

ESTIMATES COMMITTEE

1956-57

Sixty-third Report

MINISTRY OF DEFENCE

Training Institutions



सत्यमेव जयते

LOK SABHA SECRETARIAT
NEW DELHI
March, 1957.

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EXPLANATION OF ABBREVIATIONS USED IN THE REPORT

A.C.C.	Auxiliary Cadet Corps.
A.E.C.	Army Education Corps.
A.F.M.C.	Armed Forces Medical College.
A.F.R.C.	Armed Forces Reorganisation Committee.
A.H.Q.	Army Headquarters.
C.L.	Chemical Laboratories.
C.M.E.	College of Military Engineering.
C.S.I.R.	Council of Scientific and Industrial Research.
D.M.T.	Director of Military Training.
D.S.S.C.	Defence Services Staff College.
D.T.T.	Director of Technical Training.
E.M.E.	Electrical and Mechanical Engineering.
F.A.	Financial Adviser, Ministry of Finance (Defence).
G.S.Os.	General Staff Officers.
I.S.E.C.	Indian Sandhurst Enquiry Committee.
J.C.Os.	Junior Commissioned Officers.
J.S.W.	Joint Services Wing.
L.S.S.	Lok Sahayak Sena.
N.C.C.	National Cadet Corps.
N.C.Os.	Non-Commissioned Officers.
N.D.A.	National Defence Academy.
N.P.L.	National Physical Laboratory.
O.Rs.	Other Ranks.
P.W.R.I.M.C.	Prince of Wales' Royal Indian Military College.
R.V.F.C.	Remounts, Veterinary and Farms Centre.
S.S.Bs.	Services Selection Boards.

ESTIMATES COMMITTEE

1956-57

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*Resigned on the 20th November, 1956.

*Died on the 6th October, 1956.

-**Ceased to be a Member upon his election to Rajya Sabha on the 13th December, 1956

(vi)

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INTRODUCTION

1. The Chairman of the Estimates Committee having been authorised by the Committee to submit the Report on their behalf, present this Sixty-Third Report on the Ministry of Defence—Training Institutions.

2. The Committee wish to express their thanks to the Officers of the Ministry of Defence for placing before them material and information that they wanted in connection with the examination of the estimates.

NEW DELHI;
The 28th March, 1957.

BALVANTRAY G. MEHTA,
Chairman,
ESTIMATES COMMITTEE.

MILITARY TRAINING

(a) *Introductory*

The object of all training in the Defence Services is to have them so well prepared and so well trained in peace time, that in the event of war, it will be quickly and successfully concluded. For this purpose, training institutions have been specially set up for giving basic training as well as advanced and specialised training to the Armed forces. Apart from them, training also goes on continuously, in the Services and in addition, special exercises are also held from time to time.

2. The efficiency and effectiveness of the Defence Services depend as much on the officers and the troops, as on the equipment they have to handle. It has however, been rightly observed that a smart, intelligent, high-principled and professionally well-equipped body of officers would go far in producing an efficient and disciplined body of troops. It is, therefore, of great importance to recruit officers of high calibre and to train them properly so that they may in turn train the other personnel of the Defence Services and maintain their high traditions and reputation. The Committee have in this Report examined a few officers' training institutions only.

(b) *Directorate of Military Training*

3. All matters of policy in connection with and general supervision of all aspects of the training of the Army including the Territorial Army as well as the control of certain inter-Service institutions, e.g., the N.D.A. and D.S.S.C. the co-ordination of training with other Services, etc., are the responsibility of the D.M.T. who functions as the Chairman of the Joint Training Committee which works under the Chiefs of Staff. The Navy and the Air Force have their own Directors of Training for their training establishments. The Directors of Training of the three Services are members of the Joint Training Committee and meet at least once a month to discuss common problems affecting the three Services.

4. The Military Training Directorate was reorganised in 1949 with a view to centralising training of all arms and services in the Army. The reorganisation of the Directorate resulted in an increase of its establishment, which it was explained was mostly obtained by transfer from other Directorates. The present strength of the Directorate consists of 1 Director (Maj. General), 2 Dy. Directors (Colonel), 1 D.T.T. (Col.), 30 G.S.Os, 131 other officers and ministerial

staff and 42 Class IV Staff. The Committee understand, however, that the A.F.R.C. had reported in 1954 that when training in the Army was centralised, it was hoped that it would result in economy of staff but that on the other hand there had actually been an increase in staff after reorganisation. That Committee had, therefore, called for a re-examination of the matter with a view to ensuring that centralised control not only did not cost more but would, if possible cost less. The Committee understand, however, that in spite of this recommendation, there has been no reduction in the establishment of the D.M.T since then, apart from the transfer of three officers and 23 civil establishments to the Ministry of Defence due to transfer of work in connection with films and photographs. They would, therefore, recommend that the feasibility of reducing the establishment of the D.M.T. in the light of the recommendation made earlier by the A.F.R.C. should be examined again.

5. The Committee were informed that the D.M.T. kept himself in touch with the training methods adopted in foreign countries through the training journals obtained from all over the world through military attaches in our embassies abroad but mainly through our officers sent abroad for courses of instruction. Contacts were also maintained with some of the training institutions in foreign countries especially in U.K. The importance of being fully conversant with latest methods of training, tactics, strategy and use of equipment can not be over-emphasized. The Committee hope that there is no complacency in this important matter and that no efforts will be spared to be up-to-date in all respects.

6. There were 52 training institutions at the time of partition. As against this, the number of training institutions in the country now is 25. It was explained that the existing training institutions were quite capable and sufficient for the requirements of the country. It was also stated that there was a proposal to start a combined Land and Air Warfare School to train the Army and Air Force Officers together and that it was under consideration. The Committee hope that an early decision will be reached in the matter.

7. As regards the locations of the various training institutions, the Committee were informed that in about 80% of the cases in so far as the Army and Navy were concerned, they had been finally decided, but that in so far as the Air Force was concerned, decisions had yet to be taken in more than half the cases. As regards their accommodation, the Committee were told that in most cases it was a mixture of permanent and war-time temporary accommodation. They recommend that important training institutions of the Defence Services should also receive due share of funds so as to reduce the extent of temporary accommodation. In this connection they suggest that the feasibility of utilising the palaces and similar other buildings of ex-Rulers of States at certain hill stations as well as at other places, be examined.

(c) *Finance, Accounts etc.*

8. The Committee were informed by the Ministry of Defence in regard to the expenditure incurred on military training as follows:—

“It is difficult to calculate with any degree of accuracy the total expenditure incurred on military training.”

This, it was explained, was mainly due to the centralised system of budgeting and compilation of accounts, followed in the case of the Defence Services.

9. The expenditure on the D.M.T. and the various Defence Training institutions is neither shown separately in the Budget nor compiled separately. The pay, etc. of service instructors in the training institutions is included under certain common heads like ‘Pay and Allowances of Officers, of O.Rs, etc.’ in the Defence Budget, and the figures thereof are not separately available. Further the Budget shows at scattered places, expenditure incurred on pay and allowances of cadets, pay and allowances of civilians in specialised training and educational institutions and their miscellaneous expenditure, expenditure on personnel deputed abroad for training, etc, as well as for N.C.C., T.A., L.S.S. and A.C.C.

10. The Committee were surprised to find that even *pro forma* accounts of the expenditure incurred on the training institutions were not being maintained. The total as well as the *per capita* cost of a particular training institution from year to year were also in most cases not readily available, even in the case of important institutions like N.D.A., Military College, K. G. Schools, etc.

11. The Committee recommend that the expenditure incurred on training institutions be shown separately in the Budget and in accounts, and that in addition *pro forma* accounts of all of them so as to take into account indirect charges, should also be maintained. They feel that this would enable a comparison to be made to see whether an institution is run efficiently and economically, whether the *per capita* cost is rising or falling and how it compares with similar other institutions, etc. At the suggestion of the Committee the F.A. agreed to work out account of the expenditure in the N.D.A. and with reference to it, to extend the scheme to other institutions. They would suggest that in addition expenditure on the hostel, etc. should also be maintained separately.

12. The Committee further recommend that the funds required for all the training institutions should be asked for as a separate demand showing expenditure on the more important institutions separately and of others clubbed together, while under each, expenditure on pay and allowances of military personnel, civilians, cadets, etc., training grants, works services, hostel expenditure, miscellaneous expenditure, etc. should also be shown separately.

13. The Defence Ministry spends out of the Defence Budget over Rs. 12 or 13 lakhs on the K. G. Schools which are run as residential Public Schools with no liability for the boys studying therein to join

the Defence Services. Similarly, over Rs. 6 lakhs are spent on the Sainik School which is a feeder-cum-public school. Further, the expenditure on National Cadet Corps, Lok Sahayak Sena, Auxiliary Cadet Corps etc., amounting to nearly Rs. 6 crores a year is also met out of the Defence Budget, the charge on which is bound to increase further as all these schemes are expanded. The Committee feel that all these schemes should actually form part of the country's educational system and are not a legitimate charge on the Defence Budget. They, therefore, suggest that the feasibility of the expenditure being borne by the Education Ministry should be examined.

(d) *Instructors*

14. The Committee were informed that instructors for the training institutions were being carefully selected with reference to their qualifications and aptitudes and that particular care was being taken in selecting instructors for the N.D.A., Military College and Staff College. Further, officers who had been deputed abroad for training were stated to be invariably selected to teach and pass on their knowledge and information to others.

15. The Committee understand, however, that it had been brought to the notice of the Kunzru Committee, which was specially appointed by the Government to go into the question of the withdrawal of cadets from officer training institutions, that the best service officers available were not being posted as instructors in the training institutions. They consider this as unfortunate, since the Defence Services cannot afford indifferent instruction because of the tremendous responsibilities carried by them. It was pointed out, however, that the position regarding the quality of officers posted to Training Establishments had improved since the Kunzru Committee reported. The Committee are aware that the Services cannot be drained of all the best officers for being posted to the training institutions. They feel, however, that it should be possible to strike a golden mean between the requirements of both and suggest that practical steps should be devised for this purpose.

16. At present the instructors are not given any special training in teaching methods prior to their taking up duties. The Committee do not consider this as very satisfactory and suggest as a step towards improving the quality of instruction in these institutions, that the feasibility of providing training to instructors in teaching methods at institutions to be set up for the purpose should also be examined.

17. The basis on which the number of instructors is fixed for a training institution varies from one institution to another. Thus, in the K. G. Schools which are residential public schools, the instructor-cadet ratio is 1:20 to 25 while in the Sainik School it is about 1:10 or 11. Similarly, while in the N.D.A. the ratio is 1:8, in the Military College it is about 1:9. The Committee were informed that the instructor-cadet ratios in India compared favourably with most similar training institutions abroad. They understand, however, that the A.F.R.C. had recommended in 1954 that the instructor-cadet ratio of

1:8 in the N.D.A. was on the high side and that there was scope for reducing it. The Committee would suggest that there should be a fresh review of the strength of the instructors in the various training institutions with reference to the actual needs.

18. The instructors have an important role to play in educating the cadets and to make leaders out of them. The Committee suggest that the feasibility of utilising the services of retired officers of the Armed Forces, especially those who might have shown special aptitude in teaching, as instructors in the training institutions be examined.

19. Among the instructors at the training institutions, are two foreigners—one for drill and one for music. The Committee were told that on one occasion, at a passing out parade, the then Defence Minister had found the parade to be below standard and consequently a number of foreign instructors had specially been brought to improve the standard and that all except two of them had since left. While the Committee are glad that attempts were made to set right the defects noticed, they hope that the importance of discipline, smart marching and turn out will continue to be impressed on the instructors officers and troops, so as to maintain the high standards to which they are accustomed.

20. Besides the service instructors and the officers of the Army Education Corps, civilian instructors are also employed at the training institutions, to teach academic subjects in the feeder schools, N.D.A. etc. At present they number over 250. The Committee were told that when the J.S.W. was first started, the pay scales fixed for the civilian instructors did not attract a sufficient number. Subsequently the pay scales were increased but even then there had been some difficulties. As a result most of the civilian instructors had been employed on contract but they were being given the option to change over to permanent scales.

21. The Committee were informed that the policy was to rotate the civilian instructors from one institution to another but no occasion had arisen yet to implement it as this system was started only a few years ago. They would suggest that in addition to such rotations among defence training institutions themselves there should be interchangeability of civilian instructors employed on teaching of academic subjects, with lecturers employed in universities so as to widen the scope of their work and their experience as well as to serve as an incentive for good work.

22. The Committee understand that discipline among the civilian instructors as well as other civilian employees in certain training institutions is by no means of a high standard. It was explained that this was so in the early stages but that the position had improved recently. The Committee cannot over-emphasize the importance of discipline in all institutions and particularly in a defence training institution. They therefore recommend that while adopting every reasonable measure to keep the civilians content, a strict disciplinary code should also be laid down for them.

(c) *Territorial Army, N.C.C. Schemes, etc.*

23. It is necessary that besides the regular army, a second line of defence should also be built up adequately. It is also necessary that special steps should be taken to develop among the people, some sort of 'a martial spirit', not for warlike purposes but for instilling discipline and a sense of unity among the people as well as to facilitate peaceful but rapid development of the country. For this purpose, the Government have undertaken the formation of Territorial Army, National Cadet Corps for each of the three units of the Services, Lok Sahayak Sena, Auxiliary Cadet Corps, Auxiliary Air Force etc., the annual Central Government expenditure on which amounts to nearly Rs. 6 crores.

24. The Territorial Army was constituted under the Territorial Army Act, 1948, and comprises of 17 urban and provincial (rural) units. The annual expenditure is about 250 lakhs. The Committee understand that the actual strength of the T.A. is less than the authorised strength and this is particularly so in urban units. Further, the response in respect of the officers' cadre was also stated to be unsatisfactory. The Committee consider all this as very unfortunate. The importance of building up a T.A. as an effective second line of defence cannot be over-emphasized. As pointed out by Shri Rajagopalachari, an efficient T.A. would even enable the country to keep the strength of the regular forces at a relatively appropriate level, thus releasing national resources for productive development. The Committee, therefore, recommend that a systematic drive with every Head of State, every Minister, Central and State, every M.P. and Member of Assembly and Council, every service and district officer, etc. participating in it, should be instituted to make a success of the scheme. They further recommend that steps should be initiated to increase the strength of the T.A. so as to have a unit for each district and at the same time to make the entire T.A. an effective force. They suggest that for this purpose the feasibility of utilising as a model the T.A. in U.K. which they understand is a very effective force as a second line of defence be examined. It might be mentioned in this connection that in U.K. annually an expenditure of about Rs. 25 crores is incurred on Reserve Forces, Territorial Army etc.

25. The National Cadet Corps was started in 1948 in a number of schools and colleges with a junior division and a senior division respectively. It has been expanding steadily since then and starting from a total figure of 35,000 on 1.1.49 it has reached the figure of 1,33,702 on 1.1.57 the annual Central Government expenditure on which is about 1½ crores. However, it is an admitted fact that the strength of the N.C.C. is yet too small compared to the student population which is estimated at 65 to 70 lakhs and this is so even within the age group covered by the scheme.

26. The A.C.C. is a sister organisation of the N.C.C. and consists of about 6½ lakhs cadets with an annual Central Government expenditure of Rs. 72 lakhs. The Committee understand that under the plan

prepared for the expansion of the Corps it had been provided that at least one section of 50 cadets would be provided in every High School.

27. The N.C.C. has a very important role to play in the country's educational system particularly as a means of physical education and for instilling in the student population qualities of discipline, courage, confidence etc. apart from strictly utilitarian aspect of facilitating recruitment of good officers and men for the Defence Services.

The Committee were told that the plan for the future expansion of the N.C.C. was proposed to be integrated with the Second Five Year Plan. It is understood that the plan prepared as a result is still under discussion with the State Governments, whose co-operation is essential in view of the educational value of the scheme. The Committee understand, however, that the State Governments are experiencing certain financial difficulties in accepting the proposed plan.

28. At present the two schemes of N.C.C. and A.C.C. cover a student population of about 8 lakhs at a recurring cost per year of Rs. 2.5 crores to the Central and approximately Rs. 2 crores for all the States together. The Committee hope that the Centre as well as the States would be able to find the necessary funds to enable these two schemes to be extended to a larger portion of the student population. They feel that the advantages accruing from expenditure on these schemes are bound to be very substantial and therefore recommend that the feasibility of drawing up necessary schemes for the purpose be examined.

29. A National Volunteer Force was inaugurated on 1st May 1955 with the object of instilling a sense of discipline among the ordinary citizens by providing elementary military training to them. This force has since been redesignated as the Lok Sahayak Sena. The annual expenditure incurred on it at present is Rs. 70 lakhs. The number trained so far is about 1,56,957. The Committee feel that this scheme should also be progressively expanded so as to secure the laudable object with which it was started.

30. Apart from the question of finance, one of the difficulties in expanding all these schemes was stated to be the shortage in the cadre of officers and instructors, who were mostly borrowed at present from the Regular Forces. The Committee suggest that the feasibility of recruiting officers in large numbers and of giving them short term training, to man the posts in the T.A., N.C.C. etc., be examined. In addition, they would suggest that the services of retired personnel may also be utilised for this purpose.

31. While considerable pioneering work in regard to the T.A., N.C.C., etc. has been done so far, it is evident that much still remains to be done to make a success of them. It cannot by any means be said that they cover a bulk of the population. It is also an admitted fact that the T.A. scheme has not been much of a success yet. The

Committee recommend that every possible measure, including regular and systematic consultations with advisory committees and people's representatives, as well as with universities and school authorities should be adopted to cover as large a population as possible, by these schemes and that for this purpose, the various schemes should be well integrated with one another.

II

SCHOOLS

Part I.—Sainik School

(a) *Introductory*

32. When the King's Commission in the Army was thrown open to the Indians, in 1918, they found it difficult to compete with British youths for admission to the Royal Military College, Sandhurst, mainly because of differences in educational standards and general background. For this purpose the Prince of Wales's Royal Indian Military College was opened at Dehra Dun in 1922 to provide necessary preliminary training on the English public school model. With the establishment of the Indian Military Academy at Dehra Dun in 1932 this college became a feeder institution to the Academy. The College continued to function after the attainment of independence in 1947 as a feeder first to the Joint Services Wing and then to the National Defence Academy, in the same manner as before, except that the words "Royal Indian" were dropped from its name which was finally changed to SAINIK SCHOOL in 1955.

33. The school extends over an area of about 110 acres and the capital value of its buildings etc. is about Rs. 13 lakhs. The annual expenditure of the Government on the School is about Rs. 6 lakhs. The School is under the administrative control of the D.M.T. at the Army Headquarters under the Defence Ministry. At the head of it is the Principal, who is assisted by an Administrative Officer to look after the administration of the school and by academic and service instructors for instructional purposes.

(b) *Admissions*

34. The vacancies in the school are generally allotted to different States on the basis of their population, and the admissions are made on the basis of a qualifying written examination conducted on an all India basis followed by an interview on a State basis, conducted by a State Selection Board generally consisting of:

- (i) Chief Secretary of the State or in case the State Government so desires, any other Secretary nominated by it;
- (ii) One senior Military Officer not below the rank of Lt. Col.;
- (iii) Director of Public Instruction or Director of Education or some senior officer nominated by him; and
- (iv) Where practicable, a member of the State Public Service Commission.

35. A statement showing vacancies in the School filled on the basis of the quota allotted to States on population considerations, for the last five years is at Appendix I. It was explained that the main reason for this system was to facilitate recruitment to the Defence Services of boys from States not well represented in the Services and thereby make them, as representative as possible, of all the States in the country. The Committee appreciate that this is a laudable object but find that in spite of these reservations, the school as well as the services continue to be insufficiently representative of certain areas. Thus, the number of boys from Madras, Madhya Pradesh, Mysore, Andhra and Rajasthan in the school at present is only 2, 2, 1, 1, and 3 respectively. The Committee, therefore, recommend that special steps should be taken in consultation with States Governments concerned to attract boys from all the States against the quota reserved for them.

36. It was mentioned earlier that the recommendations for admission to the School are made from each State after the interviews by a Board presided over by the Chief Secretary. The Committee understand that in Madras the Board is presided over by no less an authority than the Governor himself. The Committee feel that it would be advantageous if the interviews and final selections to the School are made the responsibility of a body, to be set up for the purpose in each State, and on which Senior educational authorities, a local senior Military Officer, non-officials of repute like M.Ps. etc. are represented.

37. Before admission, the boys are examined by an Army Medical Board. In the medical examination thus conducted in 1956, as against the number of 30 admitted to the school 48 were declared medically unfit. The Committee consider this very depressing particularly as these rejections occurred from among boys of 11-12 years. They feel that it indicates insufficient importance being given to physical education and that this important problem should be tackled by the educational authorities. At the same time, they feel that the medical standards for entrance should be brought prominently to the notice of the parents of the boys through the application forms.

(c) *Capacity*

38. The School is designed to train 160 boys but the actual number of students on roll at present is 179.

When the School first started, there were 37 cadets on the College roll. This increased to 60 in 1923, 70 in 1926, 130 in 1937, 140 in 1940, 165 in 1941 and was stabilised at 160 in 1949.

39. The Indian Sandhurst Inquiry Committee appointed in 1925 to examine the means of attracting the best qualified Indian youths to a military career and of giving them a suitable military education had recommended as follows:—

“The material success achieved by the Dehra Dun College has been so great that we consider it should be

gradually expanded up to a total capacity of 250 to 300 cadets or whatever figure is regarded by educational experts as the most suitable limit for an institution of this character. And later, if circumstances demand it, another school on the same lines as the Dehra Dun College should be opened in some other part of India. We recommend that the first step should be the expansion of Dehra Dun rather than the establishment of other small schools of the same kind, because we find that the existing Dehra Dun College has rendered valuable service amongst other things in diminishing inter-provincial differences and fostering unity of sentiment such as is indispensable in a national army."

40. The contribution of the Sainik School to the national life since its inception in 1922 till today is far greater than what it was in 1926 when the Indian Sandhurst Inquiry Committee reported. The need for well-educated and disciplined leaders in all walks of life, including civil and military, in independent India with vast responsibilities is greater today than it was 30 years back. The Committee, therefore, consider it unfortunate that the recommendation made by the Indian Sandhurst Inquiry Committee in 1926, remains unimplemented even 10 years after independence. At present the annual output of the Sainik School hardly amounts to 25 to 30 i.e. 5 to 6% of the annual intake at the N.D.A. viz., 500. The Committee were told, however, that it had already been decided to increase the capacity to 200 and that it was the intention to increase it further after trying with 200 for a little while. They hope that the capacity of the school will continue to be expanded on realistic basis with reference to the needs of the country and upto the optimum strength of such a school. In this connection it might be mentioned that the Secondary Education Commission of 1952-53 had estimated the optimum strength for a Secondary School to be 500 and the maximum to be 750.

41. The Committee further, recommend that the suggestion made by the Indian Sandhurst Inquiry Committee in 1926 for opening another school of the type of the Sainik School, should be carefully considered without any further delay and implemented as early as possible. They suggest that the additional school to be opened may be situated on regional considerations in the Southern part of the country.

42. While on the subject, the Committee would mention that it was represented to them that the officers in the Defence Services experienced great difficulties in the matter of the education of their children. They, therefore, suggest that the feasibility of making some special arrangements for the officers' children in the Sainik School, when its capacity is increased, and in the second school, when opened should also be examined. In addition, the Committee would suggest that the feasibility of providing hostel accommodation under subsidised arrangements if necessary for their use at various places in

The country should also be examined at an early date. They feel that such arrangements are bound to bring in dividends in the long run as officers' children, in view of their background, as well as the environment in which they are brought up, would provide rich sources for future recruitment of officers in the Defence Services.

(d) Fees, etc.

43. The per capita cost of training at the Sainik School is about Rs. 3200 per annum, which is the normal fee payable by each cadet. The actual cost was, however, stated to be more as the figure of Rs. 3200 did not take into account depreciation and other charges. A concessional rate of fee at Rs. 1500 per annum is however, charged from those boys whose parents execute a bond that, if selected for admission to the N.D.A., their sons would choose Defence Services as their career. In addition, the boys incur approximately Rs. 850 per annum by way of incidental expenses.

44. Among other comparable Public Schools, the Doon School at Dehra Dun was stated to be the closest to Sainik School in educational and other standards. The Doon School, is believed to be entirely self-supporting and the fees charged therein were stated to be about Rs. 300 p.m. From the prospectus of another public school of repute viz., Lawrence School, Lovedale, it is observed that the annual fees recoverable there are only Rs. 1,300 per annum. The Committee feel that in comparison, the fees at the Sainik School viz., Rs. 3200 are high. Even in respect of concessional fees the Committee cannot but feel that expenditure on that scale is beyond the capacity of the average Indian parent belonging to the middle classes, and that consequently the School can mainly cater to the well-to-do classes only.

45. All Public Schools including the Sainik School have an important role to play in the education of the future officers of the Services for it has been well said that "The battle of Waterloo was won on the playfields of Eton." The Committee consider, therefore, that a *via media* has got to be found which would retain the best of such Schools and yet bring them within the means of most Indian boys. They therefore, suggest that means should be found for reducing the *per capita* cost and fees in the Sainik School to a reasonable figure. They hope that their earlier recommendation for increasing the capacity of the School would incidentally help in achieving this object.

46. To make up partly for the high fees in the School and to attract boys of lesser means, a majority of the State Governments pay scholarships to their nominees. The number of scholarships ranging from Rs. 600 to Rs. 2000 is at present 105 out of a total strength of 179 in the School. The Committee hope that this number will increase when the capacity is increased. At the same time they feel that the amount of the scholarships should, instead of being at a flat

rate, have some relation to the parents'/guardians' income so as to make the charge equitable. In this connection they would quote the instance of the manner of the award of scholarships at Lawrence School, Lovedale, which is reproduced in Appendix II.

47. As mentioned earlier a concessional rate of less is allowed to those boys whose parents give an undertaking that their sons would seek a career in the Services. The Committee doubt very much whether this system is at all healthy. In fact they were told that very few people including, Generals of the Army, were enthusiastic of giving such an undertaking so early in the life of their sons. The Committee feel that this out-moded system for recruitment to the Services, which is not calculated to attract good boys to the School should be abolished and in place of Rs. 3 lakhs forgone at present scholarships, freships etc. should be more liberally given. At the same time, they recommend that the environment, teaching methods etc. in the School should also be so altered as to encourage and induce the cadets to seek a career in the Services, so that it would still serve as a feeder to the N.D.A.

(e) *Length of Course*

48. The length of the course of studies in the Sainik School is about 5 to 5½ years since the opening of the Joint Services Wing in January, 1949, for which the age limit for entry was fixed at 15-17½. This period might have to undergo a change if, as recommended by the Committee elsewhere, the age limit of entry to the N.D.A. is altered. In this connection it would be pertinent to reproduce an observation of the Indian Sandhurst Inquiry Committee in 1926 as follows:

"We think it is important that the period spent at Dehra Dun (then PWRIMC now Sainik School) should as at present be at least 6 years."

The Committee recommend that the duration of the course of studies at the School should be fixed on some rational basis in consultations with the educational authorities instead of merely linking it with the minimum age of entry to the N.D.A.

49. As mentioned earlier, the coaching provided at the School is designed to prepare the boys for the Senior Cambridge Examination besides the U.P.S.C. examination for entry to the N.D.A. The reason for coaching the boys for the Senior Cambridge Examination was explained as mainly to facilitate preparing the cadets for the N.D.A. entrance examination as well as for the studies in the N.D.A. The Committee consider it unfortunate that the Sainik School, in common with a number of other schools in India, should even to-day coach boys for an examination conducted from abroad, when there was sufficient justification and necessity of "nationalising" an examination of this type conducted as far as India is concerned on a uniform basis all over the country. They hope that it would be possible for

the Education Ministry to evolve a common and uniform examination to be conducted all over India to replace the present Senior Cambridge examination.

(f) *Courses of Study*

50. The courses of study are so arranged that they provide for the academic, physical and cultural development of the cadets to make them suitable for the Defence Services, as also for the Senior Cambridge Examination.

51. As regards cultural and religious education, it was stated that voluntarily cadets attend services in the temple and gurudwara on Sundays, while the whole school meets every morning in the school convocation hall for a brief secular prayer followed by a national song in Hindi by the cadets. The Committee feel that Art 28 (1) of the Constitution, and the ideas of secular democracy should be liberally interpreted so that the schools impart moral education such as the teaching of universal truth common to all religions as well as of the epics and the lives of the prophets of all religions, without patronising any particular religion but with special reference to the values which are venerable for society such as discipline, courage, honesty, kindness, deep sense of duty, etc. They might mention that even in foreign Military institutions, religious education is given due importance. They suggest for this purpose that the existing morning secular prayer may be supplemented by lectures on the subjects mentioned earlier by the Principal as well as by other competent to speak on the subject.

52. Among the steps taken to encourage inculcation of qualities of discipline, leadership, social training and self-reliance, the following were listed:

- (i) Senior cadets, who have proved their worth by their consistent good conduct are appointed to posts of responsibility, which involves the judicious and tactful exercise of authority over the junior cadets. For this purpose, at the head of the school, there is the Cadet Captain, who has worked himself to this post of honour and responsibility. Then the whole school is divided into three Sections—Ranjit, Shivaji and Pratap—each commanded by a cadet Section Commander who is assisted by six NCOs., who in their turn guide the Junior Cadets in their day to day conduct by their own example and precept. This hierarchy of appointments has proved itself extremely useful in developing a sense of discipline and leadership among the Cadets, so essential in the Defence Services.
- (ii) This object is further achieved by giving the cadets an ample opportunity of exercising self discipline and team spirit on the playing field.

- (iii) The various social and cultural activities of the school are organised by the cadets themselves under the unobtrusive guidance of the masters.
- (iv) Outings, Hikes and Excursions are organised to inculcate, self-help and self-reliance in the cadets.
- (v) As a result of regular parades and drill and the wearing of uniform there is a very marked improvement in bearing and smartness within a short time of a cadet joining the school."

53. The Committee suggest that contact may be kept with the prefect and similar other systems adopted by institutions abroad to inculcate qualities of leadership etc. which are so necessary in a future officer of the Defence Services.

54. During their visit to the School the Committee formed an impression that the atmosphere and the teaching methods followed in the School had what appeared to be more of Western than of national influence. While they do not deny that the western system of education followed in English Public Schools has a great deal to commend itself, they feel that the ancient tradition of 'Guru' and 'Chela', as well as the tutorial system which, they believe, exists to some extent even abroad, should be drawn upon for adoption in the School in greater measure than at present.

55. Besides scholarships awarded to cadets by the State and the Central Governments, Inter-Section cups and individual prizes are awarded for sports and other extra-curricular activities. So far no prizes for proficiency in academic subjects were being awarded but the Committee were told that this deficiency is proposed to be made good soon. They consider such prizes very desirable for improving attention to studies and hope that they will be introduced without any further delay.

(g) *Instructors and Staff*

56. The School has a complement of sixteen members of the teaching staff including the Principal. In addition there are 1 service officer, 9 J.CO's, O. Rs. etc., and 136 other civilian staff.

57. The Instructor-Cadet ratio in the School is about 1:10. It was explained to the Committee that this was not on the high side as compared to other Public Schools in India and United Kingdom where also there was almost a similar ratio. It would, however, be noticed from the following chapter that in the K. G. Schools which are also Public Schools, the instructor-cadet ratio is about 1:20. In this connection it was pointed out that the Sainik School was a career institution where each cadet needed a lot of individual attention and that the present Instructor-Cadet ratio was fixed keeping in view that the cadets in the School have to appear in two stiff examinations, viz., the U.P.S.C. qualifying examination (competitive in nature) for entry into N.D.A. and the Cambridge School Certificate

Examination. The Committee would invite attention to the earlier recommendations that the instructor strength should be re-assessed in consultation with educational authorities after taking into account the actual needs and the optimum number of cadets which an Instructor can effectively control.

58. The Committee feel that a similar re-assessment in the case of civilian and other staff who number 146 as against the cadet strength of 179 is also called for. They might in this connection mention that for each K.G. School, which has a larger capacity being almost twice that of Sainik School, the corresponding authorized strength is only 105.

59. The Committee were told that the standard of teaching in the Sainik School was considered to be of a high order and that the boys' performance both in the U.P.S.C. examinations and the Senior Cambridge examinations was very satisfactory. The pass percentage of the School at the Cambridge examinations for the last three years has been 100%, 100% and 75%. The fall in the percentage in the last year, viz., in 1955, was stated to be due to the change in the Principal of the School who did not allow the doubtful candidates to appear for the examination. The Committee hope that the pass percentage will continue to be at a high level in future years as it was in 1953 and 1954.

(h) *Results*

60. A statement showing the number of cadets of the Sainik School who passed out into the N.D.A. during the last five years is placed at Appendix III. The statement also shows those who failed in the selections for various reasons. As has been mentioned earlier the contribution of the Sainik School to the N.D.A. is by no means large, being only about 25 to 30 per year i.e., 5 to 6%, of the intake at the N.D.A., as against an annual expenditure of Rs. 6 lakhs to the Centre. This is not a reflection on the coaching in the Sainik School since the number of cadets under training at the School is itself limited for various considerations. However, the Committee consider it unfortunate that even among the cadets of the Sainik School there should be such a large number of those who failed in either Medical Board or S.S.B. tests, particularly as the officer-like and other qualities which are tested in the S.S.B. tests are required to be specially imparted in a feeder institution of the type of the Sainik School. The Committee recommend that the cases of all those who failed in the S.S.B. tests as also in the medical tests for the last five years should be carefully reviewed to find out to what extent the reasons for failure were due to defective system of training followed in the Sainik School and that on the basis of such a review, steps should be initiated to prevent the recurrence of such cases in future.

(i) *Country's needs*

61. The Committee have already recommended that the capacity of the Sainik School should be increased and also that a similar school

should be opened in the southern parts of the country. However, it will not be possible for this school to supply the country's entire requirements in cadets for the Defence Services nor would it be practicable or even healthy to rely entirely on an official institution like the Sainik School for the earlier training of these cadets. It is therefore necessary that the preliminary training of prospective officers of the Defence Services should be provided in a variety of institutions all over the country. The Committee will have occasion to refer to the necessary arrangements required for this purpose elsewhere in the report.

Part II K. G. Schools

(a) *Introductory*

62. The K. G. Schools were originally set up about thirty years ago with the object of providing sons of Indian Soldiers an education which would fit them for Army career. Subsequently the Schools were thrown open to the children of equivalent ranks in the Navy and the Air Force also.

The working Committee of the National War Academy had indicated in its report submitted in 1946 in the section 'XIV Feeder Schools' that these schools were being improved. The Committee consider it unfortunate, however, that not much improvement was effected until six years later in 1952, when a complete reorientation of the aims and objects of the Schools was carried out. The objective and scope of the Schools were then enlarged with a view to providing facilities for the training of leaders in any walk of life and they are now run as residential public schools where boys are given a general education and are left to choose their own careers. The Schools prepare boys for the Senior Cambridge examination. There are at present four such schools located at Ajmer, Bangalore, Belgaum and Nowgong and the admissions thereto are open not only to the sons of the Service personnel but also to the sons of civilians. Thus, unlike the Sainik School, they are not essentially feeder institutions for the Defence Services.

63. The four Schools together cover an area of over 73 acres, though varying in area from 33 acres in the case of Nowgong School to about 6 acres in the case of Ajmer School. The capital value of their buildings etc. was stated to be not readily available the annual expenditure on the 4 Schools is about Rs. 12 to 13 lakhs. Like the Sainik School, these schools are also under the administrative control of the D.M.T. and at the head of each there is a Principal who is assisted by an Administrative Officer, service and civilian instructors.

(b) *Capacity*

64. Each K. G. School is designed to train 300 boys. 50% of the seats are reserved for sons of J.CO's, N.CO's and other ranks of the Army and equivalent ranks of the Navy and Air Force. The remaining vacancies are open to the sons of Officers of the Defence Services and civilians. In addition, day scholars upto 10% of the authorised strength are also admitted to each school.

65. The Committee understand that while the 50% seats reserved for the boys of J.COs., O.Rs. etc., were invariably filled, the schools were still running considerably short of their capacity, the shortage being about 34%. They consider this unfortunate since there is actually a dearth of such public schools in the country. They have made some suggestions in this report which they hope would go far in filling the present gap between the capacity and the actual strength of these schools—both in respect of boarders and day scholars. They would go further and recommend that gradually the capacity of these schools should be increased to the optimum strength considered satisfactory for such schools.

66. Finally, the Committee would refer to the need for such schools, if worked on proper lines, in various parts of the country, so as to improve the quality of the student population in the country as well as to inculcate in them qualities of leadership, character, duty, honesty, discipline, patriotism, etc. which are so necessary if the country is to progress rapidly but in an orderly and disciplined manner, in all spheres including defence. They would therefore recommend that the question of increasing the number of these schools, which should serve as models to similar other schools in the country, on regional and other considerations, should be comprehensively examined at an early date in consultation with the Education Ministry, State Governments, and educational experts.

(c) *Admissions*

67. Admissions to the Schools are made twice a year.

Applications from J.COs., O.Rs. etc. for the admission of their sons are dealt with by the Army H.Q., New Delhi. The candidates are then given a psychological test and from among them, admissions are made strictly in the order of merit depending upon the availability of seats against the 50% quota reserved for them, which normally numbers 50 every half-year in all the Schools together as against over 500 candidates who apply for them.

68. Admissions to the remaining 50% of the seats are made by the Principals of the Schools from among children of service officers and civilians. No test has, however, been prescribed for such admission. The Committee feel that absence of admission tests for these categories is not calculated to attract good boys to the Schools. They, therefore, recommend that an entrance test should be gradually prescribed for admission to the unreserved 50% seats also, preferably of the same type as for admission to the seats reserved for sons of J.COs./O.Rs. etc.

69. It would be clear from the foregoing that the K.G. Schools present a strange spectacle of the reserve quota for the children of the J.COs./O.Rs. etc. being very keenly competed for and resulting in the admission of only one in ten applicants, while the remaining seats go abegging and even remain vacant. The Committee feel that there is some serious defect requiring immediate attention in the existing system which results in an inadequate return on the outlay

and to that extent waste of money and resources. They feel that the seats which in a particular year are not filled by others than the children of JCOs./ORs. etc, should be filled from the latter category to the extent possible instead of leaving the seats vacant. At the same time, means also should be devised to attract boys from other categories to the schools. The Committee will have occasion to make suggestions in this regard in the succeeding paragraphs.

(d) *Fees, etc.*

70. The normal fee at the K.G. schools is Rs. 125 per month which includes tuition fee, cost of books, stationery, board and lodging but does not include clothing and toilet requisites which amount to about Rs. 400 per annum. Children of JCOs./O.Rs. and equivalent ranks are however, charged 10% of their parents' salary as fees. The Committee were informed that orders had recently been issued allowing certain concessions to the sons of officers also. Under these orders officers upto the rank of Major would have to pay a fee of Rs. 80/- per month per boy while officers above the rank of Major would be charged 10% of their salary upto a maximum of Rs. 125/-. The Committee consider this a step in the right direction and hope that early orders will be issued in this matter.

71. The day scholars are charged a fee of Rs. 75/- per month except those who bring their breakfast and lunch. In the case of the latter a reduced fee of Rs. 30/- per month only is charged.

72. The remarks made earlier by the Committee regarding the cost and fees in the Sainik School apply equally to the K.G. Schools also. A number of Scholarships have, however, been donated to children of JCOs./O.Rs. etc. by a large number of organisations a list of which is given in Appendix IV. There is also a system of scholarships being given on the basis of means-cum-merit. The Committee recommend that the feasibility of extending it so as to attract deserving boys should be examined.

(e) *Courses of Study*

73. The K.G. Schools were originally designed to prepare boys for the Army Special Certificate Examination, which was considered to be equivalent to Matriculation Examination of a recognised University. Since September 1952, however, the Schools are preparing boys for the Cambridge School Certificate Examination.

74. The medium of instruction is English, while the study of Hindi is compulsory. No provision is, however, made for the study of Regional Languages at these schools. The K.G. Schools are not feeder schools but public schools which give boys a general education and leave them to choose their own career. It is, therefore, necessary that they should learn some Regional Language also. The Committee hope that it would be possible to make good this lacuna at an early date.

75. The Committee's recommendations in regard to Sainik School, in so far as moral education, inculcation of qualities of leadership, extra-curricular activities, instructor-cadet ratio, prizes for academic subjects etc. apply equally in the case of K.G. Schools also.

76. Statements showing the number of boys who qualified at the Army Special Certificate Examination and those who secured admission into the National Defence Academy from the schools are placed at Appendix V. The Committee consider it unfortunate that the contribution of these schools to the N.D.A. should hardly be 2% of the capacity of the latter. It was explained that the K.G. Schools did not function as feeder schools unlike the Sainik School and, therefore, did not specially prepare boys for a career in the Defence Forces but that most of the Servicemen's children who studied in these schools, took up eventually a career in the Armed Forces, though not in the Commissioned Ranks.

77. It would appear from the foregoing that to a considerable extent, these schools continue to serve their original purpose of providing sons of Servicemen an education which would fit them for a career in the Forces. The Committee feel that after providing such a costly education in these Schools run by the Defence Ministry, it should be their aim to prepare all the boys for a career in the Defence Services in the Indian Commissioned as well as the Junior Commissioned ranks. They, therefore, recommend that special steps should be taken to provide in these Schools military and other types of education on the lines of that imparted in the Sainik School, so as to facilitate the achievement of this aim.

(f) *Instructors and Staff*

78. Each School has a complement of 19 members of the teaching staff including the Principal. In addition there are 1 Service Officer, 3 J.COs., O.Rs. etc., and 101 other civilian staff, in each School.

79. The strength of instructors for each school is fixed on the basis of an instructor-cadet ratio of 1:20. In addition there are Asstt. Masters for Drawing, Physical Training and Manual Training. It was explained that for a residential public school, this ratio was rather low. Actually, however, in view of the shortage in the cadet strength in all the schools, the instructor-cadet ratio which till recently was 1:9 $\frac{1}{2}$ in Nowgong School varies from 1:9 $\frac{1}{2}$ in Nowgong School to 1:13 $\frac{1}{2}$ in Bangalore. While the Committee have commented elsewhere on the difference between the capacity of the K.G. Schools and their actual strength, they are surprised that the instructor strength should consequently be high. It was explained that the instructors were required on subject and class basis and that consequently the number of boys in the schools did not affect the number of instructors required. The Committee feel, however, that the position needs to be kept under review and the instructor strength for such school should be fixed on a realistic basis in consultation with educational experts with reference to the optimum requirements of such a school as well as its actual cadet strength.

80. The position in regard to the employment of other staff in these schools is also more or less the same as described above. Thus the strength of the civilian and other staff attached to the School at Nowgong has been maintained at the full authorised strength of 105 even though its cadet strength which till recently was about 175, is about 203 as against the capacity of 345. The Committee recommend that a review of the actual staff requirements in all these schools should also be made at an early date.

81. The Committee understand that of the civilian staff in these Schools, other than Class IV, 96 employees are temporary as against 11 permanent. They, consider this situation, as very unsatisfactory and recommend that necessary remedial action be taken at an early date.

(g) *Expenditure*

82. Each K.G. School costs the Defence Budget approximately Rs. 2½ lakhs of rupees net per annum. A major portion of the expenditure, it was explained, consisted of the amount which Government paid towards the cost of education at concessional rates to the boys of the Service personnel. The *per capita* expenditure roughly amounted to over Rs. 125-130 per month on the basis of the full capacity of the School. Actually, however, the figure was much more due to the Schools running short of the capacity.

(h) *Future of the Schools*

83. It has been mentioned earlier that all the K.G. Schools have been consistently running short of their full capacity in regard to boys other than the children of J.C.Os., O.Rs. etc. and also day scholars. One of the reasons for the shortages in the schools was explained as due to their recent reorganisation which was carried out in 1952. Another reason which it was felt might be responsible for hesitation in seeking admission to these schools was due to the uncertain continuance of the schools, in their present form. The Committee understand that even the final location of these schools has not been decided and that they are all housed in barracks and hutments. The Committee consider this uncertainty as very unfortunate and recommend that every step should be taken to dispel doubts and uncertainty about the continuance of the schools.

84. The Committee would in particular refer to the mention made to them by the representative of the Ministry of Defence that the continuance of the school at Nowgong was very uncertain. It was explained that this School was originally in Punjab and was shifted to Nowgong after partition and that there was a feeling that it should be shifted back to Punjab which provided large numbers of servicemen to the Armed Forces. The Committee consider that if this move is considered justified for reasons mentioned earlier, it should be given effect to without any undue delay.

85. The third reason for the insufficient response for admission to the schools was stated to be the fact that the Commissioned Officers

in the Armed Forces were not enthusiastic about sending their children to K.G. Schools which also catered to the education of the children of J.C.Os. and O.Rs. This is understandable in the case of children whose parents are prepared even at an early stage to give an undertaking that their children would take up a career in the Armed Forces since in such cases there is very little difference of fees charged by the Sainik School and the K.G. Schools.

86. The Committee were told that the concessions which were proposed to be given to the children of the Officers of the Defence Forces for studying in the K.G. Schools might serve to attract them to these schools. While hoping that these expectations would materialise, the Committee would suggest that concious efforts should be made to publicise these schools not only among the officers of the Defence Services but also among the general public, so as to attract the boys of parents belonging to all walks of life to these Schools, in greater numbers.

87. The Committee feel that publicity on proper lines together with the suggestion for extending the system of scholarships on merit-cum-means basis, might succeed in making these schools more popular than at present.

88. The Committee would further suggest that the name of these schools be replaced by some other attractive national name to be devised for the purpose. In this connection they would quote the instances of the Sainik School, Doon School etc. the names of which have something distinctive about them and help to popularise them.

89. One of the reasons for lack of enthusiasm on the part of the officers of the Defence Services to send their children to K.G. Schools was stated to be that the educational standards of these schools were not thought to be high enough. It was also admitted by the representatives of the Defence Ministry that they were not entirely satisfied with the quality of the teaching staff in these schools. This reason, probably also accounts for the absence of enthusiasm on the part of the civilians to send their children to these schools, which are in consequence running far below their capacity. Further, it has already been mentioned in para 81, that about 90% of the teaching staff are still temporary which is also not calculated to enthuse them in their work. The Committee recommend that active steps should be taken to improve the calibre of the teaching staff in these schools.

90. The Committee feel that the present situation mentioned in the foregoing paragraphs is due to the insufficient reorganisation of these schools which was said to have begun in 1952 and that this in turn is due to insufficient appreciation on the part of all concerned of the re-orientation of the objectives and the scope which was intended to be carried out in these schools. They feel that unless the reorganisation is effective not much improvement in their present strength and unsatisfactory running can be expected. This is a vital matter which, the Committee feel, requires to be comprehensively

and carefully examined by a Committee on which educationists and non-officials should be represented, so that the defects might be set right without any further delay.

91. It was mentioned earlier that of the Servicemen's children who applied for admission to the schools, less than 10% were able to secure admission owing to the limited number of seats reserved for them at present *viz.* 50% of the capacity of these schools. The Committee understand that apart from the K.G. Schools and also the Lawrence Schools and certain primary schools no other facilities for the education of Servicemen's children exist in the country. They were also told that in view of their frequent transfers the education of their children suffered a great deal. For this purpose, the Committee recommend that besides the suggestion made in para 42 the needs of servicemen's children should be taken into account when enlarging the capacity of the K.G. schools as well as their number as recommended in para 65.

92. The Committee would further suggest that the question of the resiting of these schools with reference to the special needs of certain areas from which servicemen might predominate, might also be considered in this connection, if necessary. Besides the question of the transfer of the Nowgong School to Punjab or Western U. P., they suggest that the question of the transfer of the K.G. School situated mostly in hutments and barracks at Ajmer, where there is already a public school, to a more central place possessing good buildings, which are easily available as for example, Mount Abu may also be considered so that it may serve a larger area.

Part III.—Problems common to Sainik School & K. G. Schools

(a) Governing Body

93. The Sainik and the K.G. Schools are at present the responsibility of the D.M.T. at A.H.Q. The Committee feel that it would be advantageous if these schools could be managed by a Governing Board consisting of educational experts and other authorities. This Board should have not merely advisory functions but also well defined powers in policy as well other connected matters. As and when the number of these schools is increased, the feasibility of providing regional Governing Boards should also be examined. In addition, each School should also have a Board of Visitors consisting of officials and non-officials as well as educational authorities.

(b) Inspection

94. The Sainik School and the K.G. Schools are not subject to any inspection by educational authorities. The Committee do not consider it very satisfactory that such educational institutions should be the exclusive responsibility of Service Officers and the officials of the Defence Ministry, particularly in the case of K.G. Schools where the boys are intended to be given a general education, the aim of which is to fit them for any career to be chosen by them. It was explained

that whenever any problems either of changes in syllabus, etc. arose, the educational authorities were consulted. The Committee do not, however, consider this enough and recommend that the feasibility of getting these schools annually inspected by neighbouring educational authorities of the State Governments or others who normally inspect such schools elsewhere in the country should be considered.

(c) *Control*

95. The Sainik School and the K.G. Schools cost the Defence Budget a net amount of over Rs. 16 lakhs per annum and the return which the Defence Ministry obtains on these Schools is in the form of their annual contribution to the N.D.A. of about 35-40 boys, besides the education of about 500-600 Servicemen's children some of whom may eventually find their way into the Defence Services at lower than Commission levels. The Committee have already suggested elsewhere in the Report that the capacity of the Sainik School as well as of the K.G. Schools should be expanded to the optimum level of such Schools so as to train more boys who might eventually seek a career in the Armed Forces and at the same time to reduce the overheads. They also recommended an increase in the number of such schools so as to meet the country's requirements. In these circumstances the Committee are not entirely satisfied that all these schools, particularly those which are not feeder to the Defence Services or at least those which are not only not meant exclusively for Servicemen's children but also provide general education for others on public school model, should really be a responsibility of the Defence Ministry, who have far more pressing and urgent problems concerning the security and defence of the country to deal with. The Committee suggest that the question should be examined of getting these schools managed through the authorities of the Education Ministry on an agency basis, with some special reservations and powers to issue directions etc. being retained by the Defence Ministry if necessary, so that they might derive the best advantage in all matters connected with their administration, their running, their standard as well as the requirements of the Defence Services. They might in this connection quote the instance of the Lawrence Schools at Lovedale in Nilgiris and Sanawar in Simla Hills, which were formerly run by the Defence Ministry mainly for the education of the children of British O.Rs. but have recently been transferred to the Education Ministry of the Government who are managing them through an autonomous Board set up for the purpose, while certain seats for the Servicemen's children have still been reserved therein.

III

NATIONAL DEFENCE ACADEMY

(a) *Introductory*

96. The decision to set up the National Defence Academy at Khadakwasla was taken in 1948 on the recommendation of a Committee under the Chairmanship of Field Marshal Auchinleck, the then C-in-C set up by the Government in 1945 to prepare a scheme for the establishment of a Military Academy on the model of the United States Military Academy at West Point.

The main aim of the Academy is to provide a common basic training to the officers-to-be of all the Services, viz., the Army, the Navy and Air Force.

(b) *Construction & Capital Outlay*

97. The foundation stone of the Academy was laid by the Prime Minister in October, 1949. The construction of most of the essential buildings has been completed and the Academy started functioning from the beginning of 1955.

98. Besides instructional, residential and administrative buildings, the Academy includes all essential amenities. The residential colony of the employees of the N.D.A. is intended to be self-sufficient and includes a school, a hospital, markets, etc. The Committee understand, however, that the families of the civilian employees of the N.D.A. experienced certain difficulties in regard to education of their children and medical treatment, particularly because of the distance of Khadakwasla from Poona. They hope that it would be possible to remove these difficulties soon.

99. It is understood that certain important matters as for example a planetarium and a telescope costing in all about Rs. 2 lakhs were left out of the N.D.A. project so as to reduce the expenditure, even though they were considered to be necessary for the sound training of officer cadets. Further, it was pointed out that the absence of fans in the Academy was also being keenly felt especially in summer months. The Committee are not happy that a project like the N.D.A. conceived on a grand style should suffer from such defects involving minor expenditure since they detract from the final effect and, therefore, recommend that the desirability of providing the planetarium, etc. at an early date may be re-examined.

100. The Auchinleck Committee had estimated a capital cost of Rs. 11.6 crores for the setting up of the Academy. Among other changes, the capital cost was also reduced by the Government of India

to Rs. 5.7 crores which has since been increased to Rs. 6.54 crores. It was explained that the estimate has so far been changed only once but that to ensure that the revised estimate is not exceeded, certain items have been given up. The Committee are not happy that this should be so and hope that without exceeding the estimates substantially, no essential and necessary items of construction and equipment will be given up.

101. An expenditure of Rs. 5.36 crores has so far been incurred on the project and provision has been made for Rs. 55 lakhs in the estimates for 1956-57 to meet capital expenditure on construction. A statement showing the expenditure incurred on some of the major items of construction is placed at Appendix VI.

102. The construction work was done under the normal MES system through contractors but under the supervision of the specially selected engineers of Government. During their visit to the N.D.A. the Committee were very much concerned to observe faulty construction at a number of places, e.g. leaking roof, cracked and broken marble flooring at the entrance to the main building, etc. They were told that the specifications were fixed quite satisfactorily by the Chief Engineer of the Project and that, wherever the work had not been upto the standard, it was due to faulty supervision. In another case, they were told that a very low specification for waterproofing had been fixed so as to reduce expenditure with the result that it hardly lasted for two years and the roofs started leaking, and then it and similar other items had to be replaced by more permanent arrangements. The Committee deplore this unsatisfactory and defective construction of an institution which is the pride of the country. They were told that the Chief Engineer, Southern Command, had been asked to go into this question of defective construction. The Committee do not consider this enough and suggest that **an inquiry should be conducted** into this matter. They further recommend that independent technical authorities should also be associated with the inquiry and that severe action should be taken against all those who are responsible for the faulty construction.

(c) *Organisational Set-up*

103. The National Defence Academy is commanded either by a Major-General or a Rear-Admiral or an Air Vice-Marshal. The complex duties of the Commandant include a responsibility for instruction, discipline and administration whether of officers, cadets, soldiers or civilians, financial affairs, upkeep of buildings, equipment, etc. The Committee need hardly emphasize that character, ability and experience should be the prime requisites in the choice of the appointee to this high post.

104. Directly responsible to the Commandant are the heads of the three Departments of the Academy, viz., the Deputy Commandant [of the rank of Colonel or Captain (Navy) or Group Captain (Air Force)] who is in charge of the cadet corps as the Chief Instructor and is also responsible for all training and games; the Principal, a civilian officer, who is in charge of academic training; and the Officer in

charge of administration (of the rank of Colonel) who is in charge of all administrative affairs. The Committee suggest that the feasibility of having other officers including civilians as Administrative Officers, may be examined.

105. The academic training organisation, of which the Principal is the head, is staffed with civilian Readers and Lecturers and a few Service Education Officers. The Major academic departments, English, Science, Mathematics and Social Studies—are headed by Readers, and the other Departments, Hindi, Foreign Languages, Workshop, Engineering, Drawing and Geography—by senior Lecturers.

106. The total authorised strength of the Academy consists, besides the cadets under training of 82 officers, 34 J.C.O.s., 357 O. Rs. 1429 civilians, both academic and ministerial, etc. This large strength of over 1900 as compared to the actual cadet strength of about 1000, and the authorised cadet strength of 1500 was necessary it was explained because of the size of the Academy and of it being almost a miniature township in itself.

The Committee feel, however, that there is scope for reducing the staff strength in the Academy and recommend that feasibility of effecting such a reduction be examined.

107. The Auchinleck Committee of 1946 recommended the appointment of a Board of Visitors and a Board of Consultants for the N.D.A. in the following words:—

“The Committee consider that a Board of Visitors for the Academy be appointed by the Defence Department. There should also be a Board of Consultants consisting of educationists who should from time to time be invited to examine the curriculum, courses of study and methods of instruction.”

The Committee were told that this recommendation has not been implemented.

108. The National Defence Academy even though an institution which trains cadets for a career in the officer cadre of the Armed Forces, provides to them academic instruction which is more or less equivalent to university education. The Committee do not, therefore, consider it satisfactory that such an institution should be the sole responsibility of Military authorities and of military and civilian instructors without any guidance or direction from educational experts. They, therefore, recommend that the Board of Visitors as recommended by the Auchinleck Committee, and comprising of, among others, Vice-Chancellors of Universities, Chairman and Members of the University Grants Commission and similar other authorities including Members of Parliament who have specialised in educational field, be formed at an early date.

109. The Committee understand that in the Academy, the Principal and senior officers of his staff form a Board on the subject of Academics. They would suggest that this Board should also have a

Board of Advisers consisting of educational authorities and experts as well as military authorities, both retired and serving. It should be the duty of such a Board "to fix and improve the system of studies and instruction, to conduct and decide upon all examinations and to specify in details the duties of the several instructors" and to continuously review the courses of study, the text books, plans and suggestions for improving the Academy, the entrance and final examinations, etc.

(d) *Inter-Services Training*

110. The Academy provides a three-year course of training for all its cadets eventually intended for the three Services, but at present the training of Air Force cadets is restricted to two years only due to lack of facilities for their specialised training. This lacuna, the Committee were told, is likely to be made good during the course of this year. At the end of the course in the N.D.A. the cadets of the three Services proceed to their respective institutions for further pre-commission training.

111. The Auchinleck Committee had recommended in 1946 that there should be one academy for the pre-commission training of cadets of all the three Services. That Committee had also reported that the idea of having a three services academy was considered very sound in the U.S.A. and Canada, and that even Gen. Eisenhower had stressed the need for a combined institution for the future training of officers of different Services. The Committee therefore regret to observe that it was not found possible to accept and implement fully this recommendation of a high-powered Committee of which top military authorities and educational experts were members. It was pointed out to them that even at present the N.D.A. is an inter-Service training institution in which the cadets of the three Services spend together three years (two in case of Air Force at present) out of the four years pre-commission training and that it is only in the last year that they go to their respective training institutions for their final specialised pre-commission training. They were told, however, that there were certain difficulties in implementing fully the Auchinleck Committee's recommendation, such as absence of facilities for Naval and Air training and difficulties in providing them, in view of the fact that there is no sea or big river at Khadakvasla and there are hills nearby making it difficult to give air training to Air Force cadets and that these were the grounds on which the Chiefs of Air and Naval Staffs had not agreed to a combined Academy for all four years. In reply to a suggestion that in view of these difficulties at least the entire Army training might be concentrated at the N.D.A. instead of partly at the N.D.A. and partly at the Military College, Dehra Dun as at present, the Committee were told that the difficulty which stood in the way of accepting this suggestion was the feeling in the other two Services, *viz.*, the Navy and the Air Force, that even now the Army enjoyed a certain amount of predominance by virtue of numbers and if the fourth year of the Army training was also provided at

the N.D.A., this position would increase and its inter-Service character would disappear. In consequence the Chiefs of Staff had also advised that psychologically it would not be advisable to make any changes in the present set-up. The Committee consider it unfortunate that all this should have stood in the way of implementing a very sound and well-considered recommendation of the Auchinleck Committee and should still stand in the way of making the N.D.A. at least an institution in which the entire training of Army cadets could be centralised.

112. At present the N.D.A. concentrates mostly on academic instruction particularly in the first two years. The representatives of the Ministry of Defence agreed that this was so, but explained that it was because of the standard of education in the country, which was not believed to be high enough to qualify a man to take the responsibility of leading men to battle, and that consequently adequate stress have to be laid on academics, even as at West Point at U.S.A. The stress on academics accounting for about 75% of the instruction in the first two years and the absence of advanced military training in the N.D.A. is, however, so pronounced that the institution was characterised as a "glorified Public School" by a certain high authority.

113. The Committee recommend in view of what has been stated in the last 2 paras that the question of remodelling the N.D.A. so as to provide the entire pre-commission training for the officer-cadets of all the three services should be constantly kept in view, in the light of Gen. (now President) Eisenhower's views on this subject referred to earlier. Further they recommend that so long as this ultimate goal is not capable of being attained for one reason or another, the question of providing at least the entire Army training at the N.D.A. should be examined on a priority basis. They feel that this would besides fostering common outlook and *esprit de corps* among the three Services result in some saving in the cost of maintaining two or even more establishments, whether by way of expenditure on buildings, on equipment or on instructors.

(e) *Annual Expenditure*

114. As already mentioned in para 8 the expenditure on the administration and other activities of the Academy has, in common with other defence institutions, not been compiled separately. The expenditure incurred on the more important items during the last three years was, however, as follows:—

(Amount in Rupees and in approx. figures)

Year	Pay and Allowances of the staff	Incidental and Misc. expenditure	Training grants	Repairs and maintenance of buildings.
1953-54	18,00,000	2,69,800	30,838	39,955
1954-55	27,43,800	2,78,195	41,407	1,30,000
1955-56	28,00,000	3,37,795	32,995	72,775

The total cost of the Academy was estimated to be about Rs. 107 lakhs per annum exclusive of such items as depreciation, interest on capital, etc.

115. On the above basis, the estimated annual expenditure per cadet would amount to over Rs. 7,000 per annum. *Prima facie*, this figure appears to be high. The Committee have already pointed out in para 106 that the strength of the staff at the Academy was somewhat disproportionate to the strength of the cadets. They are not aware what similar institutions abroad cost and how their staff strength compares with that of the N.D.A., but they recommend that these should be ascertained and a comparative study of the expenditure incurred on them and on the N.D.A. should be undertaken immediately so as to economize wherever possible, without loss of efficiency.

(f) *Capacity*

116. The Academy is designed to accommodate 1500 cadets and provides for an entry of 500 cadets per annum. The Auchinleck Committee had recommended in 1946 that the Academy with a four year combined course for all cadets should provide for an annual intake of 640 cadets for the three Services. The Committee were told that the reason for fixing the annual intake at N.D.A. at 500 in spite of the increased responsibilities of the Defence Services since then, was that the intake at the N.D.A. did not represent the entire officers requirements of the Services but only about 70% the rest being recruited directly to the Military College and corresponding institutions of the Navy and Air Force.

117. Since its inception, the Academy has trained 1416 cadets. The average number under training during each of the last three years is as follows:

1953	715
1954	785
1955	885

The number of cadets undergoing training on 1st November, 1956 was 1,022. The following were the respective shares of the Army, Navy and Air Force of the cadets who passed out from the N.D.A. during the last three years:—

Army	668
Navy	125
Air Force	192

118. The Academy has been running short of its full capacity of 1500 since its inception. The Committee were told that this was the position at one time but it was showing improvement. The shortages were attributed by the representatives of the Defence Ministry to the fact that sufficient information had not gone round the country as to the type of career the candidates would be offered later on. Even in 1926, when the Indian Sandhurst Committee reported, it had been

pointed out that this was one of the reasons for lack of adequate response for joining the services. The Committee consider it unfortunate that even 30 years later when the means of Communication and publicity have improved tremendously, the ignorance regarding a career in the Defence Services should still be almost as acute as then. The Committee recommend that this problem should be comprehensively tackled and measures adopted immediately by securing the co-operation of State Governments, Universities, School authorities as well as of the Press to publicise in schools and colleges as well as among the general public, the opportunities of a career in the Defence Services. Among the measures they suggest for the purpose are organised tours and publicity talks by Central and State Ministers, M.Ps., senior Officers of the Services, wide circulation of attractive brochures dealing with life in the Services, documentary films, etc. The Committee recommend that all these forms of publicity should gradually extend to every school and college, in each one of which there should also be a showcase containing a display of posters, folders, pamphlets, etc. dealing with this subject. In addition there might be stories of heroes and battels which might be included in text books, and should also be broadcast. The Committee would suggest that the assistance of those who had studied and practised publicity should also be obtained for the purpose.

(g) *Admissions*

119. The entrance tests for admission to the N.D.A. are partly conducted by the U.P.S.C. and partly by the S.S.Bs. twice a year. The Committee understand, however, that the final results are announced about 8 to 9 months after the applications are required to be made, with the result that most boys have to apply twice, not knowing the result of the previous examination, though in the case of candidates who are successful in the earlier examination, the fees paid for the second examination are refunded. The Committee recommend that steps be devised to reduce the delay in declaring the results without unduly expanding the bodies conducting the tests, as they feel that such delays become irritants, which contribute to the general apathy towards seeking a career in the Defence Services.

120. Unmarried males between the ages of 15 and 17½ years on the date of the commencement of the course who have passed Matriculation or an equivalent examination of a recognised university are eligible to apply. The applications are, however, required to be made one year before the commencement of the course, which would mean that they are required to be made for the first time when the boy is probably just 14. The Committee feel that it would be too much to expect a sufficient number of boys to seek admission to the Academy, at the age of 14, since boys would probably still be immature to decide at that age on their future career, which would of necessity then have to be decided by their parents. Further, in view of the educational system in the country, most of the the boys might not have passed their Matriculation examination by the time they are 15 and consequently the number of applicants would be limited, while those applying would also get a smaller number of chances for taking the

examination. The Committee were told that for commissioning, boys had to be taken at a young age and that if the cadets were taken at the age of 17, they become old by the time they were commissioned as officers. They would, however, point out in this connection that the Auchinleck Committee had recommended in 1946 that the age limit for entry to the Academy should be 16-19 while at the West Point in the United States the corresponding age limits are 17-22. The Committee feel that there should be greater flexibility in the age of recruitment to the Academy, so as to improve the annual intake into the Academy, both quantitatively and qualitatively. The Committee were told that this question was being examined in the Ministry. They hope that an early decision on this subject will be taken in the light of the remarks made above.

121. The U.P.S.C. examination consists of 4 written papers carrying 900 marks and the S.S.B. tests also carry 900 marks. There is also a physical endurance test carrying 200 marks. The Committee are by no means sure that the procedure for admission to the Academy is not needlessly cumbersome providing as it does about 2000 marks to test boys of 14 to 16. They have no doubt that admissions to the Academy should be effected on sole considerations of merit, but at the same time they suggest that the feasibility of simplifying the existing tests may be examined.

122. At present the U.P.S.C. examination as well as the other relevant tests are conducted in English. The Committee feel that, while it is desirable that the officers in the Defence Services should be wellversed in an international language like English, in view of different policies followed in different States, boys from States where English is given less importance, would certainly be at a disadvantage in competing for admission to the N.D.A. The Committee were told that this was a very difficult problem which had been examined by the U.P.S.C. and the Home Ministry and that it was very difficult to give equitable treatment during the transition period upto 1965 mentioned in Article 343 of the Constitution. They were also informed that circulars had been issued to the Service Selection Boards that cadets should not be penalised only on the grounds of weakness in English Language and that each candidate should be judged by the substance of his argument rather than by the language he used. The Committee do not propose to make any specific recommendations in this matter as they are aware of the difficulties in laying down any rigid policy in this matter. They feel, however, that this is a problem which has to be tackled on an all-India basis with a view to securing uniformity in all the States so that the boys of one State do not stand to lose in all-India competitions by virtue of the language policies of that State and recommend that this question be tackled by the Education Ministry on a priority basis. At the same time, they feel that a network of feeder and semi-feeder institutions providing the requisite preliminary but uniform training recommended elsewhere, would enable this difficulty to be surmounted.

123. The number of candidates who were rejected by the S. S. Boards during 1956 was over 1330. The Committee were told by the representatives of the Defence Ministry that the main reason why so many boys were rejected was that the right type of boys were not coming forward and that boys who did not have the necessary education and leadership qualities and who did not find anything worthwhile elsewhere were applying in large numbers for a career in the Defence Forces. The Committee consider this unfortunate but feel that one of the factors responsible for the large number of rejection by these Boards might be that the candidates are ignorant about the methods adopted by the Selection Boards. They, therefore, recommend that information on the functioning of these Boards and the tests adopted by them should be freely given by Service officers in the publicity lectures which the Committee suggested should be given on a large scale in schools and colleges as well as the brochures etc., to be printed for the purpose.

124. As regards the particular year, 1956, when the rejections were heavy, the Committee were told that the reasons might have been that the President of the S.S.B. was perhaps more strict. They feel that this might indicate that the S.S.B. tests were not being conducted with very great uniformity from year to year. Further, the number of S.S.Bs. itself is at present three, namely, one at Bangalore and two at Meerut and is likely to be increased to four, and if the President had as much discretion as the reply of the representatives of the Defence Ministry as mentioned above might indicate, it would appear that there was a possibility of lack of uniformity among the S.S.Bs. themselves. It was explained however that a certain amount of uniformity is ensured by making the S.S.Bs. permanent bodies to which officers are posted ordinarily for a period of two years. Besides, whenever the President is changed, it is arranged that the Vice-President remains and *vice versa*, so as to keep some sort of continuity. The Committee feel however that the feasibility of ensuring greater co-operation and uniformity among the S.S.Bs. and their tests *inter se* as well as from year to year, needs to be examined.

125. Even with regard to the location of the S.S.Bs., it was felt that they were situated, one far in the South at Bangalore and the other far in the North at Meerut with the result that boys of 14-16 had to travel great distances to undertake the tests. They were told that the Ministry had been approached to increase the number of Selection Boards by one. The Committee can offer no suggestion whether a fourth Board is necessary as the increase in their number is bound to lead to further lack of uniformity. At the same time, in case it is considered necessary and sanctioned, the Committee feel that it might be located somewhere in the centre of the country. They further suggest that the feasibility of locating all the S.S.Bs. at a central place so as to provide useful comparison of procedures adopted and, to secure uniformity thereby may be examined.

126. The candidates who are successful at the S.S.Bs. are sent for medical examination before the Medical Board. These medical

tests are held at the same place at which the S.S.B. tests are held. An interview of a candidate by an S.S.B. involves substantial expenditure on the part of Government by way of travelling expenses, boarding and lodging, etc. A considerable amount of money is, therefore, wasted in testing candidates at the S.S.Bs. in case they are ultimately found medically unfit for the service. Since medical fitness is a very essential condition for admission to the Academy, the Committee suggest that the feasibility of conducting medical examination of the candidates who qualify at the U.P.S.C. test at places nearest to their homes before they are actually called before the Service Selection Board may be examined so as to reduce the expenditure on travelling allowance for appearing before the S.S.Bs. as well as on the tests actually conducted by them.

127. The number of rejections by the Medical Boards of boys who had qualified in the S.S.B. tests during the last three years is as follows:—

1954	....	146
1955	....	260
1956	....	146

It would be observed that the number of rejections has been fairly large in 1955, having been about 260. The Committee were told that standards for the medical examination had been laid down and shown in the application form itself and prospective candidates were advised to have themselves medically examined to ensure that they were medically fit before they applied. They consider that high rejections are a reflection on the system of education, particularly physical education, adopted in the country. The Committee have recommended elsewhere that more attention should be paid to the development and expansion of N.C.C. schemes so as to cover a larger portion of the student population in the country.

128. The recruitment to the Academy is based on considerations of merit alone as judged by the U.P.S.C. examination and the S.S.B. tests subject of course to medical fitness. As a result, there is no reservation for any class of boys either on regional or other considerations.

129. A statement showing the State-wise composition of the cadets who were admitted to the Academy during the last three years is placed in Appendix VII.

It would be observed that the Academy in particular and the Defence Services in general are not sufficiently representative of all the areas in the country. The Committee feel that this is not by any means a healthy state of affairs and needs to be remedied not by fixing State-wise quotas but by other means. In this connection it is of interest to point out that the Auchinleck Committee had made the following recommendation:—

“The desire of the Provinces which have so far not

realised by their taking steps to improve the physical and educational standards of their boys."

The Committee feel that this is a matter which requires to be urgently tackled by the State Governments concerned. They suggest that the Defence Ministry should take the lead in impressing upon the State Governments concerned the need to adopt suitable remedial measures in consultation with the Central Education Ministry so as to instil into the boys as well as their parents an outlook which would facilitate their entry into the Defence Services and to reorientate the educational system itself for this purpose.

130. During their visit to the National Defence Academy the Committee were told that the best material in the country was not forthcoming for service in the Armed Forces. This opinion was also confirmed by the representatives of the Defence Ministry. The Committee would point out, however that this is a position which has continued in this country for decades and is by no means new now. The Sandhurst Committee reporting in 1926 had pointed this out in the following words:—

"Our first term of reference.....implies that the number of Indian candidates who seek the King's Commission in the Indian Army, and possess the requisite qualifications for service in that capacity, is at present conspicuously small. The proposition so stated reflects a condition of affairs far from satisfactory, which might have been avoided, but which for the moment actually exists."

131. That Committee had also pointed out that there was on the part of a generality of Indians great and widespread ignorance of the possibilities of a career in the higher ranks of the army and a corresponding lack of impulse to seek out that career and adopt it. It further reported as follows:

"We have in the course of our inquiries heard doubts expressed whether a strong and genuine military spirit, such as is essential to the training and command of troops, can be created or, it may be said, revived in the people of India as a whole. It is suggested that in certain parts of the country climatic influences and detachment from the immediate menace of any form of external aggression constitute a natural and perhaps insuperable obstacle. But even those who express such doubts and suggestions would not proceed to urge that the Government should refrain from attempting to build up a military tradition more widely diffused than that which exists at present."

132. The Committee consider that while all this was understandable when the Indian Sandhurst Enquiry Committee reported in 1926 there is no justification now for these reasons to continue and that active steps should be initiated by the Central and State Governments to overcome the lack of enthusiasm in joining the Services.

133. The Committee understand that one of the reasons for the lack of enthusiasm to seek a career in the Defence Forces, is the pay-scales and conditions of service of officers in the Defence Forces. It was pointed out to the Committee that until a few years ago the pay-scales of the officers were much better and that they had been reduced to the present levels which were unattractive as compared with the pay-scales of some of the other civil services. The Committee suggest that this question may be had comprehensively examined in the light of the remarks contained in para 19 of their Fifty-fifth report on Ordnance Factories.

134. A more fundamental reason for the lack of enthusiasm in seeking a career in the Defence Forces is, however, stated to be, as has been pointed out by several committees, before, that the educational system in the country originally begun by a colonial power to suit its own requirements, is not conducive to the inculcation of those qualities of leadership, discipline, initiative, adventure, etc. which are so necessary for those seeking a career in the Defence Forces. It was pointed out by the I.S.E.C. in 1926 that it was very necessary to improve the standard of the preliminary training in schools so as to remove some of the defects in their educational system which stood in the way of good material coming forth for service in the Armed Forces. This recommendation was repeated by the Auchinleck Committee in 1946 and continues to be valid today as it was then. The Committee have already suggested the increase in the number and capacity of Sainik and K. G. Schools so that they may specially train more boys, who would seek a career in the Defence Services. In addition they feel that there should be in the country a network of feeder and semi-feeder training institution both primary and secondary, so that more boys from all areas and strata would be suitably trained. For this purpose they suggest that some of the existing public schools should be expanded and incidentally made cheaper by giving them various facilities so as to attract more students as well as to turn out a larger number of boys with good general education which will fit them for service anywhere. In particular they would mention such institutions as the former Princes' Colleges e.g. Mayo's College at Ajmer, Rajkumar College at Rajkot, etc. as well as institutions like Shivaji Preparatory Military School etc. which with further encouragement are bound to be of great service to the country. This is a matter which essentially concerns the Education Ministry and the Education authorities of the State Governments, but in which the Defence Ministry has also a vital role to play in view of the requirements of the Defence Forces. The Committee, therefore, suggest that a committee of educationists, representatives of the State Governments and of the Defence and Education Ministries, be set up to examine this question comprehensively and to draw up plans to meet the situation with particular reference to the officer requirements of the Armed Forces in future years. The examination in regard to K. G. Schools suggested in paras 90 may also be conveniently referred to this Committee.

(h) *Courses of Training*

135. The courses of training provided at the Academy have necessarily to be so designed as to produce an officer who would be educationally and professionally well-equipped to command his men in peace time and to lead them in battle and at all times be a source of inspiration to the men under him. The Committee would mention that the aim of training at West Point in the U.S.A. stated in the following words, deserves to be constantly kept in view while training officer cadets.

“To train the body for regorous service, the mind for rapid analytical thought, the character for resourceful and loyal devotion to duty and to make a soldier an honourable, courageous, self-reliant, clear-thinking man with a broad grasp of the essentials of his profession.”

136. The training at the Academy during the first two years is almost exclusively academic in nature and is intended to give a broad general education as an indispensable preliminary to the professional and technical training of the cadets. The Committee were told that while at Sandhurst the main emphasis was on military subjects, at the N.D.A. the main emphasis was on academics, the advanced military training being given at the Military College, etc. Even at West Point, U.S.A. it was stated that the cadets went through academics in a big way. The Committee suggest that contact should be maintained with officer training institutions in foreign countries, especially U.K. and U.S.A. and a comparative study undertaken so as to keep pace with developments and progress abroad.

137. The Committee were told that the successful completion of the training of the first two years course at the N.D.A. had been recognised by most of the universities as equivalent to the Intermediate examination for the purpose of entrance to a Degree Course provided a cadet was withdrawn from the Academy for other than academic reasons. There was, however, no year-to-year recognition with the result that those cadets who were withdrawn from the Academy before the completion of two years were at a disadvantage in this respect. The Committee were told that this question had been taken up with the universities. They hope that a decision will be arrived at in the matter expeditiously as it is of vital interest to the cadets at the N.D.A.

138. The Committee were told that only the Air Force cadets (who at present remained at the N.D.A. only for the first two years) were being given glider training but not the others mainly because of the insufficient number of gliders available for the purpose. The Committee consider it unfortunate that the lack of sufficient gliders at a premier institution like the N.D.A. should stand in the way of air training being given to all cadets. They recommend that this lacuna should be made good.

139. The entire training in the Academy is stated to be designed to inculcate in the cadets qualities of discipline, leadership, self-reliance, etc. In addition, to develop in all cadets a high civic sense, standards of citizenship and qualities of honesty, loyalty and discipline, a Code of Honour was introduced in the Academy some time back. It was stated that the honour code encouraged cadets to own upto an offence and face consequences whatever they may be rather stoop to anything that is unofficer-like or unbecoming of a good citizen. The functioning of this Code is controlled by an Honour Code Committee consisting of the following:—

- (a) Chairman The Academy Cadet Captain
- (b) Members One cadet representative for battalion
 (nominated by cadets).
- (c) Officer Adviser.

140. The Committee would suggest that the principles of the Code of Honour followed at West Point USA which is said to be of a high order should be constantly kept before the cadets by the Instructors and Officers of the Academy so as to develop their character and discipline. They would suggest that in addition moral education should also be provided in the Academy. In this connection reference is invited to para 51.

141. The following awards are made to the cadets at the time of passing out:—

- (a) President's Gold Medal—the best all round cadet.
- (b) Silver Medal—First in order of merit.
- (c) Bronze Medal—Second in order of merit.
- (d) Prizes in the form of books are awarded to cadets who stand first in each of the academic or service subjects. The Committee would suggest that prizes be also given for proficiency in sports and athletics.

142. There is no system in the N.D.A. of awarding any Degree to those who pass out of the Academy, as is the case at the United States Military Academy, United States Naval Academy and the United States Coast Guard Academy, where the Degree of Bachelor of Science is conferred. The Auchinleck Committee had recommended ~~that~~ the Academy should not start as a University by an Act of legislature but it should confer a diploma which the universities should be invited to recognise as being equivalent to a Bachelor's Degree. The Committee are aware that the concept of the Academy as intended by the Auchinleck Committee has undergone material changes and that one of the main reasons why a degree or a diploma is difficult to confer is the fact that the fourth year of the Officer's pre-commission training is given in another institution and not at

the N.D.A. They suggest, however, that the question of awarding a Degree which would also be recognised by universities should be reviewed at least when their suggestion to provide at the Academy the entire pre-commission training for the cadets of the Army if not of all the Services, is implemented.

(i) *Vacations*

143. The Academy closes for vacation for about four weeks in winter and six weeks in summer. Cadets who are found weak in studies and service subjects are, however, allowed to stay during the vacations and are given extra coaching in those subjects. The Committee understand that the vacations at West Point, U.S.A. are very much shorter and enable the cadets to undergo strenuous and continuous training. They suggest that the feasibility of having this at the N.D.A. may also be kept in view.

(j) *Assessment*

144. The academic progress of a cadet is tested through periodic tests and examinations. In addition there is an assessment with reference to the following three qualities: (i) Application (*viz.* effort), (ii) Knowledge (*viz.* achievement), (iii) Efficiency (*viz.* punctual, completion of tasks, attentiveness, tidiness of work and similar qualities). The officer-like qualities of the cadets are assessed with reference to their performance in training, games and other cultural and extra-curricular activities. Cadets are informed of their shortcomings by the Divisional Officers and Squadron Commanders during their routine interviews. The slack cadets are warned when necessary by the Deputy Commandant and those who do not show any improvement but have the potential qualities to become officers and need extra time to develop them are relegated by the Commandant and warned for withdrawal. If they still fail to make the grade and are found deficient in basic character and other inherent qualities, required of a Commissioned Officer in the Armed Forces they are put up for withdrawal. The cases for withdrawal are forwarded to the Defence Ministry who obtain the approval of the Defence Minister on individual cases. Final orders for withdrawing a cadet are issued by the Commandant, N.D.A. on receipt of orders from the Defence Ministry.

(k) *Rejections*

145. Recommendations in respect of relegation or withdrawal are made on one or more of the following grounds:—

- (i) Lack of Officer-like qualities.
- (ii) Deficiency in academic subjects
- (iii) Deficiency in service subjects
- (iv) Lack of discipline
- (v) Medical unfitness.

146. The Committee were told that the procedure of obtaining the personal orders of the Defence Minister on individual cases of

withdrawal was introduced recently while formerly the Commandant of the Academy was competent to pass final orders in such cases after obtaining the orders of the Army Headquarters. They were told that ever since Independence every time a cadet was withdrawn numerous representations were made to the Minister against the orders of the Commandant and that after calling for the papers which took some time, even if the Minister felt that the withdrawal was not fully justified, he could not order a cadet back into the Academy since by that time four or five months would have elapsed and it was impracticable to restore the cadet. Consequently, the Minister gave an undertaking in the Parliament that in each case the withdrawal would be ordered only after he had personally seen the case. The Committee do not however feel happy with this arrangement. They formed the impression that the Commandants also were by no means happy about it, and that it is likely to lead to hesitation on the part of the Commandant to recommend a withdrawal even in cases where he is satisfied that such a course of action is entirely justified. Further, the retention of a cadet in the Academy even after the Commandant has decided that he deserves to be withdrawn either because of orders being awaited or because of the recommendation not being accepted, is bound to result in a certain amount of prejudice against him besides the extra expenditure incurred on the retention, until receipt of orders. Even from the political angle, the Committee feel that the final orders in such cases should not be issued by the Defence Minister.

At the same time, the Committee realise that withdrawal of a cadet from the Academy is not a small matter since the Government spend roughly Rs. 600-700 a month on him while he is at the Academy. Further, in the event of a withdrawal the cadet himself may be left helpless. Even though the Committee feel that the Commandant being on the spot is in the best position to decide whether the cadet deserves to remain in the Academy or not, they realise that in such a matter it may not be very desirable to concentrate excessive power in a single individual, however high and impartial he may be. They would, therefore, suggest that a Board of four members consisting of an educationist, preferably a reputed Vice-Chancellor, a Member of the Union Public Service Commission and the Commandant of another Academy besides the Commandant of the Academy in which the cadet is under training, should be set up to take final decisions on the commandant's recommendations for withdrawal of cadets.

147. The number of cadets withdrawn from the Academy during the last four years was as follows:

1953	...	16
1954	...	21
1955	...	28
1956	...	19

It would be observed that the number was particularly large in 1955 when eleven were withdrawn for lacking in officer-like qualities, 14 on academic grounds and for lacking in officer-like qualities, 2 on purely academic grounds while 3 on physical grounds and for lacking in officer-like qualities.

148. The Committee understand that the rate of withdrawal at the N.D.A. and the Military College being rarely about 4%, is almost the lowest in the world and that in U.K., U.S.A., Belgium, Holland and Canada, it generally amounts to 10%, 12½%, 17½%, 18%, & 40% respectively. The Committee would like to be assured that it does not indicate that the standard of training at the Academy is not very high as compared to the Corresponding institutions abroad, and that cadets who were below standard were not being commissioned into the Armed Forces.

149. At the time of withdrawal from the Academy, the cadet is given a discharge certificate indicating in brief the reasons for his withdrawal and showing, *inter alia*, his defects or weak points. The Committee feel that the discharge certificate should indicate besides the reasons for rejection of the cadet, also his good qualities if any. This, they feel, would serve as a true assessment of his personality and help him in securing alternative employment on leaving the Academy. Further, the Committee feel that the training which the cadets has had at the Academy should not be allowed to be wasted by leaving the cadet high and dry without any assistance in securing employment elsewhere. It may be that the cadet was not upto the mark and that the potentialities noticed during the U.P.S.C. test and the S.S.B. tests failed to materialise but the Committee feel that the training would have resulted in some improvement in him though not as expected. They, therefore, feel that there should be somebody to assist the cadets after their withdrawals from the Academy. They were told that formerly in U. K. cadets who failed to make the officer's grade were invariably found alternative employment in the Police Service or similar other services, while even in India those not found upto the mark for recruitment to a Class I service in an All-India Competitive Examination are offered employment in Class II services. The Committee suggest that the feasibility of introducing similar facilities as well as of creating some machinery to assist the cadets for that purpose may be examined.

IV

OTHER TRAINING INSTITUTIONS

(a) *Military College*

150. The Military College, Dehra Dun, which was opened in 1932 to train in India the cadets who were formerly sent to Sandhurst for pre-commission training imparts advanced pre-commission Army Training to those who received preliminary basic training at the N.D.A. In addition, the Military College trains others selected for commission in the regular army, *viz.* N.C.C. Cadets, Other Ranks of the regular and territorial armies, civilian candidates belonging to higher age groups, that is, 18–21 years for whom the minimum educational qualification is Intermediate, qualified engineers and technicians between the ages of 20–27.

151. The Military College is commanded by a Commandant in the rank of Brigadier and has 75 Service Officers, 65 J.C.Os. and N.C.Os, and 6 Civilians as Instructors. Besides, the College has also 7 officers, 17 J.C.Os., 59 N.C.Os., 132 ORs. and 606 civilians as administrative staff. The total strength of the staff attached to the College is about 976, of whom 821 is the strength of the administrative strength as against a cadet strength of about 650. The Committee feel that there is scope for reducing the administrative staff in the College and recommend that the feasibility of effecting a reduction should be examined.

152. As mentioned earlier, the Auchinleck Committee had recommended that there should be a combined Academy for all the three Services. This would have resulted in closing down the Military College and its being merged with the N.D.A. at Khadakvasla. However, no final decision on this point has yet been taken and the location of the Military college at Dehra Dun has been treated as on a temporary basis, with the result that over 60 per cent of its accommodation is still temporary. The Committee have already recommended elsewhere that the question of the merger of the Military College in the N.D.A. should be actively considered as a measure of efficiency as well as economy. In case, this is accepted, they suggest that the existing facilities in the Military College at Dehra Dun, should be put to suitable alternative use to meet the requirements of the Defence Services or of any other Ministry of the Government of India.

153. The number of N.C.C. cadets, for whom a 10% quota is reserved in the last three years was 39, 47 and 55 respectively. This number is by no means large as compared to the membership of the

Senior Division of the N.C.C. which is about 48,000. The Committee suggest that special measures should be adopted to attract more N.C.C. members into the Services.

154. The total capacity of the College is about 700 and the average numbers who were trained in it in the last three years was 741, 720 and 645 respectively while the present strength is 680 only.

155. The number of withdrawals of cadets from the Military College in the last three years as among the various categories is as shown below.

Year	N.D.A. cadets	Direct entry cadets	N.C.C. cadets	Technical Graduates	Promoted from other ranks
1954		9	6	4	6
1955		14	3	4	—
1956		2	Nil	10	1

The number of withdrawals has been on the decrease since the last three years in almost all groups except the technical graduates. The large number of withdrawals of technical graduates is, however, partly due to resignations which amounted to 13 in the last three years. The number of direct entry cadets who resigned is also 5 in the last three years. The Committee feel that the resignations are a matter for concern. It was explained that this was either due to the fact that most of the technical graduates were comparatively old and did not take kindly to the discipline and rigours of a service life, or because they were able to secure better prospects elsewhere because of their technical qualifications. The Committee consider that this question is also linked up with the question of the lack of enthusiasm to join the Armed Forces, which has been referred to in an earlier chapter and that the suggestions made therein apply equally in this case also.

(b) *Defence Services Staff College*

156. Every Defence Service, whatever its size, constitution or organisation requires a general staff to assist the Commander in framing schemes for meeting every possible eventuality and in their execution by attending to all details. For this purpose, a Staff College was opened in India to train Staff Officers temporarily at Deolali in 1905 and permanently at Quetta in 1907. With the loss of Quetta to Pakistan due to Partition, a Staff College for the Army was opened at Wellington. Later, Naval and Air Force Officers were also admitted and as a result, in 1950, it became a unique inter-Service College, where officers of all the three Services are trained together for staff appointments.

157. The College is commanded by a Maj. General and has 23 officers as instructors, while 3 officers, 3 J.C.Os., 68 O.Rs. etc. and 191 civilians form the administrative staff. As against this, the number of officers undergoing the course at one time is 100, the course

itself lasting for only 10 months in a year. The Committee feel that the number of J.C.Os./O.Rs. etc. and civilians is on the high side and recommend that the question of curtailing it be examined.

158. The annual training grant and incidental and miscellaneous expenses of the College are of the order of Rs. 33,000 and Rs. 90,000 respectively. In particular, the Committee were surprised that the annual stationery and printing charges should be of the order of Rs. 48,000. They suggest that the feasibility of reducing it be examined.

158-A. The admissions to the College are made as follows:

ARMY: 50 per cent. by competitive examination and the rest by nomination but from among those who qualify in the examination. Certain other conditions are also prescribed, e.g., age limit, 26 to 35 Regimental and staff experience, etc.

AIR FORCE: 75 per cent. from among those who qualify in an examination conducted for the purpose while the rest are nominated by C.A.S.

NAVY: Selection is made by a Committee at Naval Headquarters without any examination.

It would be observed that different methods are followed in the three Services while selecting officers for undergoing the course at the Staff College. The Committee feel that it would be an advantage if an identical system is followed in all the three Services.

159. The number of officers who underwent the course in the last three years was 101, 101 and 100 respectively. Besides, technical staff officers' courses for army and Air Force Officers, Naval war course, etc. were also conducted. Further during the last three years, 8 I.A.S. and other Civilian Officers, one civilian scientist and 42 foreigners were also trained at the College.

160. The main course conducted at the College consisted of the Army Staff Course, the Naval Staff course and the Air Staff course.

161. The staff college has to be a pioneer in new methods of training, strategy, etc. based on developments abroad so that these may in turn be passed on to others. It is, therefore, necessary that the instructors of such a college should themselves be well-versed with the latest methods and techniques adopted in the advanced countries like U.S.A. and U.S.S.R. The Committee suggest that all possible steps in these and similar other directions should be taken to see that this staff College does not in any way lag behind the Staff College in foreign countries.

(c) *Technical Training Institutions*

162. Modern wars are becoming more and more a technical art. The equipment handled by the Services requires considerable technical and engineering skill to use it and in addition requires constantly to be improved upon. The training institutions of the Army

therefore include a College of Military Engineering, Institute of Armament Studies, an E.M.E. School and similar other institutions.

163. The College of Military Engineering, functions primarily as a school for instructors for the corps of Engineers, as a military technical University where graduate and post-graduate courses are conducted and which also imparts training in field engineering for all arms. Besides, research, study and trial of modern engineering methods with a view to their adoption for military engineering are also carried out. The Committee understand that a number of posts of civilian instructors are vacant on account of delay in recruitment by the U.P.S.C. and are in consequence filled by Service Officers. They suggest that the feasibility of obtaining civilian instructors on deputation from Engineering Institutions be examined.

164. The Institute of Armament Studies is a Joint Service training and research establishment. Its functions are to conduct technical Staff Officers' courses for Army and Technical Armament Staff Officers' course for the Air Force, to study the principles of armament and performance of weapons with emphasis on operational research, to undertake basic research and development work, etc.

165. The E.M.E. School imparts technical training in the handling of electrical and mechanical equipment of the Army and runs advanced courses and refresher courses. The School has armament, electronic and mechanical engineering wings.

166. Apart from the technical training institution referred to above, the training institutions of the Services include the Armed Forces Medical College the Remount, Veterinary and Farms Centre and School and Remount Training School.

The A.F.M.C. conducts courses to equip already trained doctors to deal with service requirements, as well as refresher courses, and also does some research work.

The R.V.F.C. School includes a Veterinary School, a Farriery School, an equitation school and a Farm Wing.

Without going into the detailed working of these institutions, the Committee would confine themselves to certain general remarks.

167. The locations of most of these technical training institutions have been finally decided. However, not all of them have yet been provided with permanent accommodation. The E.M.E. School has, for instance, been located in pre-war barracks and temporary huts. The position as regards the Institute of Armament Studies is also not much better though buildings are being constructed for the purpose. Further, during their visit to the E.M.E. Centre and

School, the Committee saw that costly equipment amounting to over Rs. 2 crores was lying in the open. They do not consider this as satisfactory and recommend that necessary remedial action to be taken at an early date.

168. The Committee feel that the training facilities available in all these institutions are being utilized at present in a somewhat compartmental and exclusive manner while there is every scope for greater inter-Service cooperation and co-ordination in all these institutions, the Committee feel that, apart from specialised training to meet Defence Service requirements, it would be advantageous if these institutions particularly the C.M.E. and the E.M.E. Schools (and also the A.F.M.C., R.V.F.C. School etc.) could be fitted into the general schemes of technical education in the country. They were told that most of these institutions imparted specialised and advanced training to meet Military requirements and might not be useful to civilians. Further the Services were themselves short of technical men and as these schools were running to their full capacity, it was stated, that there was no scope for training outsiders. The Committee suggest that these institutions be expanded suitably, if necessary. Further they have suggested in para 104 of their Fifty-fifth Report on Ordnance Factories that the problem of technical education in the country with particular reference to the facilities available in the Ordnance Factories be got comprehensively examined by the All India Council of Technical Education. They suggest that the feasibility of extending that enquiry to the military technical training institutions also may be examined. As regards the Medical College, Remount Veterinary and Farms, Schools, etc. the Committee suggest that the feasibility of fitting them also into the corresponding national developmental schemes by similar inquiries be examined.

(d) *Research*

169. Research activities with particular reference to military requirements are also carried on in C.M.E. and Institute of Armament Studies and also A.F.M.C., R.V.F.C. School etc. It was explained that the Engineering Research Wing of the C.M.F. maintained liaison with other research organisations and useful results were being published. Similarly in regard to the Institute of Armament Studies contacts were maintained with certain Universities and N.P.L., C.L., C.S.I.R., A.E.C. and Institute of Science. As regards the A.F.M.C. it was stated that a proposal for a field Research Team had been put up and that close co-ordination was maintained with the Indian Council of Medical Research. The Committee hope that full advantage will be taken by the Military technical, medical etc. training institutions of the research facilities existing in the corresponding civil institutions and *vice versa*.

170. The necessity of keeping the technical training Institutions of the Defence Services in all respects *e.g.*, equipment, machinery, training methods, etc. cannot be over-emphasized. The Committee

understand for example that in the Institute of Armament Studies there was considerable scope for further research on weapons and armament on modern lines so as to keep pace with the development in other countries. They suggest that such problems existing in all technical training institutions be tackled and measures initiated to modernise them by obtaining expert aid from countries advanced in the Military and technical sphere.

BALWANTRAY G. MEHTA,
Chairman,
Estimates Committee.

NEW DELHI ;
The 28th March, 1957.

APPENDIX I

**Statement showing State-wise distribution of admissions
at Sainik School during the last 5 years.**

States	1952	1953	1954	1955	1956	Total
1. Assam	2	2	5	4	2	15
2. Bihar	2	3	4	2	7	18
3. Bombay	2	3	3	3	3	14
4. M.P.	1	..	1	..	..	2
5. Madras . . . . .	..	1	..	1	..	2
6. Orissa	1	1	2	2	2	8
7. Punjab	9	8	9	6	7	39
8. U.P.	5	1	3	8	3	20
9. West Bengal	7	14	4	3	4	32
10. Hyderabad . . . . .	..	..	1	2	..	3
11. Jammu and Kashmir . . . . .	..	..	1	1	..	2
12. Mysore . . . . .	..	1	..	..	..	1
13. PEPSU	1	4	1	4	1	11
14. Travancore and Cochin . . . . .	..	1	..	2	1	4
15. Andhra . . . . .	..	..	..	1	..	1
16. Bhopal . . . . .	..	..	..	1	..	1
17. Delhi	3	3	1	3	..	10
18. Himachal Pradesh . . . . .	..	1	..	1	..	2
19. Rajasthan . . . . .	..	2	1	..	..	3
TOTAL	33	45	36	44	30	188

APPENDIX II

Scholarships Awarded to Students at the Lawrance School, Lovedale.

Scholarships : Scholarships to the extent of 20% of the total strength of non-entitled students in the School are granted on a merit and means test. A certain number of these scholarships is reserved for children whose parents are serving in the Defence Services. These awards are tenable for the period the scholarship-holders remain in the School, subject to the condition that their attainments and character continue to be excellent.

Scholarship tests are held for children below the age of 13 in the month of November each year. Pupils already at the School can also sit for these tests provided they are below the age of 13. Those below nine will be tested by means of an interview supplemented by certain mental tests. The selection of scholars who are nine and above will be based on written tests in English, Arithmetic and General knowledge plus an interview.

In addition, the Government of India award annually about 60 scholarships tenable at Public Schools. The testing of applicants for these scholarships and for the Lovedale Scholarships is carried out by the same agency. The tests are held simultaneously at five Centres in India, *i.e.*, Madras, Delhi, Bombay, Calcutta and Nagpur.

The value of the scholarships is :

- | | |
|--|--|
| (a) If the total income of both parents or guardian is Rs. 1200/- per month or above | No exemption from fees. |
| (b) If the total income of both parents/guardian is from Rs. 600/- to Rs. 1,199/- per month. | Exemption from half school fees. |
| (c) If the total income of both parents/guardian is from Rs. 251/- to Rs. 599/- per month | Full exemption from school fees. |
| (d) If the total income of both parents/guardian is from Rs. 101/- to Rs. 250/- per month. | Full exemption from school fees. The scholar will also be given a clothing allowance of Rs. 150/- per annum. |
| (e) If the total income of both parents/guardian is from Rs. 75/- to Rs. 100/- per month. | Full exemption from school fees, and clothing allowance as at (d) above. The |

scholar will also be paid a travelling allowance as below for the journey to join the school at the commencement of each term (including the journey to join the school for the first time) and the journey from the school to his home (or other place of normal residence whichever is nearer) at the end of each term :

Where no school party is organised, third class railway fare, with a return fare for the escort.

If there is a School party; the scholar must join it; in the case of onward journey to the School, he will join the party at the point nearest to his home and in the case of return journey from the School, he will travel with the party upto the point nearest to his home.

<p>(f) If the total income of both parents/guardian is less than Rs. 75/- per month.</p>	<p>Full exemption from school fees, and clothing and travelling allowances at (e) above. The scholar will also be given pocket money which will include expenditure on essential toilet articles, at the school rate.</p>
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NOTE: Parents or guardians will be required to submit a formal statement of their total income from all sources, supported by a certificate from the Revenue or Income-tax authorities.

APPENDIX III

Number of Cadets of the Sainik School who Passed out in the N.D.A. during the last Five Years.

Course	No. appeared	No. qualified in written UPSC Test	Failed in Medical Board	Failed in S.S.B.	Failed on merit List	Selected for N.D.A.	Remarks
12th (July 54 Entry)	25	20	3	4	..	13	R:—Candidates who were rejected in a previous test. *includes 1 whose case has been represented.
13th (Jan. 55 Entry)	16+8(R)	16	4	3	..	9	
14th (July 55 Entry)	7+7(R)	14	1	2	1	10	
15th (Jan. 56 Entry)	27+2(R)	28	7	5	..	16	
16th (July 56 Entry)	13+6(R)	19	..	7	..	12	
17th (Jan. 57 Entry)	19+6(R)	23	1	4*	..	18	

APPENDIX IV

List of Scholarships available to boys at the K.G. Schools.

S. No.	Name of Scholarships.	Awarded by	Value	Duration	Conditions	Remarks
1	2	3	4	5	6	7
<i>King George's School, Nowgong.</i>						
1	Birdwood Jubbal Scholarship.	Official Trustee, Punjab.	Rs. 70/- per annum.	One year.	Awarded to Orphan boy.	Only one scholarship is available.
2	Prince of Wales' Scholarship.	Do.	Class I, II & III of the value of Rs. 2/- Rs. 10/- & Rs. 10/- respectively.	One year.	Class I and II to Orphan boys or boys whose fathers are in receipt of pension less than Rs. 30/- per month. Class III, open to all boys who have been at the school for the period of one year and is awarded by selection, based on qualifications.	All the four awards are subject to the regular attendance, good behaviour and satisfactory progress of the scholar. The awards are made for the complete tennure of the boys but these are renewed every year keeping in view the above conditions.

1	2	3	4	5	6	7
3	UP Government Scholarship.	U.P. Govt.	Rs. 5/- per month.		(i) School record (ii) Parent's means Awarded to the bonafied residents of Uttar Pradesh.	
4	Artillery Scholarship	Commandant Artillery Centre.	Rs. 5/- per month.		Awarded to the nominees of Regt. of Artillery.	These Scholarships are tenable on the recommendation of the Principal of the School.

King George's School, Ajmer

5	UP Government	U.P. Govt.	Rs. 5/- per month.	For nine months in a year.	Residents of U.P.	Only 20 new boys per year and others already rewarded.
6	Raj DSS & A Board		Rs. 5/- per month.	For 9 months in a year.	Residents of Rajasthan.	Only 18 boys per year.
7	40th Cavalry		Do.	Do.	Sons of Jats & Rajputs soldiers and ex-Serviceman	

	irrespective of the units by which nominated.						
8	Ajmer-Marwar State	Ajmer through Ins-pector of Schools, Educational Dept., Ajmer.	Rs. 6/- per month.	Do.	Residents of Ajmer, Marwar.		
9	DSS&A Boards, Punjab.		Rs. 10/- per month.	Do.	Sons of Servicemen and <i>ex</i> -Servicemen residing in Gurgaon, Ludhiana and Amritsar.		
10	Grenadiers Scholarship.		Rs. 5/- per month.	Do.	Nominees of Grenadiers.		Only 10 boys each year.
11	ASC Scholarship		Minimum Rs. 5 per month.	Do.	Nominees of ASC (AT,NI, Sup).		

King George's School, Belgium

12	Artillery Scholarship.	Artillery Centre.	Rs. 45/- per month.	One year at a time	Not known.	Awarded only to boys nominated by the Artillery Centre and the Scholarship is meant to cover the pocket money expenses.
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1	2	3	4	5	6	7
13	PWSR Fund	Madras Govt.	Not fixed.	One year at a time.	Not known.	The case for the award of the Scholarship is sponsored by the Commandant, Madras Engr. G.P. BANGALORE.
14	Agriculture Scholarship Fund.	District Board, SS&A Ambala.	Do.	One year at a time.	Do.	Granted to the sons/near relatives of those ex-servicemen of Ambala District who served in the First World War (1914-18) and were killed in action or either pensioned or discharged with good character, 55
15	E.M.E. Benevolent Fund.	EME Centre Secunderabad.	Do.	Do.	Do.	
16	ASC Benevolent Fund.	BASC Comd HQ	Do.	Do.	Do.	

King George's College, Bangalore

17	Madras PWSR Fund		Rs. 65/- per year	Yearly.	Satisfactory progress report from the School and good conduct.	Only to Madras Boys.
18	Mysore Soldiers' Board.		Rs. 48/- per annum.	Yearly.	Do.	
19	DSSA Board, Hissar		Rs. 6/- per month.	9 months.	Do.	Only to boys from Hissar.
20	DSSA Board, Ambala		Rs. 8/- per month.	9 months.	Do.	Only to boys from Ambala.

APPENDIX V

Statement showing the number of boys of K.G. Schools
who passed the Army Special Certificate of
Education Examination

Year	Nowgong	Ajmer	Belgaum	Bangalore
1953 . . .	40	32	19	35
1954 . . .	30	20	18	25
1955 . . .	20	17	15	21

Statement showing the number of Boys of K.G. Schools
who Secured Admission to the National Defence
Academy

Year	Nowgong	Ajmer	Belgaum	Bangalore
1953 . . .	5	3	1	3
1954 . . .	6	..	2	6
1955 . . .	3	2	2	2

APPENDIX VI

Statement showing Expenditure on major items of construction at the National Defence Academy

	Rs.
1. Cadet accommodation Qrs. and Mess	89,57,777
2. Residential Accommodation of staff	
(i) Officers	79,11,800
(ii) J.C.Os.	16,20,119
(iii) N.C.Os. O.Rs. and others	91,21,767
3. Office accommodation, stores rooms etc.	78,50,565
4. Roads, parks etc.	52,80,065
5. Furniture	28,05,503
6. Amenities (canteen, barber shop) Bicycle sheds etc.	8,31,927
7. Sports	9,36,245
8. Training Grounds etc.	16,32,820
9. Water supply	21,10,000
10. Electrification	27,18,399
11. Drainage	26,01,000
12. Maintenance of Building, Road etc. 1949-55	11,26,193
13. Training Equipment	18,93,522
14. Miscellaneous	
(i) Preliminary Development works	11,80,000
(ii) Saw mill	1,26,574

APPENDIX VII . .

Statement showing the State-wise composition of the Cadets who were admitted into the National Defence Academy during 1954, 1955 and 1956

Name of State	12th Course JSW commencing July 1954	13th Course NDA commencing Jan. 1955	14th Course NDA commencing July 1955	15th Course NDA commencing Jan. 1956	16th Course: NDA commencing July 1956
I	2	3	4	5	6
Andhra	2	..	2	..	1.
Assam	1	..	1	2	..
Ajmer-Merwara . . . . .	..	2	2	..	..
Bihar	5	..	..	5	4
Bombay	12	12	16	17	16
Bhopal . . . . .	..	..	..	..	..
Coorg	2	..	..	..	..
Delhi	21	23	43	32	27
Punjab	45	39	77	60	67
Goa . . . . .	..	..	..	1	..
Himachal Pradesh . . . . .	..	1	1	1	2
Hyderabad	3	..	3	1	4
Jammu & Kashmir	8	..	4	..	1
Madhya Bharat . . . . .	..	..	5	2	3

I	2	3	4	5	6
Madhya Pradesh	4	2	.	3	7
Madras	6	7	7	5	7
Orissa	1	..	1	1	1
Nepal . . . . .	..	..	..	1	..
PEPSU	5	3	8	4	5
Rajasthan	2	3	2	..	1
Saurashtra . . . . .	..	..	1	..	..
Manipur . . . . .	..	..	..	..	..
Travancore-Cochin	3	1	2	4	2
Vindhya Pradesh . . . . .	..	..	..	..	..
West Bengal	2	6	13	6	1
Uttar Pradesh	25	29	40	36	33
Mysore	2	2	..	4	4
Kutch . . . . .	..	..	..	..	..
Tripura . . . . .	..	..	..	..	..
TOTAL	149	130	228	185	186

APPENDIX VIII

Statement showing the Summary of Conclusions/ Recommendations

S. No.	Ref. to Para No. of the Report	Summary of Conclusions/Recommendations
1	2	3
1	4	The Committee recommend that the feasibility of reducing the establishment of the D.M.T. in the light of the recommendations made earlier by the A.F.R.C. should be examined again.
2	5	The Committee were apprised of the existing arrangements for keeping in touch with the training methods adopted in foreign countries. They hope that there is no complacency in this important matter and that no efforts will be spared to be uptodate in all respects.
3	6	The Committee were informed that a proposal to start a combined Land and Air Warfare School to train the Army and Air Force officers together was under consideration. They hope that an early decision will be reached in the matter.
4	7	The Committee recommend that important training institutions of the Defence Services should also receive due share of funds so as to reduce the extent of their temporary accommodation. In this connection they suggest that the feasibility of utilising the palaces and similar other buildings of <i>ex-Rulers</i> of States at certain Hill Stations., as well as at other places, be examined.
5	11	The Committee recommend that the expenditure incurred on training institutions be shown separately in butget and Accounts and that

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in addition proforma accounts of all of them so as to take into account indirect charges should also be maintained. They feel that this would enable a comparison to be made to see whether an institution is run efficiently and economically, whether the *per capita* cost is rising or falling and how it compares with similar other institutions, etc. They would also suggest that expenditure on the hostel and mess arrangements should also be maintained separately.

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The Committee recommend that the funds required for all the training institutions should be asked for as a separate Demand showing expenditure on the more important institutions separately and of others clubbed together, while under each, expenditure on pay and allowances of military personnel, civilians, cadets, etc., training grants, works services, hostel expenditure, miscellaneous expenditure etc. should also be shown separately.

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The Committee feel that schemes like K. G. Schools, the Sainik School, N. C. C., Lok Sahayak Sena, Auxiliary Cadet Corps etc. should actually form part of the country's educational system and are not a legitimate charge on the Defence Budget. They suggest that the feasibility of the expenditure being borne by the Education Ministry should be examined.

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The Committee were concerned to learn that the best Service officers available were not being posted as instructors in the Training Institutions. While the services can not be drained of all the best officers for being posted to the Training Institutions, they feel, however, that it should be possible to strike a golden mean between the requirements of both and suggest that practical steps should be devised for this purpose.

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The Committee suggest that as a steps toward improving the quality of instruction at these Training Institutions the feasibility of providing training to instructors in teaching methods should also be examined.

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10	17	The Committee understand that the A. F. R. C. had recommended in 1954 that the instructor-cadet ratio of 1 : 8 in the N.D.A. was on the high side, and that there was scope for reducing it. The Committee would suggest that there should be a fresh review of the strength of instructors in the various Training Institutions with reference to the actual needs.
11	18	The Committee suggest that the feasibility of utilising the services of retired officers of the Armed Forces specially those who might have shown special aptitude in teaching, as instructors in Training Institutions be examined.
12	19	The Committee were told that on one occasion at a passing out parade the then Defence Minister had found the parade to be below standard and consequently a number of foreign instructors had been brought, of whom two were still in service. They hope that the importance of discipline, smart marching and turnout, will continue to be impressed on the instructors, officers and troops, so as to maintain the high standards, to which they are accustomed.
13	21	The Committee suggest that in addition to rotation among Defence Training Institutions themselves, there should be inter-changeability of civilian instructors employed on the teaching of academic subjects, with lecturers employed in Universities so as to widen the scope of their work and experience as well as to serve as an incentive for good work.
14	22	The Committee understand that discipline among the civilian instructors as well as other civilian employees in certain Training Institutions, is by no means of a high standard. They recommend that while adopting every reasonable measure to keep the civilians content, a strict disciplinary code should also be laid down for them.
15	24	The Committee recommend that a systematic drive with every Head of State, every Minister, Central or State, every M. P. and member of Assembly, and council, every service and district officer etc. participating in it, should be

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instituted to make a success of the T. A. scheme. They further recommend that steps should also be initiated to increase the strength of the T. A. so as to have a unit for each district and at the same time to make the entire T. A. an effective force. They suggest that for this purpose, the feasibility of utilising as a model the T. A. in U.K., which they understand is a very effective force as a second line of defence, be examined.

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The Committee hope that the Centre as well as the State would be able to find the necessary funds to enable these two schemes (*viz.* NCC and ACC) to be extended to a larger portion of the student population. They feel that the advantages accruing from expenditure on these Schemes are bound to be very substantial and therefore recommend that the feasibility of drawing up necessary schemes for the purpose be examined.

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The Committee feel that the scheme of Lok Sahayak Sena should be progressively expanded so as to secure the laudable object with which it was started.

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In connection with the expansion of T. A., N.C.C. etc. the Committee suggest that the feasibility of recruiting officers in large number and of giving them short-term training, may be examined. In addition they would suggest that the services of retired personnel may also be utilised for the purpose.

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The Committee recommend that every possible measure including regular and systematic consultations with advisory committees of peoples' representatives as well as with universities and school authorities should be adopted to cover as large a population as possible by these schemes (T.A., N.C.C. etc.) and that for this purpose the various schemes should be well integrated with one another.

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The Committee recommend that special steps should be taken in consultation with States Governments concerned to attract boys from all the States against the quota reserved for them at the Sainik School.

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- 21 36 Applicants for admission to the Sainik School are at present interviewed by a State Selection Board presided by the Chief Secretary. The Committee feel that it would be advantageous if the interviews and final selections are made the responsibility of a Board consisting of Senior Educational Authorities, a Local Senior Military Officer, non-officials of repute like M. Ps. etc.
- 22 37 As against a number 30 boys admitted in the Sainik School in 1956, 48 were declared medically unfit. The Committee feel that it indicates insufficient importance being given to physical education and that the problem should be tackled by educational authorities. At the same time, they feel that the medical standards for entrance to the School should be brought prominently to the notice of the parents of the boys through the application forms.
- 23 40
&
41 The Committee hope that the capacity of the Sainik School will continue to be expanded on a realistic basis with reference to the needs of the country and upto the optimum strength of such a school. They further recommend that the suggestion made by the Indian Sandhurst Inquiry Committee for opening another School, of the type of the Sainik School, should be carefully considered and implemented as early as possible. They suggest that the additional school to be opened may be situated on regional considerations in the Southern part of the country.
- 24 42 It was represented to the Committee that officers in the Defence Services experienced very great difficulties in the matter of education of their children for various reasons. They suggest that the feasibility of making some special arrangements for the officers' children in the Sainik School when its capacity is increased and in the second school when opened as suggested above should be examined. In addition the Committee would suggest that the question of providing hostel accommodation under subsidised arrangement for their exclusive use at various places in the country should also be examined at an early date.

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25	45	The Committee feel that the fees at the Sainik School are high and beyond the capacity of an average middle class parent. They suggest that means should be found to reduce the cost and fees to a reasonable figure. They hope that their earlier recommendation for increasing the capacity of the School would incidentally help in achieving this object.
26	46	The Committee hope that the number of scholarships available for boys at the Sainik School will increase when the capacity of the School is increased. At the same time they feel that the amount of the scholarships should, instead of being at a flat rate, have some relation to the parents'/guardians' income so as to make the charges equitable.
27	47	At present a concessional rate of fee is allowed to those boys whose parents give an undertaking that their sons would seek a career in the Services. The Committee feel that this outmoded system of recruitment which is not calculated to attract suitable boys to the School should be abolished and in place of the amount foregone in this manner, scholarships, freeships etc. should be more liberally given. At the same time they recommend that the environment teaching methods etc. in the School should be so altered as to encourage and induce the cadets to seek a career in the Defence Services.
28	48	The Committee recommend that the duration of the course of studies at the School should be fixed on some rational basis in consultation with the educational authorities instead of merely linking it with the minimum age of entry to the N.D.A.
29	49	The Committee consider it unfortunate that the Sainik School, in common with a number of other schools in India, should even to day coach boys for an examination conducted from abroad. They hope that it would be possible for the Education Ministry to evolve a common and uniform examination to be conducted all over India to replace the Senior Cambridge Examination.

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30	51	The Committee feel that without patronising any particular religion, the Sainik School should provide moral education to teach universal truths common to all religions as well of the epics and lives of prophets with special reference to the values which are venerable for society such as discipline, courage, honesty, kindness, deep sense of duty etc. For this purpose they suggest that the existing morning secular prayer may be supplemented by lectures on moral education by the Principal as well as by persons competent to speak on the subject.
31	53	The Committee suggest that touch may be kept with the prefect and similar other systems adopted by institutions abroad to inculcate qualities of leadership etc. which are so necessary in a future officer of the Defence Services.
32	54	The Committee feel that the ancient tradition of 'Guru' and 'Chela', as well as the tutorial system which, they believe, exist to some extent even abroad, should be drawn upon for adoption in the School in greater measure than at present.
33	55	The Committee were told that at present no prizes were being awarded at the Sainik School for proficiency in academic subjects but that it was proposed to introduce them very soon. The Committee consider such prizes very desirable for improving attention to studies and hope that they will be introduced without any further delay.
34	57 & 58	The Committee have recommended earlier for the reassessment of the instructor cadet ratio at the Training Institutions. They feel that a similar reassessment in the case of civilian and other staff attached to the Sainik School is also called for.
35	60	The Committee consider it unfortunate that even among cadets of the Sainik School there should be such a large number of those who failed in either medical Board or S. S. B. tests. They recommend that the cases of all those who failed in the S. S. B. tests as also in the medical tests for the last five years should be carefully reviewed to find out to what extent the reasons

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for failure were due to defective system of training followed in the Sainik School and on the basis of such a review, steps should be initiated to prevent the recurrence of such cases in future.

- 36 65 The Committee hope that the suggestions made by them in this Report would go far in filling the gap between the capacity and the actual strength of K. G. Schools both in respect of boarders and day scholars. They would go further and recommend that gradually the capacity of these schools should be increased to the optimum strength considered satisfactory for such schools.
- 37 66 The Committee would recommend that the question of increasing the number of these schools which should serve as models to similar other schools in the country, on regional and other considerations, should be comprehensively examined at an early date in consultation with the Education Ministry, States Governments and educational experts.
- 38 68 The Committee recommend that an entrance test should be gradually prescribed for admission to the unreserved seats also preferably of the same type as for sons of J.C. Os./O. Rs. etc.
- 39 69 The Committee feel that the seats which in a particular year are not filled by boys other than the children of JCOs'/ORs. etc. should be filled from the latter category to the extent possible instead of leaving the seats vacant. At the same time, means also should be devised to attract more boys of various categories to the schools.
- 40 70 The Committee were given to understand that Government were examining the question of allowing certain concessions to the sons of officers also. They consider this a step in the right direction and hope that early orders will be issued in this matter.
- 41 72 The Committee recommend that the feasibility of extending the system of Scholarships on basis of means-*cum*-merit so as to attract deserving boys should be examined.

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- 42 74 At present, no provision is made for the study of regional languages at the K. G. School. The Committee hope that it would be possible to make good this lacuna at an early date.
- 43 75 The Committee 's recommendations in regard to Sainik School, in so far as moral education, inculcation of qualities of leadership, extra curricular activities, instructor-cadet ratio prizes for academic subjects etc. apply equally in the case of K. G. Schools also.
- 44 76 The Committee consider it unfortunate that the contribution of these Schools to the N.D. A. should hardly be 2% of the capacity of the latter.
- 45 77 The Committee recommend that special steps should be taken to provide in the K. G. Schools military and other types of education on the lines of that imparted in the Sainik School.
- 46 79 The Committee feel that the strength of instructors in K. G. Schools should be fixed on a realistic basis in consultation with educational experts with reference to the optimum requirements of the school as well as its actual cadet strength.
- 47 80 The Committee recommend that a review of actual staff requirements in all these schools should also be made.
- 48 81 The Committee understand that of the civilian staff (other than Class IV) in these schools 96 are temporary as against only 11 permanent. They recommend that necessary remedial action be taken at an early date.
- 49 83 The Committee understand that even the final location of these schools has not been decided and that they are all housed in barracks and hutments. They recommend that every step should be taken to dispel doubts and uncertainties about the continuance of these schools.
- 50 84 The Committee were told that the continuance of the School at Nowgong was very uncertain

and that there was a feeling that it should be shifted back to Punjab, which provided large numbers of servicemen to the armed Forces. The Committee consider that if this move is considered justified for reasons mentioned earlier, it should be given effect to without any undue delay.

- 51 86 The Committee would suggest that conscious efforts should be made to publicise these schools not only among the officers of the Defence Services but also among the general public, to attract boys to these schools in greater numbers.
- 52 87 The Committee feel that publicity on proper lines together with the suggestion for extending the system of scholarships on merit-~~sum~~-means basis might succeed in making the Schools more popular than at present.
- 53 88 The Committee would further suggest that the name of these Schools should be replaced by some other attractive national name to be devised for the purpose.
- 54 89 The Committee recommend that active steps should be taken to improve the calibre of the teaching Staff in these Schools.
- 55 90 The Committee feel that the re-organisation of the K. G. Schools should be comprehensively and carefully examined by a committee on which educational and non-officials should be represented so that the defects might be set right without any further delay.
- 56 92 The Committee would further suggest that the question of the resiting of these schools with reference to the special needs of certain areas from which servicemen might predominate, might also be considered in this connection, if necessary. Besides the question of transfer of Nowgong School to Punjab or Western U.P. they suggest that the transfer of the Ajmer School to a more central place may also be considered.
- 57 93 The Committee feel that it would be advantageous if the Sainik and the K. G. Schools could be

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managed by a Governing Board consisting of educational experts and other authorities with not merely advisory functions but also well defined powers in policy as well as other connected matters. In addition each School should also have a Board of Visitors consisting of officials and non-officials as well as educational authorities.

- 58 94 The Committee recommended that the feasibility of getting these Schools annually inspected by neighbouring educational authorities of the State Governments or others who normally inspect such Schools elsewhere in the country should be considered.
- 59 95 The Committee suggest that the question should be examined of getting these Schools managed through the authorities of the Education Ministry on an agency basis with some special reservation and powers to issue directions etc. being retained by the Defence Ministry if necessary, so that they might derive the best advantage in all matters connected with their administration, their running, their standard as well as the requirements of the Defence Services.
- 60 98 The Committee understand that the families of the civilian employees of the N.D.A. experienced certain difficulties in regard to education of their children and medical treatment. They hope that it would be possible to rectify this defect soon.
- 61 99 The Committee are not happy that a project like N.D.A. conceived on a grand style should suffer from such defects as absence of planetarium, telescope, fans etc. involving minor expenditure since they detract from it the final effect and therefore recommend that the desirability of providing them at an early date may be re-examined.
- 62 100 The Committee were told that to ensure that the revised estimate is not exceeded, certain items had been given up. The Committee are not happy that this should be so and hope that without exceeding the estimates substantially, no essential and necessary items of construction and equipment will be given up.

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- 63 102 The Committee were very much concerned to observe faulty construction at a number of places. They recommend that independent technical authorities should also be associated with the inquiry proposed to be conducted and that severe action should be taken against all those who are responsible for the faulty construction.
- 64 104 The Committee suggest that the feasibility of having other officers including civilians as Administrative Officers may be examined.
- 65 106 The Committee feel that there is scope for reducing the staff strength of the Academy and recommend that feasibility of effecting such a reduction may be examined.
- 66 108 The Committee recommend that the Board of Visitors as recommended by the Auchinleck Committee, and comprising of, among others, Vice-Chancellors of Universities, Chairman and Members of the University Grants Commission and similar other authorities including M. Ps. who have specialised in educational field, be formed at an early date.
- 67 109 The Committee understand that in the Academy, the Principal and senior officers of his staff form a Board on the subject of Academies. They would suggest that this Board should also have a Board of Advisers consisting of educational authorities and experts as well as military authorities, both retired and serving.
- 68 113 The Committee recommend that the question of remodelling the N.D.A. so as to provide the entire pre-commission training for the officer-cadets of the three Services should be constantly kept in view in the light of Gen. (now President) Eisenhower's views on this subject. Further they recommend that so long as this ultimate goal is not capable of being attained for one reason or another, the question of providing at least the entire Army training at the N.D.A. should be examined on a priority basis.

They feel that this would also incidentally result in some saving in the cost of maintaining a number of establishments whether by way o

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- expenditure on buildings, on equipment or on buildings, on equipment or on instructors.
- 69 115 The Committee recommend that a comparative study of the expenditure incurred on the N.D.A. and on similar institutions abroad should be undertaken immediately so as to economize wherever possible, without loss of efficiency.
- 70 118 The Committee recommend that measures should be adopted immediately to publicise in Schools and Colleges as well as among general public the opportunities of a career in the Defence Services. They suggest for the purpose organised tours and publicity talks by Central and State Ministers, M. Ps. and senior officers of the Services, wide circulation of brochures dealing with life in the Services, documentary films etc. The Committee recommend that all these forms of publicity should gradually extend to every school and college, in each one of which there should also be a showcase containing a display of posters, folders, pamphlets etc. dealing with this subject. In addition there might be stories of heroes and battles which might be included in text books, and broadcast.
- 71 119 The Committee recommend that steps be devised to reduce the gap between the receipt of applications for admission to N.D.A. and the final results, without unduly expanding the bodies conducting these tests.
- 72 120 The Committee feel that there should be a greater flexibility in the age of recruitment to the Academy. The Committee were told that this question was being examined in the Ministry. They hope that an early decision on this subject will be taken.
- 73 121 The Committee are by no means sure that the procedure for admission to the Academy is not needlessly cumbersome providing as it does about 2000 marks to test boys of 14 to 16. They have no doubt that admissions to the Academy should be effected on sole considerations of merit, but at the same time they suggest that the feasibility of simplifying the existing tests be examined.

- 74 122 At present the U.P.S.C. examination as well as the other relevant tests are conducted in English, which puts boys from States where English is given less importance at a disadvantage. The Committee feel that this is a problem which has to be tackled on an all-India basis with a view to securing uniformity in all the States so that the boys of one State do not stand to lose in all India competitions by virtue of the language policies of that State and recommend that this question be tackled by the Education Ministry on a priority basis. At the same time they feel that a net-work of feeder and semi-feeder institutions providing preliminary training recommended elsewhere would enable this difficulty to be surmounted.
- 75 123 The Committee recommend that information on the functioning of the S.S. Boards and the tests adopted by them should be freely given by Service officers in the publicity lectures which the Committee suggested should be given on large scale in schools and colleges as well as the brochures etc. to be printed for the purpose.
- 76 124 The Committee feel that the feasibility of ensuring greater cooperation and uniformity among the S.S. Bs. and their tests *inter se* as well as from year to year needs to be examined.
- 77 125 The Committee feel that if an additional S.S.B is opened it might be located somewhere in the centre of the country. They further suggest that the feasibility of locating all the S.S.Bs. at a central place so as to provide useful comparison of procedures adopted and, to secure uniformity thereby may be examined.
- 78 126 The Committee suggest that the feasibility of conducting medical examination of candidates who qualify in the U.P.S.C. test, at places nearest to their homes before they are actually called before the Service Selection Board may be examined so as to reduce the expenditure on travelling allowance for appearing before the S.S.Bs. as well as for the tests actually conducted by them.
- 79 129 It is observed that the N.D.A. in particular and the Defence Services in general are not sufficiently representative of all the areas in the country.

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The Committee feel that this is not by any means a healthy state of affairs and needs to be remedied not by fixing State-wise quotas but by other means. They suggest that the Defence Ministry should take the lead in impressing upon the State Governments concerned the need to adopt suitable remedial measures in consultation with the Central Education Ministry so as to instil into the Boys as well as their parents an outlook which would facilitate their entry into the Defence Services and to reorientate the educational system itself for this purpose.

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The Committee consider that active steps should be initiated by Central and State Governments to overcome the lack of enthusiasm in joining the Services.

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The Committee understand that another reason for the lack of enthusiasm in joining Defence Services is believed to be the pay scales and conditions of service of officers in the Defence Forces. They recommend that the question should be comprehensively examined and set right to the extent possible.

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The Committee suggest that some of the existing public schools should be expanded and incidentally made cheaper by giving them various facilities so as to attract more students as well as to turn out a larger number of boys with good general education which will fit them for service anywhere. In particular they would mention such institutions as the former Princes' Colleges *e.g.*, Mayo's College at Ajmer, Rajkumar College at Rajkot, etc. as well as institutions like Shivaji Preparatory Military School etc. which with further encouragement are bound to be of great service to the country. The Committee suggest that a Committee of educationists representatives of the State Governments and of the Defence and Education Ministries be set up to examine this question comprehensively and to draw up plans to meet the situation with particular reference to the officer requirements of the Armed Forces in future.

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		The examination in regard to K.G. Schools suggested in paras 66 and 90 may also be conveniently referred to this Committee.
83	136	The Committee feel that touch should be kept with officer training institutions in foreign countries, especially U.K. and U.S.A. and a comparative study undertaken so as to keep pace with developments and progress abroad.
84	137	The Committee were told that the successful completion of the training of the first two years course at the N.D.A. had been recognised by most of the Universities as equivalent to the Intermediate examination and that the question of year to year recognition had been taken up with the universities. They hope that a decision will be arrived at in the matter expeditiously as it is of vital interest to the cadets at the N.D.A.
85	140	The Committee recommend that the guiding principles of the Code of Honour followed at West Point should be constantly kept before the cadets by Instructors and officers of the Academy so as to develop character, discipline, etc.
86	141	The Committee would suggest that prizes should also be given at the Academy for proficiency in sports and athletics.
87	142	The Committee suggest that the question of awarding a Degree which would also be recognised by Universities to those who pass out of the N.D.A. should be reviewed as early as possible.
88	143	The Committee understand that the vacations at West Point U.S.A., are very much of lesser duration and enable the cadets to undergo strenuous and continuous training. They suggest that the feasibility of having this at the N.D.A. may also be kept in view.
89	146	The Committee do not feel happy with the existing procedure of obtaining the personal orders of the Defence Minister on individual cases of withdrawal of cadets. They also feel that even though the Commandant is in

the best position to decide such cases, it may not be very desirable to concentrate excessive power in a single individual, however high and impartial he may be. They would, therefore, suggest that a Board of four members consisting of an educationist, preferably a reputed Vice-Chancellor, a Member of the Union Public Service Commission and the Commandant of another Academy besides the Commandant of the Academy in which the cadet is under training should be set up to take final decisions on the commandant's recommendations for withdrawal of cadets.

- 90 148 The Committee understand that the rate of withdrawal at the N.D.A. and the Military College is almost the lowest in the world. They would like to be assured that it does not indicate that the standard of training at the Academy is not very high as compared to the corresponding institutions abroad and that cadets who were below standard were not being commissioned into the Armed Forces.
- 91 149 The Committee feel that the discharge certificate issued to a cadet who is withdrawn from the Academy should indicate besides the reasons for the rejection of the cadet, also his good qualities, if any. This, they feel, would serve as a true assessment of his personality and help him in securing alternative employment on leaving the Academy. They were told that formerly in U.K. cadets who failed to make the officers's grade were invariably found alternative employment in the Police Service or similar other services, while even in India those not found upto the mark for recruitment to a class I service in all India competitive examination are offered employment in class II services. The Committee suggest that the feasibility of introducing similar facilities as well as of creating some machinery to assist the cadets for that purpose may be examined.
- 92 151 The Committee feel that there is a scope for reducing the administrative staff in the

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		Military College and recommend that feasibility of effecting a reduction should be examined.
93	152	In case the suggestion made earlier about the merger of the Military College with the N.D.A. is accepted, the Committee suggest that the existing facilities in the Military College at Dehra Dun, should be put to suitable alternative use to meet the requirements of the Defence Services or of any other Ministry of the Government of India.
94	153	The Committee suggest that special measures should be adopted to attract more N.C.C. members into the Services.
95	155	The Committee feel that the large number of resignations of cadets from the Military College is a matter for concern. They consider that this question is also linked up with the question of the lack of enthusiasm to join the Armed Forces, which has been referred to in an earlier chapter and that the suggestions made therein apply equally in this case also.
96	157	The Committee feel that the number of J.C.Os/O.Rs. etc. and civilians in the D.S.S.C. is on a high side and recommend that the question of curtailing it be examined.
97	158	The Committee suggest that the feasibility of reducing expenditure on printing and stationary at the Staff College be examined.
98	158A	The Committee feel that it would be an advantage if an identical system is followed in the matter of admission of officers to the Defence Services Staff College in all the three Services.
99	161	The Committee suggest that all possible steps should be taken to see that the staff college does not in any way lag behind the staff colleges in foreign countries.
100	163	The Committee understand that a number of posts of civilian instructors at the College of Military Engineering are vacant on account of

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delay in recruitment by the U.P.S.C. and are in consequence filled by Service Officers. They suggest that the feasibility of obtaining civilian instructors on deputation from engineering institutions be examined.

- 101 167 During their visit to the E.M.E. Centre and School, the Committee saw that costly equipment amounting to over Rs. 2 crores was lying in the open. They cannot but consider this as unsatisfactory and recommend that necessary remedial action be taken at an early date.
- 102 168 The Committee feel that the training facilities available in all these institutions are being utilised at present in a somewhat compartmental and exclusive manner. The Committee feel that, apart from specialised training to meet Defence Service requirements, it would be advantageous if these institutions particularly the C.M.E. and the E.M.E. Schools (also the A.F.M.C., R.V.F.C. School etc.) could be fitted into the general schemes of the technical education in the country. Further, they have suggested in para 104 of their Fifty-fifth Report on Ordnance Factories that the problem of technical education in the country with particular reference to the facilities available in the Ordnance Factories be got comprehensively examined by the All India Council of Technical Education. They suggest that the feasibility of extending that enquiry to the military technical training institutions also may be examined. As regards the Medical College, Remount Veterinary and Farms, Schools, etc. the Committee suggest that the feasibility of fitting them also into the corresponding national developmental schemes by similar inquiries be examined.
- 103 169 The Committee hope that full advantage will be taken by the Military Technical Medical etc. Training institutions of the research facilities existing in the civil institutions and *vice versa*.

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The Committee suggest that measures should be initiated to modernise the training institutions by obtaining expert aid from countries advanced in Military and Technical sphere.
