It is widely believed that the statement is very often an under-statement of the actual income. A few instances of such false statement have been brought to the notice of the Government. For obvious reason, it is not possible to verify each and every statement and detect the undisclosed sources of income. Even when detected it is rather embarrassing for the school to get involved in a series of litigation for the recovery of the amount disbursed before detection. Sometimes it causes hardship to the student for no fault of his own. Another defect of the scheme is that it restricts the field of choice. Under the Mean-Merit Test, ceiling of income may be varied. But in any case, a maximum has to be prescribed. As a result, boys belonging to families of higher income group are not attracted.

It is, therefore, proposed that the Means-Test may be completely abolished. A percentage of the number of seats available may be reserved for the weaker section of the

community, especially for the scheduled castes and scheduled tribes. A few seats may also be left open for full-fee paying boys, who may avail themselves of public school education without any obligation to join the Armed Forces. The remaining seats may be thrown open to unrestricted competition. This will attract boys from different income groups and ensure selection of more meritorious boys from families who could not so far be attracted by present system. This will improve the standard of the School. This system will also have another advantage of doing away with the submission of income statement which under the present system leads to deliberate malpractice by unscrupulous parents. Apart from dishonesty inherent in the practice this has a demoralising effect on the young mind.

In consideration of the advantages of the proposed system, the Committee may consider recommending it to the State Governments for adoption. The details will have to be worked out by the State Governments concerned to suit the varying local conditions.

IEWS OF SHRI A. N. JOSHI REGARDING REVISION OF SAINIK SCHOOL SCHOLARSHIP SCHEME

The present scholarship scheme in Sainik Schools provides as below :—

- | | |
|---|---|
| (a) If the total income of parents is Rs. 600/- per month but does not exceed Rs. 1199/- per month. | Exemption from half school fees. |
| (b) If the total income of parents is Rs. 251/- per month but does not exceed Rs. 599/- per month. | Full exemption from school fees. |
| (c) If the total income of parents is Rs. 101/- per month but does not exceed Rs. 250/- per month. | Full exemption from school fees plus a clothing allowance of Rs. 300/- per annum for the first year and Rs. 150/- per annum for subsequent years. |
| (d) If the total income of parents is Rs. 75/- per | Full exemption from school fees plus clothing allowance |

month but does not exceed Rs. 100/- per month.

(e) If the total income of parents is less than Rs. 75/- per month.

as for (c) above, plus travelling allowance for journey to school at the commencement of the term and journey from school to his home at the end of each term.

Full exemption from school fees and clothing and travelling allowance as for (d) above plus uniform and pocket money which will include expenditure on essential articles at the school rates.

2. It will be seen from the above that the scheme divides the parents amongst too many categories and goes to the extent of meeting the total expenditure on the student and only stops short of paying a maintenance allowance for the parents. The scheme was evolved when the pay and allowances of the soldiers were extremely low and it was presumed that children of extremely economically lowly families will qualify for entry into the Sainik Schools. The pay and allowances of soldiers have undergone two revisions since then and there has been a general rise in income of the rural families as well as the urban labour class families who take interest in educating their children upto higher secondary level. The present scheme, therefore, requires complete review.

3. At the outset it is essential to define certain principles about scholarships. In our society, scholarships are welcome to parents at all levels, but we should not have a scholarship scheme which may seem to benefit children of well-to-do families. For example, the upper income group in the present scheme is Rs. 1199/-, which, for Indian standards, is quite high. Parents whose income is in the bracket of Rs. 600—1199 later on aspire for better careers for their sons and avoid sending them to NDA. We should, therefore, cover only that segment of the population under the scholarship scheme which can be really called poor classes. Secondly, total dependence on scholarship by any family is very harmful in the long run. The parents do not feel having contributed anything towards the education of the child and the child when he grows up to the age of 14-15 also realises this fact which, in turn, affects his filial attachments. In

a completely communist regimented society where 100% of expenses on education are borne by the State, this lack of attachment towards the parents and break up of families is quite apparent. In the Indian society, any developments in this direction would lead to undesirable effects on the family life. Thirdly, total income of parents should be so defined as to cover not only cash receipts but also receipts in kind or other direct or indirect benefits. For example, if a parent is enjoying free accommodation as part of his terms of employment, his income should be re-assessed to include some element for the house concession. Similarly, parents who own landed property and who grow enough grains to serve their own purpose for the year should also show this agricultural income or it may be computed by the scholarship awarding authority on the basis of some yardsticks.

4. Keeping the above principles in mind, it is suggested that an elaborate proforma should be prepared which should be filled in by the parents at the time of applying for scholarship. This proforma should contain information about profession, the landed property owned singly or as member of a joint family, urban property owned singly or as member of a joint family and income therefrom, any shop or establishment run in the name of either of the two parents and income therefrom and gross receipts from employment including the value of benefits in kind. If all this information is available, to the competent sanctioning authority, he can properly assess the financial status of the parents and eliminate those who fall beyond the upper limit of the scholarship scheme. Some yardsticks for assessing the income from land or establishment/shops, should also be evolved. For example, any family having wet land of more than 15 acres should be deemed to be having an income of more than Rs. 600/- per month, for dry land the ceiling can be 30 acres. Any shopkeeper having a monthly turnover of Rs. 10,000/- should be deemed to have an income of Rs. 1000/- per month. In other cases, where a parent is enjoying the benefit of free accommodation, his other income can be increased by 10% to assess the gross income.

5. Having adopted the above parameters, we should replace the existing scheme by the following scheme :-

- | | |
|--|----------------------------------|
| (a) If the total income of the parents from all sources exceed Rs. 600/- | Exemption from half school fees. |
|--|----------------------------------|

per month but does not exceed Rs. 900/- per month.

- | | |
|---|-----------------------------------|
| (b) Parents whose income exceeds Rs. 300/- per month but does not exceed Rs. 600/- per month. | 3/4th exemption from school fees. |
| (c) Parents whose income is less than Rs. 300/- per month. | Full exemption from school fees. |

NOTE : (i) The ceiling of Rs. 900/- has been adopted because the revised pay and dearness allowance of a Sub. Major of the highest rank are about Rs. 900/- per month and the revised pay and allowances of a very senior Assistant or Clerk are about Rs. 900/- per month. Parents who fall in the Officer group should finance their children's education fully.

(ii) No subsidy should be given towards clothing allowance or pocket money or travelling expenses. Even poor parents should have the feeling that they are contributing something towards the upbringing and education of their child.

(iii) No parent should avail of more than one scholarship at a time.

VIEWS OF SHRI MOHINDER SINGH REGARDING REVISION OF SAINIK SCHOOL SCHOLARSHIP SCHEME

In supersession of all previous orders/amendments issued by Education department, Govt. of Rajasthan vide No. F. 15 (30) Edu/Cell-VI/61, dated 16 Jun. 62, 9 Jan. 63, 11 Feb 63, 24 Nov. 64 and 28 Apr. 65, the Governor has been pleased to accord approval to the following Revised Rules and Regulations for the grant of financial assistance in the form of scholarships to the students belonging to Rajasthan and studying in Sainik School, Chitorgarh :—

1) TITLE

These Rules will be called Revised Rules for the award of Merit-cum-Means scholarship to Rajasthani students studying at Sainik School, Chitorgarh.

2) ALLOCATION OF SCHOLARSHIPS

The State Government will award 67 new scholarships every year to the first 67 Rajasthani students qualified in the All India Entrance Examination, conducted by the Board of Governors, Sainik Schools Society, for admission to Sainik Schools as per the Means of their parents/guardians.

3) ELIGIBILITY OF CANDIDATES FOR THE AWARD OF SCHOLARSHIP

A student shall be deemed to belong to Rajasthan if he satisfies any of the following conditions :—

- a) His ancestral home is in Rajasthan.
- b) He was born in Rajasthan and has lived in the State upto the date of application.
- c) His father was born in Rajasthan and has lived in the State for the major portion of his life.
- d) He or his father/guardian has lived in Rajasthan continuously for at least seven years prior to the date of application.

4) VALUE OF SCHOLARSHIPS

The value of scholarships for the various income groups of parents/guardians will be as follows :—

- | | |
|--|---|
| a) Average total monthly income of Rs. 400.00 or less. | Scholarship equal to full amount of fees plus prescribed clothing charges. The number of such scholarships will be 37% i. e. 25 of the total number of scholarships. |
| b) Average total monthly income of Rs. 401.00 to Rs. 600.00. | Scholarship equal to three-fourth (3/4th) amount of fees and three-fourth amount of the total clothing charges. The number of such scholarships will be 22% i. e. 15 of the total number of scholarships. |
| c) Average total monthly income of Rs. 601.00 to Rs. 800.00. | Scholarship equal to half ($\frac{1}{2}$) amount of fees and half amount of the total clothing charges. The number of such |

scholarships will be 21% i.e. 14 of the total number of scholarships.

- d) Average total monthly income of Rs. 801.00 to Rs. 1000.00.

Scholarship equal to one-fourth ($\frac{1}{4}$ th) amount of fees and one-fourth amount of total clothing charges. The number of such scholarships will be 19% i. e. 13 of the total number of scholarships.

5) METHOD OF SELECTION FOR AWARD OF SCHOLARSHIPS.

- a) Scholarships will be awarded to candidates on the basis of their merit in the All India Entrance Examination conducted by the Board of Governors, Sainik Schools Society.
- b) Amount of scholarship will be determined on the basis of total average monthly income of parents/guardians of a student and as indicated in para 4 above. The type of scholarship to be awarded will be tentative till the income of the parents/guardian is finally verified and accepted.

6) DEFINITION OF INCOME

Monthly income of both the parents i. e. father and mother or guardian in case if the parents are not alive, means the gross earnings from self employment in the form of pay, Special pay, Present pay, Deputation pay, Allowances and Honorarium, Overtime Allowance, Pension etc. and or in the form of rent from property, Interest from Securities, Shares, dividends, money lending, profits from business, trade, agriculture, farming, profession and vocation etc. The following will, however, be excluded from the total income :—

- a) House Rent allowance
- b) Travelling Allowance
- c) Conveyance Allowance granted on the condition on maintaining conveyance.
- d) Messing Allowance
- e) Washing Allowance
- f) Compensatory Allowance etc.

7) VERIFICATION OF INCOME

- a) On finalisation of the merit list, Principal, Sainik School, Chitorgarh, in accordance with the Revised Rules of Scholarships of the Government of Rajasthan, will inform the parents/guardians of merit holders that their son(s) is/are likely to be awarded full/three-fourth/half/quarter scholarships based on their income mentioned in the application form and subject to the production of their income certificate/affidavits to the satisfaction of the Government of Rajasthan. The income affidavits will be on a non-judicial stamped paper worth rupees three and counter-signed by a First Class Magistrate. These will also be scrutinised/verified by the Collector of their (permanent residence) district. Parents are also required to submit a certified copy of their Annual Income Tax Return of the preceding year filed with the Income Tax Authorities. In case of non-income tax payers they are required to submit an affidavit to this effect that they are not paying Income Tax.
- b) Government and non-Government salaried parents/guardians are required to furnish a detailed certificate of their total monthly income (including allowances) duly attested by their Heads of Departments/Employers. They are also to furnish an affidavit of their average total monthly income on a non-judicial stamped paper worth rupees three (a specimen of the income certificate/affidavit is attached as Annexure 1.)
- c) All other parents/guardians (non-salaried) class viz. Businessmen and Agriculturists etc.) will submit their affidavits of their average total monthly income on a non-judicial stamped paper worth rupees three. (specimen of the certificate/affidavit are given at Annexure 2 and 3).
- d) Income certificate and affidavit from a guardian will be accepted only when both the parents of the boy are not alive.
- e) The Income certificates/affidavits received from the parents of the boys will be scrutinised/verified by the Collector of district or any officer authorised by him.
- f) The award of new scholarships and renewals of scholarships to Rajasthani boys will be scrutinised by a Committee consisting of the following :—

1) The Collector, Chitorgarh	Chairman
2) Deputy Secretary to Govt. Education Deptt. Govt. of Rajasthan.	Member
3) Assistant Accounts Officer, Educa- tion Department Govt. of Rajasthan.	Member
4) Inspector of Schools, Chitorgarh.	Member
5) Principal, Sainik School, Chitorgarh.	Secretary

The Committee will assemble at Sainik School, Chitorgarh at a date to be notified by the Principal.

- g) After scrutinising the award of scholarships the claim will be submitted to the Education Department for release of scholarship money.

8) TERMS AND CONDITIONS OF THE AWARD

- a) The scholarships will be awarded to new entrants from the dates of their joining the Sainik School.
- b) The scholarships will be awarded every year on the basis of the income of the parents provided the scholar's annual progress is reported satisfactorily by the Principal of the Institution. The existing scholarships will also be subject to renewal every year on the basis of income.
- c) A student who passes the annual examination in second attempt or at the supplementary or compartmental examination will not be eligible to the award of scholarship in the following year. Hard & deserving cases may, however, be considered by Government on the recommendations of the Principal.
- d) Deterioration in the scholastic work or misbehaviour on the part of the scholarship holder may result in cancellation in part or whole, temporarily or permanently of the scholarship.
- e) If a scholarship holder discontinues his studies before completing his Higher Secondary Education at the Sainik School without any valid reason or be expelled from the school for any misbehaviour shall be required to refund the entire amount of scholarship received by him.
- f) If after the award of scholarship, the income affidavit or other particulars such as domicile, date of birth of the boy etc. are found incorrect or false the boy will be expelled from the school and the parents/guardian shall be

required to refund the entire amount of scholarship received by the boy in one lumpsum. In case he fails to repay, the whole amount can be recovered from him as arrears of land revenue under P.D.R. or any other Law in force and/or other penalty as may be imposed by the Government.

g) The parents/guardians of the recipients of the scholarship will be required to execute a bond to the effect that if their boy does not take all competitive examinations of the Union Public Service Commission for admission to the National Defence Academy for which he is eligible or having taken the examination does not enter the National Defence Academy, if selected, he will have to refund to the State Government the value of total scholarship availed by his son/ward during his stay in the school. Similarly, if he leaves the school at any intermediate stage without taking the available examination of the Union Public Service Commission, he will have to refund the value of total scholarship received by him during his stay at the school.

(h) Conversion of scholarship from one category to another shall not be permitted.

9) MODE OF PAYMENT

The total amount of "renewal and fresh" scholarships will be sanctioned to the Principal, Sainik School, Chitorgarh in lumpsum on receipt of the claim from him.

ANNEXURE 1

INCOME AFFIDAVIT IN RESPECT OF BOYS IN RECEIPT OF SCHOLARSHIP AWARDED BY THE GOVERNMENT OF RAJASTHAN

I,-----solemnly declare that I am the father/mother/guardian of-----

(Name of the boy)

seeking admission to Sainik School Chitorgarh in class----- and that his father/mother/both parents are not alive.*

*(Delete whatever not applicable)

STATEMENT OF INCOME FOR THE YEAR-----

- | | Self | Wife | Total |
|--|------|------|-------|
| 1. Income from pay/pension including all allowances or business etc. per month | | | |
| 2. a) Basic Pay | | | |
| b) Dearness Allowance | | | |
| c) Dearness Pay | | | |
| d) Deputation Pay | | | |
| e) Interim Relief | | | |
| f) Any other income | | | |
| 3. Income from immovable property etc. | | | |
| 4. Income from Land shares etc. | | | |
| i. e. Irrigated Land----- | | | |
| Bighas Unirrigated Land----- | | | |
| 5. Any other source of income | | | |
| i. e.----- | | | |

TOTAL INCOME PER MONTH

I hereby solemnly declare that the above information is true to the best of knowledge and belief and that nothing is kept concealed.

I also guarantee that in case my income as stated above is found in excess to that stated I shall be liable to refund the entire amount of scholarship awarded to the student and/or to any other penalty as may be imposed by the Government.

Station-----

Signature-----

Occupation-----

Permanent Address-----

Date-----

Present Address-----

To be countersigned by First Class Magistrate

Date-----

Signature with stamp

**CERTIFICATE BY THE COLLECTOR OF THE DISTRICT
CONCERNED**

Income as stated above by the parent/guardian has been verified and found correct.

Collector

Office Seal-----

- Notes :
- 1) The above affidavit MUST be on a non-judicial stamped paper worth rupees three
 - 2) Affidavit should not be countersigned other than Magistrate Ist Class.

ANNEXURE 2

**INCOME AFFIDAVIT IN RESPECT OF BOYS IN RECEIPT
OF SCHOLARSHIP AWARDED BY THE GOVERNMENT
OF RAJASTHAN**

I,-----solemnly declare that I am the father/mother/
guardian of-----

(Name of the boy)

seeking admission to Sainik School, Chitorgarh in class-----
and that his father/mother/both parents are not alive.*

*(Delete whatever not applicable)

STATEMENT OF INCOME FOR THE YEAR-----

- | | Self | Wife | Total |
|--|------|------|-------|
| 1. Income from Pay/pension including all allowances etc. : | | | |
| 2. Income from business/ profession.
Details of which are as follows :— | | | |
| (i) Name and kind of business/ profession----- | | | |
| (ii) Place of business/profession with full address.----- | | | |
| 3. Income from other sources i. e. Immovable property, interest etc. | | | |
| 4. Any other source of income i.e.----- | | | |

GROSS MONTHLY INCOME

I hereby solemnly declare that the above information is true to the best of my knowledge and belief and that nothing is kept concealed.

I also guarantee that in case my income as stated above is found in excess to that stated I shall be liable to refund the entire

amount of scholarship awarded to the student and/or to any other penalty as may be imposed by the Government.

Station-----

Date-----

Dated :

Signature-----

Occupation-----

Permanent Address-----

Present Address-----

To be countersigned by First Class Magistrate.

Signature with seal

**CERTIFICATE BY THE COLLECTOR OF THE
DISTRICT CONCERNED.**

Income as stated above by the Parent/guardian has been verified and found correct.

Collector.

Date-----

Office Seal.

ANNEXURE-3

**INCOME AFFIDAVIT IN RESPECT OF BOYS IN RECEIPT
OF SCHOLARSHIP AWARDED BY THE GOVT. OF
RAJASTHAN**

I-----solemnly declare that I am the father/
mother/guardian of-----

(Name of the boy)

seeking admission to Sainik School, Chitorgarh in Class-----
and that his father/mother both parents are not alive.*

*(Delete whatever not applicable)

STATEMENT OF INCOME FOR THE YEAR-----

	Self	Wife	Total
1. Income from pay/pension including all allowances or business etc. per month.			
2. Annual income from agricultural land/farm indicating the following details.			

- (i) Size of the holdings-----bighas.
 - (ii) Kind of land whether irrigated or unirrigated with area under each head i. e.
 Irrigated-----bighas
 Unirrigated----- bighas
 - (iii) Quantum of various crops grown as recorded in land records i. e.
 Rabi-----
 Kharif-----
 - (iv) Estimated net income from agriculture/farming.
3. Income from any other sources i. e.
 immovable property, interest etc.

**TOTAL MONTHLY INCOME
 BASED ON THE ABOVE FACTS AND FIGURES.**

I hereby solemnly declare that the above information is true to the best of my knowledge and belief and that nothing is kept concealed.

I also guarantee that in case my income as stated above is found in excess to that stated I shall be liable to refund the entire amount of scholarship awarded to the student and/or to any other penalty as may be imposed by the Government.

Signature-----
 Occupation-----

Station----- Permanent address-----
 Date----- Present address-----

To be countersigned by First Class Magistrate.

Dated : Signature with Seal

**CERTIFICATE BY THE COLLECTOR OF THE
 DISTRICT CONCERNED**

Income as stated above by the parent/guardian has been verified and found correct.

Date : Collector
 Office Seal

Printed at :
Saikap Printing Press,
Sainik School, Kapurthala. -- 144601
