

# EDUCATION IN INDIAN ARMY: AN ANALYSIS

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## ABSTRACT

*The main aim of education is to develop a well-conversant, competent, progressed and responsible Indian citizen. Education in Indian Army needs a overhauling as there are many deficiencies in the system. Training is only one of the elements of education. True education brings complete improvement of personality of an individual, necessary for his personal development in the long term. Training, on the other side, develops skills, attitudes and job behaviour, vital for efficiency and effectiveness in the profession.*

**Keywords:** *Army, Education, Ethics*

## INTRODUCTION

The 3<sup>rd</sup> largest Army of the world after China and the United States of America, Indian Army (IA) swear in about approx. 70,000 Personnel-Below-Officers Rank (PBOR) and 1,000 Officers, yearly, to keep its operational effectiveness. A new candidate go through training at diverse pre-commission training academies, like Indian Military Academy, situated in Dehradun; National Defence Academy at Pune; and Officers Training Academy located in Chennai, in case of Officers and diverse Arms and Services Training Centers for PBOR. Training is systematic, evolved, scientific, reformist and has endured the test of time, both throughout war and in Operations Other Than War (OOTW), e.g., counter-insurgency Op. and in aid to Civil Authorities to reinstate law and order, reprieve and rescue operations in the course of natural calamities, re-establishment of vital supplies during 'Bandhs', strikes and UN Peace-keeping Missions. Still, slight regard has been paid to educate men in gradations of modern day life, like IT, Law, Management, Ecology, Environment and Human Rights.<sup>i</sup>

## RESEARCH GAP

The Review of the literature infers that many aspects in the field remain unexplored. Much of the emphasis is being given to the training of the armed forces in terms of physical fitness, arms handling, weapon training etc. The required importance to the education of the army personnel's is missing. Though the awareness regarding education of the officers is there, it is lacking for the lower ranks.

## NEED FOR THE STUDY

While ample care is paid to the improvement of skills, attitudes and required job related behaviours of Indian Army personnel by carefully designed individual and collective training programs, the features of broad based education programs required for incorporated and holistic growth of personality are overlooked. Therefore, the purpose is to put forward suitable measures for educational enhancement of Indian Army. The subjects of the organized courses of the Army are planned to help officers to achieve tactical and administrative capability for different Operations of War. In these courses of learning, though the expert information of officers enhances, their education does not. The structure of Indian Army Courses of Instructions leads to a gap in the officer's knowledge and understanding of economic, geopolitical, socio-cultural and technological issues. Also, in spite of the growing significance of IT, Management, Law, Natural Environment, Bio-Technology and so on,

these do not find due position in the knowledge store of officers. Officers attain shallow knowledge of some of these by their individual attempts, but that is inadequate. On the entire, while their expert knowledge is decent, their intellectual and general development remains ignored. Methods have to be discovered to develop the educational standards of all ranks.

At the beginning, it will be practical to distinguish among the education and training. Education is more inclusive, thorough and wider in space than training.<sup>ii</sup> Training is only one of the elements of education. Secondly, true education brings about comprehensive improvement of personality of a person, required for his personal development in the long period. Training, on the other side, develops skills, attitudes and job behaviour, required for efficiency and effectiveness in the work.<sup>iii</sup>

## **OBJECTIVE OF THE STUDY**

The prime objective of this paper is to investigate into the deficiencies of the contemporary Army Education and Training System and propose appropriate methods to revive the system.

### **Hypothesis:**

The rearrangement of present Army Education Corps and General Staff (Training) into Army Education and Training corps for superior co-operation and management may be a boon for quality education in Armed forces.

## **RESEARCH METHODOLOGY**

The research methodology applied in the paper is descriptive and analytical based on both primary and secondary sources. In primary sources the Interviews and observations are being done and the respondents comprise of Defence experts. Further, text books, reference books, journals, articles, national dailies and internet is used as secondary sources.

## **SIGNIFICANCE OF EDUCATION**

The Indian Army is confronting several challenges in its effort to impart value education and training programs. The socio economic change in society, the technological fluctuations combined with problem of technology integration and speedy obsolescence of weapons and apparatus, decreasing defense budgets and fiscal limitations are only selected issues. Other issues of unease are variety of operational roles and obligations, the need to safeguard costly equipment, the accessibility of training areas and infrastructure for education, prominent number of personnel required for training and education, orientation and outlook.<sup>iv</sup>

The educational programs should try to provide knowledge to personnel at the stage of diploma, post-graduate diploma, Bachelor's, Master's and Doctoral degrees in the fields of Management (all disciplines), Environment, Information Technology, International Relations, Strategic Affairs, Human Rights, Ethical issues, Mass Communication, Yoga, etc., and broaden the view of personnel by inculcating wider perspectives. Facing funds crunch, armed forces always gives emphasis to training rather than higher education. The main aim of education should be to develop a well-conversant, competent, progressed and responsible Indian citizen. The preferred traits to be built up in the Indian Army soldiers through training programs are techno-knowhow, will to win and be successful, psychological robustness, intellectual and physical mobility, will to swallow technological and tactical changes, capability to bear stress and tremors of war, physical fitness and mental robustness and companionship.<sup>v</sup>

## **I.) HISTORY OF EDUCATION IN INDIAN ARMED FORCES**

The Indian Armed Forces inherited its rituals and tradition from the British Army when majority of the officer's cadre was absorbed from the British and Personnel-Below-Officers Ranks were mostly Indians. These PBORs were faced down upon by the British and subjugated due to their inadequate literacy standards and in addition, deficiency of common awareness. Less educated, naive, humble hearted and trustworthy recruits from martial races with obedient personality to the British Raj were favoured over youngsters with suspicious loyalty. In contrast, rituals and traditions in Indian Navy and Indian Air Force have progressed in sovereign India and their PBOR are noticeably diverse than Indian Army soldiers in view, approach and communications with their officers. They are liberal in viewpoint, self-confident, communicative, expert in approach, entirely aware of their privileges and responsibilities and professional in their relations with their officers. It is due to their advanced educational standards, proficient work culture with autonomy and allocation of duties being assigned to PBOR, repeated postings to urbanized cantonments and most notably English as medium of communication between PBOR and officers.<sup>vi</sup>

The element of education in the Indian Army has, for long time, been looked upon with pessimism. The age-old maxim 'Damn your writing, mind your fighting' still rules the thoughts of old war veterans.<sup>vii</sup> Even as late as year 1997, it was openly uttered by a in service Army Commander that educational prerequisite for entrance into the NDA be lowered from class 12th to class 10 as it was during the 60's and early 70's. On the contemporary day battlefield, illiterate or less educated soldiers will suffer. In a situation, so highly supercharged with Information Technology (IT), Nuclear, Biological & Chemical (NBC) weaponry, it will be suitable that our armed forces are completely conversant with complexities of technological advancement. Thus, the goal of educational training in the Army is to boost the professional competence of the proverbial men behind the gun.<sup>viii</sup>

Continuous effort should be made to upgrade educational standards of the forces. Less schooled soldiers could accomplish the call of achieving the tasks in the past, but he was almost defenceless. In the modern battlefield, most operative soldiers would have to be artistic, state-of-the-art, well-informed and psychologically inventive to encounter fast varying and fluid tactical circumstances. No sole theory or answer can offer a complete answer, but the analysis of multiple theories and introduction to several academic disciplines like Human Psychology, Human Resource Management, Organizational Behaviour (OB) and so on can add to the base of military education.<sup>ix</sup> The purpose of education in Indian Army is to understand war from various methods, to research on it, find out the inner arrangement and its many inter relations. Such a methodology will offer comprehensive theoretical points that would simplify rational thinking boost creativity and improve skills. The contemporary war takes on a form of chain of small unit activities than one main battle; therefore loss of optimism by adversary is the aspect that will decide fate of war in future. The soldier who has scholarly mind to think has an inherent advantage in distressing circumstances of war in comparison to the soldiers who have just learnt to execute properly as per the Standard Operating Procedures.<sup>x</sup>

## **II.) GENERATING MOTIVATION FOR EDUCATION**

Combatants of all Arms and Services are required to be encouraged to gain education in various subjects related to the Profession of Arms like Management, Behavioural Sciences like Psychology, Information Technology (IT), Anthropology, Sociology, Geopolitics, Military History, Human Rights (HR), International Relations, Ecology and Environment,

Laws of the Land, Hygiene and Sanitation, Health, Mass Communication along with academic subjects most significant to their particular Arms / Service (e.g. HRM for all personnel of all Arms, Tank Know-how for Armoured corps, Gunnery for Artillery and Air Defence Artillery, and so on. This will enlarge their limit and assist in acquiring multi-disciplinary view. Deprived of education, personnel would be a burden than strength on the battleground. Schooling our men is vital to make sure that personnel are capable to work assertively on the state of war technology dominated combat zone of tomorrow.

Education is the basis of human growth.<sup>xi</sup> Obtaining knowledge and wisdom is a lifespan process. Indian Army is a knowledge institution whose members make an effort to cope with changing aspects of technology, administrative systems and social ethics of the contemporary world. Establishments will be able to manage increasing burdens of the situation only, if their participants continuously examine their information, abilities, and outlooks. Soldiers in advanced countries like USA are well schooled and as an outcome are proficient, confident in their stance and clear in opinions.

### **III.) EDUCATION AND TRAINING IN INDIAN ARMY**

The education targets to cultivate its personnel physically, morally, intellectually, and professionally so as to gain and advance their expertise, attitudes, opinions and values essential for accomplishment of operational, tactical and strategic goals. The training values targets to make sure that no PBOR or officer should ever lose his life or limb in battle. More you sweat in peace; less you bleed in war is an apt proverb in this context.<sup>xii</sup> That is the spirit of training in the Armed forces. In Armed forces, it is the man only that counts. He may be leader or a fellow in a combat, assistant combat or providing dedicated/ skilled know-how. Consequently, every single, team and bigger groups (like units/formations) assume prominence for the Army to carry out its functions. It is only smart, creative and state-of-the-art training that develops good men and unified units and formations.<sup>xiii</sup>

At Army Head Quarter (HQ) level, General Staff Branch under Deputy Chief of Army Staff and Director General of Military Training and assisted by Additional Director General, Army Education Corps (AEC) and two additional ADG (Training) are in authority for preparation of training and education plan, apportionment of training budget and issue of training policy to lower formation and units. The Vice Chief of Army Staff is generally answerable to Chief of Army Staff for all education and training matters concerning to Indian Army and also Joint Services Training and training in association with Armed Forces of friendly countries e.g. US Army military personnel were trained at Indian Counter Insurgency & Jungle Warfare School at Vairangte to take advantage from immense experience of Indian Army in fighting down Insurgency in the North East, J & K Sri, Lanka and during UN Peace Keeping Missions.<sup>xiv</sup>

Furthermore, Army Training Command at Shimla is the top institute in control for all facets of training in the Indian Army. In the recent past, most significant development concerning to training has been the setting up of a high power-driven establishment designated as Army training Command (ARTRAC), which forms training program, policies, organises and observes all features of training; and analyses, evolves and propagates theories and doctrines for the complete Army, in that way increasing efficiency and functional readiness. ARTRAC helps the Indian Army in its exercise for war by formulating and disseminating operative and logistics models and principles for contemporary and imminent warfare at the strategic, operative and tactical stages; further, act as the nodal authority for all recognised training in the Indian army; and in last, execute the role of a fundamental training body for all facets of

training in the Indian Army.<sup>xv</sup> The current education system in the armed forces is as follows:

- Education for lower ranks
- Education for high ranks

#### **a.) Education for lower Ranks**

Army Schools of Instructions of all Arms and Services render individual training to all ranks in operational and logistical issues for designing and conduct of drills at various stages for diverse service groups and rank system. All Arms and Services Training Centers offer elementary education and training, right away after recruitment, to Personnel Below officers Rank like National Defense Academy, Indian Military Academy and Officers' Training Academy offer pre commission training in case of officers.<sup>xvi</sup> Currently, the facility of study leave is valid to officers only. For PBOR, there are no such facilities. In addition, officers are approved study leave when they are either superseded or in a rank in which the Military Secretary Branch sees it hard to post them e.g. Colonels who have completed their command term and one staff/instructional term thenceforth are free by the MS Branch for timeout. Moreover, very fewer percentage of PBOR are permitted to engage in higher studies at Corps/Command Headquarters HRD Center as a result of enormous operational and administrative obligations of Units/Formations.

A more broad and cohesive Junior Officers Training and Education Schedule (JOTES) be announced; Young Officers be promoted to visit catchments areas of recruitment of their personal regiments to study dialects, vernacular, traditions and customs of their men. The method of instructing and coaching has turned out very fruitful in USA.<sup>xvii</sup> Embolden rational growth through professional educations and thought-provoking assignments by job enhancement, job expansion and job rotation to simplify intrinsic motivation of Young Officers. It is vital for their intellectual progress.

At Present the Middle Ranking Officers (MROs) are not allowed to go through Long Defense Management Course for timely absorption of nuances of management features explicit to Armed Forces. Boost Correspondence Courses/ Distance Learning/ On-Line Educational courses of study/ Educational Satellite (EDUSAT) courses to enable them to obtain qualification and understanding. Improve IT infrastructure and usage of computer network for correspondence education over Internet. There is urgent need to promote Officers for self-learning. All together introductions of Computer Aided Instruction (CAI) and Computer Aided Education (CAE) be accelerated. Attainment of legal qualification is useful for efficient and justifiable clearance of disciplinary cases; Mass Communication improves effective written and oratory abilities and refines powers of persuasion and communication eloquently.

#### **b.) Education for Higher Ranks**

Higher Commanders (Brigadiers and above) be supposed to trained on military beliefs to encourage self-examination with regard to accomplishment of their professional accountabilities and duties, examination of their leadership abilities and other behaviours. Education in IT, Strategic Management, Legal Aspects, Leadership Traits, Development of Performance Appraisal technique and its effect on officers, career guidance, and update on evolving developments in technology.

The motive of Education and Training of PBOR is to cultivate capabilities and expertise and to acquire right attitudes and ethics. Universal Basic Training Model for PBOR of all Arms and Services needs to be brought in. It emphasises Physical Training (25%) for growth of essence of adventure and aggressive spirit and training effort; Military Development (50 %) comprising skills and soldierly duties in the barracks, Rational Development (10%) and Character Development (10%).

**IV. NATIONAL DEFENCE UNIVERSITY:** A dedicated institution in form of a university is required to be established as quickly as possible and which is by now under development to deliver training, education, exploration and consultancy facilities to recruits of Indian Armed Forces and nationals.<sup>xviii</sup> It should have centers and faculties keeping in mind the academic demands of service personnel and start applied research on current tactical, strategic and operational complications. It must have Faculties of Defence and Strategic Studies, Field Artillery, Tank Technology, Air Defense Artillery, Engineering Science (all probable subjects of engineering comprising combat engineering, telecommunications, civil, electronics, computer, environmental), Law, Mass Communication, Petroleum and Energy Studies, Veterinary and Animal Health Sciences, Computer Sciences, Dental Sciences, Medicine and Surgery, Nursing and Para Medical Sciences, Ayurveda, Management Sciences, Human Rights, Ecology and Environment. The departments may be established in a step by step method after careful study of research, academic and consultancy needs. The approval of all legal national organizations like UGC, AIU, AICTE, National Assessment and Accreditation Council of AICTE and National Assessment Board of UGC, Bar Council of India, Nursing, Medical, Dental Council and principally the supervision and funding arm of RUSA should be attained to sustain high standards. National Defence University should go international after following the guiding principles proposed by Washington Accord. All learners going through short and long period courses of education should be conferred Diploma, PG Diploma, Undergraduate Degree, PG Degree and Doctorate depending upon the study content, time and standards attained by personnel. NDU must be conceived as a Central University with Vice-Chancellor to be one of the emeritus Service Chiefs with high educational credentials with respect to publication record and exhaustive understanding of academic matters.

#### **V.) EDUCATIONAL REQUIREMENTS FOR ALL RANKS**

For introduction into the Armed forces, eligibility prerequisites may continue to be the identical. For Officers, achievement of PG qualification in a subject important to specific Arms/Service, before taking the rank of Major; graduation for a Naib Subedar and 10 + 2 for Havildar should be imposed. This will introduce socio-cultural revolution among all ranks. The improvement of level of awareness will endow the men leading to internal motivation and job contentment. Personnel should obtain these qualifications while being on duty through correspondence and contact programs for 10-20 days in a year. Online education through educational satellite (EDUSAT) be broadcast on the lines of 'Gyan Vani' (program by All India Radio) and 'Gyan Darshan' (broadcast by Doordarshan), as done by Indira Gandhi National Open University for the help of its distantly located students. In addition audio video cassettes and Compact Discs and Internet Servers will be of enormous use for troops positioned on Line of Control (LC) and International Borders (IB).

#### **FINDINGS**

After analysing the current scenario of education in the Indian Armed forces it is found that the existing training and education system of the Armed forces of India is lacking on the part

of education. The armed forces have made training their first priority. It is urgent for the forces to develop a balance between the Education and Training. There is no proper mechanism for the compulsory high value education of forces. The coordination among the higher authorities is missing and decisions are getting delayed due to unknown reasons. In the present dynamic scenario of technology one cannot rely only on the training. The amalgamation of Education and Training is necessary to counter the emerging challenges and threats which is completely missing in the current system.

## **RECOMMENDATIONS/ SUGGESTIONS**

For better working, organization, and cooperation among Army Education Corps and General Staff (Training), these two constituents may be merged. The restructuring will safeguard systems approach to education and training affairs. It will make the education and training plans more concentrated, aim oriented and receptive to the environment. With reorganizing, there will be better synchronization and assimilation of educational and training issues, which are closely interwoven. Currently, this feature has been overlooked due to narrow-minded vision. Training, actually, is the offspring of education. Although training is very vital to conquer working objectives, significance of education in international era cannot be overlooked. Secondly, the Reorganized institution will impart tractability in employing officers of the planned Army Education and Training Corps for both training and educational purposes. Since the qualitative demand of officers for transfer to the planned Army Education and Training Corps will be a first class PG degree (Ph D in the long term for Officers) in a significant discipline, ten years and above service experience with several Arms and Services units, excellence based selection, those military officers will be more capable to run educational and training programs than the current generation AEC and GS (Training) officers. An inadequate promotional chance at higher levels due to pyramidal arrangement has become unsatisfying when we relate the service situations with central civil services in India. Progress, innovation and achievement are the real incentives according to Herzberg's Hygiene Motivation Theory and not salary and allowances (which are 'hygiene factors' or 'dissatisfiers' because their existence does not encourage but absenteeism causes disappointment at the work place).

## **CONCLUSION**

To ripen human resources, their education and training assume vital significance. Whereas education improves the personality of a person in a holistic way, training improves expertise, attitudes and job manners. At present, two separate departments of Indian Army carry out education and training tasks. Training is an all Arms and Services duty, education is taught purely by personnel of Army Education Corps (AEC). However education is broader in scope and its results are long lasting, it is not being given its due position in the Army. In contrast, training is given priority over education due to its close relationship with operational performance. In the globalized age, there is a requirement to elevate educational competencies of Indian Army soldiers to be at similar level with soldiers of developed countries like USA and EU. The current research paper recognizes inadequacies in the education and training scheme available in the Army and proposes appropriate procedures for reviving the same. The flaws brought out in the study are lack of adequate response on education and training programmes by students, inadequate prospects for higher education for PBOR, unfair concept of education in support of training, lack of funds for educational programs, insufficient incentives, unsatisfactory utilization of competent personnel for organizational profit, old Army educational organization, absenteeism of multidisciplinary methodology towards education, lack of internal learning required for analysis of one's

weaknesses, inadequate educational structure. Shortage of funds has always been a problem in front of the armed forces. The rearrangement of present Army Education Corps and General Staff (Training) into Army Education and Training corps for superior co-operation and management is suggested. Elevating the criterion of educational qualification for in service personnel to remain compatible with time was found very reasonable. Most significantly, the whole purpose of education will lose its value if internal knowledge is not merged with external learning. For augmenting the importance of all ranks, well-timed and sensible investments in education and training is the necessity of the hour.

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