CHAPTER-I

A BRIEF ACCOUNT OF SAINIK SCHOOL
MANAGEMENT SYSTEM

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CHAPTER-I

A BRIEF ACCOUNT OF
SAINIK SCHOOL MANAGEMENT SYSTEM

1.1. Historical Background : Origin And Aims

Sainik Schools are residential schools with military bias. The Sainik School Programme began in India during the beginning of 60s with the purpose of preparing the young generation for joining the officer cadre of the Armed Forces of the country viz the Army, the Navy or the Air Force. This preparation is wholesome; and enfolds physical, psychological and sociological growth of students needed in the personality of a potential defence officer. Thus, the purpose of Sainik Schools is a unique blend of academic and vocational goals of education together with the development of personality suited for the profession.

The Armed forces of India even after the independence continued to follow many of the traditions of the British era in matters related with the structure of Administration and country’s Defence. Most of the Commonwealth countries follow the British traditions and India stands no exception to this. Talking about the Armed Forces, most of the regiments raised during the British period, proudly cherish and follow
their centuries old traditions. A soldier draws his strength, courage, and commitment to duty, and will to win from the history of his regiment. In spite of the titanic growth of the war equipment, tactics and change in the threat perception, the outlook towards the human element of the war-machinery remains unchanged, by and large.

The officer cadre of the Indian Armed Forces during the British period comprised of British exclusively till the beginning of twentieth century. Subsequently it was opened, albeit selectively, for Indians also. The Indian aspirant generally came from those noble or feudal families who owed allegiance to the British Crown and breathed their traditions.

British selected officer cadre of the Armed Forces with utmost care and caution. They expected the aspirants to display enthusiasm, bravery, patriotism, love for adventure and leadership skills. Besides, they laid great emphasis on social conduct and manners on stringent criteria. In modern parlance all these behavioural qualities constitute the 'personality' of any individual.

According to psychologists, the two major determinants of personality are the heredity and the environment. British
people always selected their defence officers from noble or feudal families to ensure quality heredity in their own sense. Also, they appended schooling as their second important criterion. This way they could be sure of the environmental influences on the individual's upbringing. Even when the terms like personality, heredity, environment etc were not meant in their present shades of educational science, the British people were following the appropriate thoughts through experience and conventional wisdom.

The top-notch of the British society always looked up the Public Schools or the residential schools for education of their wards. These schools attempted to groom their students in the most stringent disciplinary environment. They laid great emphasis on the manners, social conduct and other values of the then society. The produce of the Public Schools has always been the natural preference in selection of the officer cadre of their Armed forces. As politically neutral organizations, the Armed Forces of free India continued to follow the traditions of their predecessors. One of the roaring needs of independent India was to Indianise the Armed Forces and while doing do so, they had to look for the source institutions which reliably trained their students educationally,
psychologically and sociologically together with sense of adventure and patriotism. Thus the public schools struck as the only source that could feed the officer cadre of the Indian Armed Forces.

But the public schools in India were rare then and for the exorbitant cost, they only a selected few could afford them for the education of their wards. Even those, who could afford the education in public schools, were least keen to take-up a career in the Armed Forces. This fact about the Indian Society stands in sharp contrast with the British society where career in the Armed Forces is a matter of pride even to the Royal Family members. The Indian rich rarely displayed love for adventure, thrill or hobbies involving physical risks, which are the essential ingredients of a military officer’s personality. With the Kings and Satraps becoming a matter of past, with whom, then, rest the responsibility of country’s defence?

The country adopted democracy as the system of governance after the independence and abolished the feudal states. The country’s defence too became the responsibility of the common man who elected another commoner to rule
the country. Both the civil and the military governance in the
democratic India would be the responsibility of its citizens
irrespective of regional, religious, linguistic or ethnic origin.

The second need of the Indian Armed forces after
independence, as far as their structure is concerned, was to
remove regional imbalance in the officer cadre. The officer
cadre of the Armed Forces during the early years of
Independence represented a few regions predominantly only
to delude the people with the false notion of marshal race.
These regions included Coorg, Punjab and a few pockets of
Himachal, Kumaon and Garhwal. Other parts of the country
were very scantily represented. This trend could not be
allowed to continue in the country after independence for
obvious reasons. All regions of the country must share the
pride and glory of officer cadre in order to have a sound and
realistic policy on the structure of the Armed Forces and
country's defence in the larger perspective.

It was the realization of this ground reality that the
policy makers conceived the idea of Sainik Schools
(residential schools with military bias). These schools would
be nurseries for military officers of the young generations of
the Indian plebeian from all the regions. With this mainspring of thought, the cornerstone of the Sainik Schools Programme was laid and the first Sainik School came into existence at Satara in Maharashtra on 23 June 1961. In specific terms the aims and objectives of the Sainik Schools had been spelt as following:

(i) To remove the regional imbalance in the officer cadre of the Indian Armed Forces.

(ii) To develop the qualities of body, mind and character, which will enable young boys of today, become good and useful citizens of tomorrow.

(iii) To bring public school education within the reach of the common man.

(iv) To prepare those who fail to make grade for the National Defence Academy for responsible positions in various walks of life.

1.2. Expansion of Sainik Schools

As the Sainik Schools were schemed with the primary aim of removing regional imbalance among the officer cadre of the Armed Forces, they were opened spreading over the entire country to cover all regions. In the inaugural year of 1961 five Sainik Schools were opened. Another six schools were opened in 1962. Two more schools followed in 1963
taking the total to thirteen. The remaining five schools were opened between 1964 and 1978. As of now there are eighteen Sainik Schools throughout the country covering all the regions as per following details:

<table>
<thead>
<tr>
<th>SL NO</th>
<th>SCHOOL</th>
<th>REGION</th>
<th>DATE OPENED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sainik School Satara</td>
<td>Maharashtra</td>
<td>23. 06. 1961</td>
</tr>
<tr>
<td>2.</td>
<td>Sainik School Kunjpura</td>
<td>Haryana</td>
<td>03. 07. 1961</td>
</tr>
<tr>
<td>3.</td>
<td>Sainik School Kapurthala</td>
<td>Punjab</td>
<td>08. 07. 1961</td>
</tr>
<tr>
<td>4.</td>
<td>Sainik School Balachadi</td>
<td>Gujarat</td>
<td>08. 07. 1961</td>
</tr>
<tr>
<td>5.</td>
<td>Sainik School Chittorgarh</td>
<td>Rajasthan</td>
<td>07. 08. 1961</td>
</tr>
<tr>
<td>7.</td>
<td>Sainik School Kazhakutta</td>
<td>Kerala</td>
<td>26. 01 1962</td>
</tr>
<tr>
<td>8.</td>
<td>Sainik School Purulia</td>
<td>West Bengal</td>
<td>29. 01 1962</td>
</tr>
<tr>
<td>9.</td>
<td>Sainik School Bhubaneswar</td>
<td>Orissa</td>
<td>01. 02. 1962</td>
</tr>
<tr>
<td>10.</td>
<td>Sainik School Amaravathinagar</td>
<td>Tamil Nadu</td>
<td>16. 07. 1962</td>
</tr>
<tr>
<td></td>
<td>Sainik School</td>
<td>State</td>
<td>Date</td>
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</tr>
<tr>
<td>11</td>
<td>Rewa</td>
<td>Madhya Pradesh</td>
<td>20.07.1962</td>
</tr>
<tr>
<td>12</td>
<td>Tilaiya</td>
<td>Bihar (Jharkhand of today)</td>
<td>16.09.1963</td>
</tr>
<tr>
<td>13</td>
<td>Bijapur</td>
<td>Karnataka</td>
<td>16.09.1963</td>
</tr>
<tr>
<td>14</td>
<td>Goalpara</td>
<td>Assam</td>
<td>12.11.1964</td>
</tr>
<tr>
<td>15</td>
<td>Ghorakhal</td>
<td>Uttar Pradesh</td>
<td>21.03.1966</td>
</tr>
<tr>
<td>16</td>
<td>Nagrota</td>
<td>J and K</td>
<td>22.08.1970</td>
</tr>
<tr>
<td>17</td>
<td>Imphal</td>
<td>Manipur</td>
<td>07.10.1971</td>
</tr>
<tr>
<td>18</td>
<td>Sujanpur</td>
<td>Himachal Pradesh Tira</td>
<td>02.07.1978</td>
</tr>
</tbody>
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1.3. Distinctive Features of Sainik Schools

*Education with a purpose* - An educationist will find the Sainik Schools the most appropriate example of education with a purpose. Firstly, they prepare their students academically for their entry into the National Defence Academy. Secondly, They help their Cadets acquire the suitable personality of a potential military officer by carefully
designed co-curricular and extra-curricular activities. The orientation towards military life is given through compulsory participation in the NCC programme. Aid to career; future utility and personality development are the most widely accepted goals of education. Sainik Schools aim to achieve all of these in a single comprehensive fold.

A military officer is a leader in crisis. A common man views him as a super man who embodies assurance for one and all. We sleep well because he is vigilant on the borders. Any citizen places his confidence in the Armed Forces of the nation. The officer cadre carries special charm, glamour, professionalism, commitment to duty and a supreme will to sacrifice life for the sake of nation. The officers of the Indian Armed forces have always responded to the call of duty in the most exemplary manner. They have fought wars, struck terrorists, saved the citizens from natural disasters even beyond the national boundaries. The Services Selection Boards scan hundreds of candidate to find a few suitable young men who possess the personality of potential military officer. Such a personality is interplay of complex array of factors liked with the heredity and environment both. According to the behaviourists environment is the sole factor
to shape personality. Heredity plays negligible role. Without
going into examining the truth of this it is admitted that such
a viewpoint had a universal appeal and has influenced
educationists the world over. An awakening about making the
school environment rich has taken place; reinforced by
results alone. The academic and social environment of Sainik
Schools is designed to ingrain the qualities of military officer
in the young minds.

**Sainik Schools and Indian Public School**

**Conference**—Indian Public Schools’ Conference is an
informal body which brings the reputed residential public
school on a common platform. This is a prestigious body. All
the Sainik Schools are members of IPSC. Though every
public school is an autonomous institution, this forum
provides an opportunity to discuss the educational needs,
trends and developments in the fields of school education.
The member schools follow almost a common strategy to
impart education maintaining their own distinct identity.

**Military bias in management and function:** To achieve the
purpose of their establishment, Sainik Schools impart
education with a military bias. This bias is structural and
functional both. The structural bias is created by adapting military system in the management wherein serving military officers are posted in the Sainik Schools as Principals, Headmasters and Registrars. Even the middle and junior levels of leadership copy the rank and file structure of the Armed Forces. In their functions, Sainik Schools have assimilated military ethos and discipline.

Sainik Schools are headed by an officer of the rank of Lieutenant Colonel/Colonel (or equivalent rank from the Navy or the Air Force) who holds the designation of Principal. He is the highest administrative and training authority of the School within its premises. He is a serving officer from the Education branch of Army, Navy or the Air Force. He is assisted by two principal staff officers in training and administration designated as Headmaster and Registrar respectively.

Headmaster is a serving officer from the Education branches of Army, Navy or the Air Force. He is of the rank of Major or equivalent from the Navy or the Air Force. He is responsible to the Principal for efficient training of the students and their all-round development. He is to oversee all academic, sports, co-curricular and extra-curricular activities
that contribute to the development and growth of students' personality. Also, he is to ensure that proper guidance and coaching is available to the students for their NDA preparations. The Headmaster is assisted by a team of civilian teachers in academics. For physical training of the students, instructors from the Physical Training Corp of the Army are posted to Sainik Schools.

Headmaster is the Officer Commanding of the NCC Company of the School. He is assisted by a few instructors from the serving ranks of Army and Associate NCC Officers from the Sainik Schools.

Registrar is an officer from the Army, Navy or the Air Force and of the rank of Captain or equivalent from the Navy or the Air Force. He can be from any branch of the three services. He is the 'provider' of all necessities. As the chief administrative officer he is to ensure that all the needed 'tools and fools' (material as well as the human resources) is available to run the routine of the School.

The three service officers and the instructors from the Army are posted to Sainik Schools for one tenure of three to four years.
Admission procedure: Sainik schools admit the boys who are between 10-11 years of age. 'To catch them young' boys are admitted to class VI. Admission is based on a candidate's performance in the written test, interview and his medical fitness. The written test comprises of language, mathematical ability and intelligence papers. Though English is medium of instruction in Sainik Schools, proficiency in English is not a criterion for qualifying the admission tests. Some seats are filled in class IX also based on a written test, interview and medical fitness. This is done to fill the vacancies, which might be caused due to failures to cope up with academics, lack of adjustment, or parents' decision to discontinue their ward's education in the system. The written test for admission to class IX includes language, social studies, mathematics and science papers.

67 per cent of the seats of Sainik Schools are reserved for the candidates from the home state. 25% seats are reserved for wards of defence personnel and remaining are reserved for the candidates belonging to schedules castes and scheduled tribes. As of now, most of the Sainik Schools have vacancy for six hundred students.
Only science stream in Sainik Schools for XI and XII classes- As per the curriculum adapted by Central Board of Secondary Education, two languages, science, mathematics and social studies are compulsorily taught up to class X. For further studies, Sainik Schools accommodate only science stream because of its direct relation with the purpose of their establishment.

Sainik Schools impart education through English medium: Medium of instruction in the Sainik Schools is English only. However the three-language formula is applicable up to class VIII and a cadet learns English, Hindi and the language of the region. However in place of the regional language, a cadet may elect another language also. (Sanskrit, for example).

Sainik Schools are affiliated to the CBSE: In order to have uniformity among all 18 Sainik Schools located in different areas of the country; the Schools are affiliated to the Central Board of Secondary Education.

NCC as compulsory activity: To orient the boys towards military service; Sainik Schools have included NCC as a compulsory activity for the students. Cadets up to X class
participate in the junior division whereas those studying in certificates of NCC after passing the applicable tests for these certificates. All Sainik Schools are established for at least one independent company of NCC and the Headmaster has the additional responsibility of discharging the duties of the Commanding Officer of the same. Instructional staffs in the NCC Company come from the regular incumbents of the services. Leadership camps, weapon training. National Integration Camps and adventurous activities are held on regular basis. NCC plays the most significant role in shaping the personality of cadets, particularly in shaping their attitudes for the military life.

**Personality development:** Sainik Schools are committed to this aspect of education because an officer in the Armed Forces is selected for his suitable personality only. Sainik Schools follow many norms and activities for a healthy and a well-balanced personality of students. Firstly, the students live in community or 'houses. 'Houses' are dwelling units for 50-60 students. Each House has a House master who acts as a guardian, a counsellor and a guide. Students participate in many co curricular and extracurricular activities on a competitive basis. Due to this, qualities of mutual tolerance,
camaraderie, co-operation and group identification are learnt without much of effort. Armed Forces operate in groups. House system in Sainik Schools is a very significant way of inculcating the qualities needed for this. This is especially significant in the Indian context because the Indian society multi-lingual, multi-racial and multi-religious. Diversity is the hallmark of Indian society and puts one's tolerance to test on many occasions. Values cherished or supported by one society, culture or religion may stand in contradiction with others'. A common Indian gets less chance to interact with his own compatriots at far-flung places for many reasons. Linguistic structuring of states has further separated people from each other because every language has its own literature, propagates cultural history of a region, traditions and pride. At the same time, people of one linguistic group have their own fears of cultural invasion from 'outsiders'. Many times such fears have led to violent clashes among groups. Armed Forces need a person who is a 'cosmopolitan' citizen. Regional, linguistic or religious biases have no place in the value system of the Armed Forces. House system of dwelling in the Sainik Schools aim at turning a student a cosmopolitan citizen in real sense.
Apart from making a student a cosmopolitan citizen through house system of living Sainik Schools engage the students in a variety of co and extra curricular activities.

_Sainik Schools prepare boys for entry into the officer cadre of the Armed Forces._ Candidates seeking entry into the Armed Forces in the officers cadre are tested at the Services Selection Boards for certain personality qualities commonly referred to as the OLQs (Officer Like Qualities). Armed Forces look for a person who can lead his men during war. He should be intelligent, forthright, morally sound, and skilful in dealing with his men, besides having courage to brave and take risks. Simultaneously, he should be having the qualities of taking initiative and timely decisions. Defence psychologists arrange these in four groups viz intellectual, social, leadership and dynamic. No doubt, any leader needs these qualities to become successful but what makes these qualities the unique ingredients of a military officers' personality is the manifestation of these qualities in face of extreme crisis (war). A true defence officer is a leader in crisis. Situation of crisis is confirmatory test of a true military officer. In the opinion of management scientists, a crisis leader displays a personality profile that is quite different
from the profile of a leader in no crisis situation. The former braves the rough weather whereas the latter is a fair weather sailor. Whereas the former sees the crisis eye-to-eye, the latter shies away from the crisis.

Such a personality as to emerge effective during crisis or war has to be acquired through a carefully designed environment and schooling. The environment and various co-curricular and extra-curricular activities of Sainik Schools embrace the very same idea.

**Sainik Schools are unique blends of civil and military environment.** In order to make the environment comfortable for the staff and the students to defence way of thinking, feelings and actions, the decision making and the routine management of Sainik Schools is given in the hands of serving officers of the Armed Forces. The experiment of Sainik Schools, has yet another unique feature of being a combination of civil and military ways. While the leadership springs from military minds, the heads and limbs that follow are civilians. Sainik Schools, thus, are unique blends of civil and military ways of functioning. The environment is regimented and controlled for staff and students both.
1.4. **System of Management**

All Sainik Schools function under a Society, called as Sainik Schools Society under the Ministry of Defence, Government of India. The Society is the overall governing body for the Sainik Schools and has three-tier system of management as following:

- At School level.
- Area or Regional Level-Local Board of Administrators
- Ministry Level-Board of Governors

*At School Level* the Principal of the School is the functional and executive head. Overall responsibility of the smooth and quality function of the School rests with the Principal. He is the highest authority in the matters of training, administration and discipline of the staff and students. As administrator he appoints the staff, controls and regulates the resources. Also, he is the financial head of the institution. He acts according to the rules and regulations prescribed by the Board of Governors.

The Principal is assisted by two principal staff officers in his functions. Headmaster along with his team of teachers assists him in training while the Registrar looks after the
resources and general administration. Headmaster is further assisted by a senior teacher designated as Senior Master while the chief lieutenant of Registrar is called as Quarter Master. Both Headmaster and Registrar are directly responsible to the Principal in their functions.

*Local Board of Administrators (LBA)* is the body headed by the senior most officer of senior most service according of laid down protocol. The following constitute the LBA:

(a) GOC-in-C / FOC-in-C / AOC-in-C of the Army /Navy/Air Force Command in which the School is located. - Chairman

(b) Member of Parliament of the constituency in which the school is located. - Member

(c) An officer from the Education department. - Member

(d) Collector/Deputy Commissioner of the concerned district. - Member

(e) Two eminent educationists from the state, including at least one Principal of a good Public School. - Member

(f) A parent other than a staff member duly elected. - Member

(g) The Principal of the Sainik School. - Member Secretary
Functions of Local Board of Governors: Local Boards of Governors meet once in every four months on routine to review the progress and other points of concern for the School. An extra-ordinary meeting, in addition to these, may be called by the Chairman once in a year. Functions of Local Board of Governors are enumerated in the succeeding lines:

- Approve annual budget prepared by the Principal.
- Exercise financial powers as laid down by Board of Governors.
- Approve appointment of staff.
- Recommend changes in policies and rules and regulations that may be deemed necessary in governing the schools from time to time.
- Approval of action by the Principal for termination of services of class II staff.
- Recommend utilisation of reserve funds in cases of exigency.
- Implement any other task assigned to it by the Board of Governors.

Board of Governors: The overall administration, supervision and control of the Sainik School vests with a body called the Board of Governors. Chairman of the BOG is the Minister of Defence, Govt of India while the Deputy Minister or Minister of State, MOD is the Vice Chairman. It
has the representation of all states. Members are as per the list annotated below:-

(i) Chief Minister/ Education Minister of the Ex-officio the state where the school is located Member
(ii) Secretary to the Govt of India, MOD -do-
(ii) Secretary to the Govt of India, Ministry of HRD -do-
(iii) Financial Advisor, Ministry of Finance Govt of India -do-
(iv) Chairman University Grants Commission -do-
(iv) Directors of Education of the Army, Navy and the Air Force -do-
(v) Director General, NCC -do-
(vi) Joint Secretary, MOD -do-
(vii) Chairman, Joint Training Committee Armed Forces Headquarters -do-
(viii) Education Secretaries of State Govts -do-
(ix) Four eminent educationists nominated by the Chairman -do-
(x) Four eminent persons nominated by the Chairman -do-

*Functions of Board of Governors.* Board of Governors is the fountainhead of all the educational and administrative policies. Besides, it has all powers, which are necessary for carrying out the objectives of the Organisation. It approves
opening/closing of any School. It lays down and revises, whenever necessary, the fee/scholarship structure and sharing of expenditure between Central Government, State Government and parents. It is also responsible to raise funds from other sources.

The Chairman Board of Governors is the appointing authority of all the Principals and other officers who work at the MOD and oversees the functions of the Sainik Schools. Besides, he is the appellate authority in the matters of appointment, confirmation, removal, retrenchment and dismissal of teaching staff or staff of equivalent status.

1.5. Financial Management of Sainik Schools: Financial management of any institution can be studies under three major headings i.e. the income, expenditure and control. The same is well applicable to Sainik Schools as well.

Income of Sainik Schools. It is the responsibility of the concerned State Govt to provide the entire required infrastructure for the establishment of Sainik Schools under their jurisdiction initially. This comprises adequate expanse of land, buildings for classes, playgrounds, offices, residential accommodations and allied structure. Even the subsequent
growth as felt necessary is to be catered for by the state government. For this, the State Govts arrange for regular grants-in-aid. Extraordinary grants are provided for the justified needs of the schools. For routine expenditure, Sainik schools receive funds from two main sources. Firstly, scholarships are provided from the state and central Govts in terms of scholarships on merit-cum-means basis to the students. Secondly, fee realised from those children whose parents/guardians hail from higher income groups.

Apart from scholarship and fee realised from parents Sainik Schools run certain ancillary ventures for their self-sustenance. Some of the common ventures are bakery, agriculture on farmland, poultry, dairy and a primary school. Bakery, agriculture and poultry provide great relief from the escalating costs on routine needs of the Cadets’ Mess besides generating some income for the School. However, success of these ancillary ventures depends on the local conditions and quality of management provided by the School. Most of the Sainik School as of now are doing away with the ancillary activities and insisting on cash grant by the State governments for two reasons. Firstly, these ancillary ventures consume lot of attention and resources as inputs
which the Schools can ill afford. Secondly, the risk of loss and its further compounding effect dampens the enthusiasm of those involved in the management. In short, income of Sainik Schools from ancillary ventures is inconsistent and uneven.

**Expenditure:** Sainik Schools are non-commercial establishments. Education in these Schools is a service to the state and society. It is for this reason the income and expenditure both are regulated in these schools. Whatever is the income from all sources, the expenditure can broadly be kept under the major heads of Establishment, Training and Reserves.

Towards establishments, major expenditure goes towards salary and pension of staff, maintenance of infrastructure, maintenance, up-gradation or replacement of equipment in the offices, training of academic and administrative staff and such expenditure of recurring and non-recurring nature. Any measure to enhance efficiency and morale of staff is also undertaken from this head.

Training expenditure includes all expenditure on procurement, maintenance and replacement of training
infrastructure, stationery, equipment, consumable materials, tours and excursions and such expenditure. Training is not limited to academics only. A variety of co and extra curricular activities are undertaken by the Schools and hence the scope of expenditure on training is unlimited and beyond any conservatively conceived bounds.

NCC in Sainik Schools is a compulsory activity for all students. NCC is a state matter and so State Govts are bound to feed all the activities in the purview of NCC. However, no lateral transfer of NCC funds is possible and unconsumed money goes back to the state government at the end of the period specified.

A portion of income is transferred into Reserve Fund. Reserves are meant to meet any financial contingency. They are invested into a few profitable ventures to accrue some income. In case of unforeseen pressing needs or where the expected grants are delayed beyond a reasonable period, reserve funds may be utilised.

Control: Principal being chief executive head of Sainik Schools is responsible for efficient financial governance of the School. Registrar has the direct control over all financial
matters and is responsible to the Principal for the financial health of the School. Prior approval of the Principal must be obtained to defray any expenditure, routine or non routine. Further, financial management of Sainik Schools is subject to Government audit at the end of every financial year and quarterly scrutiny of the Local board of Administrators. Every Sainik School prepares its annual budget prior to commencement of financial year and obtains the approval of the Chairman, Local Board of Administrators. New proposals involving significant financial effects are sent to the Sainik Schools Society by the Principal, for their approval. The Local Board of Administrators may alter, amend or reject a few of the pieces of the proposed budget. Discretion of the Chairman, Local Board of administrators is always binding.