

REJUVENATING INDIAN ARMY EDUCATION AND TRAINING

Dharmendra Singh*

INTRODUCTION

IT is rightly said that education is everything, peach was once a bitter almond; and cauliflower is nothing but a cabbage with college education. The third largest standing Army of the world after China and the USA, Indian Army (IA) inducts about 70,000 Personnel-Below-Officers Rank (PBOR) and 1,000 Officers, every year, to maintain its operational effectiveness. A new entrant undergoes training at various pre-commission training academies, like National Defence Academy, Pune; Indian Military Academy, Dehra Dun; and Officers Training Academy, Chennai, in case of Officers and various Arms and Services Training Centers for PBOR. Training is evolved, systematic, scientific, progressive and has withstood the test of time, both during war and in Operations Other Than War (OOTW), e.g., counter-insurgency operations and during Aid to Civil Authorities to restore law and order, relief and rescue operations during natural calamities, restoration of essential supplies during strikes and 'Bandhs' and UN Peace-keeping Missions. However, scant regard has been paid to educate men in nuances of modern day life, like IT, Management, Law, Human Rights, Ecology and Environment (Ramachandran, 2003).

The Indian Army is facing numerous challenges in its endeavor to impart quality education and training programs. The socio economic transition in society, the technological changes coupled with problem of technology assimilation and rapid obsolescence of weapons and equipment, shrinking defense budgets and fiscal constraints are only some issues. Other issues of concern are variety of operational roles and commitments, the need to conserve expensive equipment, the availability of training areas and infrastructure for education, large number of personnel involved for training and education, orientation and outlook (Sharma, 2001).

The educational programs should aim at providing knowledge to personnel at the level of diploma, post-graduate diploma, Bachelor's, Master's and Doctoral degrees in the areas of Management (all disciplines), Information Technology, Environment, Strategic Affairs, International Relations, Human Rights, Yoga, Ethical issues, Mass Communication, etc., and widen the horizon of personnel by inculcating wider perspectives. *The main goal of education should be to become a well-informed, competent, evolved and responsible Indian citizen.* The desired traits to be developed in the Indian Army soldiers through training programs are *techno-orientation, will to win and succeed, mental robustness, mental and physical mobility, will to accept technological and tactical changes, ability to withstand stress and shocks of war, physical fitness and mental robustness and camaraderie (ARTRAC, 1998).*

Education Versus Training

At the outset, it will be prudent to differentiate between the education and training. Education is more comprehensive, exhaustive and wider in scope than training. Training is only one of the constituents of

* Lt. Col. (Retd.), NCC Gp HQ, Vishakhapatnam, India, now settled in USA as a Green Card holder.

Dharmendra Singh

education. Secondly, true education brings about holistic development of personality of an individual, required for his personal growth in the long term. Training, on the other hand, develops skills, attitudes and job behaviour, required for efficiency and effectiveness in the profession.

Importance of Education and Training for Effective Soldiering

The Indian Army inherited its customs and traditions from the British Army when bulk of the officers' cadre was drawn from the British and Personnel-Below-Officers Ranks (PBORs) were predominantly Indians. These PBORs were looked down upon by the British officers and exploited; firstly due to their limited literacy standards and secondly, lack of general awareness. These British Indian Army soldiers were quarantined in far-flung cantonments and insulated from '*street smart*' culture of town and cities. Sparsely educated, gullible, simple hearted and loyal recruits from martial races with subservient disposition to the British Raj were preferred over youngsters with doubtful loyality. They implemented orders of their masters unquestionably, like the proverbial soldiers in Alfred Tennyson's poem '*Charge of the Light Brigade*'. On the other hand, customs and traditions in Indian Navy (IN) and Indian Air Force (IAF) have evolved in independent India and their PBOR are markedly different than Indian IA soldiers in outlook, attitude and transactions with their officers. They are progressive in outlook, assertive, communicative, professional in approach, fully aware of their rights and obligations and business like in their dealings with their officers. It is due to their higher educational standards, professional work culture with autonomy and delegation of responsibilities being assigned to PBOR, frequent postings to well developed cantonments and most importantly English as medium of interaction between officers and PBOR. On the contrary, Indian Army soldiers especially Infantry personnel are reticent, affectionate, and subservient in dealings with officers, reluctant to discharge responsibilities involving written work, tolerant, slow at taking initiative, more obedient and require supervision to deal with situations and in decision-making. It is the fall out of their inadequate education in aspects of Organizational Behavior (OB), inter personal communication and limited exposure to civil society (Singh, 2001).

The aspect of education in the Indian Army has, for long, been looked upon with cynicism. The age-old dictum 'Damn your writing, mind your fighting' still rules the minds of old war veterans. Even as late as 1997, it was publicly expressed by a serving Army Commander that educational requirement for entry into the National Defense Academy be lowered from 10 + 2 to class X as it existed during 60s and early 70s. On the modern day battlefield, uneducated or less educated soldiers will perish. In an environment, so highly charged with Information Technology (IT), Nuclear, Biological and Chemical (NBC) weaponry, it will be appropriate that our soldiers are fully conversant with intricacies of technological development. Thus, the aim of educational training in the Army is to enhance the professional efficiency of the proverbial men behind the gun (Singh, 1998).

Constant endeavor should be made to ameliorate educational standards of soldiers. Poorly educated soldiers could fulfil the demands of accomplishing the tasks in the past, but he was most vulnerable. On the modern battlefield, most effective soldiers would have to be creative, innovative, well knowledgeable and mentally resourceful to meet rapidly changing and fluid tactical situations. No single theory or solution can provide an absolute answer, but the study of variety of theories and exposure to multiple academic disciplines like Human Psychology, Organizational Behavior (OB), Human Resource Management and so on can contribute to the foundation of military education. The aim of education in Indian Army is to study war from number of approaches, to go deep into it, determine the inner structure and its various inter relations. Such an approach will provide broad theoretical points that would clarify reasoning, boost creativity and sharpen skills. The modern war assumes a form of series of small unit actions than one main battle; hence loss of hope by enemy is the factor that will decide war in future. The soldier who has learnt to think has an intrinsic advantage in upsetting conditions of war over the soldiers who have merely learnt to perform correctly according to Standard Operating Procedures (Singh, 2000).

Soldiers of all Arms and Services need to be motivated to acquire education in multi disciplinary subjects relevant to the Profession of Arms like Management, Information Technology (IT), Behavioral Sciences like Psychology, Sociology and Anthropology, Military History, Geopolitics, International Relations, Human Rights (HR), Laws of the Land, Ecology and Environment, Health, Hygiene and Sanitation, Mass Communication in addition to academic disciplines most relevant to their specific Arms / Service (e.g. HRM for all personnel of all Arms, Tank Technology for Armored corps, Gunnery for Artillery (Arty) and Air Defense Artillery (AD Arty), and so on. This will widen their horizon and facilitate in developing multi disciplinary outlook. Without education, personnel would be a liability than an asset on the battlefield. Educating our men is imperative to ensure that personnel are able to operate confidently on the modern technology dominated battlefield of tomorrow.

Education is the foundation of human development. Acquiring knowledge and learning is a lifetime process. Indian Army is a knowledge organization whose members endeavor to cope with dynamics of change in technology, organizational systems and social values of the modern world. Organizations will be able to cope with increasing demands of the environment only, if their members constantly review their knowledge, skills, and attitudes. Soldiers in developed countries like USA are well educated and as a result are competent, confident in their outlook and clear in perceptions. They deal with their officers' class in a forthright and business like manner, calling a spade a spade. A Senior Non Commissioned Officer (NCO) talking to newly Commissioned Young Officers (YOs) amply demonstrated this aspect during his unorthodox speech. *The unorthodox speech punctuated by boldness, conviction and candid advice to junior leaders is attached as an appendix to this research paper. The address, though meant for a particular audience, has a kind of universality about it. It transcends all boundaries made by man and nature. And should serve to motivate our men to acquire higher educational standards to enable them to interact confidently and clearly and satisfy their higher order needs like esteem and self actualization (Unorthodox Address Infantry Journal, 2002).*

Education and Training Philosophy of Indian Army

The education aims to develop its personnel physically, intellectually, morally and professionally so as to acquire and improve their skills, attitudes, perceptions and values required for achievement of strategic, tactical and operational goals. *The training philosophy aims to ensure that no PBOR or officer should ever lose his life or limb in combat. More you sweat in peace; less you bleed in war is an apt saying in this context. That is the essence of training in the Army.* In Army, it is the man that counts. He may be leader or a team member in a combat, supporting combat or providing specialized/skilled expertise. Therefore, every individual, team and larger groups (like units/formations) assume importance for the Army to carry out its roles. It is only intelligent, imaginative and innovative training that produces good men and cohesive units and formations (Mahajan, 2000).

Present Educational and Training Set Up of Indian Army

At Army HQ level, General Staff (GS) Branch under Deputy Chief of Army Staff (Training & Coordination) and Director General of Military Training (DGMT) and assisted by Additional Director General, Army Education Corps (AEC) and two other ADG (Training) are responsible for formulation of training and education policy, allocation of training budget and issue of training policy to lower formation and units. The Vice Chief of Army Staff (VCOAS) is overall responsible to Chief of Army Staff (COAS) for all education and training issues pertaining to Indian Army and also Joint Services Training and training in collaboration with Armed Forces of friendly foreign countries e.g. During August 2004, US Army troops were trained at Indian Counter Insurgency & Jungle Warfare (CIJW) School at Vairangte (Mizoram) to benefit from vast experience of Indian Army in fighting Insurgency in the North East, Sri Lanka, J & K and during UN Peace Keeping Missions. Embroiled with Iraqi insurgency, US Army needs Indian Army succour in this matter.

At five operational commands (the Eastern Command at Kolkata, Southern Command at Pune, Northern

Dharmendra Singh

Command at Udhampur, Western Command at Chandi Mandir, and the Central Command at Lucknow), Major General General Staff assisted by Brigadier (Education) and Brigadier General Staff (Training) under overall supervision of Chief of Staff (COS) look after all education and training needs in their respective command theatres. The COS is responsible to Army Commander (GOC-in- C) on all education and training matters. At Corps HQ, Brigadier General Staff (BGS) assisted by Colonel General Staff (Col GS Training), General Staff Officer Grade 1 (Training) and Colonel and Staff Officer Grade 2 (Education) under the overall supervision of COS and General Officer Commanding (GOC) are responsible for all education and training in the Corps Zone.

In Infantry/Mountain/Armored/Artillery Divisions, Colonel General Staff (Col G.S.) assisted by General Staff Officer Grade 1 (Operations including Training), and Staff Officer Grade 1 (Education) under the overall responsibility of General Officer Commanding (GOC) and Deputy General Officer Commanding (Deputy GOC) are responsible for education and training in divisional sector.

In Infantry/Mountain/Armored/Artillery/Engineer Brigade Sector, Brigade Major assisted by General Staff Officer Grade 3 (Intelligence including education and Training) and Staff Officer Grade 3 /2 (Education) under the overall supervision of Deputy Brigade Commander and Brigade Commander conduct educational and training programs for achievement of operational goals.

At the grass roots level i.e. all arms and services units' training is command responsibility. Commanding Officers (COs) assisted by Second-in- Command (2IC) and Sub Unit Commanders and Education Junior Commissioned Officers (Education JCOs) are responsible for carrying out of education and Training programs.

In addition, Army Training Command (ARTRAC) at Shimla is the apex organization responsible for all aspects of training in the Indian Army. In the recent years, most important development relating to training has been the setting up of a high powered organization designated as ARTRAC, which formulates training policy, plans, coordinates and monitors all aspects of training; and reviews, evolves and disseminates concepts and doctrines for the entire Army, thereby maximizing effectiveness and operational readiness. ARTRAC assists the Indian Army in its training for war by developing and disseminating operational and logistics concepts and doctrines for current and future warfare at the strategic, operational and tactical levels; secondly, act as the nodal agency for all institutional training in the Indian army; and thirdly, perform the role of a core training body for all aspects of training in the Indian Army (Lav, 2003).

Army Schools of Instructions (Category 'A' Establishments) of all Arms and Services provide individual training to all ranks in both operational and logistical matters for planning and conduct of exercises at various levels for different service brackets and rank structure. All Arms and Services Training Centers (Category 'B' Establishments) provide basic education and training, immediately after recruitment, to Personnel Below officers Rank (PBOR) like National Defense Academy, Indian Military Academy and Officers' Training Academy provide pre commission training in case of officers (Patil, 2004).

Objective of the Paper

The paper seeks to investigate into the inadequacies of the present Army Education and Training System and suggest suitable measures to rejuvenate the system.

Preview

The topic has been dealt with in two parts as follows:

Part 1- Weaknesses of the Present Army Education and Training System

Part 2 - Measures to rejuvenate the Army Education and Training System

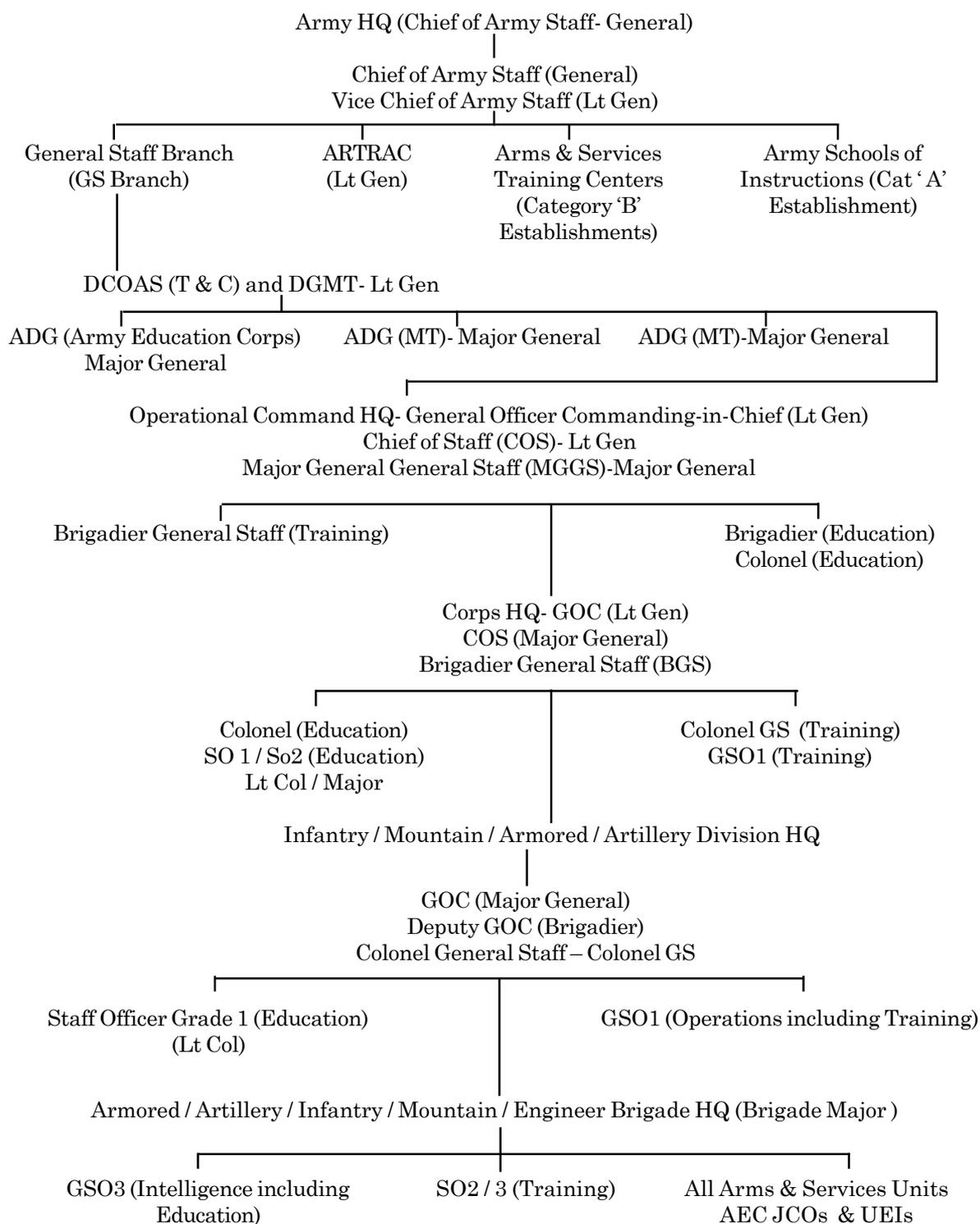


Figure 1: Current Organisational Structure of Indian Army Education and Training

Need for the Study

While adequate attention is paid to the development of skills, attitudes and desirable job related behaviors of Indian Army personnel through carefully planned individual and collective training programs, the aspects of broad based education programs needed for integrated and holistic development of personality are ignored. Therefore, the aim is to suggest suitable measures for educational amelioration of Indian Army personnel. The contents of the structured courses of the Army are designed to help officers to attain tactical and administrative competence for various Operations of War. In these courses, though the professional knowledge of officers improves, their education does not. The system of Indian Army Courses of Instructions leaves a gap in the officers' knowledge and understanding of geopolitical, economic, socio-cultural and technological issues. Also, despite the growing importance of Management, IT, Law, Natural Environment, Bio Technology and so on, these do not find rightful place in the knowledge bank of officers. Officers acquire superficial knowledge of some of these by their personal efforts, but that is insufficient. On the whole, while their professional knowledge is good, their intellectual and overall development remains neglected. Ways have to be found to improve the educational standards of all ranks.

Research Approach and Design

The study uses both exploratory as well as descriptive research design. It uses both close-ended as well as open-ended questions. Close-ended questions have been put in respect of such issues wherein the contours of the research problem have been ascertained on the basis of survey of existing literature. However, those issues wherein the dimensions of the problem are not yet clear, open-ended questions have been put to respondents. The analysis of close ended and open-ended questions have been done by employing standard statistical procedures of frequency and percentages.

Data Sources

The study uses both primary and secondary data sources. Primary data was collected directly from respondents while secondary data was acquired from the available published literature at United Service Institution of India Library at New Delhi.

Sampling Plan

The sample for the present study comprised 300 respondents (200 Indian Army Officers and 100 personnel below officer ranks) of varying rank structure and from all Arms and Services.

Development and Description of the Research Tool

The questionnaire had one open-ended and one structured question in addition to six demographic questions. The closed ended question No. 1 pertained to indication of degree of agreement with ten given statements concerning perceived gray areas of Indian Army education system on a five-point scale ranging from 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. The open-ended question No. 2 dealt with the measures to be suggested to revamp the present education and training system of the Army.

Pattern of Analysis

Standard pattern of analysis involving use of 'Mean' and multiplication of frequencies with weights assigned to various alternatives have been used within the study as follows:

- (a) **No. 1 question was aimed at assessing the degree of weaknesses of the present Army Education and Training System:** The opinions of the respondents were ascertained on a five point scale ranging from 'Strongly Agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly Disagree'. These ranks were assigned weights of 5, 4, 3, 2, and 1 respectively. The frequencies of responses were multiplied with the respective weight age for the degree of agreement. The scores of each

structured statements for all the respondents were summed up and divided by the maximum score possible for a particular statement i.e. 300 (No. of respondents) x 5 (highest weight age for 'strongly agree') = 1500 to get the average. The percentage was computed by multiplying the average by 100. The degree of weakness in the present education and training system is shown in Table 1.

Table 1: Major Weaknesses of Army Education and Training in India

S.No.	Statements	Frequency of Degree of Agreement of Respondents					Total Score (F x W)	%	Rank
		SA	A	U	D	SD			
1.	There is <i>inadequate feedback</i> on education and training programs from students.	100	51	71	-	78	995	66.33	II
2.	There are <i>limited educational opportunities</i> .	190	25	30	15	40	640	42.66	X
3.	<i>The concept of education</i> and training in Army is <i>biased</i> mainly towards training only.	87	23	45	15	130	822	54.8	V
4.	While <i>budgetary allocations</i> for Army training are reasonable, education gets a raw deal.	66	88	55	91	-	1029	68.60	I
5.	<i>Incentives</i> offered for acquisition of educational qualifications are peanuts.	119	27	32	55	67	976	65.06	III
6.	<i>The employment subsequent to acquisition of qualification</i> does not often utilize the new qualification.	28	58	37	91	86	751	50.06	VIII
7.	<i>The educational organizational structure</i> at grass roots level is inadequate.	52	67	29	101	51	868	57.86	IV
8.	<i>Multi disciplinary programs like Management, Information Technology, and Law</i> are not covered at Army Schools of Instructions.	33	58	11	81	107	719	47.92	IX
9.	<i>The role of 'Internal Learning'</i> (required for development of 'spiritual quotient' with external learning (i.e. knowledge acquired through environment) is ignored in our training and education system.	59	31	71	28	111	799	53.26	VII
10.	The present education and training set up inadequately caters for <i>post retirement rehabilitation</i> .	74	29	31	58	108	803	53.53	VI

(b) Question No. 2 was an open-ended question. It required respondents to suggest measures to improve the Army education and training system: The suggested measures were interpreted in terms of frequencies and percentages and presented with the help of Table No. 2.

Limitation of the Study

The study was confined to 300 respondents from the Indian Army, both serving and retired, of varying seniority, rank structure and socio-economic background. This limits the generalisation of the study to only the study sample. Despite the limitations, the findings are quite indicative of the broad trend.

Results and Discussion

Part – I Analysis of Question No.1 (indication of degree of agreement with the stated weaknesses of the present day Indian Army Education and Training System on a five point scale i.e. ‘Strongly Agree (SA)’, ‘Agree (A)’, ‘Undecided (U)’, ‘Disagree (D)’ and ‘Strongly Disagree (SD)’).

F = Frequency of Respondents W= weights Assigned

$$\text{Percentage (\%)} = \frac{\text{Total Points}}{\text{Maximum Points}} \times 100$$

Possible i.e. 1500

Inadequate Feedback: The present education system lacks detailed feedback on the educational and training courses from the students. Whatever feedback is obtained pertains to the existing syllabus. Updating of syllabi is limited to the thinking and vision of few officers, who with their myopic outlook confine themselves to the present training and educational requirements only. Utilizing Organizational Development (OD) interventionists, educationists and psychologists with experience and vision for the overall requirement of education in the emerging scenario may result in a balanced syllabus suited for changing conditions of strategic, tactical and operational scenario.

Limited Educational Opportunities: Presently, the provision of study leave is applicable to officers only. For PBOR, there are no such provisions. Secondly, officers are granted study leave when they are either superseded or in a rank wherein the Military Secretary (MS) Branch finds it difficult to post them e.g. Colonels who have finished their command tenure and one staff/instructional tenure thereafter are released by the MS Branch for sabbatical. Secondly, very less percentage of PBOR are allowed to pursue higher studies at Corps/Command Headquarters HRD Center due to tremendous operational and administrative commitments of Units/Formations.

The Hackneyed Concept of Education: Army education and training schedules are predominantly training oriented. This is due to the requirement of achievement of operational effectiveness during war and during peace, the aim is to remain battle worthy by conducting training exclusively to attain skills in Integrated Weapon Training (IWT), rehearsing battle drills and battle procedures for all operations of war like Defense, Attack, Opposed River Crossing, Withdrawal in all types of terrain i.e. mountain, desert and jungle available on our International Borders (IB)/ Line – of – Control (LOC). The contents of structured Army courses are designed to help personnel attain tactical and administrative competence for various regimental, staff and instructional assignments. In these professional courses, though professional knowledge gets updated but the educational aspects still remain uncovered. This leaves a void in the personnel’s knowledge and understanding of important issues other than professional e.g., geo-political, management, economic, technological, international affairs, socio-cultural, environmental and so on. Very little attention is paid to acquisition of knowledge through educational programs. Thus, intellectual and overall development, possible through educational programs, remains ignored.

Part II- Analysis of Suggested Measures by Respondents for Improving the Army Education and Training System

F = Frequency of Respondents

Table: 2 Proposed Measures for Improving Army Education and Training System

S. No.	Suggested Measures	F	%	Rank
1.	Comprehensive training and education programs for <i>pre commission training of officers</i> .	131	43.6	III
2.	<i>Junior Officers Training and Education Programs (JOTES)</i> for Young Officers up to 5-6 years of service.	83	27.66	VIII
3.	Middle ranking officers (10 – 15 years of service) should be put through <i>Long Defense Management Course (LDMC)</i> .	107	39.0	IV
4.	<i>Emphasize computer aided instruction (CAI) and computer aided education (CAE)</i> for all ranks.	201	67.0	I
5.	Emphasize <i>management, mass communication and legal education for middle ranking and senior officers</i> .	59	19.66	XI
6.	Encourage intellectual growth and job enrichment in all ranks through <i>challenging assignments and job enrichment</i> .	77	25.66	IX
7.	Education on <i>military ethics, human rights, performance appraisal, leadership qualities, legal aspects for higher commanders</i> .	58	19.33	XII
8.	Apply <i>Universal Basic Training Model for All Arms and Services</i> PBOR incorporating Physical Training (25%), Military Development (50%), Intellectual Development (10%) and Character Development (15%).	96	32.0	VI
9.	Establishment of <i>National Defense University</i> with multiple disciplines besides subjects related to Armed Forces.	189	63.0	II
10.	<i>Reorganize Army Education Corps (AEC) and General Staff (Training)</i> into a new Corps called Army Education and Training Corps (AETC) by amalgamating the functions of the two for better coordination, synergy and team work and ensuring Systems Approach.	48	16.0	XIII
10.	<i>Restructuring Army Training Command (ARTRAC)</i> in order to enlarge its functions to include education as well training within its fold. It may be re christened as Army Education and Training Command (ARETRAC).	83	27.66	VIII
11.	<i>Transfer to AETC</i> should be made from first class PG volunteers (Ph D for Officers) in their area of specialization from all Arms and Services with 10 yrs and above service, and based on merit list drawn by MS Branch/The Records of various Arms & Services, as in the case of Intelligence Corps transferees.	55	18.33	VII
12.	<i>Educational Requirement for Ranks should be Revised</i> . For officers, it may be made mandatory to acquire PG degree relevant to particular Arms/Service before assuming rank of substantive / acting Major, graduation for becoming Naib Subedar and 10 +2 for becoming Havildar.	94	31.33	VII
13.	<i>Emphasis on Internal Learning</i> to induce introspection and develop 'SQ'.	43	14.33	XIV
14.	<i>Education and Training Staff at Army HQ and other Formation HQ and Units</i> to be boosted up to bring about educational revolution in the immediate future leading to human resource renaissance in the Army.	67	22.33	X
15.	<i>Inter Services Cooperation and collaboration with Armies of Developed Countries</i> on education and training matters for exchange programs.	103	37.66	V

Dharmendra Singh

Limited Time and Budgetary Allocations: While budgetary allocations for training requirements are adequate, education gets a raw deal since the effects of education are intangible and not correctly perceived by budget planners. The Government of India, Ministry of Human Resources Development (HRD) is planning to raise allocations for education programs to 6 % of the total budgetary allocations, Army still accords higher priority to training programs at the expense of development of its personnel. Similarly, time allocation is also limited. When no individual or collective training programs are planned, little time may be allocated to educational programs for officers and PBOR; these programs are conducted in a perfunctory manner to fill in the Digest of Service.

Educational Incentives: Indian Army has well institutionalized system of reinforcing the desirable professional behaviors by rewarding winners in individual and team oriented training competitions e.g. Inter Battalion / Infantry Brigade / Infantry Division 81 MM Mortar Competition, Endurance Competition, 7.62 MM Medium Machine Gun competition and so on. On the other hand, system of rewards is almost non-existent for achieving excellence in educational field. Even during sponsored two years sabbaticals, one has to bear own expenses on account of exorbitant tuition fees. And after acquiring the postgraduate qualification, one-time educational grant is a paltry sum of Rupees 10,000/- subject to the beneficiary serving for a minimum number of years after the grant.

Employment Subsequent to Acquisition of Educational Qualification: It is seen that due to lack of foresight and planning on the part of Arms and Services Records and Military Secretary (MS) Branch (responsible for postings, promotion, honors and awards, retirement / release / discharge / reemployment of officers only), the affected personnel are seldom placed in appointments commensurate with their newly acquired civil qualification. This deprives both the organization as well as the person of the benefits of the qualification.

Organizational Structure: The present organizational structure with regard to education at grass roots level i.e. in units is inadequate. Authorization of 2-3 Army Education Corps Junior Commissioned Officers (JCOs) to conduct classes for Army Certificate of Education Standards II and III (ACE II & III) and Map Reading Standard II & III (MR II & III) only is totally a skewed educational policy especially in a global era of today. A modern soldier with no schooling in economics, current affairs, computer science, military history, and basic sciences up to 10+2 level is bound to lag behind. A developed country like USA educates her soldiers in a National Defense University, which is still a distant dream in India.

Multi-Disciplinary Programs: These are not taught at Army Schools of Instructions. All vocations in modern day require knowledge of multiple disciplines like management, IT, environmental sciences, and mass communication. Such a limitation constrains the horizon of Indian Army personnel to their professional matters alone.

Absence of Internal Learning: Emphasis is laid only on the external learning acquired from classrooms, books, media and society. Internal learning aims to induce introspection amongst learners. This is very essential for self-realization and development of '*Spiritual Quotient (SQ)*'. That is how a person can evolve himself as a fine human being and be an educated person in the true sense.

Rehabilitation After Retirement: With limited educational qualification acquired during in-service period, personnel find it hard to be gracefully placed in accordance with their ranks and status in the Army. The Directorate General of Resettlement (DGR) and Army Placement Agency at New Delhi and respective Records of all Arms and Services also feel helpless in re-employment of such sparsely educated personnel.

Pre-Commission Education and Training of Officers: It should stress management education, including *HRM, Material, and financial; International Relations, Economic Issues, IT, Moral Values*

and development of character qualities e.g., moral courage, integrity, military honors and regimental traditions.

Emphasis on 'Internal Learning': Present education and training set up of the Army provides opportunities only for external learning. In this materialistic world, ethics have become almost extinct from all walks of life due to absence of accomplished and enlightened teachers. In the days of the yore, students resided in 'Gurukuls' under a Guru during 'Brahamcharya' stage. They were initiated into 'internal learning' under the supervision of their teacher. Thus, the practice led to 'self realization' of one's weaknesses and thereby brought about personal improvement in the learner.

Development of Young Officers: A more comprehensive and integrated *Junior Officers Training and Education Schedule (JOTES)* be introduced; YOs (Young Officers) should be encouraged to visit catchments areas of recruitment of their respective regiments to learn traditions and customs, dialects, vernacular of their men. The system of mentoring and coaching has proved very successful in USA. The immediate senior should try out such a concept, in Army. Preferably not the Initiating Officer (IO), since it may prejudice the natural behavior of the counselee. Computer literacy should be enhanced. Emphasize professionalism and discourage careerist tendencies. Encourage intellectual growth through professional studies and challenging assignments by job enrichment, job enlargement and job rotation to facilitate intrinsic motivation of YOs. Develop case study method of appreciating uncertain situations and its important characteristics. Delegate responsibilities to YOs to stimulate them intellectually. Encourage them to vent their opinions freely, howsoever preposterous these may be. It is essential for their uninhibited intellectual growth.

Middle Ranking Officers: MROs (10 to 15 years of Service) should be made to undergo Long Defense Management Course (LDMC) for early assimilation of nuances of management aspects specific to Armed Forces. Encourage *Distance Learning / Correspondence Courses / On Line Educational Programs / Educational Satellite (EDUSAT)* programs to facilitate them to acquire qualification and knowledge. Develop IT infrastructure and use of computer network for distance education on Internet. Officers should be encouraged for self-learning. En masse introduction of *Computer Aided Education (CAE) and Computer Aided Instruction (CAI)* be accelerated. Acquisition of *legal qualification* is helpful for expeditious and equitable settlement of disciplinary cases; *Mass Communication* develops effective written and oral skills and sharpens powers of persuasion and interaction meaningfully.

Higher Commanders (Brigadiers and above): They should be educated on *military ethics* to induce introspection with regard to fulfillment of their professional responsibilities and obligations, analysis of their leadership qualities and other traits. *Education in Strategic Management, IT, Leadership Traits, Legal Aspects, Evolution of Performance Appraisal* procedure and its impact on officers, *career counseling*, and update on emerging trends in technology.

Education and Training of Personnel Below Officers Rank: They should aim to develop competencies and skills and to learn correct attitudes and values. Presently, they may be educated in emerging areas of IT, Ecology and Environment, Weapon Systems, Electronic Warfare, Target Acquisition, Battlefield Surveillance, Telecommunications, Nuclear, Biological and Chemical (NBC) Warfare, Moral Education and Human Rights (HR), secularism aspects for communal harmony amongst troops of all religions. *Universal Basic Training Model for PBOR* (Personnel Below Officers Rank) of all Arms and Services should be introduced. It stresses Physical Training (25%) for development of spirit of adventure and aggressive spirit and training effort; Military Development (50 %) including skills and soldierly duties in the garrison, Intellectual Development (10%) and Character Development (10%).

Establishment of National Defense University: It should be set up to provide education, training, research and consultancy services to personnel of Indian Armed Forces and civilians. It should have departments and faculties keeping the academic requirements of service personnel and undertake

applied research on current strategic, tactical and operational problems. It should have Faculties of Strategic Studies, Tank Technology, Field Artillery, Air Defense Artillery, Engineering (all possible disciplines of engineering including combat engineering, civil, computer, telecommunications, electronics, environmental), Law, Petroleum and Energy Studies, Mass Communication, Computer Sciences, Veterinary and Animal Health Sciences, Medicine and Surgery, Dental Sciences, Nursing and Para Medical Sciences, Ayurveda, Human Rights, Management Sciences, Ecology and Environment. The departments may be developed in a phased manner after careful analysis of academic, research and consultancy needs. The approval of all statutory national bodies like UGC, AICTE, AIU, National Assessment and Accreditation Council (NAAC) of AICTE and National Assessment Board (NAB) of UGC, Bar Council of India, Medical, Nursing, Dental Council should be obtained to maintain high standards. NDU (National Defense University) should go global after adhering to guidelines laid down by Washington Accord. Attempt should be made to achieve collaboration with NDU of USA and other developed countries. Presently, all category 'A' and 'B' training establishments of the three Defense Services like Indian Military Academy (IMA), National Defense Academy (NDA), Defense Service Staff College (DSSC), Army War College (AWC), Infantry School, College of Military Engineering (CME), College of Material Management (CMM), Military College of Telecommunications Engineering (MCTE), Military College of Electrical and Mechanical Engineering (MCEME), Air Force Academy, Naval Acad. All trainees undergoing short and long duration courses of instruction should be awarded Diploma, PG Diploma, Undergraduate Degree, PG Degree and Doctorate depending upon the course content, duration and standards achieved by personnel. NDU should be considered a Central University with Vice Chancellor to be one of the retired Service Chiefs with high academic credentials with regard to publication record and in-depth knowledge of academic affairs.

Establishment of NDU: The establishment of NDU on the lines of US and China will raise standard of strategic, tactical and operational education, training, research and consultancy leading to greater operational effectiveness of Indian Army. Secondly, Army officers proceeding on two years sabbatical results in their non availability for important operational, administrative and training commitments; however, dissemination of educational programs through internet, CD, correspondence courses, educational satellite (EDUSAT), broadcasting by radio or telecasting by TV will save time of both the organization and individuals by providing education at the door step without going in for study leave. Thirdly, NDU will provide a good meeting place for personnel of three Defense Services and also personnel of friendly foreign countries for useful interchange of concepts and doctrines. Fourthly, Army courses of instructions are not recognized in civil society due to their exclusive benefit to the Army service only. The autonomous NDU will be able to award Diploma, PG Diploma, UG Degree, PG Degree, and Doctorate degree depending upon the content, duration and standards achieved. And the multidisciplinary nature of NDU will provide education in many disciplines useful to civil society like Management, IT, Environment, and so on. This will give Army personnel ample scope to pursue a course of their choice besides getting educated in the professional discipline. Fifthly, acquisition of knowledge will lead to empowerment of personnel, a greater job satisfaction and intrinsic motivation at work place. Thus, developed human resources will enhance the real value of the Indian Army in terms of Human Resource Accounting. Sixthly, in the present set up Personnel Below Officers Rank (PBOR) hardly find any worthwhile educational opportunity. With setting up of NDU, higher order 'esteem' and 'self actualization' needs of PBOR will be met adequately.

Revision of Educational Requirements for All Ranks: For entry into the Armed forces, eligibility requirements may remain the same. For Officers, acquisition of PG qualification in a discipline relevant to particular Arms/Service, before assuming the rank of Major; graduation for a Naib Subedar and 10 + 2 for Havildar should be enforced. This will bring in socio-cultural revolution amongst all ranks. The enhancement of level of awareness will empower the men resulting in intrinsic motivation and job satisfaction. Personnel should acquire these qualifications while being on duty through distance learning and contact programs spanning for 10-20 days in a year. On line education programs through educational

satellite (EDUSAT) be telecast on the lines of 'Gyan Vani' (broadcast by All India Radio) and 'Gyan Darshan' (telecast by Door Darshan), as done by Indira Gandhi National Open University (IGNOU) for the benefit of its remotely located students. Besides audio videocassettes and Compact Discs (CDs) and Internet Servers will be immense use for troops deployed on Line of Control (LC) and International Borders (IB).

Enhancement of Educational Requirements for in-Service Army Personnel: Such a move will widen the horizon of Army personnel, meet their esteem and self actualization needs, improve quality of work life (QWL), improve motivation and morale being better educated with wide employability and future prospects, improve attitude, perception, values and work behaviors of PBOR in particular, raise the productivity of Army (in terms of better professional standards including operational, administrative and academic) and improve the attractiveness of the Army as a career option. Many routine tasks can then be delegated to PBOR since their work efficiency is bound to improve. In case of officers, their positive outlook and improved employability will boost their confidence to achieve higher professional goals. Those officers who get passed over for promotion, which is inevitable due to pyramidal structure, will leave the organization gracefully for greener pastures outside Army. The disadvantage is that lethargic personnel with a fixed mindset may resist the proposed change but they may be motivated and persuaded.

Restructuring of Army Education and Training System: For better functioning, coordination, and synergy between Army Education Corps (AEC) and General Staff (Training), these two components may be amalgamated. The reorganization will ensure systems approach to education and training matters. It will make the education and training programs more focused, objective oriented and responsive to the environment. AEC should be re christened as Army education and Training Corps (AETC). Similarly, Army Training Command (ARTRAC) should also diversify and include educational functions in its charter of responsibilities. It may be re christened as Army Education and Training Command (ARETRAC). Such a restructuring will result in synergy, coordination, and wider perspectives on training and greater specialization of manpower through creation of a separate AETC with all Arms and services officers. The Post Graduate volunteers (preferably with doctoral degree for Officers) should be permanently seconded after 10 years of service on voluntary cum merit basis. The present AEC should be disbanded and its officer cadre and selected officers from all arms and services with adequate experience in training should form the nucleus of the proposed AETC. At Army HQ, Director General, Army Education and Training (DGAETC), a Lt Gen should directly report to Vice Chief of Army Staff (VCOAS) and not to Deputy Chief of Army Staff (DCOAS- Training & Coordination) as being done presently. Thus, present DCOAS (T&C) may be made lighter with regard to his responsibilities. To assist him there should be three Additional Director Generals (ADGs). They should be designated as called ADG (Training), ADG (Education) and ADG (NDU). They will respectively take care of education, training and army component of National Defense University (NDU). At each operational command, there should be a Major General Education and Training (MGET), reporting directly Chief of Staff (COS) and General Officer Commanding in Chief (GOC-in-C) on education and training matters. Three Brigadiers should assist MGET. Each responsible for training, education and NDU approved education and training colleges located in each command. Thereby, overworked Major General General Staff (MGGS) of a Command HQ may be relieved of some his responsibilities pertaining to education and training. MGGS can then concentrate more on vital operational, intelligence, staff duties and planning. At Corps HQ, a Brigadier (Education and Training) should report directly to COS and should be assisted by three Colonels (Education and Training). Similarly, at Divisional HQ, Brigade HQ and Units and all Arms and Services Training Centers, the AETC can be boosted up as recommended in the chart below and the requirements may be reviewed periodically to meet operational requirements.

Functions of Proposed Army Education and Training Command and National Defense University: It is expected that ARETRAC will deal with operations oriented education and training

Dharmendra Singh

programs and test them during various sand model discussions and collective exercises. NDU approach will be broader in terms of education and training programs and mainly dwell on academic research, education, training and consultancy programs and interaction with outside public. While the proposed AERTRAC will confine its interaction mainly within Indian Army due to classified nature of tactical operations and will conduct applied research as applicable to our Army; on the other hand, NDU will function like a normal university with bias towards academic research, training, consultancy and conduct academic programs much outside the scope of ARETRAC like Management, Environment, Human Rights, Mass Communication and so on.

Restructured Educational & Training Set Up: With restructuring, there will be greater coordination and integration of educational and training matters, which are closely interlinked. Presently, this aspect has been ignored due to myopic vision. Training, in fact, is the offspring of education. Though training is very important to attain operational objectives, importance of education in a global era cannot be ignored. Secondly, the restructured organization will impart flexibility in employing officers of the proposed Army Education and Training Corps (AETC) for both training and educational purposes. This is not possible in the present context since AEC officers are not trained in operational matters to plan training and all arms and services officers posted on General Staff (Training) can not conduct educational programs due to lack of post graduate qualification and relevant pedagogical skills. Since the qualitative requirement of officers for transfer to the proposed Army Education and Training Corps will be a first class PG degree (Ph D in the long term for Officers) in a relevant discipline, ten years and above service experience with various Arms and Services units, merit based selection, those officers will more qualified to run educational and training programs than the present generation AEC and GS (Training) officers. Thirdly, raising of AETC will result in a Corps specialized in Trainings and Education matters. Presently, due to wide exposure of all Arms & Services officers to Intelligence, Operations, Staff Duties and War Establishment (SD & WE), Quarter Master General (QMG) and Adjutant General (AG) functions, officers have become jack-of-all-trades and master of none. The proposed AETC will provide the pool of knowledge, learning and expertise in both education and training matters. Such a choice of two area of specialization provides the via media between either too narrow specialization of present AEC officers and too vast an exposure of all arms and services officers posted on the staff of General Staff (Training). Fourthly, creation of separate General Staff (Training & Education) will create promotional avenues in all ranks, which is need of the hour. Limited promotional prospects at higher echelons due to pyramidal structure has become frustrating when we compare our service conditions with central civil services in India. Growth, advancement and achievement are the actual motivators as per Herzberg's Hygiene Motivation Theory and not pay and allowances (which are '*hygiene factors*' or '*dissatisfiers*' because their presence does not motivate but absence causes dissatisfaction at the work place). Fifthly, divorcing GS (Education and Training) from over worked General Staff Branch will provide them immense relief. Due to increasing documentation day-by-day, Head of General Staff Branch is unable to find a breathing space. The re-organized GS (Education and Training) will give him the desired respite and succor from the proposed change. Sixthly, the restructured organization will result in educational amelioration of all ranks through multi disciplinary National Defense University (conducting on line / correspondence / educational satellite programs), enhanced educational requirements for promotion to the rank of Major, Naib Subedar (Junior Warrant Officer) and Havildars (Sergeant). Sixthly, the enhanced competence of officers of the proposed AETC will result in greater operational effectiveness of the entire Army in line with Armies of the developed countries like USA. The competence of the personnel will be more since the minimum qualification for the transferee is PG degree (Ph D in case of officers), 10 years of service experience and competitive merit (based on record of service). Seventhly, establishment of all Arms and Services oriented Army Training and Education Corps with broad based outlook on army functioning will enable its personnel to interact with trainees more intimately and resolve their educational and training problems, thus, leading to greater education and training pay offs. Eighthly, rehabilitation of personnel after retirement will be facilitated since

most of them would have acquired PG qualification before release / retirement in a desired discipline (useful for civil society) from proposed National Defense University.

Perceived Difficulties in the Proposed Restructuring: Any change is bound to be resisted by the people effected by it. It is due to structural inertia and threat to existing power structure. Setting up of Defense University requires not only funds but also qualified staff to set up departments and faculties. The qualitative requirements of personnel of the proposed AETC may have to be relaxed in the beginning. Overlapping of certain functions between Army Education and Training Command (ARETRAC) and National Defense University leading to power struggle may have to be amicably resolved.

Conclusion

To develop human resources, their education and training assume vital importance. While education develops the personality of an individual in a holistic manner, training develops skills, attitudes and job behaviors. Presently, two separate departments of Indian Army perform education and training functions. Training is an all Arms and Services responsibility, education is imparted purely by personnel of Army Education Corps (AEC). Though education is wider in scope and its effects are long lasting, it is not being given its due place in the Army. On the other hand, training is accorded precedence over education due to its intimate relationship with operational performance. *In the globalized era, there is a need to upgrade educational capabilities of Indian Army soldiers to be at par with soldiers of developed countries like USA and European Union.* The present research paper identifies shortcomings in the education and training system available in the Army and suggests suitable measures for rejuvenating the same based on exploratory and descriptive study comprising 300 Army personnel of all Arms and Services and varying seniority. The weaknesses revealed in the study are absence of adequate feedback on education and training programs by students, limited opportunities for higher education for Personnel Below Officers Ranks (PBOR), biased concept of education in favor of training, paucity of funds for educational programs, inadequate incentives, insufficient utilization of qualified personnel for organizational benefit, obsolescent Army educational organization, absence of multidisciplinary approach towards education, absence of internal learning needed for introspection of one's weaknesses, poor educational infrastructure. The measures suggested included revamping of education and training schedule for young officers, middle ranking officers, senior officers and PBOR. At pre commission academies, more emphasis on IT, moral education and greater consciousness towards one's duties, military history, psychology fundamentals pertaining to Armed Forces. For young officers, introduction of *Junior Officers' Training and Education Scheme (JOTES)* was emphasized. It was suggested that middle ranking officers must undergo *Long Defense Management Course (LDMC)* in their 10-15 years of service bracket for greater utility of the course for the organization. Senior officers should be educated about *legal issues, Human Rights and ethical aspects*. For personnel below officer ranks, introduction of *Universal Basic Training Model* was suggested. Other suggestions included *setting up of a multidisciplinary National Defense University* for educational amelioration of all ranks and ushering in renaissance in the Indian Army, proliferation of *computer aided education (CAE) and computer aided instruction (CAI)*, introduction of simulators for greater cost effectiveness in training, more emphasis on self learning through correspondence / on line / education satellite disseminated courses. *The restructuring of present Army Education Corps and General Staff (Training) into Army Education and Training corps (AETC)* for greater synergy and coordination was suggested. *Up gradation of educational qualification for in service personnel to be in tune with time* was found very valid. *Re christening of Army Training Command (ARTRAC) as Army Education and Training Command (ARETRAC)* to become diversified in its functioning was suggested. Most importantly, the whole aim of education will get defeated if *internal learning* is not combined with external learning. For enhancing the value of all ranks, timely and balanced investments in education and training is the need of the hour.

Dharmendra Singh

References

- Army Training Command (ARTRAC) Manual (1998), Army Training Command, Shimla, First Edition.
- Lav, Major Hitesh (2003), “*HRD Challenger for the Army: Perspectives 2020*”, *Combat Journal*, College of Combat, August, p.21-28.
- Mahajan, Lt. Gen. R.N. (2000), “*A Career in the Armed Forces: How to Make it More Attractive*”, Ocean Books Private Limited, New Delhi, First Edition, p.109 - 111.
- Patil, Colonel P.B. (2004), “*Human Resource Development in the Army – An Appraisal*”, *Defense Management Journal*, College of Defense Management, Secunderabad, January, p.11 - 20.
- Ramachandran, Brigadier B.R. (2003), “*Correspondence Education Course for Infantry Soldier: A New Training Methodology*”, *Infantry Journal*, December, p.83 - 91.
- Sharma, Brigadier R.M. (2001), “*HRD Concept and Practice*”, *War College Journal*, Army War College, Mhow, p.112 - 117.
- Singh, Brigadier Amarjeet (2001), “*Training Challenges in the New Millennium*”, *Defense Management Journal*, College of Defense Management, Secunderabad, April, p.63 - 70.
- Singh, Brigadier D.P. (2000), “*Training: Some Thoughts*”, *Infantry Journal*, December, Infantry School, Mhow, p.98 - 104.
- Singh, Colonel Narendar (1998), “*Unconventional: Training for Being*”, *Combat Journal*, College of Combat, Mhow, April, p.72 - 78.
- Unorthodox Address (2002), *Infantry Journal*, Infantry School, Mhow, June.

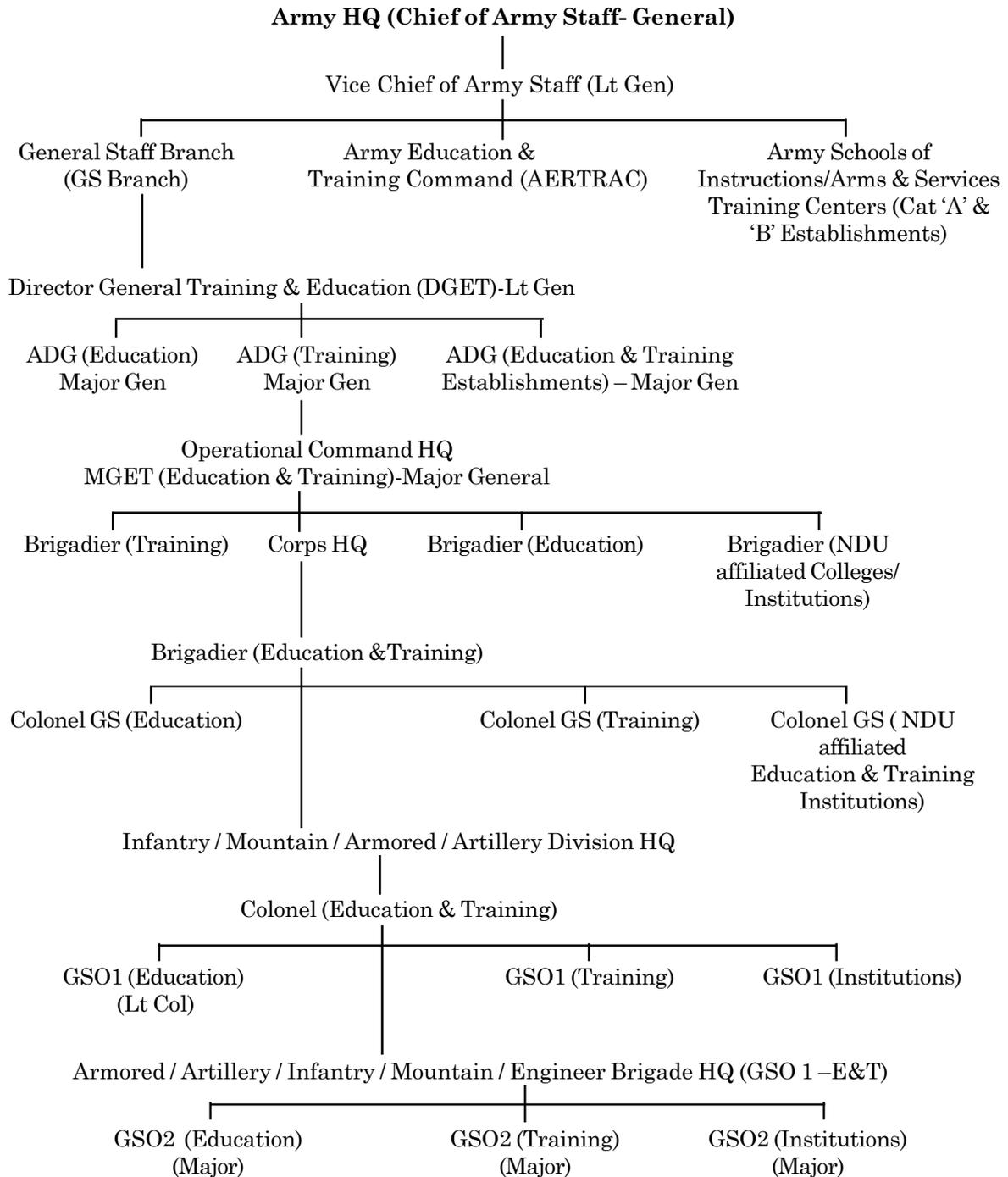


Figure 2: Proposed Structure of Indian Army Education & Training



Figure 3: Shortcomings of the Present Indian Army Education and Training System and Suggested Rejuvenating Measures