

**EDUCATION OF THE INDIAN ARMY:
1919-1971**

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In the memory of
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CERTIFICATE

Certified that the dissertation entitled '**Education of the Indian Army: 1919-1971**' submitted by **Richa Gupta** is in partial fulfillment of eight credits out of a total requirement of twenty four credits for the degree of Master of Philosophy of this University. This dissertation has not been submitted for any other degree of this University and is her own work.

We recommend that this dissertation be placed before the examiner for evaluation.

A handwritten signature in black ink, appearing to read 'B. Khadria', written over a horizontal line.

Professor Binod Khadria
Chairperson

A handwritten signature in black ink, appearing to read 'Deepak Kumar', written over a horizontal line.

Dr. Deepak Kumar
Supervisor

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Richa Gupta
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INTRODUCTION

Aims and Objectives:

The aim of this research is to study and analyze the role education has played in developing the potential of the Indian Soldier. The researcher has tried to trace the inception and growth of the system of educating the army from 1919-1971.

The objective of this research is to contemplate the educational structures that existed and evolved for the Indian Army, their scope, growth and impact on the life of the Indian troops.

Although a lot of work has been done in tracing the evolvement of education from the pre-British period to the modern times, the specific field of military education has not been able to attract the attention of our educationists.

This study aims to look at the procedural changes that took place in the sphere of army education. The researcher also intends to clarify the difference between 'education' and 'training of the troops, which are often mistaken for to be one and the same. The intention is also to look at the changes in the syllabus over the 52 years of the study period. E.g. The shift from Roman Urdu as a medium of instruction to Roman Hindi and later to

Hindi in the Devanagari Script, replacing British Text Books with Indian ones etc. An attempt has also been made to look at the different training institutes that were set up in India and the role that the army education personnel played being attached to these institutions.

Most of all, the study intends to scrutinize the feasibility and the need for establishing an entire corps dedicated to educating the Indian troops. An effort has been made to discern the importance and role of education in the life of the Indian troops and in analyzing how far has the Army Education Corps been successful in achieving its goals.

Questions:

Some of the questions that the researcher has endeavored to answer in this study are:

Why was a need felt to set up a separate system of education for the Indian Army?

What were its goals?

What were the policies of the imperial Govt. on this issue?

How did the national leaders react to this proposal?

What changes did the two world wars bring to the whole system of military education?

How was the military education effected by the partition of India, which also meant the division of the defiance resources and manpower as well?

What was the approach of the newly elected Government of independent India, the attitude it adopted towards the financial policy for the defense of the country?

How did the existing military organization react and was effected by the organizational reorganization of the army?

What were the achievements of the Indian army education corps (IAEC)?

What were the land mark events that marked the history of the IAEC?

What role has been played by the IAEC in enhancing the potential of the Indian soldier?

Methodology

This study has been designed as an exploratory and descriptive research. It has mainly drawn its data from the National Archives, Institute of Defense and Statistical Analysis, records and documents at the IAEC headquarters in Pachmarhi (MP). Interviewing both serving and retired

army personnel has given a valuable insight of events in history and their own personal perception of educating the Indian soldier. The library and the museum at the IAEC headquarters at Pachmarhi have proven to be most useful for the purpose of this study.

Period of Study:

The period of study begins from 1919, when following the historic speech of Winston Churchill in the House of Commons on August 5, 1919, the London War Office decreed the formation of the Indian counterpart of the British Army Education Corps.

This period is fraught with events of both national and international importance. At the turn of the century the National Freedom Movement was gaining momentum and the British Crown was depending more and more on its army to defend its imperial interests. How then was the Indian soldier trained to handle this?

The outbreak of the two world wars also provided an interesting backdrop to study the changes in the system of military education as it experimented in mobile education and also sent its convoys to educate the Indian soldiers stationed abroad. The shift of power in 1947 from the Crown to the Congress preceded by the gory partition of the country which also meant the division of the defense resources as well as manpower, also

provides for an interesting background to study the changes in the educational structure of the Indian army, the whole of the Indian defense forces underwent drastic and severe demographic changes as the troops were given a choice to either join Indian or Pakistani forces but Muslims of Pakistani origin could not join Indian defense forces and Hindus of Pakistani origin could not join Pakistani forces. Thus, the defense policy of India changed drastically with the formation of the new state of Pakistan.

Memorable milestones in the history of the military education mark the decades following independence e.g. the medium of instruction was changed from Roman Urdu to Roman Hindi and finally to Hindi in the Devanagiri script. The scope and growth also a vertical ascent. Military music was added as a part of Army Education Corps (AEC) in 1953, Map Reading was made the responsibility of the AEC. The period of study ends in 1971, when the greatest honor a corps can receive was conferred on the AEC when the then President of India Sh. VV Giri presented the colors to the corps in recognition to the invaluable and laudable service rendered by the Corps in the service of the nation.

Historical Background of the Indian Army

The genesis of the Indian Army (as organized under the British imperial rule) can be traced back to as early as 1664 when guards were

employed to safeguard the British commercial interests and establishments.

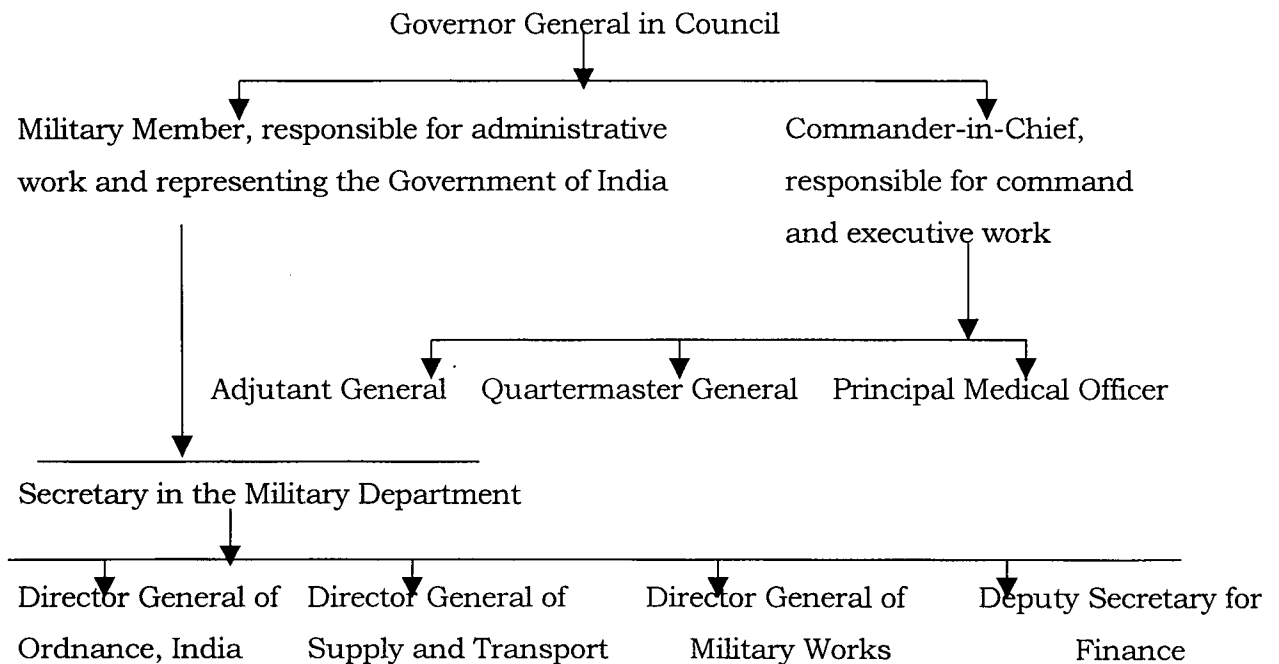
A motley group of some 100 men of varied nationality were appointed to safeguard Fort St. George in Madras, thus was born, what till 1895 was to be known as the Madras Army. In a similar way were born the armies of Bombay and Bengal. The troops consisted of Europeans recruited from England and of local native Indian Sepoys referred to as the 'Native Troops'. By 1757 efforts were being made to reorganize the Indian troops into regular battalions with a small nucleus of British Officers. In 1796, as a result of further re-organization the strength of Indian troops was drastically cut down while increasing the strength of the British troops.

In the year 1858-59 the army was again restructured on the principle of '*divide et impera*', following the sepoy mutiny of 1857 and the recommendations of 'Peel Commission' and 'Punjab Commission' set up in 1858. In 1894 the Presidential Armies of Bombay and Madras were abolished and were unified under a single authority of the Supreme Government. The administration of the army was a issue of controversy as the Army was headed by three people viz. The head- the Governor General in Council, the Military Member and the Commander-in-Chief, each representing varied aspects and interests of the Army and often clashing.

This is often referred to as the 'Curzon-Kitchner controversy'. Thus in effect two members existed in the Executive Council i.e. one the executive head of the forces and the other to scrutinize the proposals of the Commander-in-Chief.

Thus the structure of the Indian Army underwent several changes, it finally emerged in an administrative structure in 1906 which remained virtually unchanged till 1947.

The Administrative structure of the Indian Army in 1906: -



The army fell under the aegis of Military Department till 1906, when it was divided into Army Supply Department. This was later on renamed as

Defense Department in 1936. On the 16th of January 1946 the Defense Department was abolished and its work was absorbed by the newly found War Department but was again renamed the Defense Department on 15th October 1946. All the departments of Government of India came to be designated as Ministries from 29th August 1947. Thus the Defence Department came to be known as the Ministry of Defense with all the three wings viz. Army, Airforce and the Navy under its umbrella.

Chapterisation

The dissertation is proposed to be divided into six chapters-

1. ***Army Educational Structures Preceding 1919:*** This chapter deals with the Education Training of British and Native troops prior to 1919.
2. ***Policy Perspectives:*** which would deal with defense policy in general and policy on the education of the troops in particular. This chapter would also deal with the financial aspects of the Indian Defense policy.
3. ***Army Education Corps (AEC) 1919-1947:*** This chapter would deal with the establishment and role of AEC till 1947.

4. ***Consolidation of the AEC 1947-1971: its Role and Scope:*** This would look into the reestablishment of AEC in 1947, the setting up of Military Music Wing in 1950 and the role and scope of AEC.
5. ***Training Institutes and Academies:*** Looks into the growth and genesis of various Military Training Institutes/Academies.
6. ***Conclusion:*** This finally concludes the dissertation. The scholar has tried to look into the future prospects and growth of AEC.

Chapter -1

ARMY EDUCATIONAL STRUCTURES PRECEDING 1919

The origin and growth of military education a system in India can be traced under two sub-periods. Firstly, army education under the East India Company from 1600 AD to 1857 AD and secondly, under the crown from 1858 AD to 1947 AD. The arrival of the British troops in 1775, their subsequent increase in strength and their prolonged stay necessitated some sort of an education system for the troops.

Before 1816, the cadets of Infantry and Cavalry had no specific training and they learnt either on their own, or in private academies. One of such academies was the Royal Military Academy at Marlow and this supplied the bulk of cadets for these two services before 1816.¹ Before 1786, direct Commissions were given to young Englishmen in India and that was the only method of recruiting officers. In that year however the Court of Directors succeeded in getting some cadets trained at the Woolwich Academy but even then not more than 40 cadets could be trained. Therefore it became necessary to establish a Military College catering to the increasing demand of officers and their

¹. Military Letter from Court, 3 July 1805, no 12(The files are preserved at Naional Archives, India).

training, which led to the establishment of Addiscombe Academy.² To begin with, only Artillery and Engineering cadets were imparted training at Addiscombe but in 1816 the Infantry cadets were also included. This academy trained some 3,600 military officers from 1809 to 1861.³

Addiscombe Academy and Woolwich Academy

The cadets were taken between the age of 15 and 22 years. The procedure at Addiscombe for establishing initial of the cadets was to take their ranks when they attained the age of 15 ½ except in the case of not being found duly qualified after continuing at the College for two and half years, in which case they lost one year.

The duration of the course was for two years for which entrance test was held. On passing the entrance test the name of the cadet was registered in the books, a number was given to him, he was allotted to a certain squad and a certain mess and a certain barrack was assigned to him.

² . Seton, Malcolm, *The Indian Office*, Viking Pub., London, 1926, p-192.

³ . Seton, Malcolm, op.cit. p- 192.

The cadets underwent four equal terms of six months each. Sons of civilians could be admitted into the academy but had to pay large amount of fees whereas the sons of army officers paid restricted fees depending on their ranks.⁴

The rank of Junior Commissioned Officers was peculiar to Indian Services and was attainable only by the natives who, consequently were secured as the 'Native Officers'. There was no direct recruitment for them. They rose to such ranks only after serving in Junior ranks, but by 1785 this ranks was abolished, therefore making 'Subedari' the highest rank obtainable by the Indians till 1824. In 1824 the rank of Subedar Major was introduced. Till 1857 there was not a single native as Commissioned Officer in the army of the East India Company.

At Woolwich cadets were imparted instruction in the use of drawing instruments, constructions of scales and geometrical drawing.⁵ Use of arms, effects of different missiles and their use was also taught to the cadets. Introduction was also given in the theory and practice of field fortification, a through knowledge of the modes of executing all kinds of temporary defenses was acquired; notes were

⁴ . Singh Major, Madan Paul, *Indian Army Under The East India Co.* Sterling Pub. New Delhi, 1976.

⁵ . Port Lock, RE, Papers for the use of Gentlemen cadets at the Royal Military Academy at Woolwich, London 1891.

taken and drawings were made to serve as guides in the field. Descriptive Geometry was another subject taught to the cadets at the Woolwich Academy. The cadets were required to read papers on Permanent Fortification, its principles were explained to them through short lectures, diagrams and models and sets of lithographed plates given to each cadet.

At Addiscombe, which began by giving training only for Artillery and Engineers, dispatched about 60 cadets to India annually out of the total 150 trained there.⁶ Subjects taught at Addiscombe were mathematics, fortifications, military drawings, surveying and civil drawing. Each of these courses had a specific “value” attached to it and the rank of a cadet was based on the sum-total of “values”. Thus, like Woolwich, Addiscombe too had four terms but conducted five classes.

The final position at Addiscombe was thus decided by the instructor’s report every month and the merit list thus made decided a cadet’s seniority. The best cadets were sent to the Engineers Corps, the second best to Artillery and the next to Infantry (when Infantry training was started).

⁶ . Minutes of Evidence Parliamentary Papers vol 13 p. 1, Commons 735 V of 1832 Q 640.

Thus, the greatest drawback of the system of education of the Military Academy, Addiscombe was that the future of military officers was judged upon their academic performance rather than on military duty. However, in 1839 an attempt was made to improve this system of instructions by introducing sand models to discuss tactics and also by imparting training in the respective units.⁷

Training of Officers:

From the onset of the 1800s to 1857, all commissioned appointments in the regular cavalry were conferred by the Court of Directors on their relatives and friends without reference to training and qualification. Before 1797 officers of Infantry were asked to volunteer for Cavalry units without training. In 1797 Cavalry was made a distinct Corps and no Infantry officer was subsequently allowed to join, except as a Junior Cornet (equivalent to second Lt). Hence a Cavalry officer was appointed without selection and even in the regiment he underwent a very light test in drill and riding. He was then to pass an exam in the native language and with these qualifications and training these officers commanded a troop or a regiment, and were given the rank of ensign.⁸

⁷ . Minutes of evidence vol 13 p.1, 1832.

⁸ . Military letter from Court, 30 Nov 1804 No. 75.

Training of Rank and File

For the training of the other ranks, more stress was put on practical training rather than theoretical aspects. Foot Drill and handling of small arms appear to have been the two main aspects of the training (Infantry). In Madras, the small arms training known as “ball firing” was kept to minimum and simple. The recruits were taught to hold their muskets straight, to aim at a sand bag tripod and then to learn priming a blank cartridge and firing with ball from fifty to one fifty yards.⁹ The main aim being to teach how to fire straight so that the shots can have maximum effect on the enemy lines at about 100 paces.¹⁰

Artillery training was imparted to recruits at their respective units. Their training included Infantry drill gun drill, and a laboratory course.¹¹

The cavalry went for exercise in cold season every year for combined training.¹² Apart from the training of the Corps, by 1800, most of the British Army Regiments in India had established their Regimental Schools, with the Commanding Officer as the overall

⁹ . Adam, Phythians, *The Madras Regiment*, Wellington 1958 pg. 285.

¹⁰ . Ibid., p-286

¹¹ . Report of Commission Q5884 Vol. 5 p. 1 1859.

¹² . Military letter from Court 20 Nov 1804, No. 75.

supervisor of these schools. By the middle of the 19th century various institutions for training of Army teachers for the Regimental Schools were founded. In 1857, some 66 sepoys passed out from these institutions.

The famous revolt of 1857 led to the transfer of power from the hands of East India Company to the Crown. The one major difference in the armed forces under the Crown was that purchase of commission was legalized and regulated. Commissions could be purchased in as high a rank as Lt. Colonelcy. An officer who had purchased his commission, irrespective of the tenure of his service, was not only senior to an officer of non-purchased commission but also supercede them in promotion. ¹³

In 1906 the Crown decided to link the proficiency pay of the soldiers to the educational qualification and army certificates of the soldier.

The outbreak of World War II in 1918 gave a major set back to educational training in the initial stages. However, it soon provided a unique experiment in organizing, conducting and supervising 'War Time Education'.

¹³. Minutes of Evidence Q 1454 Vol. 13 1632.

The Princely States and their Armies

By the middle of the nineteenth century the British had conquered most of India but still around six hundred princely states remained. Under the Crown the princely states were divided into three classes according to their size, wealth and power. The First Class states enjoyed complete legislative and administrative independence within their own borders, Second Class states enjoyed partial executive independence and criminal and civil jurisdiction under British supervision. The majority of the state which were the Third Class states enjoyed non legislative rights.¹⁴

Britain wished to control three main areas of government in the princely states. These areas were (i) The Military establishment (ii) Communications and (iii) Foreign policy.

For this purpose every state had to accommodate, in its court, a British Resident.¹⁵

Every princely state had its own army and the Princely troops in most cases were very irregular. They were badly trained and poorly

¹⁴ . Farwell, Byron, *Armies of the Raj*, Viking Pub. 1989.

¹⁵ . Political Officers supervised the small states

armed, their pay was often uncertain and they presented a rag-tag appearance.

Most Indian Cavalry regiments were raised and maintained by the 'Silladar' system.¹⁶ Regiments of irregular horses were raised by enlisting men who applied for service with their own horses. The government provided only weapons and ammunition. These regiments had no training whatsoever. They relied solely on their ability to ride and handle the sword, which they often learnt in the mock fights held at village squares.¹⁷

One exception to this was the state of Gwalior. It was the best managed and best armed states among the Princely states. The 'Sipah-Silar' (Commander-in-Chief) was responsible for training the troops in swordmanship and using other indigenous weapons viz. the lance, spear etc. The Emperor of Gwalior hired French and Dutch instructors to train his troops in the art of modern warfare and the use of guns, rifles, cannons etc.¹⁸

In 1885, the British Crown decided that a portion of the armies of the large princely states would be trained and equipped to render

¹⁶ . The word 'Silladar' comes from Persian meaning 'bearer of arms'.

¹⁷ . Farwell Byron, *Armies of the Raj*, Viking, London, 1989.

¹⁸ . Claude, Charles M., *The Military Forces of the Crown*, John Murray, London 1869.

their services when required.¹⁹ The British government agreed to update arms and equipment and provide officers to train and supervise the native troops.

An Inspector- General of newly formed Imperial Service Troops was appointed and the states were formed into groups, each with its own inspecting officer and assistants. Their duties were to train the troops and to advise the 'durbars' (Government of the Princely states) on military matters. Inspectors and their assistants were although military officers but were responsible to the Political Department instead of the Commander-in-Chief. In many princely states the rulers appointed themselves Commanders e.g. Maharaja of Bikaner.²⁰

War Time Education

Although statesmen and generals had pointed again and again to the tensions of central Europe the war of 1914 burst from an apparently clear sky.²¹

¹⁹ . Cohen Stephen, *The Indian Army: Its contribution to the Development of a Nation*, University of California, 1971.

²⁰ . Das Maj. Gen. Chand N, *Traditions and Customs of the Indian Armed Forces*, Vision Books, New Delhi, 1984.

²¹ . White ACT, *The Story of Army Education*, George G. Harrup and Co., London 1963.

In this defences of London, the needs of the quickly mustered up troop were so evident to the public that the Education Officer of the L.C.C offered to provide recreational lectures; but it was the opinion of the authorities that leisure time did not exist. Even when life in the Home Commands had been stabilized there was no effort to promote educational work in the Army, apart from an occasional lecture on the course of war. By 1917 a share of training time had been set aside under the name of 'educational training' in an effort to promote imagination and the power of expression amongst 'young soldiers' (under 18 ½ years of age). Local education authorities were ready to co-operate but as their resources lay mainly in the junior technical schools, the scheme took on a vocational tinge. Five hours every week were set aside for classes under the titles of current affairs, use of English, art and literature, science in warfare and social and economic science. This scheme was suited to the recipients as many of them had to disrupt their civil education to join in the war. In 1916 YMCA was called upon for help and got actively involved in giving lectures in its huts and canteens in base areas. It also called on the Extension panels of universities and by the end of 1917 almost 20 lectures were circulating in the forward areas at a time.²²

²² . Lorel Gorell, *Education and the Army*, Sterling Pub., 1925.

Sir Douglas Haig, in 1918, ordered a Scheme of Education to be drawn up for the British Expeditionary Force which had two objects; to give men a wide view of their duties as citizens and to help them in their work after the war. This was perhaps the first instance when 'Release Time Education' was being considered. He also arranged for an Education officer to be attached to the General Staff of each Army and summoned a conference to be held in March 1918.

In May 1918 General Neal Quarters asked the YMCA to take over the scheme on the lines of communication, when 2500 students got registered by June, while the strength rose to 6000 men in the forward areas. This led to two widely different schemes growing in Britain and in the Expeditionary Force without any definite allocation of manpower, materials or money. Therefore, in July General Bonham-Carter sent one of his staff officers Major Lord Gorell, to help in co-ordinating both the schemes.

Maj. Lord Gorell was installed in the war office, downgraded to the rank of Captain, attached to no branch, without any authority and even with no telephone or clerk, was nevertheless officially in charge of the Army Education Scheme, and Secretary of Committee representing the War Office, the Board of Education the Ministries of Labour, Reconstruction and Pensions. For the sake of rapid working he did not

convene any of these bodies.²³ Gorell handed the first draft of his scheme to lord Milner and within seven weeks of his arrival he had collected the staff for and was presiding over a new War Office branch named SD 8 (Staff Duties, Education). Within the next one month he drafted and secured the publication of an Army Order (AO 295 of 1918) the 'new model' on which Army Education was subsequently to develop.

In the summer of 1918 a major Education Act 'the Fisher Act' was passed. It raised the school leaving age to 13 and established day continuation schools. This act also inspired the military top brass and hence Army Education was no longer regarded as something internal to the War Office; it opened as part of the national reconstruction.²⁴

The Army Order of Sept 1918 came out, not with the methods but only with the principles of education on which it was to be based during demobilization. They were (a) To raise morale by providing stimulus and change (b) To broaden the civic outlook of the troops (c) help them to employment after the war.

The scheme was unhampered by any regulation and thus education officers as "attached General Staff" were established in

²³ . White ACT, *Story of Army Education*, George G. Harrup Co & Ltd. London, 1963.

²⁴ . Ibid.

divisions at home and Corps stationed abroad. Tools and technical stores were to be made available and handed over to them as operations receded. Correspondence courses were also designed for advanced and isolated students.

Thus, on paper the organization was beyond par; only the means of practically carrying it out were still to be assembled.

At SD8, planning continued and the staff now included Sir Theodore Morrison (in-charge of resettlement questions) Sir Henry Hadow (coordinator with other ministries).

Details of the co-operation arranged with the Royal Society of Arts and the City and Guilds Institute, methods of entry to the Civil Service at home and overseas; the scheme for admitting ex-servicemen to Universities and to training in factories and farms, were sent to education officers based in the field areas. A message dated January 1, 1919, announced that the University, the General Medical Council, the Inns of Court, the Institution of Civil Engineers etc. had accepted the Army Special Certificate as exempting from matriculation or the corresponding professional examination.²⁵

²⁵ . Ministry of Reconstruction, Adult Education Committee, Final Report 1919.

Army Order 3 of 1919 published on education, after demobilization started, stated “Educational training can no longer be regarded as a secondary consideration; and as much time as can be made available from the necessities of military service should be devoted to it”.

Examinations and certificates were considered and contemplated for certain subject groups like Commerce, Science, Agriculture etc. but instruction in basic knowledge viz. English, Mathematics, Civics, Geography and History were intended for the whole army.

The Third Army Order (AOI8) of 1919 raised the instructional establishment throughout the Army to four officers and twelve NCO's per thousand men, ranked all instructors as sergeants or 1st class Warrant Officers and gave extra-duty pay to education officers.

By the year 1919, colleges like Corpus Christi at Cambridge, Hersford College at Oxford, former Cadet College at Newmarket and Shorncliffe became schools of education after armistice. At Bedford and Catterick also, professional and technical courses were offered to men awaiting demobilization.

In the words of Lord Gorell “in round figures three million men came under the influence of this scheme”. By March 1919, 750,000

books had been circulated and 150,000 men were under regular instruction, while 6% of the classes were held under the auspices of YMCA.

A striking feature of this scheme, especially keeping in mind the time period, was the emphasis on the further education of soon to be ex-servicemen. The initiative was taken by the Board of Education. This was not only noticeable because of its economy of means but also for the magnitude of its result. In 1918, the Government in a press conference announced that it intended to divert from as many people as possible under thirty who would have qualified for one or the other profession but for the war.²⁶ The candidate applied directly to the college and in all 30,000 applications were made of which 27,000 were approved by end of 1918. The average duration of the course was 2 yrs and 9 months and only 500 students failed to successfully complete the course.

In the course of the execution of this scheme, one glaring drawback was the overlooking of the imminent and anticipated shortage of instructors. No provision was made for 300 army school teachers and 27 Inspectors involved in the scheme. The reason may be

²⁶ . The Times, 27 March 1918, London.

that they had become widely dispersed and hence it was difficult to deploy them by one movement into the scheme.

It was on the recommendation of a committee of the Ministry of Reconstruction reporting to the Prime Minister on the possibilities of adult education after the war.²⁷ The committee suggested that there should be an "Education Corps" analogous to the Royal Army Medical Corps (RAMC). It also said that non-technical studies should be given more emphasis. These recommendation were much similar to the proposal being put forward by Lord Gorell to the General Staff.

The Committee had as its Chairman Master of Balliol AL. Smith, and contained several Member of Parliament but no soldiers. It strongly distrusted the senior Commanders and suspected them of using the scheme to promote "sound views". This drawback of the committee was reiterated in its statement "It is desirable that arrangements should be made which will actively prevent any injudicious action on the part of those in authority".

OPPOSITION: Not all was smooth in the execution and implementation of the Army Scheme of Education. Some War Office branches put up a stubborn resistance to the scheme. The Finance Member thought the

²⁷ . Ministry of Reconstruction, Adult Education Committee, Final Report 1919.

new scheme “merely a device for creating staff officers” and the Adjutant General was so deeply opposed to the whole idea that when the Selection Board met to organize and originate the new Corps, he went to the extent of instructing his representatives to express his objections and to stage a walk out of the whole proceedings.²⁸ This opposition went back to 1916 and was a follow up of the feud between the “frocks” and the “brass” i.e. the politicians and the Generals²⁹. Lord George and Sir Douglas Haige had been involved in a tug of war since 1916 and Lord Gorell’s first assignment at GHQ (General Head Quarters) was to find out the people’s attitude and opinion of the Cabinet. Military riots followed the announcement of the Government demobilization plan.

The terms of service and the composition of the post-war army was yet to be determined by the summer of 1919. It was a question asked in the House of Commons which provoked Mr. Winston Churchill, the then Secretary of State for War to announce “ I am glad to be in a position to say that it has been decided that education is hence forth to be regarded as an integral part of Army Training.”³⁰

²⁸ . Gorell, *One Man; Many Parts*, Unpublished, p. 210.

²⁹ . White ACT, *Story of Army Education*, George G. Harrup & Co., London, 1963 p. 56.

³⁰ . The Times, July 1919, London.

Indian Scenario

Under the British imperial rule, it is difficult to generalize army education in its colonies. At no times had the jurisdiction of the War Office ever extended to India. It was on their discretion that the Government of India adopted the concept of education as an integral part of military training. The progress of the scheme had its own rhythm and tempo keeping in mind the varied cultural, social and political situation in the colonial India.

Sea transport was disorganized, there were no airmails and little guidance was forthcoming from Britain initially. After the Armistice, a British battalion found a schoolroom that had been the home of hundreds of pigeons since 1914³¹. The school initiated a post-war scheme based on the Army School Regulations 1908.

This was the humble beginning of education for Indian soldiers. One of the advantages a school of a British regiment in India had over its British counterparts was that it was freed from the distracting and sometimes restraining presence of recruits. Every man was a trained soldier who stayed for three years or more unlike the recruits.

³¹ . "The United Services Journal," London, 1920.

Another advantage was that the RAEC (Royal Army Education Corps) instructor was never a tyro. India had refused its agreement to the abolishment of the Corps of Army School Masters. The government of India stood firm on its decision until each Schoolmaster was replaced by an experienced Warrant Officer.

The one major obstacle in the Indian scenario was that no British soldier was ready to learn Hindustani for he was aware that his stay in India was for a limited period.

The ranks of Indian army were full of races amongst whom learning was not a priority. Recruitment was limited to certain 'martial races' (Rajputs, Muslims, Ganturs, Malabars, Pubjabis etc.) although no caste or tribe was excluded from enlistment by regulation.³² The virtues of these races as 'fighting men' were offset by a prevalent illiteracy. The recruits came from remotest of mountains and deserts and were even unable to read and write and had a dialect so local that even the major Indian languages were unintelligible to them.³³

³² . Parliamentary Paper vol. III, 1847, p. 191.

³³ . White ACT, *Story of Army Education*, George G. Harrup and Company, London 1963 pg. 65.

Regiments developed local guidebooks and railway men, engineers, forestry official and even foreign tourists were roped in to give lectures to soldiers in remote areas.

In 1917, the British Crown decided to set up a Young Officer School in India to train its men.³⁴

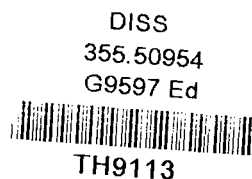
The object of establishing such a school was to train British young officers for the duties of Company Commander. On arrival from England they were to be posted to British Infantry battalion in India for a period of three months. At the end of this period, they would, if considered efficient as Platoon Commander proceed to the school for further training. They would receive Indian pay of rank and branch and the special allowances while attached to the school.

The school was located in the Cavalry barracks at Ambala during winter months and in barracks at Sabathu (H.P) during the summers.

The first course was started on February 1, 1917 with a strength of 150 YOs (Young Officers). The first batch of 50 Indian Reserve Officers joined on January 1, 1917 with another 50 joining on Feb. 1, 1917.

³⁴ . Government of India, Army Department Adjutant – Gen. Branch Proceedings, “War 1916-1917” No. 51949 – 51989, National Archives.

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The staff for the school consisted of :-

NUMBER	STAFF	PAY/ALLOWANCE
1.	Commandant, Indian Army	Staff pay of Rs.400 p.m
2.	Company Commanders, Indian Army	Staff pay of Rs250 p.m
1.	Adjutant and Quarter Master	Staff pay of Rs.150 p.m
1.	Royal Engineer Instructor	Extra duty pay of Rs. 20. p.m
9.	Sergeant Instructors	Extra duty pay of Rs. 15 p.m
1	Physical Training Instructor	Extra duty pay of Rs. 15 p.m

There were other staff members like buglers, clerks, cooks etc.

Library and Stationary: An initial grant of Rs. 750 was granted to establish a small library of books of reference. A monthly allowance of annas four per officer was also sanctioned for the purchase of periodicals.

Books were to be given free but not for official use. An office allowance of Rs. 105 per month was also sanctioned.

Syllabus: The following books were to be a part of the syllabus for the educational training of the officers at the school:-

- a. Manual of Military Law
- b. King's Regulations
- c. Infantry Training, 1914
- d. Field Service Pocket Book
- e. Manual of Map Reading and Field Sketching
- f. Manual of Sanitation
- g. Field Service Regulation, Part I and II
- h. Musketry Regulations, Part I and II
- i. Army Regulations Part I and II
- j. Royal Warrant.

The total cost of setting up this school was Rs. 49,287 out of which Rs. 46,026 was the initial cost and Rs. 3261 the recurring cost per month.

Till the end of First World War in 1918, the official language in the British Army was English and communication was filtered down to squadrons and Units in English. It was at that point that it was translated into the regional vernacular or perhaps vernacular.

This system was not very efficient and lateral communication amongst the lower ranks was difficult.

Since Urdu, was the language most commonly used it was decided to make it the military lingua-franca in 1918. Roman Urdu was developed which allowed extensive use of the typewriter and the Morse code and also enabled the Urdu-speaker to easily learn English. Thus, it was the first task of the RAEC and Indian Army officers at Belgaum to produce a new alphabet with phonetic accuracy, to develop suitable textbook for the soldiers and to translate the existing ones to Urdu. By 1927 manuals of Geography, Indian History, Mathematics, Map-Reading and Citizenship had been published and a system of graded certificates was evolved based on their use. The Indian soldier was more willing to learn English than the British soldier was to learn Hindustani.

At the time of the Armistice one million books had been acquired and Sir Hilary Jenkinson of the record office was given a free hand to procure them. At all times good reading material was available but it was not organized or displayed to the best of the advantage. There was nobody directly responsible as division existed between the staff, the RAEC, the Unit Commander and a small civil branch of the War Office. In 1919, there were seven different types

of libraries, out of which three were connected with Army Education:-

- 1) The Unit Education Library
- 2) The Command Education Library
- 3) The War Office Central Lending Library
- 4) Command Libraries
- 5) Officer's Mess Libraries
- 6) Unit Libraries, the private property of Regiments and Corps.
- 7) Barrack libraries, whose origin lay in Victorian times.

Finally, on June 15, 1920 a Royal Warrant was published authorizing the formation of the Army Educational Corps, and declared the transfer of inspectors and instructors of the Corps of Army School Masters to the new Corps.³⁵

The concept of training and educating the soldiers is an old one as we can see from the academies that existed in the early twentieth century. But in the whole scheme of British policies the Indian soldier

³⁵ . White ACT, *Story of Army Education*, George G. Harrup and Company, London 1963.

was conspicuous by its very absence. There was no provision whatsoever to train the Indian soldier and at times he was even thought to be unfit for it.

The Princely States, not under the total legislative governance of the British had their own armies, but totally lacking in training and discipline for the most part. It was in 1885 that the British government decided to train the armies of the bigger Princely States by their own instructors so that these trained soldiers could render their services to the British when needed.

In 1917 a school for the Young British Officer was set up in India and in 1918 the first batch of Indian Officers was taken in. The First World War was a great eye opener which highlighted the importance and the need of educating the fighting forces

Education of the soldier caught the attention of not only the politicians and statesmen but also the top military brass. It was also realized that education had becoming increasingly important to not only make the soldier a better equipped citizen on his return to the civil world but also to make him adept in the ways of modern warfare. The importance of education was realized greatly during the two wars, when it became inevitable that such large fighting forces would have to

be disbanded after the war and had to be trained and equipped to seek gainful employment on return to the civil world. This was the idea that gave birth to the 'War Period' and 'Release Time' education schemes.

The technology got a tremendous boost, especially after the Second World War and statesmen realized that to train and educate the soldier about new technological warfare would soon become inevitable.

The next chapter (2) deals with the policy perspectives in the organization and structure of the Indian Army and the finances allocated to it. Special emphasis is given to the policies on the education of the Indian troops and the money allotted for this purpose. This would subsequently lead to the establishment of an entire Corps dedicated to the purpose of educating the soldier.

CHAPTER 2

POLICY PERSPECTIVES: ORGANIZATION AND ADMINISTRATION

This chapter deals with the organizational structure of the Indian Army. India witnessed two major shifts in the power structure; one in 1857 when the reign of governing India was transferred to the Crown from the Company and another in 1947 when India declared its independence from the British rule. Both these shifts led to the restructuring and redefining of defence organization and the government policies.

This chapter aims to look at these transfers of powers and their effect. This chapter has also attempted to get a brief insight into the budget allocation to the defence & also the different schemes & policies on Army education.

'Presidential' Army to United Command

The origin of the Indian Army can be traced to the end of the 17th century when British East India company succeeded in establishing there fortified positions in Bombay Madras & Bengal, each having its own separate and independent Army.

It were these formation of the defence system that came to be known as the 'Presidential Armies' after the presidencies of Bombay, Madras & Bengal, around which they were formed. This system lasted till 1895.¹

The revolt of 1857, the development of scientific soldiering in the European Armies, the financial crisis caused by the unfavorable rate of exchange with England and the second Afghan war made it imperative to reorganize the Army.

In 1879, the Indian Govt. appointed the 'Eden Commission' also known as the Army organization Commission of 1879² with Sir Ashley Eden as its President.

Recommendations of the Commission

1. Abolition of the Presidential Army system and the transfer of the administration of the Madras & Bombay Armies from the Presidential Government to the Government of India.
2. To divide the Indian Army into four Army Corps, independent in themselves but under one supreme authority.

¹ Secretariat of the Governor General (Public) File No. 176/42-G.G. (A).

² Papers of Lord Lytton Gov. Gen & Viceroy of India (1876-80) National Archives, India.

The four suggested Corps divisions were: -

- i) The Bengal Army Corps: territory of Government. of Bengal, Assam, the North West Province & Oudh.
 - ii) The Punjab Army Corps: - territory under the Punjab Govt. and the frontier administration.
 - iii) The Bombay Army Corps: - territory under Govt. of Bombay, the Central Province, Central India, Rajputana & Sind.
 - iv) The Madras Army Corps: - territory under the Govt. of Madras, Hyderabad, Burma and the Belgaum district.
- 3) These four Corps were to be put under the command of a Lieutenant General, to be assisted by officers from every branch of the staff, army & department.³

The Eden Commission's recommendations and proposal was acceptable to the Indian Govt. on all essential points. Protracted discussion took place between the Govt. of India & Her Majesty's Government for 15 years.

³ Eden Commission Report, 1884-85 para 44, 52-57.

However, this proposal was finally rejected by the secretary of the state.⁴

In 1886, Lord Dufferin in a private letter to Lord Kimberley pointed out the fresh difficulties faced by the Govt. of India in the guise of annexation of Burma & Baluchistan, the Sualein, the Sikkim & the Hazara expeditions. This led to an increase in military operations. Dufferin wrote that the much-needed unification of the Indian Armies would not cause the apprehended decrease or diminution of the prestige, power & authority of the local Commander-in-Chiefs.⁵

It was felt by Earl Kimberley that only the British Parliament could sanction a change of such magnitudes. In 1889 Lord Cross, Secretary of State for India & Lord Lansdowns the new Viceroy of India, both realized the need for the restructuring of the Indian military system, hence a proposal was put forward to amalgamate different Army departments for example the Presidential Departments of Military Finance and Accounts was amalgamated into one Military Accounts Department.

In 1892, Lansdowne administration made fresh proposals which

⁴ Earl Kimberley, Military Dispatches to India No. 243, July 26 1883.

⁵ Private letters: Dufferin to Kimberley 19 April 1886 Reel 517, National Archives.

1. Recommended division of the Indian Army into five superior commands.

- (i) Army of North
- (ii) Army of South
- (iii) Army of West
- (iv) Army of East
- (v) Command for Burma.⁶

2. The strength of these commands was proposed as: -

	British	Native	Total
(i) The Army of the North	23,016	52,074	75,090
(ii) The Army of the West	11,649	20,365	32,014
(iii) The Army of the East	23,239	30,819	54,058
(iv) The Army of the South	9,203	17,174	26,377
(v) Burma	5,466	13,231	18,697

(Military Dispatch from India No.172, Nov.2, 1892).

However, the Secretary of State, Earl of Kimberley turned down Lansdowne's proposal for unification. The idea of investing the Indian armies with new styles or of regrouping them was rejected. Instead,

⁶ Military Department Progs. May 1894, Nos. 154-69.

the division of Indian Army, which was finally adopted, was the one as originally proposed by the Eden Commission in 1879.

The Madras & Bombay Armies Act of 1893 abolished the offices of Commander-in-Chiefs in Madras & Bombay. In April 1895, the three old Presidency Armies were reorganized into 4 Army Commands, each under a Lt. General.

These four Commands were

- (i) Bengal command
- (ii) Punjab command : North West Frontier & Punjab Frontier
- (iii) Madras command : Burma
- (iv) Bombay command : Sind, Baluchistan, Quetta & Aden.⁷

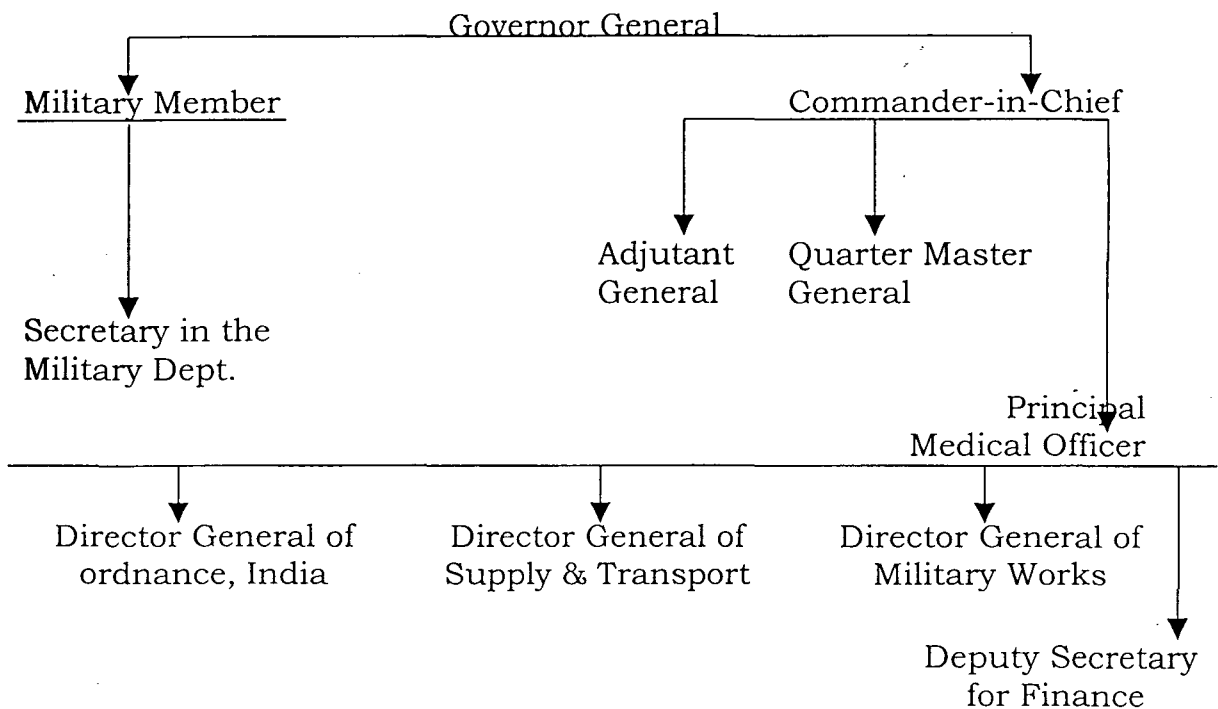
Administration of the Indian Army

In 1857, the company's administration gave way to that of the crown. The British Parliament now became the supreme constitutional organ in Indian affairs and a member of British Cabinet was appointed as the secretary of state for India. Due to lack of knowledge and experience of Indian matters & its varied requirements, the secretary of

state was provided with a body of advisers possessed with this knowledge. The Secretary of State was supreme in matters concerning the administration of all Indian troops, both British and Native. Some matters like terms of service & organization of troops were settled at the Horse Guards (Army Head Quarters in England) and the War Office (office of the Secretary of State for War).

The hierarchical structure of the Indian Defence system was multi-tiered & multi-layered. It can be depicted as: -

Hierarchical structure of Indian Army in pre-independent India.



(Singh, Nagendra, *The Defence Mechanism of the Modern State*, 1964).

⁷ Military Department Prog. 1894, National Archives.

Role and Functions

Governor General - was the head of the civil and military administration of India. He was the supreme head of the army. The commander-in-chief had to refer all matters to the Governor General. His writ also extended to all matters of the organization example promotion and appointments.⁸

Commander-in-Chief - He was the chief military subordinate of the Government of India and he could also be appointed to be an Extraordinary Member of the council of the Governor-General, taking rank & precedence next after the Governor-General therefore, being above the Military Member of the Council.⁹

It was his first and foremost duty to prepare the army for any possible war. In times of peace the functions of the Commander-in-Chief consisted in looking after the organization and working of the whole army, its equipment, training, its education, discipline, supply, transport, its housing, its sanitary and medical state.¹⁰ He only had the power of confirming sentences of capital punishment and he also

⁸ Parliament Procedures 735, 1831-32, p.457 (Preserved at AECTC & C, Pachmarhi).

⁹ East India Company Act 1793.

¹⁰ Eden Commission Report para 149.

approved the general court-martial, whose proceedings were sent to the Judge, Advocate General in England.¹¹

The Military Member - He was the head of the Military Dept. and adviser of the Viceroy on all points of military organization and administration. He acted under the general control of the Viceroy and conducted the business of the Military Department through the Secretary in that Department. His principle function was to exercise financial control over army expenditure. It was his duty to scrutinize all recommendations made to him by the Commander-in-Chief about expenditure in minutest details before submitting them to the Viceroy.

Although, the Military Member was a high-ranking army officer, he could not exercise military command during the tenure of his office as Military Member.

Thus, the Military Member in his relations with the Commander-in-Chief represented the supreme civil authority.

The Curzon-Kitchener Controversy

The Eden Commission of 1879 challenged the military administration of India. The Commander-in-Chief in India was performing dual

¹¹ Peel Commission Report Qs 4908, 4911, 6710-12.

functions-one of the chief executive subordinate to the Government of India and other of an Extraordinary Member of the council of the Governor-General.¹² His duties as the executive head of the army were onerous. This greatly interfered with his duties as a member of the Supreme Government and the recognized responsible adviser of the Governor-General in council.

The over centralization of army business at headquarters left the district commanders, very little authority to undertake measures for the improvement of the troops under their command.¹³

Moreover, the Commander-in-Chief, as the head of the army was bound to put forth proposals for the maximum efficiency & well being of the army regardless of expenses.¹⁴ This in turn would put the Military Member in a difficult position, for as the financial controller for the Government, he was to cut expenses as much as possible but if he did so by thwarting the Commander-in-Chief's proposal he would earn the odium of the army, of which he himself was a member.¹⁵ Thus, the two functions of the Commander-in-Chief, viz. the executive duties and advisory functions were irreconcilable.

¹² Parliamentary Procedures 17, 1884-85.

¹³ Parliamentary Procedures 17, 1884-84, Minute of May 16, 1880 by Lytton.

¹⁴ Eden Commission Report 1879 para 142.

¹⁵ Lord May to Argyll, 24 Aug. 1869, Micro Reel 311, National Archives.

This provoked a great deal of controversy with some wanting the Commander-in-Chief outside the Viceroy's council & some, the Military Member. This is what is often known as the Curzon-Kitchener controversy of the 20th century. After the abolition of the Presidential Armies in 1994 the staff of the Army Headquarters & the Four Commands were laid down as: - the Adjutant General in India to issue all orders of the Commander-in-Chief to the arm,. The Quarter-Master General to issue circulars & executive orders. All proposals were to be submitted by the Lieutenant Generals to the Commander-in-Chief in India or the Government of India, as required. In the commands the Deputy Adjutant General was the channel through which all orders of the Lieutenant General were to be issued to the forces/troops under him. Departmental questions were to be referred to the head of the department concerned with the Government of India, who, if necessary, could refer the matter to the Government itself.

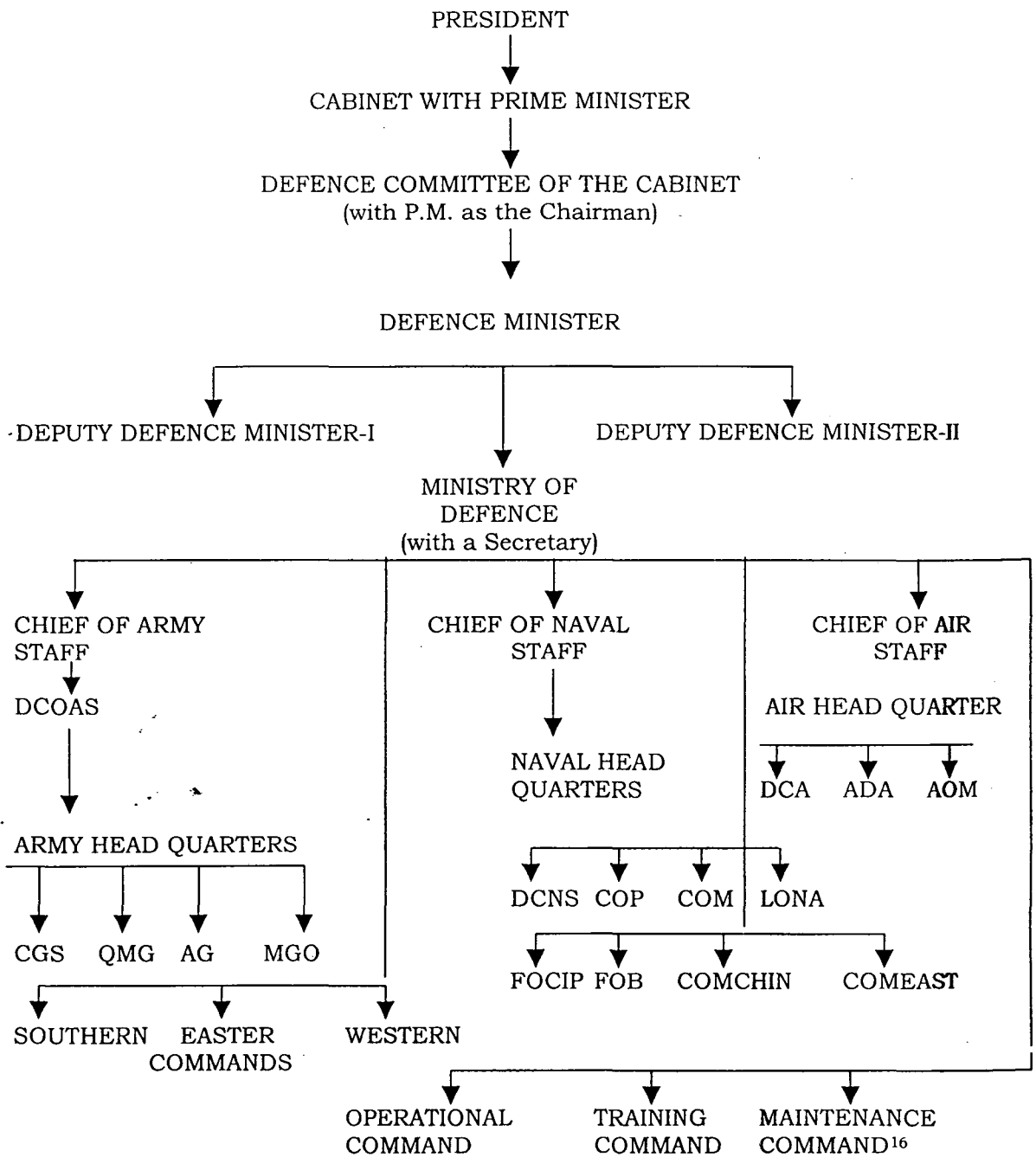
Till 1906, the Army functioned under the aegis of Military Department. In 1906, this department was further sub divided into the Army Department and the Army supplies Department. In 1936 both these departments were merged together and renamed as the Defence Department. On January 16, 1946 the Defence Department was abolished & its work was absorbed by the newly found War

Department but this was again re-named as the Defence Department on October 15, 1946. The shape that was finally given to the Indian Military system remained in effect till India attained its independence in 1947, after which once again the Indian Defence structure was reshaped & reorganized and on Aug. 29 1947, it was brought under the aegis of Ministry of Defence.

Defence Structure in Independent India (1971)

The British authority and system of administration was based on an "Army of Occupation" where the Commander-in-Chief enjoyed a vastly elevated position and was ranked next to the Viceroy. After 1947, the political & executive control of the Armed Forces, which till now was vested in the person of the Commander-in-Chief (the supreme commander of the Army, Navy and the Air-Force and also the War-member responsible to the Viceroy) came under the Parliament by the creation of a Cabinet & a Defence adviser popularly elected & responsible to the electorate through the parliament. In 1950 India became a Republic and the pre-fix "Royal" which till now was associated with all the three services viz. Army, Air Force & the Navy, was dropped. The Crown was no longer acceptable in the internal structure of the state and the President was the Head of the state and the Supreme Commander-in-Chief of the Armed Forces.

The Defence structure in the independent India was: -



(Singh, Nagendra, The Defence Mechanism of the Modern State, 1964, pg.167).

¹⁶ AG : Adjutant General, AOA : Air Officer-in-Charge Administration, AOM : Air Officer-in-Charge Maintenance. CGS : Chief of the General Staff, COM : Chief of Martial, COMCHIN : Commodore-in-Charge, Cochin, COMEAST : Commodore, East Coast, CONA : Chief of Naval Aviation, COP : Chief of Personnel, DCAS : Deputy Chief of Air Staff, DCNS : Deputy Chief of Naval Staff, DCOAS : Deputy Chief of Army Staff, FOCIP : Flag Officer, Commanding Indian Fleet, FOB : Flag Officer, Bombay MGO : Master - General of the Ordnance, QMG : Quarter Master

"Defence" in the Constitution of India

Defence has been placed under the exclusive legislative competence of the Central Indian Parliament under Article 246 & seventh schedule. The first item of the Union list gives legislative authority to the Indian Parliament in regard to "Defence of India & every part of there of, including preparation for defence & all such acts as may be conducive in times of war to its prosecution and after its termination to effective demobilization."

In item 2 of List I-Union List (Seventh Schedule) "the naval, military & air forces as well as any other armed force of the Union" & in item 4 "the naval, military and air force work & cantonments" are brought within the legislative powers of the Indian Parliament.

The President

The President as the Head of the state has been vested with supreme command of the defence forces of the Union & Section 53 of the constitution Act lays down that "the exercise thereof shall be regulated by law."

The de-facto power over defence rests in the hands of the Prime Minister and his Cabinet described as the "Council of Ministers" in

section 74(1) of the constitution. The President exercises the authority vested in him by section 53(2), on the advice of the council of Ministers. Section 74(3) makes the Council of Ministers collectively responsible to the Parliament. Thus, the defence mechanism of modern India is based on the principle of parliamentary control, which functions through cabinet or the council of ministers.

The Defence Minister

There is no statutory provision for the appointment of a Defence Minister, but since defence is regarded as the key subject of the center, a separate Minister for Defence along with two Deputy Ministers have been appointed. They are collectively responsible to the parliament. The Defence Minister along with his deputies is required to answer parliamentary questions on defence matters in peacetime.

Defence Committee of the Cabinet

The cabinet exercises its responsibility for overall defence policy through a sub-committee of its members, known as the Defence Committee of the Cabinet. It has as its members the Prime Minister (Chairperson), the Defence Minister, the Home Minister, the Finance Minister & other ministers to be nominated by the Prime Minister. The three Chiefs of the Services, as well as the Secretary, Ministry of

Finance (Defence) are in attendance as expert advisers but not as the members of the Defence Committee. The function of the Defence Committee is to deal with all important questions falling within the realm of Defence on behalf of the entire cabinet. The Committee is constitutionally entitled to refer question of great importance involving collective responsibility, to the Cabinet.

The Minister of Defence, who is a member of the Cabinet as well as the Defence Committee, is the head of the secretariat organization called the Defence Ministry. The Defence Minister carries out his responsibility of implementing of the policies laid down by the Cabinet and the Committee, through the agency of the Ministry of Defence & the Chiefs of Staff Committee.

Chief of Staffs Committee

After independence, in 1947, each of the three services was placed under its own chief. They were designated as the Commander-in-Chief, Indian Army, the Flag Officer Commanding. Royal Indian Navy and the Air Marshall Commanding. Royal Indian Air Force. In February 1948 an additional designation was added that of the "Chief of Staff" thus from June 1948, the three chiefs were called as - Chief of the Army Staff and Commander-in-Chief Indian Army, Chief of Naval

Staff and Commander-in-Chief, Royal Indian Navy and Chief of Air Staff & Commander-in-Chief, Indian Air Force.

On 25 March 1955, the then Prime Minister Sh. J.L. Nehru, made a change in the designation of the service chiefs by dropping the designation of "Commander-in-Chief", thus conforming to the practices of other democratic countries & thus from April 1, 1955 the heads of the three services were called the Chiefs of Staff.

The Chiefs-of-Staff Committee has the heads of the three services as its members. There is no permanent Chairman. The member who has served the longest duration in the Committee is designated as its Chairman.

All important questions on policy, which requires Cabinet approval, are first discussed by the Committee, and their opinion in the shape of expert advice is put forward to the Cabinet. The Committee also attends meetings of the Defence Committee of the Cabinet.

The Chiefs of Staff are responsible not only for strategy planning but also for the people implementation of their plan. It is the duty of the Chiefs of Staff to bring out frankly and clearly the strategic possibilities for the guidance of the politicians, for what is politically desirable must be equated with what is strategically possible.

The Chief-of-Staff are allowed to bring the principal staff officers concerned, as well as other service experts relating to the subjects under discussion. Thus, there is full participation of service representatives in all discussions in these committees.

Defence Minister's Committee(s)

In colonial India 'defence' was a reserved subject, however with India's independence it came under scrutiny and approval of the Indian Parliament. The Defence Minister's Committee gives decisions on all important matters which are not worthy to merit, reference to the Defence Committee to the Cabinet. It has the Defence Minister as its Chairman and the Deputy Minister of Defence I & II as its members. The other members are -

- (i) Secretary, Ministry of Defence
- (ii) Chief of the Army Staff
- (iii) Chief of the Naval Staff
- (iv) Chief of the Air Staff
- (v) Financial Advisor (defence)

The Defence Minister also chairs the following committees: -

- (a) Defence Minister's scientific Research & Development Committee

- (b) Defence Minister's Appellate Committee on Pensions
- (c) Defence Minister's Production Committee
- (d) Central Honours & Awards Committee

The present system of Higher Defence Central comprising of the various committees is based on the recommendations made by Lord Ismay in 1947.

Financial Perspectives

Prior to India's independence Defence was a reserved subject and the expenditure incurred upon it was non-voted. It was the Military Member who had the authority to approve & scrutinize the proposals related to expenditure put forth by the Commander-in-Chief. The Commander-in-Chief was thus, absolved of any responsibility as far as finance of the army were concerned.

Financial Powers of the Military Department

The Military Department could not sanction any large amount of money (more than Rs. 1000) except in emergencies. The Department also could not authorize any alteration of salaries, new appointments or establishments without the prior sanction of the Civil Financial Department.

However, the Military Department had the authority to sanction expenditure upto Rs. 1,000 without referring to the Financial Department. The Department was also vested with the exclusive power to deal with financial matters requiring professional knowledge within the purview of its grants.^{17 18}

Defence and Budget in Post-Independent India

Much of the Defence policy is constrained by certain financial & budgetary procedures & also the availability of economic resources, especially foreign exchange. In 1947, on partition the Indian Army was divided between the new states of India & Pakistan roughly in the ratio of 2:1.¹⁹ Thus, the Government of India inherited an Army of nearly 3,50,000 men. The early Defence strategy of India emphasized on land operations, rather than air or naval. This ensured that the Army received a major portion of the Defence Budget (70-76%). Also the labour intensive nature of Army expansion & lower average cost per annum per man, made Army more viable for expenditure.(Per Annum)

ARMY		NAVY/AIR FORCE	
<i>No. of MEN</i>	<i>COST PER MAN</i>	<i>NO. OF MEN</i>	<i>COST PER MAN</i>

¹⁷ Saxena KML, *The Military System of India*, Sterling Publication, New Delhi, 1974.

¹⁸ The scholar tried to look up more details on financial aspects of pre-independence period but data could not be found.

¹⁹ Chanakya Defence Annual, 1976, p.195 & 1977 p. 169

1962	5,00,000	7,300	45,000	27,800
1973	8,30,000	13,800	1,30,000	39,500

(Calculated from 'Defence Services Estimates' 1962-73).

In 1962-63, the Army secured 76% of Rs. 495 crore allotted to all the three services on both Revenue & Capital Accounts & in 1972-73, it got 73% of Rs. 1,644 crore of the total Defence Budget.

The four main reasons identified for this irregular distribution of finances are: ⁻²⁰

1. **Historical** : Army was the major force, a legacy left behind by The British.
2. **Strategic** : India has vast land frontiers with China & Pakistan
3. **Political** : Army enjoys a strong support in certain section of the Parliament.
4. **Economic** : Nature of the Army defence programme tends to be economically more attractive for a developing & overpopulated country like India.

²⁰ Lorne J. Kavic, *India's Quest for Security, Defence Policies 1945-65*; University of California Press, Los Angeles, 1967.

The importance of the Army & its dominant share in the budget is shown in the table for military expenditure as a percentage of Gross National Product especially after the Sino-India war in 1961.

	1963	1964	1965	1966	1967	1968	1969	1970	1971
India	3.7	3.5	3.7	3.3	3.0	3.1	3.0	3.0	3.7

Source: World Military & Arms Trade 1963-1973 Washington D.C. : US Arms Control & Disarmament Agency.

For comparative study a table for China, Pakistan & U.S. is given in the footnotes.²¹

Once, the size of budget has been decided, ways must be proposed & justified for spending the amount allotted so as to ensure the maximum security within the prescribed budgetary limits. Thus, now the issue becomes not what the Army should receive but how it should spend any given budget. Charles Hitech & Roland Mckean have

²¹

	1963	1964	1965	1966	1967	1968	1969	1970	1971
Pakistan	3.2	3.1	6.0	4.4	3.7	3.9	3.7	3.8	4.8
China	7.3	7.8	7.5	7.9	7.8	8.1	9.2	8.8	9.1
U.S.A.	8.9	8.1	7.6	8.5	9.5	9.3	8.7	8.0	7.1

noted "there is typically an infinity of ways to carry out a military mission, some much more efficient or economic than others."²²

In Indian Democratic system of governance, the Cabinet cannot raise or spend money for defence purposes without the authority of the Parliament, according to Articles 256 & 266 of the Indian Constitution.

In order to avoid major confrontations & rejections during the last days before budget time in the Parliament, it is the practice of the Ministry of Finance to designate an advisor who works with officials of the Ministry of Defence, on a year round basis. The adviser heads a special wing of the Financial Ministry that deals solely with Defence expenditure. The Finance Minister holds a near veto position in the allocation of funds to the Defence Ministry.²³

Expenditure on Army Education

In pre-independent India, the War-Office at London was the decision making body & it was the War Office that decided upon the budget for the entire British Royal Army. This budget was divided among the various colonies under British imperial rule. Whereas a

²² Hitech Charles J., Mckean Roland N., *The Economics of Defence in the Nuclear Age*; Atheneum Publication, New York, 1973, pg.27.

²³ Thomas Raju G.C., *The Defence of India: A Budgetary Perspective of Strategy & Politics*, Macmillan Co., India, 1978.

sum of £6,000,000²⁴ was approved for the wartime education (1914-1918) by British Crown, the exact sum sent to India or spent on education of the Indian Army is not exactly known.²⁵

In 1915, the war office decided to establish a young officer's school in India, to be situated at Ambala in winters & Sabathu in summers. Rs. 49,287 were sanctioned for this project out of which Rs. 46,026 was the capital cost & Rs. 3261 was the recurring cost per month.²⁶

In 1919, Royal Army Educational Corps was established. Certain growth was instituted for financing the Educational training of the Indian troops.

Publication Grant: A sum of Rs. 15,000 was made available annually and placed at the disposal of Army Head Quarter to purchase suitable reading material and distribute to its units through Head Quarter Commands & Formation Head Quarters.²⁷

Station Central Classes Grant: A sum of Rs. 25,000 was made available every year to Army Head Quarters for allotment to Head

²⁴ White, Col. ACT, *Story of Army Education*; George G. Harrup & Co., London, 1963.

²⁵ The scholar tried to get data from Army HQ. But was not allowed access.

²⁶ Govt. of India, Army Dept. Adj. Gen. Branch Proceeding "War 1916-17", No.51989 (National Archives).

²⁷ Govt. of India, Army Dept., Financial Planning Branch No.82/3964/A (Dept. of Financial Planning, Army HQ).

Quarters command to cover the cost of books, stationary & other educational equipment required for Station Central Classes. The grants were sub allotted to stations on the basis of their requirement.

The Indian Military Academy was established in 1932 at Dehradun. The cadets admitted to IMA received a consolidated pay of Rs. 60 per month. The cadets had to pay the fees of around Rs. 4000 for the entire course at IMA.

After the war, in 1939, civilian cadets were admitted to IMA without having to pay any fees, & they also received a Rs. 5 per day. In July 1946, the pay was raised to Rs. 210 per month. Government gave financial assistance of Rs. 30 per month to those cadets whose parents' income was less than Rs. 300 per month.²⁸

In June 1947, the Army Education Corps was once again organized. The Indian Government instituted grants to finance the education of the Indian troops.

(I) **Educational Training Grant:** The Educational Training grant was known as the "Educational Training Grant & Central Classes Grant" in 1948. This grant was drawn by the units and the Army

²⁸ Venkateswaran A.L, *Defence Organization in India*: Ministry of Information & Broadcasting, New Delhi, 1967.

Head Quarters. The Units drew the money on a per-capita basis based on the actual strength on the last day of the previous month upto the limits of the sanctioned amount.

The Army Head Quarters (AHQ) drew the grant on a per head per-month basis in bulk for the whole year based on the strength of 2,82,000 troops in the year 1948-49. The grant was held to the credit of the Director Military Training on a performa account. This grant was meant as a reserve for contingencies and to supplement the grant drawn by small units. The rates in the different years were as: -

Year	Educational Training Grant	
	<i>By Units</i>	<i>By AHQ</i>
1947-57	Annas 2 per head per month	Annas 1 per head per month
1957-64	19 Naya paisa per head per month	9 Naya paisa per head per month
1964-71	25 Naya paisa per head per month	12 Naya paisa per head per month

Source: - Government of India: Army Dept., Financial Planning Branch; No. 143/A-C/462 (Defence Library).²⁹

²⁹ In January 2000 the rates were revised to Rs. 2 per head per month by units & Re 1 per head per month by AHQ by Army Instruction 46/123.

- (II) **Commanding-Officer's (CO) Cash Assignment:** A sum of Rs. 10,000/- was made available to the Army Head Quarters for sub-allotment to Head Quarter Commands for providing books, charts science & lab equipment. This grant was however discontinued from 1957.³⁰
- (III) **Station Central Classes Grant:** A sum of Rs. 30,000 was made available every year to Army Head Quarters for allotment to Head Quarters Command to cover the cost of books, stationary and other educational equipment required for Station Central Classes. The grant was sub-allotted by HQ Commands to stations on the basis of their requirements. This grant was abolished in 1957.
- (IV) **Annual Library Grant:** A sum of Rs. 35,000 was allotted during 1947-48 annually to Army Head Quarters for further sub-allotment to Head Quarter Commands for the upkeep & maintenance of Central Libraries at Command Area, Sub Area, category 'A' establishments, Corps, Divisions, Brigade and at Army Schools & Regimental Training Centers. In 1957, according to Defence Service Regulation para 276(f), an adhoc

³⁰ Singh Lt. Col. (Dr.) Pritam, *History of Army Education Corps.*, Avtaar Publication, Patiala, 1985.

grant on a yearly basis was made available to Army HQ for sub-allotment to lower formation HQ for the upkeep & maintenance of the libraries.³¹

The other training grants are Amenity grant for defence personnel & Incidental & Miscellaneous Grant.³²

Policies for the Education of the Indian Army

In 1918, a major Education Act, the "Fisher Act" was passed in Britain, raising the school leaving age and establishing day continuation schools. Ministry of Reconstruction also declared "Adult education must not be regarded as a luxury for a few exceptional persons, nor as a thing which concerns only a short span of early manhood, but as a permanent national necessity & as an inseparable aspect of citizenship."³³ Thus, the war phase (1914-18) of Army Education was not regarded as something internal to the war office but as a part of national reconstruction.

The first Army order regarding education was taken out in September 1918 prescribing the principles of education as (a) to raise morale (b) to broaden the civic outlook of the troops (c) to help them get

³¹ Singh, op.cit.

³² Details were denied by the AHQ to the scholar (AEC Training College, Pachmarhi).

³³ White, Col. ACT, *Story of Army Education*, George G. Harrup & Co., London, 1963.

employment after war.³⁴ Army order, 3 of 1919 declared that "Education can no longer be regarded as a secondary consideration & as much time as can be made available should be devoted to it."³⁵

A third Army order 18, of 1919 was issued which raised the instructional establishment throughout the Army to 4 officers & 12 Non Commissioned officers (NCOs) per 1000 men. It ranked all instructors as sergeants & gave either promotion or extra duty pay to education officers.

On June 5, 1920 a Royal Warrant was published authorizing the formation of the Army Educational Corps & the disbandment of the Corps of Army School Masters & Inspectors/Instructors who were now to be transferred to the new Corps.

Simultaneously with the Warrant, was issued a manual, Educational Training: Part I (Principles) - written with military terseness, it set out the principles of Military Education. The manual began: "Education is the systematic endeavour of intelligent people to help others to make the best of themselves."³⁶

³⁴ Ibid.

³⁵ ibid

³⁶ Educational Training Directive, Royal Army Education. Corps, War Office, London, 1918.

Similarly, Education Training Directives were published in 1939, 1945 & 1968. They talk about the objective, principle & method of Educational Training. The subjects, syllabus & the mode of evaluation is detailed in the Directives.³⁷

The RAEC, however could not function for a long time as in 1920 the inflation of currencies & the extent of unemployment forced the British Government to review all public spending & in particular the military estimates, thus by the end of 1923, the original 450 RAEC officers were reduced to 200. Contacts with civil education gradually receded as the scheme diminished. For some years a representative of the Board of Education retained a chair in the War Office but by 1925 that too was vacated.

In 1931, all those civil & defence personnel engaged in technical/vocational training of the troops were removed to an extra-regimental list & in 1932 the Ministry of Labour took over responsibility of what were Army centers.

Planning for a 'Release Period Education' began as early as 1942. The war office committee met in August '42 under the chairmanship of Lord Croft & agreed on the main outlines of an education scheme. In

³⁷ A photocopy of the original directive is attached, Appendix I.

1943 Sir Phillip R. Morris was appointed Director General of Army Education.

Indian commissioned officers were attached for education duties with the RAEC officers. It was the decision of the war office to continue the training of the Indian troops stationed abroad by sending educational teams to act as Mobile Schools. In May 1944, the Commander-in-Chief Gen. Sir Claude Auchinlek expressing his dissatisfaction over the existing state of illiteracy amongst the Indian troops said "an amorphous body of staff dealing with the educational training of the troops in Indian command & the Indian troops overseas had not produced any positive results."³⁸ He, thus, recommended the formation of the Indian counterpart of the Royal Army Education Corps (RAEC).

Thus, the Indian Army due to the vast territorial & geographical area it covered, coupled with regional, ethnic & cultural differences of Indian provinces had to be structured & restructured both under the British as well as the independent Indian Governments. It is quite obvious that the administration & discipline of such a huge army, both

³⁸ White, op.cit.

territorially as well as by men power was a difficult task thus necessitating a multi-layered hierarchical system.

The finances of the Indian Army in pre-independence period were the discretion of the British Crown & in the post-independence period Army got the major share of the defence budget due to vast land frontiers India shares with Pakistan & China. These finances were utilized for various defence purposes, one of which being Defence education which had caught the attention of the British Government in the post World War I period.

Different schemes for wartime education & Release Period Education were implemented. The most important outcome of the Education initiative of the British Government was the formation of Royal Army Education Corps in 1919.

The next chapter will deal with the formation, organization & set up of the RAEC & the subsequent establishment of Indian Army Education Corps in 1947 & its role & scope in the life of the Indian soldier.

CHAPTER – 3

ARMY EDUCATION CORPS: (AEC) 1919-1947

Education was increasingly becoming an avid area of interest in the eyes of statesmen, politicians and defence top brass. The last two chapters have discussed the education structures till the first quarter of the twentieth century and the defence policies and policies and plans made regarding the education of the defence personnel.

In this chapter, the scholar would look at the establishment of the Army Education Corps, its role and scope till 1947 when India gained independence.

Establishment Of Army Education Corps (AEC)

On August 5, 1919, the Secretary of State for War, Mr. Winston Churchill, while addressing the House of Commons said *“It has been decided that education is henceforth to be regarded as an integral part of Army Training.”*¹ This implied full and final recognition of the need for education in developing the military potential of the soldier.

¹ 'The Educationist'; Official Journal of AEC, 1997 pg. 5.

Army Order 3, 1919 also declared that "Education can no longer be regarded as a secondary consideration and as much time as can be made available should be devoted to it."²

On June 5, 1920 a Royal Warrant was published authorizing the formation of the Royal Army Education Corps (RAEC) and the disbandment of the Corps of Army Schoolmasters and Inspectors who were now to be transferred to the new Corps.³

The establishment of the new Corps ended the system of entry through Military Schools, the Duke of York's, the Royal Hibernian and the Queen Victoria School at Dunblane. It also limited new entries of NCO's⁴ to certified and recognized teachers and to soldiers with a special certificate of Education. Officers in future were to be honours graduates of universities. They were then required to undergo a training of one year and NCOs would be trained for a two-term course.

At least one member of the RAEC, whether commissioned or non-commissioned, was required to be posted to every unit in the Army. The Corps was to be regarded as a Combatant Corps. The

² White ACT, *Story of Army Education (1643-1963)*, London, George G. Harrup and Co. Ltd., 1963, pg. 51.

³ Ibid.

⁴ Non-Commissioned Officers

wartime duties of the Corps were defined as⁵ “to assist by all means in their power in the maintenance of a high spirit of devotion and well being within their units.”

The peacetime duties of the Corps were defined- its members were to be used as instructors only for work of an advanced or specialized nature. The responsibility of carrying on educational work was on the regiments, whose officers would carry out the major load of teaching general subjects while the attached RAEC member would help them in planning and execution.

Training Directives: In 1920, the first manual of education training (principles) was issued. The manual dealt with the methods, subjects and system of evaluation for the Corps. Similar educational Training Directives were issued in the years of 1939, 1945 and 1968.⁶ The 1939 Directive lays down the objectives, principles and methods of educational training in great detail.

The subjects laid out in this directives were (a) Regimental History (b) Geography (c) History (d) Roman Urdu (e) English (f)

⁵ White, ACT, op. cit. Pg. 57.

⁶ Photocopies of original directives attached (Appendix I).

Mathematics (g) Map-Reading (l) Hygiene and Sanitation (j)
Citizenship.⁷

Roman Urdu was the means of instruction and the 1945 Directive was aimed at the revision of the syllabus.

Aims and objectives of Army Education

In post World War I phase the aims of Army Education were defined by the Army Head Quarters India on march 31, 1920 as “the objective of Education Training in both British and Indian Armies are identical viz. the increase of military efficiency and secondly the preparation of the soldier to civil life as an efficient citizen.”⁸

The aims were modified during the Second World War due to the enemy propaganda and they now read as “The aim of Army Educational Training during the war is to maintain the morals of the troops, to promote the mental well being of the soldiers by explaining the aim, purpose and progress of the war at its various theatres. The aim now also includes the successful resettlement of service personnel after the war is over.”⁹

⁷ Educational Training Directive, Indian Army 1939, Managers of Publication, Govt. of India Press, Simla.

⁸ Notice Board, Museum, AECTC: Pachmarhi, M.P.

⁹ White, ACT, op.cit.

Thus, the aims and objectives were based and shaped by the requirement of the country. The political situations and the need for security defined the parameters on which education of the Army was to be moulded.

Royal Army Education Corps; the Beginning

With the passing of the Royal Warrant of 1920, the RAEC was formally established. Army School of Education was set up at Belgaum in Mysore, with the British wing at Wellington in the Nilgiris. It was made compulsory for RAEC officers to be appointed at Head Quarters, Command, Divisions and Brigades. While in the units VCOs¹⁰ were authorized to be appointed for educational duties.

In 1922, it was decided by the Government of India, Department of Defence, to set up 3 KGRIM boarding schools modelled on the system of Duke of York's school. These schools were to be situated at Jullundhur, Jhelum and Ajmer. In 1923, the Kitchner College was founded at Nowgong. The purpose of this school was to develop and train those cadets already in the Army

¹⁰ Vice Roy's Commissioned Officer

who had the potential to become officers. (The Kitcher College now functions as Army Cadet College Wing, IMA Dehradun).

Before this newly founded Corps could firmly establish itself in the Defence system, it was disbanded in 1924, due to post World War I economic drive. The sudden inflation of currencies and increasing unemployment made it necessary for the Crown to review all its public spending. Due to public opinion on war at that particular time, a major cut was levied on all military estimates, this resulted in the foresaid disbandment of the RAEC.

Though RAEC was disbanded as a Corps, the education work still continued at Head Quarter Commands, Divisions, Brigades and even at units level. To further cut down on costs, the two wings of Army Education School were merged together at Belgaum in 1924. All that survived of the initial 45 officers, 175 VCOs and 560 NCOs¹¹ sanctioned for the raising of the Royal Army Education Corps, was a list of 50 to 80 VCOs.

The school started training Other Ranks (OR) to act as instructors for educational duties in their respective units, as the strength of the instructors in the School was not sufficient to

¹¹ Non Commissioned Officer.

oversee the educational work of the entire Indian Army. This was the beginning of the Unit Educational Instructor Course.

To link education with career growth, a certificate system was introduced, with Roman Urdu as the medium of instruction.

The army was faced with another facet viz., not only the education of its personnel but also the education of their children. To combat the increasing demand for a school for the children of VCOs and OR, the first King George's School was opened in Jullundhur in 1925. Carrying this trend forward a KGRIM school was established in Ajmer in 1932. Both these schools catered to the educational needs of the dependents of the VCOs or ORs. The majority of boys passing out of these military schools went on to join the forces, if found medically fit.

Due to the disbandment of the RAEC as a Corps, there was a dearth of leadership and answerability or responsibility to and of a single department. To overcome this problem, the responsibility of Army Education was given to the Director of Military Training in 1928. The Training Department was now responsible for planning and execution of all educational policies in concurrence with RAEC personnel.

The supervision and inspection of educational work in the units was made the responsibility of the RAEC officers attached to that unit.

In 1932, after the failure of the Sandhurst experiment¹² the Indian Military Academy was established at Dehradun. This was a very crucial and important step towards the Indianisation of the Indian Army and also of its training. It fell on the shoulders of RAEC to chalk out the curricular and syllabi for the newly set up Academy. The educational instructors and staff were drawn from within the RAEC cadre. The highest designation of RAEC officer at IMA was that of the Assistant Commandant.

The Indian Government decided in 1939 to shift the Army School of Education to Pachmarhi (MP), where it still continues to function.¹³ The AEC played an important role in sustaining the morale of the Indian soldiers during the Second World War by organizing important lectures on current affairs. The AEC also set up mobile libraries and mobile Education Training Teams. This helped the morale of the troops a great deal as they often felt left out and cut off from the rest of the outside world, while they

¹² Dealt in detail in the Chapter (5).

¹³ Photocopies of original Army order attached, Appendix III.

fought in the fronts. As an old military man put it “long spells of intense boredom punctuated by moments of intense fear,”¹⁴ while defining war. The AEC centre, Pachmarhi organized wartime courses and set up Education Training centers in each Command.

For the first time the Indian Commissioned Officers were attached to RAEC for educational duties. To meet the dearth of instructors the strength of VCOs was increased to 80 and civilian schoolmasters were recruited. This led to the resurrection of the old regimental ‘Munshis’.

Sending educational teams consisting of British Officers, Warrant Offices and Indian VCOs to act as Mobile schools for training instructors continued the training of Indian troops stationed abroad.

Despite the enormously expanded staff and the greatly increased demands of the Education budget, the state of literacy remained low among the Indian troops. In 1944, General Sir Claude Auchinleck recommended the foundation of Indian Army Education Corps. Brigadier S.C. Molony was appointed for this task.

¹⁴ White ACT, *The Story of Army Education, 1963*, George G. Harup and company Ltd., London p. 47.

The Raising of the IAEC

The staff action to implement the orders of the Commander in Chief. India (C-in-C) was referred to a committee under the chairmanship of Brig. S.C. Monoly and Brig. J.R. Birchall, the then Director of Army Education, to formulate proposals for the formation of the IAEC. The education scales and establishment for the proposed peace time regular army could not be worked out till the strength of the post war regular Indian Army was known. Thus, as an interim measure, the C-in-C approved the formation of the IAEC with effect from January 1, 1946.¹⁵

Medium of Instruction of Education/Training in the Army

During the British rule in India, the Army comprised of various heterogeneous groups with no common language spoken among them. To bring all defence personnel at par as far as language was concerned Urdu in the Roman script was evolved for the use by Indian Army. It was incumbent for the British officers and Other Rank to learn Roman Urdu in the first few months of their arrival in India.¹⁶ English was declared the common

¹⁵ Photocopy of the original order attached as Appendix-III/V

¹⁶ Refer to Appendix II.

language of the Imperial Army in which administration of the army was to be conducted. The education training directive of 1925 laid down that *“instruction in English will be given to selected Indian officers and NCOs after they have acquired a good knowledge of Urdu in the Roman Script.”*¹⁷

Methods of Instruction

During the Second World War a five pronged method of instruction was evolved and followed throughout the Army. This method was called OPTRA (Object, Preparation, Transmission, Reception and Assimilation). In 1947, this method of instruction was issued in the form of a booklet as a ‘War Office publication’ for officers and NCO instructors.

Although, the Army Education Corps had a shaky start when it was raised in 1919 but abolished in 1923 due to post war economic drive, it still continued to impart valuable support and service to the entire Army throughout the war years and in peacetime. Recognizing the importance of education of the troops of the Indian Army, the IAEC was once again formally raised on June 1, 1947, as a Combatant Corps of the Regular Indian Army.

¹⁷ Education Training Directive, Imperial Army 1925 War Office, London, AECTC&C Library, Pachmarhi.

Formal Training Directives were issued from time to time which guided the Corps about its role and duties and laid down the rules and framework on how to go about them. AEC staff was also attached to various training Academies of the Indian Army viz., IMA, NDA, OTA etc. All the Sainik Schools, Military Schools, and Rahstriya Indian Military College (RIMC), have had as their administrative head, an AEC officer.

CHAPTER 4

ARMY EDUCATION CORPS : CONSOLIDATION 1947-1971, ITS ROLE AND SCOPE

The last chapter looked into the establishment of AEC and its workings till independence in 1947. AEC as a Corps was disbanded in 1923, but the education work continued. This chapter would look into the reestablishment of IAEC as a Combatant Corps of the Regular Indian Army in 1947. This chapter would also deal with the setting up of the Military Music Wing in 1950. This wing is one of its own kinds in the entire South-East Asia. The role and scope of AEC has also been dealt with in this chapter till 1971 when the Corps was presented its colours by the then President Sh. V.V. Giri.

Realising the importance of education for the Indian soldier, the sanction to raise the IAEC was conveyed by the Secretary of State on April 30, 1946 through Indian Army Order 1254, of 1946. In 1947, Army Instruction 424 was issued laying down the administrative instructions together with the terms and conditions of service. Thus, the raising of the Corps was completed with a complement of 40 Regular Officers, 40 Short Service Commissioner officers, 120 VCOs and 400 Indian other Ranks, on June 1, 1947.

Aims and objectives of Army Education

In 1947, the Government of independent India, defined the aims and objectives of educational training of the Defence Forces as (a) to fit the Indian soldier to carry out his allotted task efficiently. (b) To prepare him for gainful employment on return to civil life (c) To foster such attitudes and abilities in him as to make him a useful member of the society.

“Education in the Army, will accordingly be directed towards developing his mental alertness, intellectual capacity, moral responsiveness, initiative and resourcefulness. A sense of pride in the profession of arms and love for our country will be installed in him through educational training”.¹

The Educational Training Directive prepared by the British Government for the post war Indian Army laid down its aim as “to educate the individual throughout his service as a man, as a soldier and as a citizen”²

¹ Notice Board, Museum, AECTC & C, Pachmarhi.

² *Army Educational Training Directive 1945*, Army HQ, Manager of Publications, Delhi.

In 1965, the chief of Army staff appointed a study group headed by Maj. Gen. A.S. Narvane, to examine the adequacy of the existing system of education and to suggest measures to improve upon the existing set-up. The study group redefined the aim of Army Educational Training as *“to fit the individual soldier to carry out his allotted task efficiently, to prepare him for gainful employment on return to civil life and to foster such attitudes and abilities in him as to make him a useful member of the community.”*³

Medium of Instruction

The major change in 1968 Directive was that Roman Hindi and then Hindi in the Devnagri Script was adopted as the means of instruction and the list of subjects now read as: (a) Hindi in Devanagri Script (b) Roman Hindi (c) Arithmetic (d) General Knowledge (e) History (f) Geography (g) Citizenship.⁴

Both the Directives extensively talked about the examinations and the methods of evaluation. The 1945 Directive was just a revision

³ Singh, Lt. Col. Pritam, *History of Army Education Corps*. Vol. II, Avtar Publishers, Patiala, 1985.

⁴ Army Educational Training Directive 1968, Manager of Publication, Delhi.

of syllabus.⁵ Roman Urdu, as a medium of instruction was replaced by Roman Hindustani.

On the eve of India's independence the medium of instruction was changed to Hindustani in the Roman Script for all Certificates of Education upto Army First Class Certificate of Education Hindustani was even added as a separate subject in the Army Special Certificate of Education.

On February 24, 1951, the Commander-in-Chief, India passed orders to adopt Hindi in the Devnagri Script as the medium of instruction. Thus Special Army Order 6/S/51 laid down that "*the Common Language of the Army will be Hindi in the Devnagri Script with effect from October 1, 1956.*"⁶

To help the still tottering IAEC, the following veteran RAEC officers volunteered to serve with the IAEC after independence.

(a) Lt. Col. H.A. Beckwith- (Till June 12, 1952).

(b) Lt. Col. H.A. Thomas - (Till November 1, 1947).

(c) Lt. Col. T.G.B. Johnstone (Till September 17, 1947).

⁵ Photocopies of some original text books attached Appendix-II.

⁶ Army order 6/S/51, AECTC & C Museum, Pachmarhi.

(d) Lt. Col. C.H.E. Wright - (Till November 18, 1947).

These officers were a great help as they had years of experience and hands on knowledge as to how such a Corps should function and what line of policy it should adopt.

Authorization of staff for IAEC:

The joint Defence Committee worked out the scales of staffing the IAEC through various cadres by August 1947 which came into affect from December 1949. The scales worked out were as follows for different cadre of personnel.

i) Officers: Majors were authorized in each Area Head Quarter and Corps Head Quarter, Captains in each Sub-Area Head Quarters/Independent Brigade or Brigade Group Headquarters and at Divisional Head Quarters. The subalterns were authorized at Brigade Headquarters, Corps Head Quarters and at Regimental centers with a strength of 900 men or more.⁷

ii) Junior Commissioned Officers (JCO): They were authorized at each Sub-Area Head Quarter, Independent Brigade, Bigade group and one JCO in each Corps/Division/Area/Brigade Head Quarter and at

⁷ Army Order No. 424/47 (Photocopy Attached Appendix-V).

Head Quarter Regimental/Corps centers as well as hospitals with 400 beds of JCOs/ORs.⁸

iii)Havalddar Instructors: Authorized at the scale of one per Company/Squadron/Battery or Sub Unit with strength not less than 70 men & 200 beds of JCOs and OR in hospitals.

The IAEC was experiencing acute shortage of Officers, NCOs & JCOs since independence, thus to augment the strength of the Corps transfers of officers was accepted from other Corps & Services. As a temporary measure Civil Gazetted Officers were recruited to act as instructors in 1949.

In 1952 first batch of Direct Entry Officers from Indian Military Academy was commissioned into the IAEC. Henceforth the future intake of officers in the Corps was channelized through IMA. The JCO cadre was built from the left out VCOs of the Supernumerary list from the pre-independence days while the Havalddaar Instructors cadre was introduced in 1947 by accepting transfers from other Arms & Services in this rank or by accepting Civil School Masters into the Corps.⁹

⁸ Op.cit.

⁹ The Chronological list of number of JCOs and NCOs commissioned in IAEC through the years, given in Appendix- IV.

Organizational Structure of IAEC:

In 1947 when the IAEC came into being, it was largely modeled on the British pattern of the Royal Army Education Corps, but the change in the political scenario that came with independence necessitated certain changes in the cadre of the officers as well as the geographical locations.

Head Quarters: The Directorate of AEC was established as a sub-directorate under the Directorate-General Welfare, Education and Resettlement on March 1, 1944. Brig. J.R. Birchall was its first Director. The Directorate General Welfare, Education and Resettlement was abolished in 1947. After that the appointment became tenable by Deputy Director Military Training (Education). Colonel W.A. Asher held the first appointment in this capacity. In 1957 the appointment of Deputy Director was upgraded in the rank of Colonel and in May 1963 the appointment was renamed as Director in the rank of Brigadier.¹⁰

Head Quarter Command: This formation was authorized a Staff Officer 1 (SOI), Education, in the rank of Lt. Col. In 1947. In 1974, the appointment was upgraded in the rank of Colonel¹¹ (Education) in HQ

¹⁰ Since then it has been upgraded in the rank of Maj. General.

¹¹ Upgraded in the rank of Brig. in 1982.

Western Command, Simla, HQ Southern Command, Pune, HQ Central Command, Lucknow.

Head Quarter Corps: This formation was authorized SO2 (Education) in the rank of Major in 1947. This was upgraded to SO1 (Education) in the rank of Lt.Col. assisted by SO3 (Cap/Lt.) in 1971.

Divisional Head Quarters: It was authorized SO3 in 1947 but upgraded to SO2 (Education) in 1970.

Army School of Education: The Army School of Education, Pachmarhi was put under the command of a Lt. Col at the time of independence in 1947. In 1949 the school was redesignated as AEC Centre and School and in 1959 again renamed as AEC Training College and Centre. Due to the additional role and responsibilities of the Corps, the appointment of Commandant was upgraded in the rank of Colonel in 1969.¹²

Indian Military Academy, Dehradun: The Academic wing at IMA was headed by a Lt. Col (Head of Academic Department) since independence. Due to the increase in the nature and scope of instructional work (as Graduation was introduced as a qualification for Gentlemen Cadets (G.C) in IMA), additional staff of AEC was

¹² Upgraded in the rank of Brig. in 1981.

authorized. This corresponded with the up gradation of the rank structure in 1969 when the rank of HOD was upgraded to Colonel.¹³

Officers Training School (OTS): OTS was established in Chennai and Pune¹⁴ in 1963 to meet the increasing demand to fill the officer cadre of the Army. They were authorized AEC Officers/Instructors to impart lessons to the cadets. The HOD was in the rank of Lt. Col.¹⁵

Areas of Duty of Directorate of Army Education

The areas of responsibility of the new AEC Directorate were clearly visioned and defined to instill a sense of answerability and accountability and to provide clear guidance which had lacked when the AEC had ceased to function as a Corps between 1923-1947.

These areas can be broadly and briefly categorized as:-

- i) Administration, co-ordination and dissemination of policy relating to education throughout the Indian Army.
- ii) Administration of Education Training Grant, Publication and Annual Training Grant.

¹³ Upgraded in the rank of Brig. in 1981.

¹⁴ OTS Pune closed down in 1964.

¹⁵ Upgraded in the rank of Col. in 1982.

- iii) Conduct of Army Educational examinations and matters relating to the policy of Educational Training and Map-Reading Training in the Army.
- iv) Administration of AEC Training College and Centre, Rashtriya Indian Military College (RIMC) and Military Schools.
- v) To lay down policies relating to Military Music, Foreign Language Correspondence Courses and instruction of Hindi in the Army.
- vi) Appointment of external examiners for AECTC&C.
- vii) To lay down policy relating to personal matters of all ranks. Career planning and training of officers.

Terms and Condition of Service

Immediately after independence, very few officers of the former RAEC were attached or seconded to AEC and officers of the Indian Continuous Service Cadre who had volunteered to stay in India with AEC after independence, were also handful.

To meet this shortage regular officers were transferred to IAEC from other Arms and Services when it was raised on June 1, 1947. The Short Service Commissioned Officers, Temporary Commissioned

Officers and Emergency Commissioned Officers were also attached to IAEC. Most of these officers were approved for Regular Commission after independence. To meet the still continuing shortage of officers in IAEC, Civil Gazzatted Offices were selected, trained and posted to Brigades and Static Formations in lieu of AEC officers as a temporary measure in 1949-50.

From 1958 onwards, the direct intake of Technical Graduate from IMA was commenced. These candidates were to have a MA/M.Sc. from a recognized University Degree/Diploma in teaching or a 2 year experience in teaching in High/Higher Secondary School College/University.

The permanent Regular Commission was introduced in AEC for JCOs and NCOs in 1960.

Professional Courses for AEC Personnel:

The Young Officers (YOs) course was introduced in 1962 for all newly commissioned officers. This required all newly commissioned officers to do an attachment with an Infantry battalion for one year followed by YOs at AEC Training College and Centre, Pachmarhi for a period of 18 weeks.

Various courses required to be taken by the AEC officers are – (a) English Instructors Course (b) B.Ed. Course (c) B. Lib (d) Diploma in Fundamental and Audio Visual Education (e) Education Evaluation Course (f) Summer Institute Course and Courses on specific foreign languages. Selected officers of the AEC were also detailed for (a) Platoon Weapons Course (b) Officers Physical Training Course (c) Junior Commando Course (d) Staff College Defense Service Course.

Objectives of Army Education Corps were (a) To develop loyalty, morale and esprit-de-corps amongst soldiers (b) awaken and cultivate the moral, mental and intellectual qualities amongst soldiers (c) to introduce and popularize the national language Hindi in Devanagiri script throughout the Army (d) Enable all ranks to achieve proficiency in the language of the neighbouring countries (e) to bring the educational system in the army at par with the national pattern of education and (f) To achieve the highest professional standards of all Army Education Corps personnel.

The three-track system of Army education, existing in the pre-independent India represented by (i) Army certificate (ii) Army English Certificate (iii) Map-Reading standards, was adopted in the post independent phase too. However the contents of the syllabus were revised and a few more Army Certificates of education were introduced

with a two fold aim (a) to meet the growing needs of the service personnel (b) to bring the army education system at par with the national pattern.

The Army Certificate of Education represented by Recruit Test, Army Third Class certificate of Education, Army Second class Certificate of Education, Army Special Certificate of Education, were reviewed and revised in 1947, 1953, 1960, 1968 and 1971 respectively.¹⁶ The Army English Certificates viz. Army Third Class, Second class and First Class English Certificates which were based on the 'Basic Stages of Instruction' evolved and practised during World-War II were adopted in the Indian Army in the post independence phase. In 1950, the 'Basic Method' of teaching English was replaced by 'Structure Method' of teaching English, with the help of new education training aids including language labs.¹⁷

Till 1947 Map Reading was an essential part of the education syllabus but was taken off that year and made responsibility of Military Training Department. In 1958 it was again transferred to AEC and its syllabus was revised in 1963.

¹⁶ In 1979, 10+2 pattern of Education was introduced in the Army and in 1980 NCERT books were adopted.

¹⁷ First language lab established in 1963 at AECTC & C, Pachmarhi.

In 1959, Post-Graduate Courses were introduced at Pachmarhi for AEC personnel and was affiliated to Saugar University, M.P.

The two separate streams of Army Certificates i.e. Army Certificate of Education and Army English Certificate merged into Army Special Certificate of Education in the year 1963. In the same year 1963, a benchmark was achieved by AEC Training College and Centre when the Foreign Language Wing was established. The languages taught here were Chinese, Tibetan and English.¹⁸ A Dean in the rank of Lt. Col is in charge of Foreign Language Wing who is also a class A Instructor. Three types of courses were initially run for the officers/JCOs and NCOs.

1. **Course for Foreign Officers (English):** AEC trained Officers from countries like Vietnam, Laos, Bhutan, Somalia, etc.¹⁹
2. **Special Commissioned Officer's Course:** for a duration of eight weeks.
3. **Certificate in Teaching English Course:** of twelve weeks and is recognized by the University of Saugar (M.P).

¹⁸ Dzongkha and English were introduced in 1988 and 77 respectively.

¹⁹ The list now includes Maldives, Palestine, Kazakistan, Kurdistan, Sri Lanka and Bangladesh.

The Army Educational Training Directive of 1968 laid a time schedule as a guide for an average soldier to pass various certificates of Education e.g. Recruit test to be passed within the period of Recruit Training at the Regimental Centre, Army Third Class Certificate of Education to be passed within one year of leaving Regimental Training Centre etc.²⁰

The Army Certificates of Education were linked with the pay & promotion of men. It enabled deserving JCOs & NCOs to apply for a Commission in the Army and also help them to rehabilitate in civil life on release/discharge/retirement from the service.

As Hindi in the Devnagri Script was adopted as the official instructional language, Army Education Corps made efforts to popularise Hindi by writing text books in simple Hindi. A separate cell was established at Army Head Quarters to collect and translate military terms into Hindi. Hindi words of commands were prepared and gradually introduced in ceremonial parades.

²⁰ Refer Appendix – I.

Methods of Instruction

After independence the Infantry School, Mhow was given the responsibility to evolve and modify the existing methods of instructions to suit Indian conditions. The Infantry School, Mhow came up with a 'Two Rules' and 'Eight Principles' based on sound principles of educational psychology for Officers, JCOs & NCOs, instructors of the Indian Army. The Two Rules were (i) Instructors must be knowledgeable (ii) The class must have the desire to learn.

The Eight Principles were:-

- (i) Aim
- (ii) Planning and Preparation
- (iii) Interest
- (iv) Use of Senses
- (v) Activity
- (vi) Simplicity
- (vii) Human Factor
- (viii) Confirmation

The Infantry School, Mhow also propounded that the teaching of languages like English and Foreign languages needed a different methods and approach like the 'Direct Method' with its stages like Demonstration, Individual practice, Group Practice and Structural Approach and the extensive use of language labs and training aids.

System of Evaluation

The Indian Army, on independence inherited the examination system of the British Royal Army Education Corps.

The IAEC evolved a more comprehensive system of evaluation better suited for Indian needs. It included Oral Tests Written Tests, Essay Type Questions, short type Questions and Objective type questions. From 1966, onwards AEC instructors have been trained in Education and Evaluation Courses conducted by the Department of Curriculum Evaluation, NCERT New Delhi.²¹

Organisation of Education Training

Various classes for different Army Education Certificates were organized at specific levels.

Unit Classes: The classes for the Army Third and Second Class Certificate of Education, Army Third Class English Certificate, Army Second Class English Certificate, Map Reading. Standard Three and Two had been organized and conducted at the level of unit schools.

²¹ Comprehensive details given in Education Directive 1968, Refer Appendix-I.

For conducting these classes AEC instructors, Unit Education Instructor (UEI) and Civil School Masters were employed. The 2-i-C (Second-in-Charge) supervised the educational training on the behalf of the Commanding Officer (CO) Army Education Directive 1968 gives a list of authorities responsible for paper-setting, marking results etc.²²

Classes at Unit Schools

Sr. No	Class to be run	Frequency	Duration of each class in weeks
1.	Army Third Class Certificate of Education	3	10
2.	Army Second Class Certificate	2	12
3.	Map Reading Standard III	2	8
4.	Map Reading Standard II	3	8
5.	Hindi for Non Hindi Speaking Troops	3	15
6.	Army Third Class English Certificate	3	8
7.	Army Second Class English Certificate	2	8

²² Refer Appendix-I.

Central Classes: These Classes were organized and supervised by the AEC Officers posted at the Formation Head Quarters at the Formation Schools. There was no authorization of AEC Instructors on the peace Establishment/War Establishment of the Formation Head Quarters, in the absence of which AEC Staff was pooled from the units to organize and conduct the central classes.

Central classes

Sr. No	Class to be run	Frequency	Duration of each class in weeks
1.	Army First Class Certificate of Education	2	14
2.	Army First Class English Certificate	2	12
3.	Map Reading Standard I	3	10
4.	For other Education/Map Reading Certificates for Formation HQ Troops	(on required basis)	

The Experimental Educational Training Centre (EETC)

In 1965, Brig. S.J. Mukand²³ proposed to the Chief of Army Staff, to establish an Experimental Educational Training Centre. In the proposal Brig. Mukand said that proper education facilities and environment should be made available for selected JCOs, NCOs & OR whose promotion has been held up for lack of requisite educational qualifications. Such personnel were to be attached for a period of eight – twelve weeks for the intensive educational training.

The Chief of Army Staff, accepting the proposal, directed on November 19, 1965 that self contained educational centres on experiment basis to be set up at Pune, Shillong, Ambala, Jammu, Jhansi, Bareilly and at Static or Field Formation in the first phase. Accordingly these EETCs came up in 1967.

Organization of EETC: To conduct classes at the EETCs, the instructional staff was arranged from within the formation resources. Later on the Army Head Quarter issued orders to attach one AEC JCO and five NCOs for a period of one year at each EETC. After the lapse of one year of their attachment, these JCOs and NCOs reported back to

²³ Brig. S.J. Mukand served as Colonel Commandant of AECTC & C from 1961-1972.

their parent unit. The administration staff of Administrating JCO, Quarter Master (QM) Havaldar, cook and barbers were required to be made available from other formations for a period of one year on rotation basis. The classes were run under the overall supervision of the AEC officer posted at the Divisional HQ or Area HQ. The funds for EETC were allotted by HQ Commands to formations out of the Reserve of Education Training Grant.

In 1970 the number of EETCs was increased to thirteen .²⁴

Conduct of Educational Classes (1947- 1980)

Sr. No	Army Certificates	Unit Classes	Central Classes	EETC (1967-1980)
1.	Army Third Class Certificate of Education	Unit	-	-
2.	Army Second Class Certificate of Education	Unit	-	-
3.	Map Reading Standard III	Unit	-	-
4.	Map Reading Standard II	Unit	-	-

²⁴ The EETC were no longer on experimental basis from 1980.

5.	Recruit Test	Regimental Centres	-	-
6.	Army Third Class English Certificate	Unit	-	-
7.	Army Second Class English Certificate	Unit	-	-
8.	Army First Class English Certificate	-	Centra 1	EETC
9.	Army Special Certificate of Education	-	Centra 1	EETC
10.	Army First Class Certificate of Education	-	Centra 1	EETC
11.	Army Higher Secondary Certificate of Education	-	Centra 1	EETC
12.	Map Reading Standard-I	-	Centra 1	EETC

Education Training Overseas

Since 1947, the Indian Army has been called upon by the United Nations Organization to preserve international peace, on many occasions e.g. Korea(1953-54), Congo (1961-62) etc. The Officers, JCOs and NCOs and OR of AEC went with the Indian contingents and succeeded to plan, organize and conduct educational training for the Indian troops while stationed abroad.

In recognition of the valuable and laudable service rendered by the Indian Army Education Corps the then President of India, Sh. V.V Giri presented regimental Colors to the Corps at a ceremony held at AEC Training College and Centre on February 24, 1971.

The Corps gained strength from pillar to pillar and underwent changes to suit and adapt itself to the changing times. The AEC Officers, JCOs, NCOs and OR are not limited to teaching/instructing at AEC training centres only but they are detailed for attachments to various Units of all the fighting as well as non-fighting Corps and Services e.g. Artillery, Ordnance etc. to organize and supervise educational work at Unit level.

The Military Music Wing

All of us have at one time or the other been mesmerized by the Military Bands, be it in ceremonial parades on January 26, our Republic Day or as we sit enthralled at 'Beating the Retreat' on January 29, in the front of the majestic Rashtrapati Bhawan.

The scholar has looked into the establishment of the Military Music Wing, the first of its kind in the whole of Asia, on April 25, 1950²⁵ as an integral part of Army Education Corps Centre and School. It was formally inaugurated by General K.M. Cariappa in December 1951.

History of Martial Music

Ancient Musical tradition in India was confined to the use of musical instruments such as conch shells, horns, bugles & drums to sound signals during a battle, even in pre-vedic times. Martial music served the dual purpose of inspiring the troops to fight and as a means of conveying orders and commands.

The concept of the military Band, as we know today is primarily a western concept, a British legacy handed down to India. Infact the

²⁵ The Presidential Decree Sanctioning the raising in attached Appendix-VII.

term “Band” was not used till the nineteenth century when it was introduced into England from Germany. The Military Band was originally a group of musicians employed by the army for military functions. The Military Band is a set combination of Reed, Bass and percussion instruments.

The variety of music played by the military band can be unlimited as each instrument of the Military Band (except the percussion) can play nearly 30 notes which gives the Band a wide range of notes.

In pre-independent India, it was a matter of pride for the British Officers to employ musicians in their unit and their salary, dress & equipment was funded out of pockets of these officers.

The prestige of the Battalion and Regiments grew with the increase in the strength of musicians the officers could maintain. Some of the Indian Regiments, which had Pipe & Drums in early nineteenth century were the Dogras, Sikh, Gorkha and Pathan Regiments. Along with the tradition of Bands came the tradition of Regimental March tunes. Every Unit adopted a march tune in accordance to an important event or a battle. Regimental Trumpet/Bugle calls were also in vogue. Trumpet & Bugle calls were also a means of communication. Apart

from 'Retreat' & 'Reveille', there were 'Fire Alarm 'Officer's Dinner' 'Dismiss cyclist' etc.²⁶

Apart from the Bands in the British Army, the Princely States too had their own group of musicians. These musicians played the reed & bass instruments²⁷ but not on the lines of the British Military Bands.

Indian Military Music- Post Independence

After independence many regiments absorbed the musicians of Princely States to form Military Bands e.g. Musicians of Maharaja Jagjit Singh of Kapurthala formed the Military Band of the Artillery centre. A large vacuum was created due to the leaving of British Band Masters after independence. There was no one to train Indian Army Bands & new musicians.

To overcome this the then Commandeer-in-Chief of India Gen. K.M. Cariappa established the Military Music Wing as a part of AECTC & C, Pachmarhi on October 23, 1950.²⁸ This wing was styled after the Royal Military School of Music U.K.

²⁶ Jackson Maj. Donovan, *India's Army*, Sampson, Low, and Marston Pub., London 1940.

²⁷ Copland, Ian, *The British Raj and the Indian Princes 1857-1930*, Sangam Pub., London, 1982.

²⁸ Refer Appendix – VII.

The Military Music Wing was to train musicians of Indian Armed Forces, Para Military Forces and those of 'friendly foreign countries'. The first Director of Music (DOM) to be appointed at the MMW was Mr. F.H. Reid who was a British Musician, having played the Horn in the Jaipur State Forces, till then. The Assistant Director of Music was Mr. Harold Joseph who later on became instrumental in Indianizing the Indian Martial Music. The Commander-in-Chief Gen. Cariappa also personally picked up Mr. Ralph D' Mello as officer on Special Duty (Music) at Army Head Quarters, the OSD's special job was to produce Indian Military Music. In 1958, Mr. Harold Joseph took over as the OSD and rose to become a legend in the field of music.²⁹

Composing military tunes based on Indian style of music was not an easy task. Indian music culture generates three styles of music i.e. classical, folk, and bhajans, none of which has a particular military fervor. To suit Indian tunes and ragas into military tunes, the original bars had to be lengthened or shortened. This was an uphill task but was successfully achieved by the MMW.

²⁹ Mr. Joseph was awarded the Padma Shri in 1969.

Some of the famous Indian compositions are: -

Style	Title	Commposer
1. Slow March	Cariappa	F.H. Reid
2. Quick March	Kadam Kadam Bhadhaye Ja	F.H. Reid
3. Raga	Yaman	H. Joseph
4. Raga	Bhupali	L.B. Gurung
5. Slow March	Dhwaj ke Rakshak	J.H.D. Simeor
6. Folk Song	Dogri Geet	S.R. Kandpal
7. Rhapsody	Kalpana	F.H. Reid
8. Echo	Siki Anuok	L.B. Gurung
9. Troop	Rajastan	F.H. Reid

Source: MMW Handbook 1998, MMW, AECTE & C, Pachmarhi.

The Military Music Wing had a capacity of 65 students in 1980.³⁰ The Military Music Wing is represented at the Army Head Quarters by a Adviser in Military Music, who is responsible for policy matters, training and co-ordination of all aspects of Military Music at the service level. An Inspector of Army Bands Supervises Military Music at HQ Command level. The Courses charted for training musicians at the Military Music Wing are varied and of different durations & catering to all the needs of

³⁰ At present it caters to more than 400 students (Refer Appendix-VII).

musicians to perform as a cohesive band in their Regiments, Units or Brigades It should be noted that it takes on an average up to 7 years for musician to become proficient in his/her instrument but Military Music Wing came of age as early as 1960, when the Army Symphonic Band performed their first musical concert in New Delhi for three continuous days.

The courses run at military music wing are-

Name of Course	Capacity	Frequency in a Year	Duration in Weeks
1. Potential Band Masters (PBM) (I II & III year)	15x3 at any time	3 courses	148
2. Regimental Musicians	40	1 Courses	44
3. Young Bands men (YB)	88	1 Courses	44
4. Drum Majors (DM)	09	2 Courses	22
5. Pipe Majors (PM)	12	2 Courses	22
6. Pipe Drummers	12	2 Courses	22
7. Piper	32	2 Courses	22
8. Buglers	16	2 Courses	22
9. Trumpeters	08	2 Courses	22
10 Intensive Training of Military Band (ITMB)	102	3 Courses	12

Interview with Director of, MMW, AECTC & C, Pachmarhi.

India as a country always had music in its military history e.g. conches being blown to signal the end of war or trumpets sounding to

announce the entry of an army, but India never had formal bands till the British introduced them to us.

Indian tunes & ragas often have irregular bars, hence difficult to be moulded into military music. Only difficult and not impossible as has been proven by the MMW by its innumerable Indian Military tunes.

The scholar had the opportunity to witness the dedication & perseverance of these musicians, first hand while at AECTC & C, Pachmarhi. It's common to hear beautiful melodies ringing in the night air as these musician soldiers practice while on their routine night guard duties.

Role and Scope of Army Education Corps

The Army Education Corps has come a long way since its shaky start in 1919. Even when it was disbanded in 1923, the Army School of Education at Belgaum continued not only to service but also flourish.

The AEC Officers provided invaluable service in continuing the educational work of the troops during the war years, they also helped in boosting the moral of the soldier by arranging lectures for their entertainment.

At the time of raising of AEC, its main role was to provide educational training to its troops but as early as 1925, AEC incorporated, in its role, the responsibility of educating the sons of its serving VCOs & OR. To this effect, King George's School was opened at Jallundhur in 1925. To take this effort further, three KGRIM Schools were opened at Ajmer, Belgaum & Bangalore in 1932 & 1946 respectively.

The role & scope of AEC increased manifold with the establishment of Indian Military Academy at Dehradun in 1932. The Head of the Academic Department at IMA was now an officer of AEC who was responsible for the academic training of the cadets. Subjects like Military History, Military English, Computers etc are taught by the AEC instructors.

In 1941, Col. Brayne was appointed Inspector of Amenities for British & Indian troops in India. War time education of the troops was carried out during parade hours under Unit arrangements. The AEC staff posted at Formation Headquarters provided necessary guidance & supervisors for carrying out educational work. The main role & objective of AEC staff was to raise & maintain the morale of troops by explaining the purpose & progress of war at various fronts. They also arranged for mobile Information Rooms, Mobile Libraries etc for the

troops. To take a step further the AEC started a correspondence course for those soldiers/officers stationed at isolated field areas where regular class-room teaching was not possible.

The 'War time Education Scheme' for Indian troops consisted of:-

- a) Primary Education Training with emphasis on Citizenship, Rural Reconstruction & General Awareness.
- b) Vocational Training to make them seek gainful employment on their return to civil world
- c) Army Correspondence Course
- d) Army Scheme for Technical Training.
- e) Study of Urdu etc.

AEC has taken a long stride from being a Corps just responsible for the education training of the troops, it has now touched not only the life of the soldier but also that of his family.

The Military Schools, Sainik Schools & Rashtriya Indian Military College, have been established all over the country & although civilians are given admission through an open entrance exam at the national

level, majority of students come from Defence background. These schools are managed by AEC officers & staff.³¹

The Army Head Quarters realizing the importance of education, greatly increased the sphere of influence of AEC & its roles & scope. Army Welfare Education Society (AWES) was established to run courses not only for the defence personnel but also for their dependents. The courses that are now being conducted by the AWEC under the direct supervision of the Army Education Corps are:-

1. B.E D courses which are affiliated to University of Saugar in M.P.
2. College of Material Management in Jabalpur.
3. Polytechnic College at Ambala
4. Law College, Kamptee.
5. Armed Forces Medical College at Pune (AFMC)
6. Army Institute of Technology at Pune.
7. Army Institute of Hotel Management at Bangalore.

All of these courses/institutes (apart from AFMC) depend to some extent on employing civil teachers/lecturers for day to day

³¹ Details in next Chapter- (5)

teaching but the HOD and the administration is always handled by AEC staff.

The magnitude of AEC roles & functions can clearly understood at one glance from this illustration.

Representation of AEC

<i>Non Instructional</i>	<i>Instructional</i>
i. Army HQ.	i. National Defence Academy
ii. Command HQ	ii. Indian Military Academy
iii. Corps HQ.	iii. Officers Training Academy
iv. Divisional HQ	iv. Army Clerical Training School
v. Area HQ	v. Rashtriya Indian Military
vi. Sub Area HQ	vi. Sainik Schools
vii. Service Selection Board	vii. Military Schools
viii. Adjutant Gen. Branch	viii. Regimental Centres
ix. Military Intelligence Directorate	ix. Units
x. Sainik Samachar	x. Infantry School
	xi. School of Artillery
	xii. Foreign Assignments to Korea, Nigeria, Bhutan & Somalia.

Thus, to see AEC as something dealing only with the education of the troops would be a gross underestimation of its role & scope, which encompasses a very large & much varied sphere of activity & responsibility.

CHAPTER 5

TRAINING INSTITUTES AND ACADEMIES

The last two chapters have discussed the formation and growth of the Army Education Corps. Over time the role and influence of AEC has increased manifold. This chapter would look into the establishment of some of the premier Training Institutes and Academies set up for the Indian Army.

The Institutes/Academies discussed are:-

1. Indian Military Academy, Dehradoon.
2. National Defence Academy, Khadagvasla
3. Officer's Training Academy, Chennai
4. Army Cadet College, Dehradoon.

The chapter deals with the genesis and growth of these Institutes as well as the training and academic courses undertaken here. The Academic departments of these Institutes are staffed and headed by AEC officers and instructors.

Indian Military Academy

As early as 1919 the British had anticipated the eventual removal of British troops and replacing them by Indian troops. Thus, the 'Esher Committee' in 1919 suggested the setting up of such college which could give a 'public-school' education to Indians considered suitable for commissioning.¹

To this effect the Prince of Wales Military College was opened at Dehradun and twenty places were reserved for Indians at the Royal Military Academy, Woolwich and Royal Military College, Sandhurst.

Since, it was not considered appropriate that the British should serve under an Indian's command, eight units were selected for Indianization. The Sandhurst experiment was not very successful as the Indian cadets were measured against the British cadets.²

Thus, in the early twenties, national leaders like Shri T.V. Shesnagar Ayyar, Sir Tej Bahadur Sapru, Pt. M.L. Nehru, Pt. M.M. Maliya etc. intensified their efforts in the Legislative Assembly for Indianization of the Army and establishment of an 'Indian Sandhurst'. This led to the appointment of the 'Skeen Committee' in 1925 which

¹ Mollo Borris, *The Indian Army*, Blandford Press, 1981 (British Council Library).

² Ibid.

recommended an institution on the lines of Royal Military College, Sandhurst.

The Round Table conference at London in 1930 led to its Defence Sub Committee recommending the establishment of such an institute without delay. The Government of India set up a committee under the chairmanship of Field Marshall Sir Phillip W Chetwode, Commander-in-Chief, India to work out the details. The committee submitted its report on July 13, recommending an establishment for forty entrants, each term of six month, with a training span of three years. The distribution of the entrants was 15 Direct Entry, 15 from the Ranks through Kitchener College, Nowgong and 10 from the princely states.

The Academy was formally inaugurated on December 10, 1932, with Brig L.P. Collins as its first Commandant. The first course was termed as "The Pioneers" and had as its cadets Sam Manekshaw, Smith Dun and Mohd Musa, who later became Chiefs of their respective armies i.e. India, Myanmar and Pakistan.

The Academy was under the direct control of the Commander-in-Chief. The Indian Army Cadet received a consolidated pay of Rs. 60 per month and were known as Gentleman Cadets (G.C). The strength of the

GCs remained unchanged till the outbreak of Second World War. With the German invasion of France in 1941, the Academy saw a change in the entrant categories and duration of courses. From August 1941 to Jan 1946, the Academy commissioned 3887 Indian and British G.Cs.³

1947, saw a change in the command of the Academy brought about by the independence. Brig. Thakur Mahadoe Singh became the first Indian Commandant of the Academy.

The partition of the country and the bifurcation of the Indian Army led to redefining the training needs. This resulted in the establishment of the Armed Forces Academy in 1949 with IMA at its nucleus. As a part of IMA, Joint Services Wing was opened in 1950, which later became the National Defence Academy and was shifted to Khadakwasla, in 1956.

Due to the declaration of a national emergency during 1962, as an aftermath of the Chinese aggression saw an expansion of cadets. The emergency period from November 1962 to November 1964 saw over 3200 GCs being granted an Emergency Commission.

³ Venkateswaran A.L., *Defence Organization in India*, Ministry of I & B, New Delhi-1967.

Courses at IMA

The courses undertaken at IMA by the cadets can be categorized under two heads (a) Military Training (b) Academic Training.

Military Training includes:-

- ❖ Leadership Training
- ❖ Tactical Training
- ❖ Physical Training
- ❖ Service Training

Leadership Training: The art of command and leadership is imbibed by GCs through lecturers, discussions on leadership traits and principles, case studies of leaders, honour code meetings, interaction with officers who act as role models.

Tactical Training: Tactical training requires a G.C to learn the use of ground and fire and movement tactics. Use of supporting arms and services is co-opted to develop the concept of an all arms battle philosophy. The irregular warfare spectrum forms an important segment of the syllabus to prepare officers for quelling and regressing insurgent movements. Low intensity conflict is taught to create

awareness and generate responses when faced with such a dilemma. Tactical experiences generate opportunity leadership development.

Physical Training: The physical tests consist of obstacle course, individual physical efficiency tests, endurance marches, battle efficiency tests and expertise in swimming and equestrian training.

Service Training: The aim of service training is to prepare a cadet for command of an Infantry platoon in war and peace. The subjects that are taught include Tactics and Map Reading, Organisation and Administration, Integrated General Leadership Training, Weapon Training, Physical Training and Drill.

Academic Training: Entry at IMA is open only to graduates from recognized universities. Thus, the academic training of GCs is generally based on military related subjects with the aim of an overall development of a G.C.

The main objective of academic training is:-

- 1) Provide a broad educational base, essential for future professional development.
- 2) Enhance power of analysis, reasoning and expression, both verbal and written in Hindi and English.

- 3) Provide scientific orientation to keep abreast with technological advancements in the fields of warfare.
- 4) Teach relevant functional skills and develop creative and critical faculties.

The syllabus for academic training involves.

Reorientation of existing knowledge: One of the tasks of the Academic Department is to identify common knowledge base of GCs and suitably augment and orient this knowledge for use in their professional enhancement. Science and Warfare, Military History, Geography, Military Psychology and Computer Application are some of the subjects taught to the GCs at the Academy.

Communication skills: To reduce execution time in war and to improve interpersonal relations communication is an important subject. Both Hindi and English are paid attention, Hindi as it is the language of the troops and English as it is the medium for international government communication. To improve his English, each GC is required to write book reviews and articles for publication in IMA journal. Classes in Military English are held and discussion are carried out.

Current Affairs and International Relations: The chief reasons for an Indian officer to keep abreast of national and international affairs are: the relationship of Indian Army with armies of other countries, participation in UN operations etc. Topics of professional interest, general awareness and current affairs including international relations with special reference to area studies of our neighbouring countries are dealt with.

Science and Warfare: Technological developments have revolutionised methods of waging a war. Thus, the academic syllabus has to be constantly updated and the cadets have to be upgraded regularly on the technological advancements. The course at the Academy includes the basic characteristics of weapons, developments in weapon technology and support equipment. Problems that can be posed by Nuclear, Biological, Chemical and Electronic warfare are evaluated. A capsule on computer application is also a part of the course.

The head of the Academic Department is an AEC Officer at the rank of Col./Brig. The course syllabus is taught by AEC officers and instructors posted at the Academy. Some of the tactical training subjects like Map-Reading, Organisation and Administration are also taught by the AEC officers and instructors.

Army Cadet College (ACC)

In may 1960, the Army Cadet College was started at Nowgong in Madhya Pradesh modelled on the lines of Kitchener College of the pre-independence period. The purpose of this college is to impart the first phase of pre-commission training to select Other Ranks to meet their aspiration to become an officer in the Indian Army.

The institute was shifted to Pune in March 1964. The college was started with the capacity of 90 cadets which by 1971 had increased to 480 cadets.

Training in ACC:

The College runs a three year degree course of six semesters of six months each. After the completion of the course the cadets are awarded a BA/B.Sc degree by the Jawahar Lal Nehru University, New Delhi. After graduating from ACC, the cadets go on to IMA for a 1 ½ years of pre-commission training (It has now been reduced to 1 year) before being commissioned as regular officers in the Indian Army.

Academic Training:

Academics form the major component of training at ACC. Cadets join in either Humanities or Science stream depending upon their entry

qualifications. The common subjects covered for both the streams are English, Hindi, Psychology, Geography and Computer Science, while the Humanities subjects are History, Economics and Political Science. For Sciences stream the subjects taught are Physics, Chemistry and Mathematics. The syllabus for these courses is the same as any other civil university under the aegis of UGC.

Service Training:

The subjects covered under this category are Drill Weapon Training, Physical Training, Tactical Training, Map Reading and Integrated General Leadership Training (IGLT). Special emphasis is laid on developing leadership traits, moral values and ethics.

This college has been instrumental in offering an inducement to educated young men who have started their defence career in the ranks, to avail the opportunities to obtain a commission.

Officer's Training Academy (OTA)

As has been mentioned earlier in this chapter that during the national emergency between 1962-1964, the intake of cadets had increased manifold. Many of them were incorporated in the IMA but a need was felt to have a separate institute solely responsible for the training of the Emergency Commissioned Officers.

For this purpose two Officers Training Schools were established at Madras and Pune in January 1963 with an initial capacity of 900 cadets each which had increased to 1,500 cadets by July 1963.⁴

Regular courses for the grant of commission were restarted in IMA, which had been suspended during the emergency. The last Emergency Commission batch was concluded in 1964 and the OTS at Pune was closed down.

On February 2, 1965 formal Government sanction was accorded to OTS, Madras to start the Short Service Regular Commission Courses.

The OTS, now ran two types of courses (i) a course for 43 weeks of grant of Short Service (SCC), non-technical. The candidates were to

⁴ Venkateswaran, op.cit.

be in the age group of 19-25 years with a minimum educational qualification of intermediate (it now is at graduate level).

(ii) a course of 14 weeks for SSC under the Compulsory Liability Scheme applicable to Class I and Class II Civilian Engineers Officers of Central and State Government. The Compulsory Liability Scheme was abolished in 1965.

It was on Jan 01, 1988 that the OTS was renamed as Officers Training Academy and in 1992, the first batch of women cadets (Lady Cadets, LC) was taken in to be trained at the OTA.

OTA has adopted 'Service with Honour' as its motto and aims at inculcating moral values, leadership traits, mental and physical prowess, in its GCs and LCs.

Service and General Awareness Training

The aim of the Service Training is to prepare a GC/LC for command of an infantry platoon in war and peace, while the aim of General Awareness Training is to orient the cadets with present technical advancements in the field of warfare, enhance their power of analysis, reasoning and expression. The courses include Tactics, Map Reading, Organisation and Administration, IGLT, Weapon Training,

Physical Training, Drill, Communication Skills, Military Technology and Computer Application, Social Studies and International Relations.

OTA has been functioning now for over 40 years and has produced officers of the finest quality. It is the only institute in India, where women are trained to become dedicated and efficient Army Officers.

National Defence Academy (NDA)

In a press communiqué issued on May 02, 1945 the Government of India announced their decision to establish a Military Academy in India on the lines of the United States Military Academy at the West Point for the education and basic training of all future officers of the Royal Indian Navy, Indian Army and Royal Indian Air Force as the most suitable form for the proposed National War Memorial.

In pursuance of this decision, Government appointed a Committee⁵ to prepare a scheme for the establishment of the proposed Academy with special references to matter such as the title of the Academy, its location and size, the age and method of entry, duration of the course and the syllabus, whether any special educational

⁵ Venkateswaran; op.cit.

institution should be established to serve as feeders to the Academy, etc.

A sub-committee of this Committee visited the USA, UK and Canada to study the working of cadet training institution in these countries. The sub-committee was asked in particular to study the regulations, syllabus, training methods and establishment of these institutions.

The Committee submitted its report towards the end of Dec 1946. Its main recommendations were that:

- a) There should be one Academy known as National War Academy for the education and basic training of cadets for commissions.
- b) The Academy should be located at Khadakvasla near Pune and admission to it should be solely governed by merit.
- c) Candidates between the ages of 16-19 possessing the matric or equivalent educational qualification should be eligible for admission and selection should be made by means of a qualifying test followed by an interview before a selection board.
- d) Tuition, clothing and messing at the Academy should be free to the cadets but they should not get any monthly pay in addition

e) The course of instruction at the Academy should be of 4 years duration, at the end of which the Academy should confer Diploma that Universities should be asked to recognize.

Soon after August 15, 1947, the Union Government took up for consideration the recommendations of the Committee.

In Feb 1948, it was decided that a combined Academy should be established at Khadakvasla where cadets of all the three services would receive training. The duration of the Inter-Service course was fixed as three years. Some other changes were brought about the original recommendation. The upper age limit was raised to 17 ½ years in 1953.

Building and establishing the Academy was estimated to cost around RS. 6.5 crores while the Government of Bombay donated 6,676 acres of land for this purpose. It was planned to cater for an intake of 500 cadets per year.

Since, the construction of the Academy would take time, it was decided to open the Inter-Services Wing in IMA at Dehradun from January 1949. It was also decided that the cadets of the inter-services wing should also have free tuition, food, clothing etc. and also a monthly allowance of Rs. 75.

In order to compile the syllabus for the common two year course at the experimental Inter-Services Academy and also to revise the syllabus for the three year course at the proposed Academy at Khadakwasla, a committee was appointed in May 1948 with Dr. Amarnath Jha, Vice Chancellor, Banaras Hindu University, as its Chairperson.

On 1st January 1950, the Armed Forces Academy was redesignated as the National Defence Academy. It was formally inaugurated on 16th Jan, 1955. In Jan 1954, an ad-hoc committee was set up under the Chairmanship Dr. G.S Mahajani, Vice Chancellor, Delhi University, to report on the syllabus for academic studies during the third year. The syllabus was approved by the Indian Government and was in line with the standard of the civil universities.

The Academy adopted "Sewa Paramo Dharma" (Service Before Self) as their motto. The cadets are granted a degree of BA/B.Sc. on passing from the Academy based on the syllabus approved by the Jawaharlal Nehru University.

Apart from the academic course, the cadets undergo various battle/military related training courses e.g. Combat, weapon training, Drill, Map Reading, tactical exercises etc.

Apart from these four main institutions established for the training and education of the Indian Army personnel, several feeder institutions have also been established, as originally suggested by the NDA sub committee.

Some of these feeder institutions are:-

Rashtriya Indian Military College (RIMC)

The Prince of Wales Royal Indian Military College was established at Dehradun in 1922 as a feeder institution to the Indian Military Academy. It was renamed as Sainik School in December 1955 and subsequently to its present name of RIMC.

Admission to the college is through an entrance test at India level. Initially seats were allotted in proportion to the number of recruits from various states but now its based on the proportion of the population of the participant state. The State Governments are also represented in the Interview Board which is a part of the Entrance Examination. RIMC is funded by the Central Government and comes under its jurisdiction. It falls under the administration of Military Training Directorate.

Sainik Schools

The main purpose of Sainik schools is to impart suitable educational training to students at the middle and secondary school level so as to interest them in taking up a career in the Armed Forces. Thus, for this purpose the Sainik schools were started in 1961 as feeder establishment for the National Defence Academy.

67% of the seats are reserved for students from the state where it is located while the other seats are open to boys from other states. Seats are also reserved for the sons of service personnel-Officers as well as Other Ranks. The school has an all India curriculum, selection and examination pattern and is managed by a Registered Society, with the Defence Minister as the Chairman of the Board of Governors. The school is financed by grants from both the State and the Central Governments.

Thus, the Indian Government has not only made provisions for the training and education of the serving Defense personnel but also has had the foresight to envisage a system wherein those young boys, who looked up to the services as their future career could be trained and educated. Although in the feeder institutions the basic education curriculum is what the civil schools follow but the atmosphere and

conduct of the school is such as to instill in the students, the qualities of a soldier.

The senior administrators of these establishments are AEC officers, through the teachers employed are civil. This is another facet of the scope of duties and responsibilities of the Army Education Corps.

AEC officers are also posted as instructors at the institutes catering to the training/education of the Indian soldiers. They are not only teachers but also model officers, as AEC is a regular Combat Corps. The AEC also played an important role by being part of the syllabus-deciding committees formed for NDA/IMA/OTA etc. They gave valuable suggestions to the structuring of the curriculum of these academies as not only to fulfil the civil academic requirements but also evolved a syllabus including subjects and activities necessary in making of a Defense Officer.

CHAPTER-6

CONCLUSION

Education has been a national concern all throughout the twentieth century and few subjects have been discussed and debated as widely and as frequently as education. It is an ongoing process which ideally should not only aim at making a person literate but should also have social and moral aims. Education is a constant upgradation of one's intellectual faculties and broadening of mental horizons.

Defence, which is an integral part of any society and is responsible for the security of the nation and hence indirectly and at times directly responsible for the lives of its citizens, cannot remain aloof from this ever-changing phenomenon called education.

The Educational needs of the Armed Forces, and here we talk specifically of the Army, have changed with times. The last five chapters have looked into the various stages of Army Education and its growth. In the beginning of the twentieth century, education for the Army soldier meant being able to read and write. The political situation required him to just take orders and carry them out to the letter. The

Army functioned more or less to protect the imperial interests of the British and as long as they were partially literate they served the purpose. Officers were a shade better off as they were required to be educated enough to understand the socio-political situations and make prompt decisions. To this effect they underwent educational training relating to current affairs and Military English. Both the soldiers as well as the Officers were required to learn the local lingua-franca.

It was during the First World War that the need and importance of education was realized and 'War Time Education Scheme' and 'Release Period Education Scheme' were launched.

"It has been decided that henceforth education is to be regarded as an integral part of Army Training". These were the famous words of Mr. Winston Churchill on August 5, 1919, which set the ball rolling that culminated in the establishment of Royal Army Education Corps and though it had to be disbanded in 1923 due to post-war economic drive, it continued its educational work throughout till 1947 when it was once again resurrected as a Combatant Corps of the Regular Indian Army.

To add to the duties of AEC, the Military Music Wing was established in 1950 and showed tremendous growth and laudable

progress. The AEC Officers attached at various Training Institutes and Academies have done exemplary job at training our future soldiers.

The periphery of the role of AEC has been ever-changing and ever expanding. It is the most dynamic Corps as it oversees the educational training of the entire Indian Army.

Educational Training of the Army, in the post independent India has evolved with numerous recurring predicaments that constantly confront the Indian Army. The foremost of these are technological, politico-strategic and social changes. These changes have increased the demands of soldiering upon the new entrant. Keeping these changes in mind an image of the future professional soldier evolved. It is no longer enough for the soldier to know how to fight a war, he also has to be aware of the political situations and the repercussions of the war. What with the world crying out 'Human Rights' every now and then, the soldier can no longer be an arbitrary carrier of arms but should know the limits to which he can use them without being accused of violating any of the Human Rights. To create this professional soldier, new educational training programmes and practices have been evolved.

In the post-independent phase, the concomitant speed of the replacement of equipment and weapon systems, the advanced

complexity and sophistication of weaponry and methods of organization juxtaposed together to create severe pressures upon the traditional soldiering. Thus, educational training, in a pedagogic sense, took a back seat for some time. But it was soon realised that the required military expertise could be achieved only through enhanced scope and depth of academic knowledge. The time needed to impart educational training, and the need to prepare the soldier in military expertise at the earliest created a paradoxical situation where the content and process of education came (and still continues) in danger of being sacrificed for the content and process of military training. These two dilemmas still continue to trouble in varying degrees in the training components of Regimental Centres and Regiments.

The Indian Army from the very first day of independence was involved in varieties of non-traditional conflicts which forced evolution of new tactics and strategies, e.g., counter-insurgency, counter-terrorism, guerrilla warfare, and the like. In addition, repeated aid to civil authority and peace-keeping duties became, more or less, a regular part of soldiering for an Indian soldier. The diverse commitments relating to non-military and political motivated group violence called for not only new military skill but conceptual and psychological education so that military professionalism of the Indian

soldier, in view of a shift from war against the nation to violence within the nation, remained totally reflexive and unpolluted by the sectarian, communal, and political influences. The educational training in the army has now diverse responsibilities ranging from educating men to preparing them to conceptual and psychological education to face the new and increasing politico-strategic demands.

The broad social recruitment-base, civilianisation in many military tasks, and increased levels of education in an all volunteer army has changed the nature of organisational authority from rigid disciplined authoritarianism to persuasive and collegial management. Moreover, a developing country like India provides disciplined, skilled and mission-oriented manpower. In a developing country this has given rise to a 'New Military' possessing both a 'warrior face' and a 'social face'. The social change is most compelling and is likely to be the most enduring factor which may call for a total renovation and integration of educational and military training and therefore, shape the role of the AEC in the coming future.

The Future Role of AEC

The practice of deploying officers and other ranks belonging to the AEC to fulfill the primary role of preparing a soldier for basic educational standards laid down by the army for each rank no doubt holds the first priority. Yet, there is much more that the AEC is supposed to carry out-tasks which are essential to make future warriors. The new responsibilities under changed circumstances under Vision-2020 and Plan-2005 will require a far greater involvement, both qualitative and quantitative, of the AEC in preparing future warriors. The future role of the AEC will be multi-dimensional, and multi-disciplinary. It will range from war-fighting forecasting efforts to readying future soldiers to smoothly adopt the 'New Military' and its 'Warrior face' and 'Social face', to aid civil power and to the international peace-keeping roles.

To achieve this new face, the educational training needs to be modified and AEC needs to play a more important and active role. Thus, it becomes significantly desirable:-

- (a) to reconsider the use of the AEC for the mundane roles in training centres and regiments. The AEC deserves to be deployed to strengthen jawans psychologically and motivate them for

future information-oriented battlefields, in addition to, no doubt, educating them to the required academic standards. The AEC is better equipped to play this psychological strengthening role because the personnel are taught human psychology during their education degree courses. If a 'psychological group' is also attached with the AEC in training centres and regiments it will strengthen the jawan's motivation and 'will'.

- (b) To demand of the AEC to develop a multi-disciplinary approach which will significantly contribute to the determination of what our future jawans will look like and what they might need during their formative years to be able to accomplish their expected roles.
- (c) To re-orient and re-structure the AEC to prepare future warriors for the 'New Military' and its two faces: the 'Warrior face', and the 'Social face'. The future Indian army will be deployed more and more internationally for peace purposes and also for national security. Thus, this duality of role of a future Indian warrior will need specific physical, psychological, spiritual and combat related academic training, battle-skills, and related vocational expertise. The future AEC to share much large multi-directional

and multi-dimensional responsibilities in making future Indian warriors.

It is finally emphasized that the army architecture in the post Vision 2020 and Plan 2005 is bound to change, necessitating corresponding changes in making future warriors. The institutions responsible for making future warriors will have to meet their wants and needs. The AEC is one such institution that has the infrastructure and personnel to significantly contribute in making the future warriors for the 'Silicon Age'. The AEC can give the army the jawans it will need for the 'New Military' possessing enemy resistant psychological firmness, physical strength, and combat skills for the 'Warrior face' and a human peace-oriented capability for the 'Social face'.

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APPENDIX I

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EDUCATIONAL TRAINING,

INDIAN ARMY

1939.

(Reprint 1941)

(Including Amendment List No. 1).



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EDUCATIONAL TRAINING, INDIAN ARMY.

1939

CHAPTER I.

PRINCIPLES, METHODS, AND ORGANIZATION.

1. DEFINITION, OBJECT AND METHODS OF EDUCATIONAL TRAINING.

1. Educational training is the process by which the mental and moral qualities of the soldier are developed by instruction and study not purely military or technical.

2. It should at all times be co-ordinated with other training in the common purpose of preparing the soldier for duties he will be called upon to carry out in war.

It will also aim to return the soldier to civil life a better man and a better citizen.

3. Methods of instruction will be adapted to the life and work of the soldier and the subject matter of instruction will be drawn from his interests and environment. The soldier will be encouraged to develop responsibility and initiative by undertaking study without constant supervision.

4. All commanders are responsible for the training of the troops under their command. This includes educational training which is an integral part of military training.

5.

6.

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No. 15369

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APPENDIX I

Educational Training Directive

Indian Army, 1945

Issued by the Chief of the General Staff, India

Distributed by the Managers of Pub. Civil Lines, Delhi

Printed by the Manager Govt. of India Press, New Delhi 1945

I. A. ENGLISH CERTIFICATES

1. INTRODUCTORY

(a) This directive makes certain changes in the syllabuses and regulations for the I. A. English Certificate Examinations, as issued in Educational Training (I. A.), 1939.

(b) All *Educational Training* regulations affected by these changes are to be taken as superseded.

(c) All *Educational Training* regulations which are unaffected by the changes, such as those governing the conduct of examinations, receipt of examination papers, mailing of scripts, etc., remain in force.

(d) The object of the changes is to raise the standard and widen the scope of English in the Indian Army through the adoption of more modern and more uniform methods of teaching and examining.

(e) These objects cannot be achieved even with the help of better methods, unless classes are kept small (10—15 men) and uniformly graded (no late starters).

(f) The new regulations will come into force by stages. The first examination:

for the 3rd Class Certificate will be held on 3rd Monday of January 1946

for the 2nd Class Certificate will be held on 3rd Monday of January 1946

for the 1st Class Certificate will be held on 3rd Tuesday of January 1946.

2. GENERAL

(a) As indicated there will still be three standards of qualifications in English represented by the third, second and first class certificates. There will be a separate examination, both written and oral, for each certificate.

(b) The new syllabuses are based on the B.A.S.I.C. stages of instruction, i.e.—

Third Class—250-word level—B.A.S.I.C. Stage 1

Second Class—550-word level—B.A.S.I.C. Stage 2

First Class—850-word level—B.A.S.I.C. Stage 3

(c) The fourth B.A.S.I.C. stage ('Wider English'—2,000 words) is included in the English syllabus of the Indian Army Special Certificate of Education. Obviously Special Certificate students will have to be taken up to this level before they embark on their general course of studies.

(d) Since each of these stages, other than the first (i.e. for 3rd Class Certificate), is built up on the foundation laid in the stages below, no candidate may sit for the second or first class until he has passed the next lower one, under the new regulations, unless his C.O. certifies that this is unnecessary.

(e) A candidate, so exempted, who fails in the higher stage will not be permitted to sit again for that stage until he has qualified in the lower stage from which he was exempted.

(f) To pass these examinations candidates will be expected to be able to read, speak and write English fluently and accurately within the range of vocabulary reached. The bias in conversation and reading material will be towards military life and training and the soldier's home environment.

(g) There will, however, be for a long time candidates who have been trained on systems of instruction other than B.A.S.I.C. Examinations, therefore, will be so arranged that candidates trained on any method may have equal chances of passing. All questions, oral and written, will be set using the minimum (B.A.S.I.C.) vocabulary of the relevant stage. Reading passages, etc., will be chosen from books in which the B.A.S.I.C. vocabulary of the appropriate stage is used. Questions may however be answered in the B.A.S.I.C. or an unrestricted vocabulary. The sole criterion will be the correctness of the grammar, sentence construction, idiom and vocabulary—judged by any standard.

(h) The system of examinations, arrangements for marking, and the composition of examining boards are explained in Section 3 below, the standard required in Section 4, and the nature of the tests in each examination in Section 5.

3. CONDUCT OF EXAMINATIONS AND COMPOSITION OF BOARDS

(a) Examinations will be held as under :—

1. Third and Second Class—3rd Monday and succeeding days as required of every month.
2. First Class—3rd Tuesday and succeeding days as required of January, May and September.

(b) All arrangements for examination in stations will be made by District or L. of C. Area Headquarters.

(c) Special arrangements, for all certificates, will be made as required by the Commandant concerned with the District or L. of C. Area Headquarters for candidates from the Army School of Education, Command E.T.C.'s and the K.G.R.I.M. Colleges.

(d) Results will be issued in letter form to District or L. of C. Area Headquarters, by G.H.Q. (I) and the issue of such letters (so far as they relate to the 2nd and 1st Class examinations), will be notified in I.A.Os. Payment of the awards authorized by P. & A. Regs. (Vol. II), Rule 226 and Educational Training (I.A.) 1939, Appendix D, will be made on the authority of the I.A.O. notifying the results. Third Class results will be republished in Unit Orders, second and first in District or L. of C. Area Orders.

(e) All written tests will be set and marked by G.H.Q. (I). Subject^s for the oral tests will be set by G.H.Q. (I), but the marks for these will be awarded by local Boards. To assist these Boards a directive will be issued with every set of question papers.

(f) Demands for question papers giving the names of centres and stating the number of candidates expected at each will be forwarded by District or L. of C. Area Headquarters direct to the Directorate of Army Education, Welfare Generals Branch c/o New Delhi G.H.Q., A.P.O., one month before the date of the examination in question.

(g) To supervise the written tests one officer other than a V.C.O. will be detailed for every 30 candidates.

(h) The Board to conduct the oral tests will consist of two officers other than V.C.Os. for every 24 candidates.

(i) At least one of the officers of each Board will be a Basic-trained A.E.C. officer. If no officer is available his place may be taken by a Basic-trained A.E.C. O.R. instructor.

(j) Master copies of all examination papers, written and oral, sent by G.H.Q. (I) will be sent by fast air-mail to Overseas Commands, who will be responsible for duplication and distribution, fixing examination dates, marking, and notification of awards.

(k) All I.A. English, Certificate examinations will be open to members of Indian States Forces serving under the Crown, A.F. (I) and Territorial Units. Arrangements in accordance with the above regulations will be made by the nearest District or L. of C. Area Headquarters of the Indian Army.

4. PASS-MARKS

(a) In order to pass in any examination candidates must obtain 50 per cent. of the marks allotted for each test of each part—A and B.

(b) Candidates who obtain 80 per cent. or over of the total number of marks for the examination as a whole will be awarded a 'D'.

(c) The oral examinations will be held before the written ones.

(d) Only those candidates who pass the oral tests or are border line cases will be allowed to sit for the written tests.

5. THE TESTS

(a) Third Class Certificate Tests

	Marks	Time
<i>Part A (Oral)</i> —Candidates will be required :		
<i>Test 1.</i> —To read aloud a short extract from print and to answer questions based on the text	25	..
<i>Test 2.</i> —To put and answer questions based on a picture	25	..
<i>Test 3.</i> —To answer unrelated questions of a general nature, e.g., what's the time? Where do you come from? etc.	25	..
<i>Test 4.</i> —To convey a simple message to a third person and bring back an answer	25	..
<i>Part B (Written)</i>		
<i>Test 1.</i> —To take down an extract from dictation	25	..
<i>Test 2.</i> —To complete or correct given sentences by filling in blanks or deleting or substituting for incorrect alternatives	25	20 mins.
<i>Test 3.</i> —To frame short sentences using given words	25	"
<i>Test 4.</i> —To write a sentence based on a simple situation with which the candidate may be confronted in the field. The situation will be explained orally in English	25	..

(b) Second Class Certificate Tests

	Marks	Time
<i>Part A (Oral)</i>		
<i>Test 1.</i> —To read aloud a short passage of about 100 words and discuss this with the examiner	50	..
<i>Test 2.</i> —To conduct a simple conversation with the examiner on a subject of interest to the candidate	50	..
<i>Part B (Written)</i>		
<i>Test 1.</i> —To answer questions based on a passage of about 200 words read out by the examiner. The passage will be read twice—once at normal reading speed, once slowly and deliberately. Candidates may take notes during the second reading	50	45 mins.
<i>Test 2.</i> —To write a description of about 150 words on a matter connected with the candidate's daily life and training	50	1 hr.

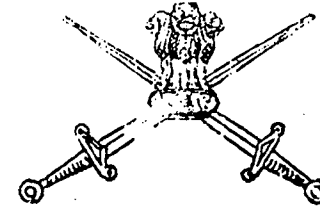
(c) First Class Certificate Tests

<i>Part A (Oral)</i>		
<i>Test 1.</i> —To read aloud a passage of about 150 words and discuss this with the examiner	50	..
<i>Test 2.</i> —To discuss a general topic with the examiner	50	..
<i>Part B (Written)</i>		
<i>Test 1.</i> —To answer questions based on a passage of not less than 300 words read out by the examiner. The procedure will be the same as for the Second Class Test 1	50	45 mins.
<i>Test 2.</i> —To write an essay of about 300 words on any topic	50	2 hrs.

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LP-31



ARMY
EDUCATIONAL TRAINING
DIRECTIVE
1968

By Order of the Chief of the Army Staff

A handwritten signature in black ink, appearing to read 'V. S. V. atach'.

ARMY HEADQUARTERS
April 1969

Lt Gen
Vice Chief of the Army Staff

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**ARMY EDUCATIONAL TRAINING
DIRECTIVE—1968**

Introduction

- 1 Educational Training in the Army will be carried out in accordance with instructions embodied in this Directive.
- 2 This Directive supersedes all the previous Directives on the subject issued from time to time.
- 3 The syllabuses for the various examinations given in this Directive will be followed throughout the Army.

Aim of Educational Training

- 4 The aim of educational training in the Army is—
 - (a) to fit the individual soldier to carry out his allotted task efficiently,
 - (b) to prepare him for gainful employment on return to civil life,
 - (c) to foster such attitudes and abilities in him as make him a useful member of the community.

Education in the Army will, accordingly, be directed towards developing his mental alertness, intellectual capacity, moral responsibility, initiative and resourcefulness. A sense of pride in the profession of arms and love for our country will be instilled in him through educational training.

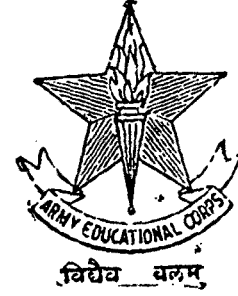
Scope and Method

- 5 Educational training in the Army will have two aspects:—
 - (a) *Formal instruction in academic subjects*

Formal instruction in various academic subjects is designed to prepare a soldier for various certificates of education in the Army. Possession of an appropriate Army Certificate of Education is a prerequisite for promotion to higher rank and for advancement in classification as laid down in the 'Defence Services Qualification

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APPENDIX II



शिक्षण सिद्धान्त

ए० ई० सी० ट्रेनिंग कालेज एवं सेन्टर
पचमढी (म० प्र०)

विषय - सूची

खण्ड - १

प्रस्तावना

शिक्षण सिद्धान्त का यह नवम् संशोधित संस्करण, शिक्षण कार्य को अधिक प्रभावपूर्ण बनाने तथा सैनिक-शिक्षकों के मार्ग दर्शन के लिये इसमें आवश्यक बातों को शामिल किया गया है। हम आशा करते हैं कि इस पुस्तक के सुझाव पूर्ण प्रयोग से शिक्षण कार्य आसान और सुबोध बनेगा।

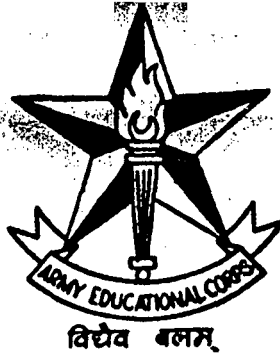
इस संस्करण को अधिकाधिक उपयोगी बनाने का प्रयत्न किया गया है। पुस्तक में सुधार करने योग्य सुझावों का सहज स्वागत किया जायगा।



क्रम संख्या	प्रकरण	पृष्ठ
(१)	एक अच्छे शिक्षण के सिद्धांत	१
(२)	पढ़ाई-सिखलाई प्रक्रिया	६
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(१०)	पाठ योजना तैयार करना	६२
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खण्ड - २

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BASIC FOUNDATION COURSE

USER ELECTIVE

PHYSICS

Published by
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PACHMARHI**

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Unit 1. Motion	1
1. Difference between velocity and acceleration, simple problems based on above.	
2. Newton's Laws of Motion, including definition and units of force and momentum. Difference between mass and weight.	
Unit 2. Work and Energy.	8
1. Work, energy, units of work and energy.	
2. Kinetic and potential energy.	
3. Conservation of energy and mass (Mention of $E = MC^2$), elementary ideas about different sources of energy.	
Unit 3. Wave Motion.	20
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2. Wave length, frequency.	
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(Formula not to be derived by students)	
2. Magnifying power of lens.	
3. Simple graphical construction of image.	
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1. Force between electric charges.	
2. Coulomb's Law : Unit of charge	
3. Electric intensity, electrostatic potential energy.	
4. Potential due to charge.	
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6. **Work and power in electric circuits including problems.**

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2. Dynamo
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1. Diodes, Transistor, rectification
2. Amplifiers
3. Transmitter and receiver
4. Radar and Sonar
5. Television.

UNIT - 1

MOTION

1. Difference between velocity and acceleration.

Before we discuss velocity it becomes mandatory for us to know about rest, motion and speed.

- (a) **REST AND MOTION.** If a body continues to occupy same position irrespective of time, it is said to be at rest and if it changes its position with time, it is said to be in motion. **In other words motion is a change of position with time.**

Further, student must know that rest and motion are relative terms. A body may be in state of relative rest or relative motion.

- (b) **SPEED.** The rate of change of position of a body along its

Path (whatever the direction of path may be) is known as its speed. It is measured by the distance travelled by the body in unit time. For example if a body moves 60 cms in 3 seconds its speed is 20 cms per second.

VELOCITY - Velocity can be defined as the rate of change of position of a body in a particular direction. If a body is moving along the northerly direction at the rate of 20 cms per second, its velocity is 20 cms per second towards north.

Like speed its unit is also distance travelled in unit time i.e. metres per second, cms per second and ft per second.

ACCELERATION - The rate of change of velocity is known as acceleration. If the velocity of a moving body changes either in magnitude or in direction or both the body is said to have an acceleration. It is measured by the change in velocity in unit time. Therefore we can say —

Regional Geography

- (i) The main physical, political and military features and communications of Asia.
- (ii) Asian countries bordering India—Pakistan, China, Nepal, Burma, Asiatic Russia, Ceylon—with reference to position, size, relief, capitals and sea-ports.
- (iii) INDIA
Elementary knowledge of the physical, political, military and racial Geography of INDIA; irrigation systems; hydro-electric projects; agriculture; minerals; industries; communications; towns; major imports and exports.
- (iv) The main air, land and sea communications between INDIA and the rest of the world.

NOTE:—Due importance will be given to the use of maps

- (ii) The use of magnifying glass, binoculars, telescope.
- (iii) The refraction of light and the use of lenses.
- (c) *Sound*
 - (i) How is sound produced?
 - (ii) The speed of sound.
 - (iii) Echo.
- (f) *Electricity and Magnetism*
 - (i) Simple treatment of principles of magnetism and electricity and their application of common uses—the battery, electric bulbs, electric heater and iron.
 - (ii) Magnet, electric magnet, electric bell, the telephone.

SECTION V**Army Special Certificate of Education**

SCIENCE

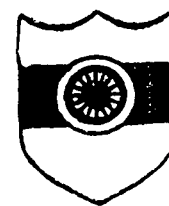
VIGYAN

I. A. THIRD CLASS CERTIFICATE OF
EXAMINATION

LESSON NOTES

Prepared by

A. S. E., PACHMARHI



EDUCATION
WESTERN COMMAND

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I. A. 3RD CLASS E. D. SCIENCE

SABAQ No. 1

INSAN KI ZINDAGI KE LIE KHURAK KE ALAWA ZARURI CHIZEN.

Tamhid

Class se puchho kih insan ko zinda rahne ke lie kaun-kaun si chizen zaruri hain. Batao kih khurak ke alawa (a) Hawa (b) Raushni (c) Warzish aur (d) Aram ki zarurat hai.

Main Body

Aj ham is par bari-bari babs karenge.

HAWA—Class se puchho kih zinda rahne ke lie hawa kiun zaruri hai. Bayan karo kih ham achchi hawa sans ke zarie andar lete hain aur kuchh der ke bad gandi hawa bahar chhorte hain. Ab puchho kih agar ham ek band kamre men baithen to kya hoga. Batao kih kamre ki achchi hawa ham sans ke zarie khatam karenge aur gandi hawa bahar chhorenge. Natija yeh hoga kih gandi hawa kamre men bhar jaegi. Class se puchho kih is ka hamari sehat par kya asar hoga. Batao kih ham بیمار ho jaenge. Puchho kih is ka kya ilaj hai. Batao kih is ke lie gharon men kafi darwazon aur khirkion ka hona zaruri hai takih gandi hawa bahar jae aur achchi hawa gharon men dakhil ho. Class se puchho kih saf hawa lena ke lie hamen kya karna chahie. Batao kih hamen bahar khule maidan men jana chahie jahan kih saf hawa hogi aur gharon ke darwaze aur khirkion hamesha khule rakhne hongे, takih saf hawa hamesha andar dakhil hoti rahe.

RAUSHNI—Class se puchho kih jism ki tandrusti ke lie raushni kiun zaruri hai. Batao kih raushni jarasimon

ko mar dalti hai jin ko kih ham dekh nahin sakte. Puchho kih yih kis tarah sabit karoge? Batao kih ganda atta suraj ki raushni men rakho aur dekho kih kire bahar nikal kar mar jate hain. Puchho kih garm kapre pahanane se pable dhup men kiun dalte hain? Batao is tarah jo koi kire wagaira unihen hon mar jaenge.

WARZISH—Yih ek tisri chiz hai jo kih zaruri hai. Puchho kih is se kya faida hota hai? Batao kih is se khun ka daira acchhi tarah hota hai aur acchha khun jism ke tamam hisson ko milta hai aur warzish karne se jism se pasina nikalta hai jis ke zarie jism ka ganda mada bahar nikal jata hai. Hamare patthe mazbut bante hain. Warzish se hazma thik rahta hai aur charbi barhne nahin pati. Ek bania ki taraf dekho wuh ek mota aur bhadda dikhai dega jo kih thori hi mehnat se thak jata hai. Is lie hamen kya karna chahie? Batao tandrusti qaim rakhne ke lie warzish karna chahie.

ARAM—Upar batai hui chizon ke alawa aram bhi zaruri hai. Kiun? Batao kih kam karte waqt jism ke hisse mehnat karte hain aur agar wuh hamesha kam karte rahen to wuh jaldi hi bekar ho jaenge. Kiun kih jism ek machine hai aur us ko bhi aram ki zarurat hai. Ap jab koi khel khelte hain to ap thakawat mahsus karte hain. Us ko ap kis tarah dur karte hain? Batao aram lene ke bad ap phir thik ho jate hain.

Dohrai

Tap-i-diq (T.B.) ki bimari aur sehat afza jagahon par manuli si baha karo.

SABAQ No. 2

KHANE AUR PINE MEN BAQAIDGI. (ETDAL)

Tamhid

Class se puchho ki steam engine ke chalne ke lie kaun-kaun si chizen zaruri hain? Aur batao kih bagair

koele aur pani ke engine kam nahin kar sakta, aur batao kih hamara jism ek machine ki tarah hai jis ke lie nahin si chizen zaruri hain.

Main Body

Class se puchho kih har jandar ko zinda rakhne ke lie kaun-kaun si chizen zaruri hain? Batao kih pani, raushni, hawa wagaira. Magar sab se zaruri chiz kaun si hai? Kburak. Batao kih hamen khurak kitni aur kis qism ki chahie. Aj is bat par bahs karenge.

Tariqa

Class se puchho kih khurak ki kitni qismen hain? aur batao kih do qismen hain. (a) Hafki. (b) Bhari. Batao kih halki khurak wuh hai jo kih asani se hazam ho sakti hai. Aur bhari khurak wuh hai jo kih asani se hazam nahin ho sakti. Ab puchho kih khurak khane se kya hota hai? Batao kih khurak ke bagair koi jandar chiz zinda nahin rah sakti aur batao kih khurak se khun banta hai jo kih jism ke har hisse ko pahunchta hai aur jis se jism kam karta rahta hai. Class se puchho kih khurak men kaun-kaun si chizen shamil honi chahien? Batao kih atta, chawal dal, ghee, dudh, sabzi, phal, gost wagaira. Ab puchho kih khurak kab aur kitni khani chahie? Batao kih jis waqt hamen khub bhuk lage us waqt khani chahie aur jtni asani se hazam ho sake utni hi khani chahie. Khurak din men bhuk lague par do ya tin dafa khani chahie.

Puchho kih ziada khurak khane se kya hota hai? Bayan karo kih badhazmi, sir dard aur kai qism ki bimarian hoti hain. Badan hamesha sust rahta hai aur badhazmi ki wajah se khurak se khun nahin banta aur jism thik kam nahin karta.

Puchho kih khurak men aur kya chiz shamil hai aur batao kih pine wali chizen bhi shamil hain. Maslan

pani, sharab wagaira. Aur batao kih pani bhi kisi khas miqdar men istemal karna chahie. Class par sawal karo kih wuh sharab ke bare men kya vichar rakhte hain, aur bayan karo kih sharab sirf dawai ke taur par istemal karni chahie. Iski adat nahin parni chahie aur khas miqdar se ziada nahin pini chahie.

Dohrai

Class se puchho kih khane aur pine ki chizen kis tarah istemal karni chahien.

SABAQ No. 3

ACHCHHI ADATEN

Tamhid

Class se puchho kih achchhe aur kharab larke men kya pahchan hai. Aur batao kih aj ham achchhi baton par bat-chit karenge.

Main Body

Class se puchho kih achchhi adaten kya hain. Batao kih jo adaten am logon ke khayal se achchhi hon unko achchhi adaten kahte hain. Ab class se puchho kih adat kis tarah banti hai ; aur batao kih ek kam bar-bar karne se us chiz ki adat ban jati hai. Ab sawal karo kih aisa karne se sirf achchhi adat banti hai. Class ko batao kih agar ham ek bura kam bar-bar karenge to buri adat ban jaegi aur achchha kam bar-bar karenge to us se achchhi adat ban jati hai. Is bat par zor do kih jab bachcha paida hota hai to us ka dimagh ek shishe ki tarah saf hota hai aur jab wuh koi kam karta hai to ek khas qism ka asar uske dimagh par parta hai. Dusri bar wuhi kam karne se wuhi asar kuchh ghana ban jata hai. Bar-bar aisa karne se wuhi asar itna gabra ho jata hai kih mit nahin sakta aur us ko ham adat kahte han. Ustad ek do misalen dekar is ko aur saf kare. Maslan :—

1. Kuen ke patthar ya rassi ghisne se.
2.)

Class se puchho kih kaun si adaton ko ham achchhi adaten kahte hain aur batao kih :—

- (i) Khane aur pine men pabandi.
- (ii) Har roz halki warzish karna.
- (iii) Kam thik waqt par karna.
- (iv) Safai.
- (v) Har kam men mehnat karna.
- (vi) Prata kal uthna.
- (vii) Imandari.
- (viii) Sachai wagaira wagaira.

Dohrai

Class se puchho kih achchhi aur buri adaten kya hain aur kaise banti hain ?

SABAQ No. 4

GHAR AUR USKE IRD-GIRD KI SAFAI

Tamhid

Class se puchho kih insan tandrust kis tarah rah sakta hai ? Batao kih achchhi khurak khane, achchhi adaten dalne aur saf suthra rahne se tandrust rah sakta hai. Puchho kih in ke alawa aur kis chiz ki taraf us ka khayal zaruri hai ?

Main Body

Bayan karo kih jism ki safai ke alawa ghar aur is ke ird-gird ke ilage ki safai rakhna zaruri hai. Puchho kih gharon ko ham kis tarah saf rakh sakte hain ? Batao kih jis tarah ham jism ko saf rakhne ke lie rozana uahate hain usi tarah jin makanon men ham rahte hain unko rozana saf karna chahie. Class se puchho kih sehat aur safai ke khayal se makan kis tariqe ke hone chahien ? Bayan karo kih makan is tariqe se banae jaen takih kafi hawa aur raushni makanon men dakhil ho. Puchho kih is se kya faida hoga ? Batao kih raushni se

gharon men bimari ke kire mar jaenge aur hamesha tazi hawa milegi. Is se hamari tandrusti qaim rah sakegi. Puchho kih iske alawa aur kis chiz ka khayal rakhen ?

Bayan karo aksar dehat men rahne wale log maweshi ya janwar rakhte hain aur unko unhin kamron men bandhte hain jinmen kih wuh rahte hain. Puchho kih is se kya nuqsan hoga ? Batao kih janwar gobar aur peshab karenge is se gharon men gandgi phail jaegi. Sawal karo kih hamen janwaron ka kya bandobast karna chahie ? Batao kih unkelie makan admion ke rahne ke makanon se bahut dur hon, takih kisi qism ka gand aur kura karkat na phaile.

Class se puchho kih dehaton men kura karkat kahan phainka jata hai ? Batao kih dehaton men aurten gharon ko saf kar ke kura karkat gharon ke nazdik hi phainkti hain. Is se kya hota hai ? Jis waqt hawa chalti hai to wuh us kure ko phir gharon men lakar phaink deti hai. Is se makan phir gande ho jate hain.

Class se puchho kih kura kahan phenkna chahie ? Bayan karo kih gharon se bahut dur dalen ya gaon ke bahar zamin men garhe khod len aur tamam kura karkat un garhon men phenken. Wuhi sar kar kheton ke lie khad ban jaegi aur hamare makan saf rehenge. Puchho kih ird-gird ke ilaqe saf na hon to kya hota hai ? Batao kih us gandgi men bimari ke kire aur makkhan parwarish paengi aur bimari phailaengi. Puchho kih ham gharon ke ird-gird wala ilaqa kaise saf rakh sakte hain ? Bayan karo kih gharon se jo pani nikalta hai wuh bahar nalion aur garhon men kai dinon tak jama rahta hai jis men bimari ke kire aur machchhar paida hote hain aur wuh hamen bimar karte hain. Is lie gharon ke ird-gird pani ko jama nahin hone dena chahie aur gharon ko hafte men ek dafa saf karna chahie. Tatti khanon aur peshab khanon ka hona kiun zaruri hai ? Batao kih log

gharon se bahut dur dalen ya gaon ke bahar zamin men garhe khod len aur tamam kura karkat un garhon men phenken. Wuhi sar kar kheton ke lie khad ban jaegi aur hamare makan saf rehenge. Puchho kih ird-gird ke ilaqe saf na hon to kya hota hai ? Batao kih us gandgi men bimari ke kire aur makkhan parwarish paengi aur bimari phailaengi. Puchho kih ham gharon ke ird-gird wala ilaqa kaise saf rakh sakte hain ? Bayan karo kih gharon se jo pani nikalta hai wuh bahar nalion aur garhon men kai dinon tak jama rahta hai jis men bimari ke kire aur machchhar paida hote hain aur wuh hamen bimar karte hain. Is lie gharon ke ird-gird pani ko jama nahin hone dena chahie aur gharon ko hafte men ek dafa saf karna chahie. Tatti khanon aur peshab khanon ka hona kiun zaruri hai ? Batao kih log

Dohrai

Class se puchho kih ghar aur uske ird-gird wale ilaqe ki safai na rakhne se kya nuqsan hoga ?

SABAQ No. 5

MURGI

Tamhid

Class se puchho kih tamam admion, janwaron aur bandon ko jab wuh bare ho jate hain to kya hota hai ? Bayan karo kih wuh mar jate hain. Class se puchho kih yeh sach hai kih agar har ek mar jae to koi jandar hi dunya men na rahe aur bayan karo kih yeh sach hai kih kiunkih har ek jandar ohiz marne se pahle aur chida kar jati hai. Class ko batao kih aj ham isi par bahs karenge kih kis tarah mukhtalif janwar aur paude aur chida kar jate hain. Sab se pahle ham murgi par bahs karenge.

Tariqa

Class se puchho kih kya har ek ande se bachcha paida loga aur bayan karo kih sirf unbi andon se bachche nikalenge jo kih murgon ke milne se paida hue hon. Class se puchho kih aisa karne se kya hota hai, aur bayan karo kih is amal se murga murgi ke andar ek dhat ulta hai. Is dhat men bahut se chhote chhote harkat krne wale jandar kire hote hain, jin ko tukhm kahte hain. Yeh itne chhote hote hain kih ham unko dekh nahin sakte aur unki shakl "TADPOLE" ki tarah hoti hai. Murgi ke andar ek jism ka hissa hota hai jis men de bagair khol ke hote hain. Yeh ande bari bari se kili ke raste bahar ate hain. Ek jandar kira (tukhm)

jo nar se mada khinchne wali nali men dakhil hota hai. Wuh ande ke andar chala jata hai jaisa kih shakl se zabir hai. Yih anda bahar ane ka amal jari rakhta hai aur is par khol hota hai, jisse uski hifazat hoti hai, aur phir bahar ko nikalta hai. Class se puchho kih chuza paida hone se pahle murgi ande ko kya karti hai aur bayan karo kih usko 21 din tak garm rakhti hai jab tak kih bachcha taiyar nahin ho jata.

Class se puchho kih 21 din men kya hota hai? Aur bayan karo kih anda aur tukhm ek ho jate hain aur phir mukhtalif hisson men taqsim hona shuru hote hain; yani

pahle do hisson men phir 4, 8, 16, 32, 64, 128, 256, 512, 1024 wagaira hisson men taqsim ho jate hain. In tamam chhote hisson ko "CELL" kahte hain. Yih Cell ahista ahista ek dusre se mukhtalif hote jate hain aur in se bachche ke jism ke mukhtalif hisse ban jate hain. Bachcha bara hota jata hai aur akhir mar jata hai lekin mame se pahle aur paida kar jata hai.

Dohrai

Class se puchho kih wuh is bat ko bayan kare kih murgi ka bachcha kaise paida hota hai? Is bat ar zor do kih chuza jab ande se nikalta hai to usi waqtie apni dekh bhal ap kar sakta hai aur wuh bilkul baromurge ki manind hota hai sirf qad men farq hai.

SABAQ No. 6

G A E

Tamhid

Is bat ko dohrao kih chuza kis tarah paida hota hai. Class ko batao kih aj ham gae ke paida hone ke mutaalliq bat chit karenge.

Tariqa

Class se puchho kih chuza kis tarah paida hota hai? Class ko batao kih jis tarah murgi ke andar tukhm (qism ka kira) jate hain isi tarah ek bail ke tukhm gae ke andar jate hain. Isi tarah gae ke andar ande bante hain. Yih ande murgi ke andon ki tarah bare nahin hain. Wuh bahut chhote chhote hain lekin ankh se dekhe ja sakte hain. Agar koi tukhm ande se milta hai aur us men शामिल ho jata hai to wuh gae ki bachche dani men thabar jata hai. Agar koi tukhm ande se nahin milta to anda bachche dani se utar jata hai aur bahar nikal ata hai. Tukhm ke ande ke sath milne se gae ki bachche dani men parwarish shuru ho jati hai aur yih cell yani tukhm aur ande 2, 4, 8 cell-on men taqsim ho jata hai. Cell ek dusre se alag rahte hain aur akhir men bachhre ke jism ke kai hisse ban jate hain. Jab bachhra pura ban jata hai to yih paida hota hai yani gae ke jism se bahar ata hae.

Dohrai

Class se puchho kih gae ke bachhre aur murgi ke chuze ke paida hone men kya farq hai? Class ko batao kih pahli halat men bachhra jism ke andar banta hai aur dusri halat men jism se bahar. Bayan karo kih paida hote waqt chuza ba-nisbat bachhre ke apni dekh bhal ziada kar sakta hai. Bayan karo kih yih hamesha sach hai kih wuh janwar jo man ke pet se bahar parwarish pa kar paida hote hain ba-nisbat un ke jo andar parwarish pa kar paida hote hain apni dekh bhal ap kar sakte hain.

SABAQ No. 7

BANAWATI PAIDAISH AUR JANWARON
KI NASL KHASI

Tamhid

Is bat ko dohrao kih tukhm ke ande ke sath milne se janwar paida hote hain.

/COPY/

No 4501/5/G.S.M.T.1.
Government of India
D E F E N C E D E P A R T M E N T
(Army Branch)
New Delhi, the 31st October 1939.

To

The Chief of the General Staff,
(with 20 spare copies).

Subject :- Interim peace establishment for the Army School of
Education (India), Belgaum.

Sir,

With reference to this Department letter No 45401/1/G.S.M.T.1,
dated the 5th October 1939, sanctioning the move of the Army
School of Education (India), from Belgaum to Fachmarhi, the
Government of India sanction, as an emergency measure (for the
duration of the war), the revised staff, establishment and
allowances for the School as shown in the annexure to this letter.

This staff must be viewed as provisional and subject to
readjustments.

I am, Sir,
Your most obedient servant,

S/ x x x
Under Secretary to the Government of India

No 45401/6/G.S.M.T.1.

Copy of the above forwarded to the Financial Adviser,
Military Finance, with reference to his u/c No 8721-E, of 1939.
For communication to the Military Accountant General, the Director
of AUDIT, Defence Services, the Assistant Director of Audit,
Defence Services, Southern Command and the Controller of Military
Accounts, Southern Command.

sq/-x x x x x

Under Secretary to the Government of India.

APPENDIX IV

/COPY/

Letter from Govt of India to the Secretary of State.

Regd. No 2741/B/W.6

No 6301/6/ORG 17(b).
Government of India
War Department (Army Branch)
NEW DELHI, the 27th March 1946

b

The Secretary, Military Department
India Office, LONDON S.W.1

FORMATION OF INDIAN ARMY EDUCATIONAL CORPS

Sir,

I am directed to say that the staff at present dealing with educational training of troops in India Command and Indian Troops overseas is an amorphous body consisting of A.E.C. Officers (Indian Service Cadre), Non-Indian Cadre of A.E.C. Officers, E.C.Os (British and Indian), VCOs of the supernumerary list, regular BORs of the A.E.C., temporary B O Rs of the AEC, unit VCOs and IORs and civilian schoolmasters with the result that continuity of policy has always been most difficult to secure.

2. It is considered that educational staffs should be placed on a proper basis with one self contained organisation and it is therefore proposed that an Indian Army Educational Corps be formed immediately.

3. An Interim Establishment designed to meet existing conditions has recently been approved by the Government of India. This establishment will be adopted now by the present Army Educational Corps in India. A new establishment designed to meet the necessities of the post-war regular Indian Army is now under consideration. This will be adopted by the Indian Army Educational Corps when formed.

4. I am to request that formal approval of the Secretary of State may please be obtained to the formation of the Indian Army Educational Corps and this Department informed by telegram.

I am, Sir,

Your most obedient servant

Sd/-x I.D. Khosla
Assistant Secretary to the Government
of India.

APPENDIX V

Annexure to Defence Department Letter No 45401/5/G.S. H.T.A.
dated the 31st October 1939.

Interim peace establishments of the Army School of Education (India), Pachmarhi, during the duration of war.

Appointment	Grading	Remarks
Commandant (Major Indian Army with local rank of Lieutenant-Colonel).	Graded as Instructor Class 'A'	
Risaldar Major or Subedar Major (Administration).	With pay at Rs 300/- per mensem plus Rs 40/- or Rs 37/8/-(a) per mensem extra duty pay.	
Dafadar Major or Havildar Major	Pay and allowances of rank plus Rs 20/- or Rs 15/-(a) per mensem extra duty pay.	Will also perform the duties of Quartermaster Havildar.
Pay Naik	Pay at Rs 25/- per mensem.	
Librarian and (C.I.s Clerk)	Pay at Rs 30/- per mensem.	
Indian Bugler.	Seconded from unit.	
<u>Clerks, etc.</u>		
British non-commissioned officer, I.A.C.C	Pay and allowances of rank.	
Accountant	C.M.A. unit accountant	
Indian Accountant (civilian)	Graded as upper division, Indian Army Corps of Clerks, Indian Wing.	
Indian Clerks, I.A.C.C	Graded as lower division, Indian Army Corps of Clerks, Indian Wing.	
Orderlies for fatigue duties (for the Viceroy's commissioned officers)	Pensioners or reservists. Pay at Rs 12/- per mensem each in addition to their pensions or reserve pay that they may be in receipt of.	

.....2/-

Naik.) Staff for
Lance Naik.) police
Indian Other) duties.
ranks.)

Pensioners or reservists. Pay at Rs 12/- per mensem each in addition to their pensions or reserve pay that they may be in receipt of.

Menial Staff

12 Coolies for Indian }
Other ranks }
4 Bhistis.)
11 Sweepers.)

Sith pay at nerrick rates.

11 Chaprassis.
20 Bicycles.

With pay at nerrick rates. (The Head Chaprassis will receive nerrick rates of pay plus Rs 1/4/- per mensem).

2. Educational Wing

1. Chief Instructor (Major Army Educational Corps) Graded as Instructor Class 'B'.

2. Instructors, Army Educational Corps, (Captains or Lieutenants). Graded as Instructors Class 'B'.

3. Warrant Officer, Army Educational Corps Pay and allowances of rank may be Warrant Officer, Class I or II (for instruction in English).

1. Sergeant Instructor, Army Educational Corps. Pay and Allowances of rank.

1. Risaldar or Subedar (Instructor) Pay and Allowances of rank.

1 Jamadar Pay and Allowances of rank plus Rs 15/- or Rs 11/8/- (a) per mensem extra duty pay.

8 Dafadar or Havildar (Instructors) Pay and Allowances of rank plus Rs 10/- or Rs 7/3/- (a) per mensem extra duty pay.

Allowances

<u>Headquarters and Educational Wing</u>		<u>Amount per annum</u>
(i)	Charge pay for medical officer at Rs 50/- per mensem	Rs 600/-
(ii)	Grant for purchase of books and technical equipment	Rs 2,750/-
(iii)	Office Contingent Grant	Rs 4,250/-
(iv)	Games equipment (Indian)	Rs 300/-
(v)	Provision of cooking (Indian)	Rs 50/-
(a)	The lower rates of extra of these appointments will be drawn by incumbents appointed thereto after the 1st March 1932. (Army Ins (Indian) No 13 of 1932).	

DELHI TELEPHONE 42713,
MILITARY TRUNK 145,

No 40879/AG/Org 1(d),
ARMY HEADQUARTERS,
Adjutant General's Branch,
NEW DELHI DHQ PO 16 MAY 50.

To

APPENDIX VII

Headquarters
Southern Command,
POONA (10)

Sub :- RAISING OF A MILITARY MUSIC WING OF THE AEC
CENTRE AND SCHOOL, PACHMARHI

The unit detailed below will be raised at Pachmarhi in accordance with the instructions given hereunder :-

<u>Unit</u>	<u>Establishment on which to be raised</u>
Military Music Wing of the AEC Centre & School Pachmarhi.	FE VI/390/1946/1 (Copy attached)

2. Authority for raising

Ministry of Defence letter No 42527/1/MT-5/3149/D.1(a) dated 25 Apr 50.

3. Date of Raising

01 May 1950.

4. Authority responsible for raising

The Comd AEC Centre & School, Pachmarhi.

5. Provision of personnel

Personnel will be provided as under :-

- (i) Officers- Under the orders of MS Branch (MS 1) ArmyH
- (ii) ORs - Under the orders of this HQ, AG's Branch (Org 1 (b)).
- (iii) Civilians- Under arrangements to be made by GS Branch (MT-5).

6. Administrative instructions governing the raising of units are given in Appendix 'A' to this letter.

Sd/- x x x

ADJUTANT GENERAL

Copy forwarded to :-

HQ Jubbulpore (Indep) Sub Area, Jubbulpore (4)
CMA Southern Command, Poona (4)
FCMA (O & CH) Poona (4)
CMA(P) Allahabad
FCMA(ORs) Ambala (4)
DDADS, Poona

.....2/-

ADADS, Ambala.
Assistant Audit Officer, Defence Services, Allahabad.
The Manager of Publications, Civil Lines, Delhi.
Comd AEC Centre and School, Pachmarhi (5).
Comd COD Agra.
Comd COD Kanpur, (2)
Comd COD Chheeki,
Comd COD Delhi (2)
Comd COD Jubbulpore (2).
COO Ordnance Depot, Bombay (Sewri)
COO COD Dehu Road,
Ordnance Officer, COD Kandivili.
Ordnance Officer, Central AFV Depot, Karkee (2).
OC Southern Command, Stationery Depot, Dhond.
Officer-in-Charge, AEC Records, Pachmarhi (2).

Internal Distribution

Ministry of Defence, DMR & P. Simla (2).
Ministry of Defence, Distribution Section, Delhi.
DFA (AG) (2). AFA (C). AFA (O). DADS. MAG (War).
MAG (Audit).

GS Branch DMO. DMI, DSD. DMT. D Arty.
D Sigs. DWE. SD 1 (2) SD 3.
SD 4 (a). SD 4 (b). SD 7. MT 1.
MT 2. MT 3. MT 5 (5) MT 19.
DWE 1.

AG's Branch ~~RRS~~.

DPS. DMS. ASO Coord (3).
AG Coord/Budget. DMS 3 (c). Org 1 (b)

QMG's Branch

Q/Postal. DST.
D Mov & Qtr. DRV & F.

MGO Branch MG/C. MG/OS 1-A. MG/ME Pubs.
MG/OS-19 Simla. DOS. DME.

MS Branch

MS-1. MS.

E-in-C's Branch - E-in-C.