CHAPTER IV
ANALYSIS, INTERPRETATION AND TESTING
OF HYPOTHESIS

It is a known fact that every society evolves itself based on social, economic and technological changes in the society. The mind of the youth belongs to that very generation where the changes are taking place and is considered to be a very impressionable in its functioning. Thus, it acquires the qualities which impress them most. They generally have a unstable mind and can be groomed in certain qualities but their basic qualities like commitment, loyalty, integrity, team work, discipline and so on can be changed as these depend on the attitude of the youth which they develop at a very young age when they are with their parents and during initial schooling. However, is the present selection system relevant in this changed scenario, do the environmental changes impact the mind of the youth and how does it impact the OLQs was the prime question to be answered in this research. And if found it has an impact, then solution has to be found. To answer such questions and to find the solution, this chapter has been divided in to sub chapters as given below.

4.1. RELEVANCE OF PRESENT OFFICERS’ SELECTION SYSTEM AND IT’S EFFICACY FOR FUTURE

“Selection can be viewed as a very complicated game involving great number of variables and requiring many decisions at appropriate points”

------------------------ John Von Newman (1947)

4.1.1. General: The primary mission of the Indian Army is to ensure national security and unity, defending the nation from external aggression and threats, and maintaining peace and security within its borders. It conducts humanitarian rescue operations during natural calamities and other disturbances, and can also be requisitioned by the government to cope with internal threats. Thus, Service Selection Centre’s have been entrusted the most difficult task of selecting such officers who are capable of leading their men in to war, motivate them to a level that they are ready to sacrifice their lives for the nation, and if the need be so, the officers themselves must lead by sacrificing their own lives to win wars for the nation and safeguard national interests. And in peace, they are expected to up-hold the established values and traditions of
the armed forces by displaying courage, grit, determination and human values while dealing with natural calamities or when called upon to help in humanitarian operations. It is an established fact that the armed forces officer’s selection system of India is unique in its process spanning over five days interview. No other organization in the world follows this kind of elaborate selection system. However, to achieve these objectives, the defence forces have to be constantly modernized, suitably structured, equipped and trained. Therefore, the selection criteria of the officers at the various SSBs have to be such that they are able to assess the potential candidates accurately who have the traits and personality to become an officer. Last time, when some minor changes were made in the system was approximately 60 years ago. Lot of water has flown under the bridge since then. The social, economic and technological changes have impacted the society to an extent that the human resource has started thinking more in a materialistic manner. The changes in the society mean changes in the minds of the youth which has direct bearing on the way the youth thinks and which in turn impacts their qualities. The result of different thinking is that the adventurous life in defence has changed to stable and comfortable life in metro cities. The effective intelligence is now depended upon internet, google and mobile phones, the personal social habits have shifted to WhatsApp, tweets and SMSs and hobbies have moved to watching movies, listening music on mobile phones and watching matches on televisions. The warfare technique has also undergone changes due to technological advancements, latest technologically advanced versions of weapons and equipment’s and their usage along-with soldiers all over the world due to increased terrorism activities. Keeping above in mind, it is imperative to find the relevance of present system to meet present and future requirements. Therefore, the officers and the candidates were asked some questions regarding relevance of present selection system and its efficacy for future. The questions were asked in different forms like relevance of present selection system; need to relook at the present system, rating of the present selection system on a scale of 0-9, with 9 being the best and suitability of present selection system. The answers were first analysed on a frequency table and then ANNOVA test was applied to test the hypothesis. Similar questions were also asked from the senior officers and their response was examined along-with response of other officers. The response and its interpretation is as given below:-
4.1.2 FINDINGS:

4.1.2.1 Finding- 1: The officers were asked that keeping futuristic trends in mind, do you think it is necessary to have a relook at the present selection process. They were asked to rate their views from “most necessary” to “not necessary” and “no response”. The result obtained has been appended below in the form of a frequency table

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>9</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Not necessary</td>
<td>84</td>
<td>18.7</td>
<td>20.7</td>
</tr>
<tr>
<td>Necessary</td>
<td>205</td>
<td>45.7</td>
<td>66.4</td>
</tr>
<tr>
<td>Just necessary</td>
<td>67</td>
<td>14.9</td>
<td>81.3</td>
</tr>
<tr>
<td>Most necessary</td>
<td>84</td>
<td>18.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>449</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

As is evident, counting necessary and above only, 79.3% officers recommended that there is a need to have a relook at the present selection system keeping futuristic trends in mind. Only 18.7% officers mentioned that there is no need to have a relook at the system whereas just 2% gave ‘no response’. Since overwhelmingly officers suggested relook at the present selection system, another question about efficacy of the present system was asked as given below:-

4.1.2.2 Finding- 2: Same set of officers were asked to rate the present selection system of officers in the army on a scale of 0 to 9, with 9 being the best. The data is again shown below in the form of a frequency table.
Table 4.2: Rating of Present Selection System

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor (0-1)</td>
<td>1</td>
<td>.2</td>
<td>.2</td>
</tr>
<tr>
<td>Below Average (2-3)</td>
<td>10</td>
<td>2.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Average (4-5)</td>
<td>51</td>
<td>11.4</td>
<td>13.8</td>
</tr>
<tr>
<td>High Average (6-7)</td>
<td>250</td>
<td>55.7</td>
<td>69.5</td>
</tr>
<tr>
<td>Above Average (8-9)</td>
<td>145</td>
<td>30.1</td>
<td>99.6</td>
</tr>
<tr>
<td>Nil</td>
<td>2</td>
<td>.4</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>449</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

It is quite clear that if we take 6 and above as positive response, overwhelmingly 85.8% officers approved that the present system is good. No one is complaining against the system as such.

4.1.2.3 Finding- 3: To further confirm the above observations, the officers were asked whether the present system of officers’ selection in armed forces meets the present and future requirements. This time the data collected has been put through ANOVA test and the findings are as given below-
Table 4.3: Present Selection System Meeting Present and Future Requirements

ANOVA

<table>
<thead>
<tr>
<th>Present system meeting present and future requirements</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>239.658</td>
<td>4</td>
<td>59.914</td>
<td>31.033</td>
<td>.000</td>
</tr>
<tr>
<td>Within Groups</td>
<td>857.206</td>
<td>444</td>
<td>1.931</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1096.864</td>
<td>448</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Here, the F is 31.033, but at 95% confidence level, the table value is 1.96. Since, $F \geq \alpha$, it rejects the idea that present selection system is meeting the present and future requirements.

4.1.2.4 Finding- 4: 30 senior officers (Major General and above) were also asked their views in the form of an interview about the suitability of present selection system for present and future requirements. The response is as given below:

Table 4.4: Suitability of Present Selection System

<table>
<thead>
<tr>
<th>Response</th>
<th>No. of Officers</th>
<th>% Age Response</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most suitable</td>
<td>19</td>
<td>63.33</td>
<td>63.33</td>
</tr>
<tr>
<td>Very suitable</td>
<td>7</td>
<td>23.33</td>
<td>86.66</td>
</tr>
<tr>
<td>Suitable</td>
<td>3</td>
<td>10</td>
<td>96.66</td>
</tr>
<tr>
<td>Not suitable</td>
<td>1</td>
<td>3.33</td>
<td>100</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>Nil</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
When the same set of officers was asked if there is any change required in the officers selection system to meet the present and future requirements, it revealed that 27 officers responded with yes. They argued that the battlefield of the present is different and future may further change. This has been necessitated due to changes in warfare techniques and advancement in technological developments. The present system is very good but it needs to be given a relook considering changes in the environment. Hence, the findings are duly supported by the senior officers.

4.1.3 Interpretation:

a) When the result of findings-1 and 2 is combined, it is quite clear that majority of officers feel that though the present system is good, still there is a need to have a relook at the selection process. The same is confirmed in the form of third question, i.e. whether the present system is meeting the present and future requirements. The ANOVA test suggests that there is a need to change the selection process keeping the futuristic requirements in mind. Finding 4 by senior officers clearly supports the findings at 1-3 that the present system needs refinement.

b) From the above findings, one can conclude that present system as such is good, there are no objections against the system, so far so good but it can-not meet the present day and future requirements as the battle-field requirements have changed and hence we need to modify the selection process to face future challenges.

4.1.4 Critical Interpretation: From the ANNOVA test, the alternate hypothesis is proved that “The age old system is valid in present environment”.

4.2. LEADERSHIP QUALITIES OF DEFENCE OFFICERS TO MEET PRESENT AND FUTURE REQUIREMENTS

4.2.1 Introduction: The armed forces play a unique role in maintaining sanctity of the borders and also helping the civil administration during natural calamities and in cases of aid to civil authorities in maintaining law and order situations. Their whole selection process depends upon two basic factors, i.e. the qualities expected and the method to assess them. The first factor generally called as Officer Like Qualities (OLQs) or Leadership Qualities, plays a predominant role in the career of the officer and shaping the standard of the armed forces. The Psychological Research Wing (PRW) has laid down 15 OLQs in 1956 and no changes have been made thereafter even though the society has changed in terms of technological advancement, modern technical warfare, economic and social conditions and changes in the battle field scenario. Keeping all these in mind and likely futuristic trends, it is pertinent to see if there is a need to change the OLQs to meet the requirements? The officers were asked questions accordingly and their response and interpretation is given below:

Research Findings:
4.2.1.1. Finding-1: To test the relevance of each and every OLQ, the officers were asked questions related to individual OLQs as laid down by DIPR and the response is as given below:-

![Fig. 4.1: Officers Response to Present Day OLQs](image-url)
The officer’s response ranged between 70 to 92% in favour of keeping the present day OLQs.

4.2.1.2. Finding-2: The officers were asked that keeping futuristic trends in mind, do you think it is necessary to have a relook at the present day OLQs for selection as an officer in the armed forces. The result obtained has been appended below in the form of a frequency table:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Necessary</td>
<td>84</td>
<td>18.7</td>
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<td>67</td>
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<td>79.3</td>
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<tr>
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<td>98.0</td>
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<tr>
<td>No Response</td>
<td>9</td>
<td>2.0</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>449</strong></td>
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<td></td>
</tr>
</tbody>
</table>

As is evident, counting necessary and above only, 79.3% officers recommended that there is a need to have a relook at the present day OLQs for selection in the armed forces keeping futuristic trends in mind.

4.2.1.3. Rating of the Present Selection System: To further check the efficacy of the present day OLQs, the officers were asked to rate the present day OLQs for selection of officers in the armed forces on a scale of 0 to 9, with 9 being the best and 1 being the worst.
Table 4.6: Rating of Present Day OLQs for Selection System

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
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<td><strong>Total</strong></td>
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<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Considering average and above as positive response, as many as 97.2% officers recommended that the present system is good.

4.2.1.4. Present-Day OLQs for Selection of Officers in the Armed Forces Meeting Present and Future Requirements: To further confirm the above observations, the officers were asked whether the present day OLQs for selection in the armed forces as officers’ meets the present and future requirements. The purpose is to keep the armed forces battle worthy all the time and hence this question. The data was collected from the same set of officers and the collected data has been put through ANOVA test as given below in the table:-

Table 4.7: Present-Day OLQs for Selection of Officers in the Armed Forces Meeting Present and Future Requirements

<table>
<thead>
<tr>
<th>Present day OLQs meeting present and future requirements</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
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<td></td>
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</tbody>
</table>
Here, the $F$ is 31.033, but at 95% confidence level, the table value ($\alpha$) is 1.96. Since, $F \geq \alpha$, it rejects the view that present day OLQs for selection as officers is meeting the present and future requirements. In other words, present day OLQs need to be relooked to meet present day and future requirements. The findings clearly support the requirement of changes in the OLQs to meet present and future requirements to keep the armed forces fit, updated and battle worthy all the time.

4.2.1.5. Removal of OLQs: Since the need is felt to have some changes in the OLQs, he officers were asked if there is a need to remove any OLQ out of the present list of 15 qualities to meet present and future requirements. The response of officers has been shown in the pie chart below:

![Fig 4.2: Need to Remove any OLQ from the Existing List](image)

Overwhelmingly 90% officers responded by showing faith in the present list of qualities. No need to replace any quality has been felt.

4.2.1.6. Relevance of Present Day Officers like Qualities: The officers were asked if any of the 15 qualities placed under four factors by the Directorate of Psychological Research (DIPR) need to be dropped from the list. The response is shown in the following chart.
As is evident, all officers want present day qualities to continue as hither-to-fore. They feel they are required for future too.

**4.2.1.7. Need to Add Any Qualities:** The officers were asked if there is a need to add any quality to the existing list. For this purpose, an open ended question was asked so that respondents could add any quality they wish to. Response is as given below:
Table 4.9 - Need to Add Any Qualities

<table>
<thead>
<tr>
<th>Quality</th>
<th>Cumulative % in Favour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humour</td>
<td>35</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>87</td>
</tr>
<tr>
<td>Knowledge of any Foreign Language</td>
<td>18</td>
</tr>
<tr>
<td>Ability to Train Subordinates</td>
<td>83</td>
</tr>
<tr>
<td>Capability to Practice what is Preached</td>
<td>73</td>
</tr>
</tbody>
</table>

The above data is interpreted as officers prefer to add technical skills, ability to train subordinates and capability to practice what is preached as essential qualities to be added to the existing list.

4.2.1.8. Addition of Qualities Recommended by Senior Officers: Senior officers (Major General and above) were also asked their views in the form of an interview about the suitability of present-day OLQs for selection as officers in the armed forces to meet present and future requirements and also if any quality needs to be added or deleted. 25 out of 30 officers suggested that there is a difference between past, present and future requirements of qualities in the officers. They also said that there is a need of officers who can fit into technologically advanced battle field environment and also adapt to various cultural settings as more and more officers are likely to be deployed in multi-lingual and multi-cultural countries. Their response is tabulated below:

Table 4.10: Addition of Qualities Recommended by Senior Officers

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Cumulative % Age in Favour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humour</td>
<td>29</td>
</tr>
<tr>
<td>Technical Skills</td>
<td>88</td>
</tr>
<tr>
<td>Knowledge of a Foreign Language</td>
<td>5</td>
</tr>
<tr>
<td>Ability to train Subordinates</td>
<td>92</td>
</tr>
<tr>
<td>Capability to Practice what is Preached</td>
<td>90</td>
</tr>
</tbody>
</table>
The separate response of junior and senior officers is also shown below in the form of a fig:-

![Fig.4.3: Addition of any OLQs](image)

Regarding present—day OLQs, all the officers feel that present set of OLQs need not be disturbed. But they also preferred that technical knowledge, ability to train subordinates and capability to practice what is preached are essential qualities to be added further. Clearly, the same qualities have been recommended by the junior and senior officers alike.

**4.2.1.9. Interpretation:**

a) The response of officers suggests that present day OLQs are good and need not be disturbed.

b) It also suggests that present day OLQs are required for future also.

c) They also recommend that no quality need to be dropped

d) However, they have recommended that following three qualities be added keeping futuristic trends in mind-

   i. Technical Knowledge
   
   ii. Ability to train subordinates
   
   iii. Capability to practice what is preached

Once the OLQs have been defined, the next logical step is to study the impact of environmental factors on the OLQs which has been covered in the next section.
4.3 IMPACT OF ENVIRONMENTAL FACTORS ON SELECTION OF DEFENCE SERVICES OFFICERS

4.3.1. Introduction: “Change is the only constant” is a cliché but it is important to identify the factors which are changing to emerge as challenges before the military leadership of tomorrow. The societies are bound to be affected by the changes taking place in the environment due to social, economic and technological factors. It is known fact that socio-economic changes always have direct bearing on the society. Since the youth is exposed to the same very society over a protracted period, they adopt qualities according to their own socio-economic status at that time. The extent of exposure also matters in shaping the character and qualities of the individual. Since most of the society is made up of young people, any changes in the society will obviously have some impact on the minds of the youth. Socio-economic status of an individual is an economic and sociological combined total measure of a person’s work, experience and of an individual or family’s economic and social position relative to others. Thus, the personality is a set of qualities one has developed through inheritance or acquaintance and experience over the years in the same society. It is a known fact that the role of the armed forces is unique. The officers are required to motivate and lead men in war. They should be capable of winning wars for the nation and to accomplish this goal, they should be ready to sacrifice their own lives. Thus, a particular set of qualities is needed in the youth who aspire to become defence officers. And so, people who are endowed with those qualities known as Leadership qualities are best suited for this profession. The response of officers to what all factors have an impact in changing the personality of the youth is as given below:–

4.3.2. Environmental Changes that have impacted the qualities and Intake of Officers

4.3.2.1 Economic Factor: There are certain economic factors which always have an influence on the economy of the society and so impact the qualities of the youth. Their combined effect is as shown below:–
However, their individual impact is again shown in detail below:-

**4.3.2.1.1. Globalization**: Availability of real time information has acted like a stimulus and has awakened the people to their rights and privileges. When the officers were asked if globalization has impacted the qualities in the youth, the answer is as shown below:-

As is evident, 82% officers gave affirmative answer meaning that globalization has impacted the qualities in the youth.

**4.3.2.1.2. Urbanization**: Large numbers of people have already moved from rural to urban areas in search of jobs. The response of officers to a question whether the urbanization has any effect on qualities of the youth is given below:
The result shows that 84% officers feel that urbanization has direct bearing on the qualities of the youth.

**4.3.2.1.3. Increased Job Opportunities:** With more and more MNCs coming in and overall development every-where, job opportunities have increased manifold with improved salary and perks. The response of officers to impact on qualities of the youth due to increased job opportunities is as given below:
Table 4.11: Impact of Increased Job opportunities

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Necessary</td>
<td>84</td>
<td>18.7</td>
<td>18.7</td>
</tr>
<tr>
<td>Just Necessary</td>
<td>67</td>
<td>14.9</td>
<td>33.6</td>
</tr>
<tr>
<td>Necessary</td>
<td>205</td>
<td>45.7</td>
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<tr>
<td>No Response</td>
<td>9</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>449</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

As is evident, 79.3% officers gave affirmative answer.

4.3.2.1.4. Flow of Money: The income and expenditure of the people has increased many-fold resulting in regular flow of money in the market. Does it affect the qualities in the youth? The officers’ response in this case is shown below:

![Fig. 4.7: Impact of Flow of Money](image-url)
As many as 84% officers agree that flow of money in the market have an impact on the qualities of the youth.

4.3.2.1.5. Government vs Private Jobs: Though people prefer government jobs, the private sector also provides similar benefits with higher pay packages and many other incentives. The response of officers in this regard is as given below:

![Fig.4.8: Impact of Private Jobs](image)

78% officers are affirmative that private jobs have impacted the qualities of the youth.

4.3.2.1.6. Technological Advancements: Today, we are living in an era of Information Technology (IT), microchips, lasers and satellite applications. Information is regarded as the fifth dimension of warfare after land, sea, air and space. As Roman (1997) puts it, there is a general consensus that the nature of warfare in the 21st Century will become increasingly complex. Within 50 years, from an era of face–to-face (visual range) combat we have moved to the age of nuclear ballistic missiles, “smart” bombs, drones and cruise missiles. The officers response whether the technological advancement has an effect on the qualities of the youth is given below :-
Fig. 4.9: Impact of Technological Advancement

From the above fig, it is evident that 72% officers feel that technological advancement has impacted the qualities.

4.3.2.2. Social Changes: Most of the society members have of late been affected by the social changes occurring from time to time. The joint result of the impact of such changes is given below:-

Fig. 4.10: Combined Impact of Social Changes

The impact of individual factors is also once again given below:-

4.3.2.2.1. Joint Family System: The joint family system has been replaced by the nucleus family system. Kind of values and growth environment which the children use to get in a joint
family system is not there anymore. The officers response to this shift impacting the qualities in the youth is as shown below:

![Fig.4.11: Impact of Nucleus Family System](image)

Clearly, 72% officers view that shift from joint to nucleus family system has impacted the youth and only 16% think that it has no impact.

4.3.2.2.2. Double Income: The present trend is that both the parents work to earn more money thus youth being left on its own. The personal touch of the parents is missing forcing children to grow in a hostile environment resulting in degradation of values and culture and development of negative attitude. The officers’ response to double working parents in this regard is given here:

![Fig.4.12 Impact of Working Parents](image)

82% officers agree that if both the parents are working, then the environment at home have an impact on qualities in the youth.

4.3.2.2.3. Materialistic Thinking: The youth thinks in terms of materialistic comforts and not interested on value based hard lives. They are unable to co-op up with the difficult or
unexpected situations. When the officers were asked if materialistic thinking does not have any impact on the qualities in the youth, the response is shown below:

Table 4.12: Does Materialistic Thinking have NO Impact on Qualities in the Youth?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82</td>
<td>18.26%</td>
<td>18.26</td>
</tr>
<tr>
<td>No</td>
<td>325</td>
<td>72.38%</td>
<td>90.64</td>
</tr>
<tr>
<td>Can’t Say</td>
<td>22</td>
<td>4.90%</td>
<td>95.54</td>
</tr>
<tr>
<td>No Response</td>
<td>20</td>
<td>4.46%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>449</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Clearly, 72.38% officers view that materialistic thinking have an impact on the qualities in the youth. Only 18.26% think that it has no bearing.

4.3.2.2.4. Changes in Rural Areas: Developments of the areas, better roads, transportation system, education system, better facilities etc. have changed the face of rural areas also. The officers were asked if the developments in the rural areas have any impact on the qualities, the response is as given below:-
As many as 79% officers responded that changes in the rural areas have an impact on the qualities of the youth.

4.3.2.2.5. **Educational Changes:** Non-implementation of laid down guide-lines by the large number of educational institutes has affected the quality of education. The education has become a business and is no more considered as a passion and noble work. The degrees are being sold/purchased and have become a fashion of the day. So, again the officers were asked a question, “Has educational changes in the society affected the qualities in the youth”? Their replies were analysed and depicted in the form of a chart here:-

As is evident from the fig, overwhelmingly the officers affirmed the idea that educational changes in the society do impact qualities in the youth.

4.3.3. **Interpretation:** As put by Raisinghani (2014), perhaps, the single greatest difference to the environment affecting command philosophies is that both leader and the led are increasingly reflecting a divergent set of values and beliefs, to those traditionally held by the
Indian Armed Forces. In the last 20 years or so, there have been dynamic economic, social and technological changes within society and, as a result, society is more “permissive” with the emphasis now on individual rights rather than responsibility towards the community or traditional organisations such as Armed Forces. The above script is correct and verified by the response of the officers as shown above. The interpretation of the same is given below:

a) Economic factors like globalization, urbanization, increased job opportunities, flow of money in the market and private jobs have impacted the qualities in the youth. An average of 79.06% officers has given affirmative answers.

b) Technological advancement has directly affected the qualities in the youth as 72% officers have said so.

c) Social factors like shift from joint family system to nucleus family system, both the parents working, looking for materialistic comfort, and development in rural areas and changes in the education system have impacted the qualities in the youth. An average of 78.06% officers has supported it.

From above, one can safely conclude that environmental factors do effect the qualities in the youth.

Next section logically deals with the exact impact of socio-economic conditions and technological advancement on the individual OLQs.
4.4 IMPACT OF SOCIO ECONOMIC CONDITIONS ON QUALITIES AND INTAKE OF DEFENCE OFFICERS

4.4.1. Introduction: Every citizen develops his personality according to the environment he lives in. The changes in the socio-economic conditions and technological advancements have direct bearing on the qualities the candidates possess at a later date in their lives. The history is replete with examples of impact of environmental changes in the society on the minds of the youth.

It is a well-known fact that every individual thinks differently. No two individuals, even twins have same personality. Every-one amasses know-how every-day and what our personality is a product of our experiences and so personality is distinctive for every individual. Changing socio-economic conditions and technological advancement have constantly changed the qualities in the youth. Thus, the personality is a set of qualities one has developed through inheritance or acquaintance and experience over the years. Every-one knows that the role of the armed forces is unique and hence young people who are conferred with certain abilities and potentials known as Leadership qualities or Officer Like Qualities (OLQs) are needed for the armed forces. In this chapter, the research entails impact of socio-economic and technological factors on leadership qualities or Officer Like Qualities (OLQs) as checked by the Service Selection Centres.

4.4.2. Effects of Socio-economic changes on the Qualities of the Youth: To start with impact of socio-economic and technological changes in the society having its effect on the qualities in the youth, a general question was asked from the officers, that, “Do you think socio-economic conditions and technological advancement impact the qualities in the youth which further affect the OLQs that effect their selection for Armed forces?” The response received from 449 officers was analysed in SPSS system and T-Test was applied. The findings are given in the succeeding paragraphs-
Table 4.13: One-Sample Statistics

<table>
<thead>
<tr>
<th>Impact of socio-economic conditions on qualities of the youth and OLQs</th>
<th>Number</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>449</td>
<td>4.31</td>
<td>.659</td>
<td>.031</td>
</tr>
</tbody>
</table>

Table 4.14: One–Sample Test

<table>
<thead>
<tr>
<th>Impact of socio-economic conditions on qualities of the youth and OLQs</th>
<th>Test Value = 0</th>
<th></th>
<th></th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
<td>Difference</td>
<td>Significance (2-tailed)</td>
<td>Mean Difference</td>
</tr>
<tr>
<td></td>
<td>138.718</td>
<td>448</td>
<td>.000</td>
<td>4.312</td>
</tr>
</tbody>
</table>

As is evident from analysis, the t (cumulative value) is 138.718 at 95% confidence level, whereas α-(table value) at this level is 1.96. Since t≥α, it proves that there is a significant impact of socio-economic changes on the qualities of the youth which in turn is affecting the expected OLQs resulting in its influence on intake and quality of perspective officers of the armed forces.

As enumerated in the first chapter, the OLQs are described under four different factors. The impact of socio-economic changes and technological advancement under each factor has been studied. The quality-wise impression is given below-
4.4.2.1. Factor Planning and Organising: Under this factor, the SSB centres observe the perspective candidates ability to grasp essentials of a problem, be able to plan and organize available resources, arrive at a simple workable solution and express the same in clear, understandable and logical sequence. To find the impact of socio-economic changes on the qualities under this factor in the youth, the respondents were asked different questions. Quality wise response is given below:

4.4.2.1.1. Effective Intelligence: The officers were asked whether candidates have no ability to find practical solutions by making optimum use of available resources. The response is shown below in the form of a pie chart.

![Pie Chart](Fig 4.15: No ability to find practical solutions)

As is evident from above, 78% respondents acknowledge degradation of qualities in the youth. Many senior officers echoed similar views that lack of effective intelligence is resulting in lack of logical thinking as the minds are full of too many theoretical ideas and not practical. They do not think out of the box and tend to rationalize problems with in a set piece pattern only. The socio-economic changes have altered the intelligence level of the youth required to develop such qualities as it has become more virtual intelligence than practical intelligence. It has also helped candidates to gather lot of information but without understanding the background or the logic. This has resulted in youth reacting to situations in a haphazard manner without assigning any priorities and rationale.

4.4.2.1.2. Reasoning Ability: Respondents were asked whether the candidates possess inquiring attitude to have ability to absorb essentials of a problem to learn reasoning ability. The response is given below in the form of a pie chart:
With 66% officers saying that candidates do not possess inquisitive nature against 26% of positive response, it clearly shows that the youth today is not interested in understanding detailed nature of the problem and are keener to find quick but wrong solutions. It obviously shows that they do not apply their mind to solve the problems.

4.4.2.1.3. Organising Ability: When the respondents were asked whether the candidates possess organizing ability, the response was mixed as shown below-

![Ability to Organise](image)

The above result indicates that the respondents are almost equally divided on the issue with 52% being positive and 46% being negative, the difference being very marginal. It means the socio-economic conditions have marginal impact on the youth's ability to organize events.
4.4.2.1.4. **Power of Expression**: The same set of officers was asked if the candidates have the ability to express themselves logically. The response is drawn here in the form of a frequency table:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>189</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>233</td>
<td>52</td>
<td>94</td>
</tr>
<tr>
<td>Can’t Say</td>
<td>18</td>
<td>4</td>
<td>98</td>
</tr>
<tr>
<td>Nil</td>
<td>9</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>449</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The response of the officers in the instant case shows that the youth is not impacted by the socio-economic changes so far as their ability to express the views is concerned. But when it is compared with their effective intelligence and reasoning ability above, it can be deduced that the youth may be quick to express their views but their logical reasoning ability is lacking.

4.4.3.1. **Factor Social Adjustment**: The officers in the armed forces are expected to own the quality of social awareness of their surroundings and should be able to be readily form part of any social group. They should cooperate in a group, adapt according to the social milieu at a given point and location and demonstrate sense of obligation towards society.

4.4.3.1.1. **Social Adaptability**: The respondents were asked whether the candidates possess the attitude to adapt to social environment easily. The response was not very enthusiastic as is as given below-

![Fig. 4.18: Ability to adapt to social environment](image-url)
It can easily be deduced that most of the students do not possess the quality of adaptability since 54% respondents have said so. Only 38% have given a positive reply.

4.4.3.2. Cooperation: To a question, whether the candidates possess the quality of willing cooperation, the respondents reply is as shown below-

![Fig.4.19: Ability for willing cooperation](image)

The result is certainly loaded against the candidates as 66% respondents say that they do not possess this quality. It also shows that candidates are becoming more and more self-centered and selfish. They do try and cooperate when it is useful to them.

4.4.3.3. Sense of Responsibility: One of the most important question officers was asked was about skill to understand responsibility by the candidates. The response is as given below-

![Fig. 4.20: Skill to understand responsibility](image)
The negative response of 68% respondents is really alarming. It shows that candidates lack requisite skill to understand responsibility. It also has a direct link with the quality of initiative.

4.4.4.1. Factor Social Effectiveness: These are individual traits which the candidates are expected to express in a group. The armed forces officers should anticipate situations and take initiative to lead in a social group, take quick decisions, should be able to leave an impact on the group, be able to influence the group decision and still retain liveliness. He should inspire the group members and motivate them to face difficult situations. Qualities-wise result is as shown below:-

4.4.4.1.1. Initiative: The respondents were asked if the candidates possess quality of initiative. The response was as given below-

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>54</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>323</td>
<td>72</td>
<td>84</td>
</tr>
<tr>
<td>Can’t Say</td>
<td>45</td>
<td>10</td>
<td>94</td>
</tr>
<tr>
<td>Nil</td>
<td>27</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>449</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The negative response of 72% respondents is surprising. But it can be directly related to understanding of responsibility (4.4.3.3). Obviously, if the responsibility is not understood, no initiative can be taken. Initiative is directly proportional to ability to understand responsibility.

4.4.4.1.2. Self-Confidence: To a question whether the candidates possess the knack of displaying of self-confidence, the response is as follows--
Overwhelmingly 56% respondents saying that candidates do not display self-confidence shows the impact of socio-economic changes on the youth in the society. As per senior officers, today’s youth is displaying lack of self-confidence basically due to too much dependence on electronic equipment and more interest in degrees rather than knowledge. Logical thinking and application has been given way.

4.4.1.3. Speed of Decision: When respondents were asked if the candidates possess knack of taking immediate decisions, the response was most surprising as given below—

It is clear that candidates like to take quick decisions. However, when the senior officers were asked about the same, they differed and said that quality of quick decision making is there but they do not apply mind and hence their decisions are generally impractical and devoid of logical reasoning. This is quite evident from the fact that 78% students are found to be lacking in
effective intelligence (refer 4.4.2.1.1). It is further supported by their lack of reasoning ability (4.4.2.1.2.)

4.4.4.1.4. Ability to Influence the Group: “Do the candidates have ability to influence the group with logical reasoning?” The answer to this question is shown below—

![Fig. 4.23: Ability to influence the group](image)

The above figure depicts that candidates have poor influence on the group. If it is observed with qualities of the candidates like ability to express logically (4.4.2.1.4), ability to adapt to social environment (4.4.3.1.1) and quality of willing cooperation (4.4.3.1.2), it is evident that today’s youth lacks ability to have any influence on the group in a logical manner.

4.4.4.1.5. Liveliness: When the respondents were asked if the candidates possess quality of liveliness, the answer has been as depicted below—

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>233</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>No</td>
<td>198</td>
<td>44</td>
<td>96</td>
</tr>
<tr>
<td>Can’t Say</td>
<td>9</td>
<td>2</td>
<td>98</td>
</tr>
<tr>
<td>Nil</td>
<td>9</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>449</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
52% were affirmative and 44% said no. Though the difference is marginal, it is a positive dimension of the youth. It shows that socio-economic changes in the society have not impacted much on this quality.

4.4.5.1. **Factor Dynamic.** It includes qualities like determination, courage and stamina. Officers of the armed forces should be physically and mentally fit to withstand any kind of pressure and still be able to deliver practical workable solution and also implement it with dogged determination. Individual quality result is as shown below—

4.4.5.1.1. **Determination:** The same set of respondents were asked whether the present day youth possess the requisite determination to apply themselves to work and have enough motivation to complete the work. The response is as given below—

![Fig. 4.24: Youth possessing requisite determination](image)

The respondents are almost equally divided on this issue. The youth have not been impacted much by the socio-economic changes in the society. The senior officers also agreed to this point. But they added that youth is like an unguided missile. They have lot of determination but no direction which is leading them to become criminals.

4.4.5.1.2. **Courage:** When courage of the candidates was questioned, the response was as given below—
The candidates are very courageous now-a-days as is evident from 66% positive response. However, when this quality is studied along with quality of initiative, it can be deduced that candidates are courageous only when ordered and not otherwise.

4.4.5.1.3. Stamina: Respondents responded to the question of stamina in the youth as follows—

As is evident, now-a-days, the candidates are not physically and mentally tough enough to face challenging situations. When senior officers were confronted with this quality, they confirmed the lack of stamina in the youth and attributed it to lack of interest in out-door games and even face to face friendship. Preference is given to computer games and network friendship thus depriving themselves from learning leadership qualities. The art of perseverance can be developed only when faced with challenges.
4.4.5.1.6. Combined Effect of Socio economic Changes. The individual impact of socio-economic factors and technological advancement has been shown above. Their combined impact is as given below:

![Combined Impact of Socio-economic Changes on OLQs](image)

**Fig. 4.27: Combined Impact of Socio-economic Changes on OLQs**

4.4.6. Interpretation:
The changes do occur in every society due to socio-economic variations, technological advancement and political situation in the country. The armed forces look for those candidates who either possesses officer like qualities or have the potential to be trained during army training period and can come up to the desired level. From above research, the interpretation is as given below:

a) It has been proved that socio-economic changes do impact the society and the minds of the youth. But most disturbing trend is that its impact on the OLQs is alarming. As is evident from the analysis, majority of officers agree that officer like qualities have declined considerably in the youth.

b) The candidates are lacking in effective intelligence due to absence of reasoning ability.

c) Missing effective intelligence and logical reasoning is also impacting the organizing capability of the youth.
d) In the absence of knowledge and logic, it is not possible to express one-self in an effective manner. It is amply proved by finding above as youth may be able to speak but not express logically.

e) In the absence of cogent expression, the organizing capability of the youth has also declined.

f) The youth tends to be loners due to overdependence on electronic gadgets forcing him to stay indoor most of the time. This is resulting in lack of adaptability in the youth. Such candidates also do not cooperate with others due to increased interest in indoor games on computers and no outdoor games. The attitude of the youth is becoming self-centered and selfish which is quite clear from their habits of weak adaptability and non-cooperative attitude.


g) Today’s youth is lacking in sense of responsibility. No doubt that this habit is affecting the qualities of social adaptability and cooperation as well.

h) Non-cooperative attitude also stems from lack of reasoning ability. In the absence of adequate knowledge (effective intelligence). The reasoning ability cannot grow and fear of being embarrassed gives birth to lack of cooperative attitude.

i) Lack of understanding of responsibility gives rise to lack of initiative. Such youth will tend to remain aloof and do not mix up easily. They do not form part of the team readily and are unable to understand the social fabric of the society. Such people are generally known as non-cooperative also.

j) Lack of clear understanding coupled with poor power of expression breeds lack of self-confidence.

k) The today’s youth likes to take quick decisions. However, they tend to take wrong decisions since their understanding of the problem and reasoning ability is poor. Lack of effective intelligence further adds to the woes of the youth.

l) The youth today do not like to mix up well. This quality stems from their own weakness of reasoning ability, social adaptability and cooperation. Lack of knowledge and self-confidence further adds to the inability of the youth to be an influential member of the team.

m) The quality of liveliness is still intact amongst the youth. The prevailing changed socio-economic conditions have not impacted this quality as yet.

n) The present day conditions have not impacted the quality of determination in the youth. Senior officers also agree with it. They asserted that the quality is there but without proper direction. Misdirection of determination is leading to unemployment which is further leading to youth committing crimes.

o) The youth is bestowed with the quality of courage. However, they lack initiative and hence display courage only when ordered or forced.
p) The youth is lacking in physical and mental toughness. They tend to give up fast. Their lack of effective intelligence and self-confidence is leading to lack of perseverance.

4.4.7. Critical Interpretation:

4.4.7.1. Hypothesis 2. The Socio-economic conditions do not affect the quality and intake of officers.
To start with impact of socio-economic changes in the society having its effect on the qualities in the youth, a general question was asked from the officers that, “Do you think socio-economic conditions impact the qualities in the youth which further affect the OLQs that effect their selection for Armed forces?” The response received from 449 officers was analysed in SPSS system and One Sample Test was applied. The finding is given below:-

<table>
<thead>
<tr>
<th>Table 4.18: One-Sample Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of socio-economic conditions on qualities of the youth and OLQs</td>
</tr>
<tr>
<td>449</td>
</tr>
</tbody>
</table>
Table 4.19: One - Sample Test

<table>
<thead>
<tr>
<th></th>
<th>Test Value = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td>Impact of socio-economic conditions on qualities of the youth and OLQs.</td>
<td>138.718</td>
</tr>
</tbody>
</table>

As is evident from analysis, the t (cumulative value) is 138.718 at 95% confidence level, whereas α-(table value) at this level is 1.96. Since t≥α, it proves that there is a significant impact of socio-economic changes on the qualities of the youth which in turn is affecting the expected OLQs resulting in its influence on intake and quality of perspective officers of the armed forces. Hence, the alternate hypothesis that Socio-economic conditions do impact the qualities and intake of officers is accepted.

4.4.7.2. Hypothesis 3: Technological advancement does not impact the selection system of officers.

The role of armed forces officers has undergone tremendous change. From fighting at borders to low intensity conflicts, fighting against terrorists, aid to civil authorities, assistance to govt. during national calamities, working in foreign countries as part of UN forces and so on. In near future, say by 2030, the warfare technique may change from conventional warfare to highly technological information sensitive warfare. Pin-point targets with highly precision weapons and to be ready to be deployed anywhere in the world will be the requirement. To analyse whether the changed technical environment has any impact on the defence officers selection system, the question was asked from the officers if the technological advancement does not impact the selection system of officers. The Chi-Square test has been applied and the response is as given below:-
As is evident, the alternate hypothesis that Technological Advancement has an impact on the quality and intake of officers is accepted.

From here, the researcher moved to study the selection processes being followed by the foreign defence forces.
4.5 STUDY AND REVIEW OF FOREIGN ARMIES SELECTION SYSTEM

4.5.1. General: Different countries adopt different techniques for selection of their officers in the defence forces. Their selection process is based on their mission and military doctrine, a national requirement. It may also keep changing according to the environmental changes in the society. It also considers availability and ability of officers who are capable of leading troops in wars. But, the commanders are officers remain the central theme of all armies in the world. Therefore, all countries follow a selection process which helps them in selecting officers who are their future commanders. Hence, in this chapter, an effort has been made to look into the selection processes of officer-candidates and compare them to find the best practices in the world. Though, the current selection practices are rooted in national culture, tradition, requirements, environmental changes, economy of the state etc. here we restrict ourselves to the actual practices being followed only.

4.5.2. Officer Selection System in Canada

Fig. 4.28: Canadian Army Insignia  Fig. 4.29: Canadian Soldier

4.5.2.1. An Overview: While Canada is a large country, it has a small population (estimated to be just less than 3.5 cr) and maintains a relatively small military, called the Canadian Forces. As per Woycheshin (2001), The Canadian Forces is made up of two main components: the Regular Force and the Primary Reserves.

- The Regular Force: It is Canada’s standing fulltime military service of 60,000 members, with just approximately 13,100 are officers.
• The Primary Reserve: The approximate strength of the Primary Reserve is 21,000. Applicants to the Canadian Forces are processed at Canadian Forces Recruiting Centres, which are located in major cities throughout the country. Selection processing of Regular and Reserve Force officer applicants is the same. There are a number of Canadian Forces officer entry programs.

4.5.2.2. Entry Plan.
• The Regular Officer Training Plan. This plan includes education at the Royal Military College or at civilian Canadian universities.
• Direct Entry Officer. These applicants already hold a university degree or technologist diploma in a suitable discipline;
• The Continuing Education Officer Training Plan. It is a program that allows applicants not possessing a university degree to be enrolled when there are not enough candidates through the “degree associated” production programs to satisfy annual production targets.
• In addition to the officer entry programs, there are two main programs for in-service officer selection.
  ✓ The University Training Plan – Non-Commissioned Members selects junior Non-Commissioned members to earn a Baccalaureate degree and receive officer training.
  ✓ The Commissioning from the Ranks plan selects senior Non-Commissioned Members to serve as officers in selected occupations. Assessment for both plans is primarily based on the applicant’s service employment.

4.5.2.3. Officer Candidate Assessments: The selection interview is conducted by two Military Career Counselors whenever possible. The Military Career Counselor is typically a junior officer from a Canadian Forces operational occupation. The Military Career Counselor receives specialized training in recruiting procedures and will serve from three to five years at a Recruiting Centre before returning to an operational environment. In addition, specialist Personnel Selection officers are also employed at major Recruiting Centers. The “Recruiter’s Handbook” clearly lays out the assessment process. The handbook states that “the aim of the assessment process is to evaluate the applicant’s potential for successful integration into the Canadian Forces.”
4.5.2.4. **Attributes:** Applicants are assessed on the following attributes, which are considered as contributing to success in initial military training and employment:

- Academic Achievement,
- Accepting Criticism,
- Conformity to Rules,
- Initiative,
- Motivation towards the Canadian Forces,
- Oral Communication,
- Performance under Stress,
- Perseverance,
- Physical Endurance,
- Team-work,
- Learning Potential, and
- Leadership Skills.

The Recruiters Handbook describes the following as **Leadership Skills:**

- “Willingness to assume responsibility for group activity; and performance;
- The ability to prepare and plan group activities;
- Effective communication to a group;
- The ability to direct and organize others towards the completion of tasks;
- The ability to stimulate
- High group morale and performance;
- The ability to resolve disputes and maintain group harmony.

Assignment to a specific occupation is also addressed in the selection interview. The Recruiter’s Handbook lists the following areas to be probed when assessing suitability for a particular occupation:

- Motivation
- Work experience,
- Education,
- Occupation knowledge, and
- Applicant interests, likes and dislikes.
These factors must be considered in assigning an occupation, and the Handbook summarizes the process by stating “particular care shall be taken to ensure that the applicant has a thorough understanding and realistic expectations of the occupation being considered”.

4.5.2.5 Selection Instruments:

4.5.2.5.1 Canadian Forces Aptitude Test: The Canadian Forces Aptitude Test is used as a screening measure to ensure officer candidates demonstrate a minimum level of cognitive ability. The test covers three domains: verbal ability, spatial ability, and problem solving ability. The minimum standard is the twenty-fifth percentile relative to the officer applicant normative sample.

4.5.2.5.2 Selection Interview: The attributes described above in the officer candidate assessment are considered in giving an overall rating of Military Potential. The Recruiters Handbook defines the Military Potential rating as the “probability of initial military success”. The rating is given on a nine-point scale, ranging from “1” being substantially below average to “9” being substantially above average. Applicants assigned a rating of “1” or “2” (below average) are considered unsuitable for enrolment. In addition, for programs that include academic subsidization, an Academic Potential rating is also assigned. This rating is also given on a nine point scale, and is based on the applicant’s academic achievement.

4.5.2.5.3 Fitness Test: A physical fitness test was introduced in June 1997. Prior to enrolment, all applicants must meet the minimum physical fitness standard. The test is conducted primarily by contractors registered with the Canadian Society of Exercise Physiologists.

4.5.2.5.4 The Decision Process: All officer applicant files are reviewed by a central board. The board uses rationally developed protocols for each officer occupation which reflect the relative importance of key factors for success. The board members are usually members of the occupation for which the candidate is being assessed and an “honest broker” from another occupation. The board places the applicant on a merit list, from which candidates are selected in a “Top-down” method.

4.5.2.5.5 The System Utility: Present process focuses on the ability of the candidate to pass the Basic Officer Training Course. This is one of the first training “hurdles” that a new officer candidate must complete when accepted by the Canadian Forces. The present method includes
testing of students on the course with various cognitive and personality measures, followed by
the correlation of test results with course performance results. The Royal Military College
conducts its own research on the factors that predict success, with a focus on academic
qualifications.

4.5.3: Officer Selection System in Germany

4.5.3.1. Review of the German Selection System: Birke, (2001) states that after the end of
World War II, Germany did not have any armed forces of its own for a period of ten years.
Military officer selection, for the most part, still takes place according to principles that were
introduced in 1955, which had the objective of preventing, as much as possible, any misuse of
the armed forces.
Personality traits, attitudes and motives were declared selection criteria for political and moral
reasons. By filling in questionnaires and talking to examiners in interviews, applicants had to
prove that they were prepared, without any reservations, to uphold the values of the New
Democratic Constitution and to treat their subordinates as “citizens in uniform”.
As more and more candidates applied for the jobs in the armed forces, the aptitude test methods
were supplemented accordingly, and repeatedly adapted to the changing requirements during
the following years. Nevertheless, the following principles have largely remained unchanged:

a) Centralized Selection Procedure: The selection procedure for applicants for commissioned
service is handled by a single central agency for all armed services and functional areas.
b) **Uniform Selection Criteria:** General aptitude for commissioned service is a requirement for both the acceptance of civilian applicants and the admission of military personnel to the career of line officer or of medical officer.

c) **Holism:** A summary assessment is given for all of the applicant’s relevant aptitude requirements. There is no standard algorithm for determining the weights for combining different sources of aptitude data.

d) **Commission Principle:** The applicant’s aptitude, or lack of it, is established in a unanimous vote by three persons with different educational and experiential backgrounds. This is supposed to prevent the risk of placing too much weight on any specific aspect of aptitude, which can happen due to the large amount of discretion permitted by the system.

e) **Principle of Holism:** Of the current 333,000 service members, 37,000 are commissioned officers. To maintain this level, approximately 2,700 officers need to be replaced every year. By following this principle, it is ensured that no deficiency is maintained. The selection procedure is handled by the Centre for Testing Applicants for Commissioned Service located in Cologne. It has a maximum testing capacity of 7,500 applicants per year. If there are more applicants, their number is decreased to the maximum capacity by a pre-selection based on school reports and on test scores from local recruiting centres.

4.5.3.2. **Officer Profile:** Article 37 of the Legal Status of Military Personnel Act provides the legal basis for the selection of officer candidates. It outlines the mission to establish the fitness of “character, mind and body”, i.e. to assess the general aptitude for an officer career in any of the services. Apart from special requirements for certain branches, there are general requirements that every candidate should meet. The Ministry of Defence has never defined this vague concept of “general aptitude” or given precise instructions for the selection of candidates, but has listed the following eleven aptitude factors which are to be assessed and rated on a seven point scale:

- Conscientiousness
- Leadership potential
- Social competence
- Style of expression and communication
These aspects of suitability are not listed according to priority, and there are no instructions on how to weigh them or evaluate different profiles; scores are simply summed up. More important than the score is the “qualification degree” or “degree of aptitude” for successfully completing officer training and performing successfully at the lowest officer rank. They are reported as:

- Most suited
- Well suited
  - Suited
  - Unsuitied

4.5.3.3. The Selection Tools: The examiners use the following sources of information:

- The applicant’s personnel files, which includes a curriculum vitae, school reports, efficiency reports and personal data. Additional questionnaires give information about the applicant’s background, hobbies, and self-image.
- Information about intelligence and other relevant capabilities (e.g. concentration, mathematical knowledge) is gained by psychological tests.
- A short essay gives impression about the knowledge of the candidate.
- An interview enables the panel members to identify and assess important personality traits which relate to the requirements of the officer profession
- A short lecture, in which the applicant has to prepare and present a subject before other applicants and the panel. This shows the applicant’s range of ideas, linguistic skill, and ability to speak freely.
- A round table discussion, in which three to four applicants develop ideas in an open discussion. This test permits the assessment of mental and personality factors.
• **A group task** in which the applicants jointly carry out a given task, e.g. prepare a planning document or an action plan.

• **Physical Fitness.** The applicant’s physical fitness is established by a medical examination and a physical fitness test.

4.5.3.4. **The Decision-making Process:** The criterion of “**general aptitude for commissioned service**” is, on the one hand, dichotomous in principle, i.e. an applicant is either “suited” or “unsuited” (go/no go). On the other hand an additional distinction is drawn between the degree of aptitude, using the ratings “mostly suited”, “well suited” or “suited”. The assessment of the general aptitude of applicants is delegated to ten commissions (selection panels) which are responsible for eight to nine applicants per run. Every commission consists of an officer in charge (usually a former battalion commander), a captain (usually a former company commander) and a certified psychologist. Each member has one vote.

A top-down “selection of the best” is made. On the basis of the aptitude test results, an order of suitability will be established. Applicants who have been assessed as “well suited” or even “most suited” are normally enlisted with specifications about to time, place and unit given the day after the test. Applicants with a lower degree of suitability have to wait until all the other applicants who want to be enlisted at the same time for the same service have been tested.
4.5.4. Officer Selection in the United Kingdom

(Thompson and Bailey, 2001) have mentioned that in British Armed Forces, most officers are recruited by means of a complex network of school and university liaison officers. Their role is to act as a focal point for those interested in an Army career. School liaison officers, in particular, are proactive in identifying potential candidates and nurturing their interest. Generally speaking, officer candidate recruitment is centered on the individual Regiments and Corps. All Candidates attending the Regular Commissions Board (RCB) are usually sponsored by a Regiment or Corps. Those who cannot obtain Regimental support are still entitled to apply and can be sponsored directly by, for example, a university liaison officer. All candidates are entitled to two Regimental familiarization visits. Here potential candidates are interviewed and often given short attachments with the regiment, which serves the purpose of providing a realistic job preview. The visit also gives the Regiments the opportunity to see potential candidates in an appropriate milieu. Candidates thought to be unsuitable might be discouraged but also might go to another Regiment or Corps that might be more suited to their interests. However, all candidates have a right to enter an application even if they cannot obtain a Regimental sponsorship. Regiments take a great interest in their candidates. Following a formal application the next stage is that all candidates must attend a RCB Briefing. The purpose of the Briefing is not primarily a selection process but is designed to familiarize all potential candidates with the type of activity they will encounter at the RCB main board and thus create a level playing field for all candidates. The candidates undergo an interview, undertake physical fitness assessment in the form on an obstacle course and gain some experience of practical
leadership exercises. During the RCB briefing, the Officer Intelligence Rating (OIR) Tests are administered. The OIR consists of three computer administered psychometric tests. These are:

- **The ARCOM Test**, (Army Reserve Command) which is a more advanced version of the BARB (Basic Army Recruitment Board) soldier recruit tests. It is composed of 4 sub-tests and is designed as a measure of general (fluid) intelligence.

- **A Numerical Reasoning Test** designed to measure a candidate’s ability to understand and draw inferences from numerical data presented in graphical and tabular form.

- **A Verbal Reasoning Test** designed to measure a candidate’s ability to comprehend and draw inferences from written information.

Although the main purpose of the briefing is familiarization, those candidates who fail to meet a minimum score on the OIR are eliminated from further consideration. Candidates are also graded on their potential likelihood of success at the main board. Some candidates are actively discouraged; others are counselled on potential weaknesses and are told to delay their application. However, candidates who meet the minimum OIR but are discouraged for some other reason still has the right to proceed to the main board.

**4.5.4.1. RCB Main Board.**

The next stage is attendance at the RCB main board which conducts interview for three days.

- **Day —1** It consists of administrative briefings and written tests consisting of general knowledge, Service knowledge, current affairs and a written essay.

- **Day—2** The second day consists of group activities and interview. The group activities consist of outdoor tasks requiring coordinated physical effort and sense of urgency. These are leaderless tasks in that no one is nominated as leader. Three interviews are also conducted by the Vice-President (a Colonel), the Deputy Board President (a Lt Col) and a senior education officer. Finally, candidates participate in group discussions

- **Day-- 3 Consists of group exercises:** It includes Command Task, A Planning Project, An individual obstacle course and a lecturette.
All exercises are rated using Behavioral Anchored Rating Scales against a number of dimensions. The final board consists of a discussion of the candidates and all assessments are reduced to a final selection rating of the candidate’s intellectual potential, practical and planning ability and personality and character. Successful candidates then proceed to a common officer training course at the Royal Military Academy, Sand-Hurst (RMAS). A pass is valid for a number of years.

4.5.5. Officer Selection in the United State

4.5.5.1. General: (Arabian Jane, 2001) states that the commissioned officer corps provides senior leadership and management of the armed forces. Officer candidate programs can be separated into two basic categories: those for college students and those for college graduates. Programs for college students may provide an education or offer varying levels of financial assistance to help cover the costs of a college education. Programs for college graduates are covered under the general heading of Officer Candidate School (OCS). Individual development and achievement moves officers through the ranks and provides advancement in their careers. The basic advancement policy is “up or out:” Failure to achieve promotions within specified periods typically results in discharge from service.

4.5.5.2. Service Academies: The service academies include the United States Military Academy at West Point (Army), the United States Naval Academy (Navy and Marine Corps), the Air Force Academy, and the Coast Guard Academy. The service academies give students between the ages of 17 and 22 the opportunity to develop the knowledge, character, and
motivation essential to leadership, which is necessary in order to be successful in their military career. All Service academies offer four years of college education leading to a Bachelor of Science degree. The overall academic and physical preparation of candidates is of vital importance to success at all the academies. The three major academies (Army, Navy, and Air Force) have highly competitive entrance standards, each accepting approximately 1200 new cadets per year, which annually produce a thousand new commissioned officers for their parent service. To apply to the academies, a junior or senior high school student is required to take the College Board Scholastic Achievement Test (SAT) or the American College Testing (ACT) program; they also must have received high grades in all areas of study while in high school and meet the standards for the Candidate Fitness Test upon entry. The fitness test evaluates the individual’s physical fitness in terms of, for example, pull-ups, push-ups, sit-ups, a short run, and the standing broad jump. To gain acceptance into an academy, the student also must receive a nomination from a member of the Congress, a presidential nomination, or a vice presidential nomination.

4.5.5.3. Reserve Officer Training Corps (ROTC): The Reserve Officer Training Corps (ROTC) is a program composed of about 475 Army, Navy, and Air Force units at public and private colleges and universities nationwide. ROTC is traditionally a four-year program. There are different scholarships available to the college student to help pay for expenses.

4.5.5.4. Aptitude Measures Used to Select Officer Candidates: Several aptitude tests are currently used by the armed services to select officer candidates. The academies, like most undergraduate colleges in the United States, use the Scholastic Achievement Test (SAT) or the American College Test (ACT) in conjunction with high school class rank.

4.5.5.5. Selecting Officer Candidates:
- **Academies.** All three service academies use the “whole person” concept for evaluating applicants. At West Point, a “whole person score” (WPS) is derived from weighting three factors:
✓ **Academic Aptitude**, which combines SAT or ACT scores with high school rank (60 percent);

✓ **Leadership Potential**, which is estimated from athletic participation in high school and high school teacher recommendations (30 percent); and

✓ **Physical Aptitude**, which is measured with the Academy’s Physical Aptitude Examination (10 percent).

Cut off scores at the academies may be waived for applicants who demonstrate exceptional potential in other areas of qualification. Those who meet the minimum qualifications of the institution then have their files reviewed by an admissions board. Subjective appraisals of an applicant’s qualifications may be made at this point.

Officer selection and commissioning in the U.S. is notable for the variety of programs, both within and between Service branches. As per (Rostker, 1992), although the initial selection process is central to the development of a volunteer, professional cadre of officers, the emphasis is more on “growing” military officers than on the initial selection process itself. Selection and training are continuous processes revolving around an **“up or out” philosophy”**; in fact, the promotion system, is an integral part of the process of developing U.S. military officers. The U.S. approach to officer selection is to identify intelligent men and women of good character who can be trained to provide the leadership and management of the armed forces.

4.5.6: **Officers Selection System of Pakistan Army**

4.5.6.1. **The Pakistan Army**: (Walsh, 2007) states that the **Pakistan Army** (Reporting name: **PA**) is the land-based uniform service branch of the Pakistan Armed Forces. As per
The Pakistan Army came into existence after the independence of Pakistan in 1947. The Pakistan Army is a volunteer professional fighting force. According to the International Institute for Strategic Studies (IISS, 2010), it has an active force of 725,000 personnel as of April 2013. In addition there were around 550,000 reserves bringing the total to 1,275,000 troops. The Constitution of Pakistan contains a provision for conscription, but it has never been imposed. The primary mandate and mission of the army is to "dedicated to the service of the nation".

**4.5.6.2. Mission:** Pakistan Army serves as the land-based branch of the Pakistan Military. Chapter 2 of PART XII of Pakistani Constitution defines the purpose of the Army as:-

“The Armed Forces shall, under the directions of the Federal Government, defend Pakistan against external aggression or threat of war, and, subject to law, act in aid of civil power when called upon to do so.”

**4.5.6.3. Military Doctrine:** The Pakistani Army has developed a doctrine called the Riposte which is a limited “offensive-defence” doctrine. It has refined it consistently starting in 1989 during the “Exercise Zarb-e Momin”. This doctrine is fully focused towards Pakistan’s arch enemy, India.

**4.5.6.4. Officers Selection:** Each year, about 320 men and women enter the army bi-annually through the Pakistan Military Academy at Kakul in Abbottabad in the Khyber Pakhtunkhwa. The product of a highly competitive selection process, members of the officer corps have completed twelve years of education and spend two years at the Pakistan Military Academy, with their time divided about equally between military training and academic work to bring them up to a baccalaureate education level, which includes English-language skills.

As per (Beg, 1997), at Inter Services Selection Boards (ISSB), the system is designed to look for alert, motivated candidates who have the potential to complete the long, arduous and extensive training which faces all newly commissioned officers in the service. The selection board is looking for many things, such as clear thinking, the ability to remain calm under stress and strain, team skills and willingness to participate. They do not want officers to display rashness or aggression; neither have they wanted officers to be dull or spiritless. They want honest, straightforward and frank officers. Officers are not expected to display over-consciousness, false projection or superficial behavior. Generally, the following qualities are checked in the candidates—
• Appearance
• Self-Confidence and maturity
• Expressions
• Academic Ability
• Leadership
• Fitness
• Motivation
• Awareness of the world

4.5.6.5. **The Selection Technique**: www.issb.com.pk quotes that the selection system is three dimensional. All candidates appearing before the ISSB are to take three different types of tests, i.e. psychology tests, GTO tests and interview. The Psychologist Officers, Group Testing Officers and the Deputy Presidents, who are specialists in their respective fields, administer these tests. They assess the candidates to determine who amongst them possesses the potential for leading the military outfits in peace and war.

4.5.6.5.1. **Psychological Tests**: These include intelligence, mechanical aptitude and personality tests and are held on the morning of the first day.

4.5.6.5.2. **Outdoor Tests**: These include group tests, group discussion, group planning, group tasks, command tasks and individual obstacles.

4.5.6.5.3. **Interview**: Interviewer assesses the candidate in an informal and objective manner. The questions will generally pertain to the candidate’s life, academics awareness and general aspects requiring the candidate’s views.

4.5.6.6. **Ineligibility Conditions**: (Beg, 1997) has mentioned that candidate failing in any of the following are ineligible to appear before the ISSB.

- Those who do not fulfill the academic qualifications advertised by respective service Headquarters.
- Those found medically unfit.
- Those who have been twice screened out by ISSB.
• Those withdrawn from any training academy on any disciplinary grounds or found unsuitable.
• Those dismissed from government service on disciplinary or unsuitability grounds.
• Those dismissed from armed forces on disciplinary or unsuitable grounds.
• Those convicted in the court of law.
• Any candidate who appeared in ISSB in last four months.

Recommended candidates are ineligible to appear for the tests for any course for one calendar year starting from the date of recommendation of the ISSB.

4.5.7 Officers Selection System of Israeli Defence Forces

4.5.7.1. General: en.wikipedia.org/wiki/Israel_Defence_Forces quotes that the technology-driven Israel Defense Forces (IDF) of the twenty first century is a far cry from the volunteer soldier farmers during the fight for Jewish independence in the Land of Israel in the 1940s. In contrast to the modern day IDF - the developer of the world's first high-energy laser weapon system capable of shooting down a rocket carrying a live warhead, and the pioneer of what is considered the world's most secure tank, the founders of the IDF were so desperately short of resources that up until the 1950s, even senior commanders mostly earned no wage, were in their early twenties and lived by growing their own food.

4.5.7.2. Who serves in the army? Israel is unique in that military service is compulsory for both males and females. It is the only country in the world that maintains obligatory military service for women. Males serve for three years and females for just less than two years. Israel
also has one of the highest recruitment rates in the world - some 80% of those who receive summons serve. Those who are exempt from service include most minority groups, those who are not physically or psychologically fit, married women or women with children, religious males who are studying in an accredited Jewish Law institution and religious females who choose to pursue 'national service' - community work.

4.5.7.3. **Reserve Forces:** Israel's small population means the country has never had the security of a large standing army despite the immense security and terrorist risks it faces. For that reason, released soldiers continue serving as reservists into their early 50s, contributing up to over a month's worth of service each year, both training and active service. The army reserves constitute the backbone of the army's manpower needs. It is not rare in Israel for two generations to be serving simultaneously in the army - the son obligatory service and the father in reserves.

The system of reserves frees up the vast majority of its soldiers to take an active part in society and the economy. At the same time, the army is able to mobilize hundreds of thousands of reserves within hours and the full strength of the army within 48 hours. The system of reserves means that the army has officers and soldiers with considerable life experience and managerial expertise. Reserve units carry out many operations, such as Operation Defensive Shield, in the recent wave of Palestinian violence. The rationale is that reserve soldiers are more mature and can be expected to handle situations more diplomatically and calmly.

4.5.7.4. **Guiding Principles of the IDF:** The Israeli army has a strong ethical and moral code based on the laws and institutions of the State of Israel, the traditions of the Jewish people and democratic principles. The army guarantees basic rights for its soldiers and maintains a level of morality in the conduct of war and military operations.

Soldiers also have certain obligations. The first is the concept of 'personal example,' second obligation is the concept of comradeship, third is to avoid politicization of the army, soldiers must obtain prior permission before every public appearance and lastly, there is an important concept of professionalism.
4.5.7.5: Who Can Volunteer for the IDF?
All those who are Israelis and non-Israelis even residing overseas or having at least one parent from Israel can join IDF.

4.5.7.6. Military Service Routes: The military service is held in three different tracks:

- **Regular service**: Mandatory military service which is held according to the Israeli security service law.
- **Permanent Service**: Military service which is held as part of a contractual agreement between the IDF and the permanent position holder.
- **Reserve service**: A military service in which citizens are called for active duty of at most a month every year, for training activities and ongoing defense activities and especially for the purpose of increasing the military forces in case of a war.

4.5.7.7. Stated values of the IDF: As per “Ethics-The IDF Spirit,” as retrieved in 2010 quotes certain core values to be followed by the Israeli soldier. These are:-

- **Defense of the State, its Citizens and its Residents**: "The IDF's goal is to defend the existence of the State of Israel, its independence and the security of the citizens and residents of the state."
- **Love of the Homeland and Loyalty to the Country**: "At the core of service in the IDF stand the love of the homeland and the commitment and devotion to the State of Israel-a democratic state that serves as a national home for the Jewish People-its citizens and residents."
- **Human Dignity**: "The IDF and its soldiers are obligated to protect human dignity. Every human being is of value regardless of his or her origin, religion, nationality, gender, status or position."

4.5.7.8. Other values: Other values to be followed are:-

- **Tenacity of Purpose in Performing Missions and Drive to Victory**: "The IDF servicemen and women will fight and conduct themselves with courage in the face of all dangers and obstacles; they will persevere in their missions resolutely and thoughtfully even to the point of endangering their lives."
• **Responsibility:** "The IDF servicemen or women will see themselves as active participants in the defense of the state, its citizens and residents. They will carry out their duties at all times with initiative, involvement and diligence with common sense and within the framework of their authority, while prepared to bear responsibility for their conduct."

• **Credibility:** "The IDF servicemen and women shall present things objectively, completely and precisely, in planning, performing and reporting. They will act in such a manner that their peers and commanders can rely upon them in performing their tasks."

• **Personal Example:** "The IDF servicemen and women will comport themselves as required of them, and will demand of themselves as they demand of others, out of recognition of their ability and responsibility within the military and without to serve as a deserving role model."

• **Human Life:** "The IDF servicemen and women will act in a judicious and safe manner in all they do, out of recognition of the supreme value of human life. During combat they will endanger themselves and their comrades only to the extent required to carry out their mission."

• **Purity of Arms:** "The soldier shall make use of his weaponry and power only for the fulfillment of the mission and solely to the extent required; he will maintain his humanity even in combat. The soldier shall not employ his weaponry and power in order to harm non-combatants or prisoners of war, and shall do all he can to avoid harming their lives, body, honor and property."

• **Professionalism:** "The IDF servicemen and women will acquire the professional knowledge and skills required to perform their tasks, and will implement them while striving continuously to perfect their personal and collective achievements."

• **Discipline:** "The IDF servicemen and women will strive to the best of their ability to fully and successfully complete all that is required of them according to orders and their spirit. IDF soldiers will be meticulous in giving only lawful orders, and shall refrain from obeying blatantly illegal orders."

• **Comradeship:** "The IDF servicemen and women will act out of fraternity and devotion to their comrades, and will always go to their assistance when they need their help or depend on them, despite any danger or difficulty, even to the point of risking their lives."

• **Sense of Mission:** "The IDF soldiers view their service in the IDF as a mission; they will be ready to give their all in order to defend the state, its citizens and residents. This is due
to the fact that they are representatives of the IDF who act on the basis and in the framework of the authority given to them in accordance with IDF orders."

4.5.8. Findings:

4.5.8.1. Comparison of Qualities. Different countries follow different processes to assess the potential candidates’ ability to lead the troops in war like situations. The leadership qualities being assessed are also different. The chart below shows the comparative study of leadership qualities being assessed by different countries.

Table 4.22: Comparative Study of OLQs

<table>
<thead>
<tr>
<th>CANADIAN ARMY</th>
<th>GERMAN ARMY</th>
<th>UK ARMY</th>
<th>US ARMY</th>
<th>PAK ARMY</th>
<th>ISRAEL DEFENCE FORCES</th>
<th>INDIAN ARMY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyalty</td>
<td>Conscientiousness</td>
<td>Determination</td>
<td>Loyalty</td>
<td>Leadership</td>
<td>Defence of State, citizens, Residents</td>
<td>Ability to Influence Group</td>
</tr>
<tr>
<td>Professional Competence</td>
<td>Leadership Potential</td>
<td>Effective Intelligence</td>
<td>Usefulness</td>
<td>Academic Ability</td>
<td>Love of Homeland</td>
<td>Effective Intelligence</td>
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<td>Courage</td>
<td>Manners</td>
<td>Courage</td>
<td>Fitness</td>
<td>Loyalty to Country</td>
<td>Liveliness</td>
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<tr>
<td>Honesty</td>
<td>Style of Expression &amp; Communication</td>
<td>Decisiveness</td>
<td>Integrity</td>
<td>Motivation</td>
<td>Human Dignity</td>
<td>Cooperation</td>
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<td>Good Judgement Common Sense</td>
<td>Judgement Learning &amp; Achievement Motivation</td>
<td>Initiative Awareness</td>
<td>Judgement Bearing</td>
<td>Awareness of the world Expression</td>
<td>Tenacity of Purpose Responsibility</td>
<td>Speed of Decision Reasoning</td>
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<td>Confidence</td>
<td>Stress Resistance</td>
<td>Confidence</td>
<td>Justice</td>
<td>Self-Confidence &amp; Maturity</td>
<td>Credibility</td>
<td>Sense of Responsibility</td>
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<td>Initiative</td>
<td>Reasoning</td>
<td>Self-Analysis</td>
<td>Initiative</td>
<td>Appearance</td>
<td>Personal Example</td>
<td>Initiative</td>
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<td>Professional &amp; Career Orientation</td>
<td>Tact</td>
<td>Human Life</td>
<td>Self-Confidence</td>
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<td>Self-Control</td>
<td>Social Competence</td>
<td>Decisiveness</td>
<td>Purity of Arms</td>
<td>Determination</td>
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<tr>
<td>Humour</td>
<td>Decisiveness</td>
<td>Endurance</td>
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<td>Courage</td>
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<td>Personal Example</td>
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<td>Discipline</td>
<td>Power of Expression</td>
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<td>Organising Ability</td>
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As is evident from above table, very few qualities are common and the balance is different for different countries.

4.5.8.2. Characteristics: Some of the special characteristics of selection processes of different countries are:-

- **Legal Framework:** All countries have a legal framework which affects the officer selection system. The pre-requisites expected from an officer candidate are legally predetermined. However, their formulation and selection process is different for different countries.

- **Citizen-Ship:** In all countries, except in Israel, it is a mandatory requirement. However, in Israel, people staying outside Israel can also join defence forces provided they complete certain residential conditions.
• **Compulsory vs Voluntary Service**: In Israel, serving in defence forces is compulsory for all citizens including females. Exemptions are very few. Thus, at least 80% of those who apply are made to serve in defence forces. However, in all other countries under this study, it is a voluntary recruitment.

• **Age and Education Requirements**: Different countries have different requirements. Some pick up students at a school level itself whereas others take them only after high school or college level only. In Germany, a legal requirement states that officer candidate must have “fitness of character, mind and body”.

• **Up or Out Policy**: US adopts this policy and hence large numbers of officers retire every year, which necessitates continuous recruitment of officers throughout the year. It also helps in maintaining younger officer profile. Also, it means guaranteed employment is not ensured.

• **Different Entry Schemes**: All countries have different ways to achieve officer rank and so also have more than one academies to select and train potential officers. The requirements to these institutions are highly competitive. Like in Canada, applicants for the corps require a University level certificate whereas in most countries a limited number of non-commissioned officers (NCO’s) with a good service record are accepted into officer rank provided they pass certain basic tests.

• **Security Clearance**: Although in a number of countries the MOD decides who can be an officer, the service branches of all countries have a great deal of influence on the selection procedure. Some countries like India insist on police clearance for verification of character in order to ensure quality control in the form of a risk profile. This is to minimise entrance of persons likely to become disciplinary cases or security risks, which might disrupt good conduct, order, morale and discipline. In Canada all applicants must be willing to comply with the Canadian Forces policy on discrimination, harassment and racism.

• **Different Criteria**: The selection criteria for most of the countries are different for different forces. Selection procedure for Army, Navy, Air-force and Reserve units is different. The applicants’ potential at the time of selection for operational or logistic jobs is also a criterion in certain countries.

• **Recommendations**: Only the United States and Canada require officer candidates to obtain recommendations in order to qualify for enrolment. In the United States nominations are also needed from the President, the Vice President, or a member of Congress. Members of the regular armed Forces with a good service record can obtain commissions from the President
for their children. The result of this system is that candidates across the whole country have an opportunity to be nominated and that children of the regular armed Forces have a preference. In Canada, the recommendation is a letter of reference from a teacher, employer, or minister.

- **The Officer Profile.** There is no uniform officer profile used for all countries. In all the countries more is expected than intellectual performance alone. In some countries the selection is especially focused on supplying the students needed for the military academies. Others include in their selection variables, the profile outline such as the functioning of the prospective student as a future officer, which is not always the same thing.

- **Intelligence and Aptitude Tests in Psychological Selection.** All the countries use, in some form, cognitive ability, aptitude, or achievement tests as a basis in their selection of candidates prior to admission. Officer candidates applying for the more technical fields of work are given specific technical skills and mechanical comprehension tests. Some countries use a great number of tests and adjudge fixed values to them; others use a limited number.

- **Personality Questionnaires Used in the Psychological Selection.** Personality questionnaires are used in all countries at some point in the selection process except in Canada. Their value and implications differ per country. Some countries use them as an aid for the interview, in others personality questionnaires are part of the standard selection model. Candidates with unsatisfactory scores on these questionnaires are not selected.

- **The Interview as part of the Psychological Selection.** The interview is standard part of the psychological selection used in all countries. In the United States, the interview is taken at the respective academy itself.

- **Assessment as part of Psychological Selection.** A number of countries make use of group behaviour observation or leaderless tests. Giving a lecture and group problem solving are sometimes part of the selection model. In the United Kingdom, candidates for the Marines are put through strenuous physical assignments: some are of an individual nature, others are meant to be solved by the group as a whole.

- **Medical Examination.** All countries subject their candidates to an extensive medical examination before enrolment. The extent of the examination is different for each country. The examination is also country dependent. In certain countries it takes place in the beginning, in others at the end of the selection process.
- **Physical Fitness Tests.** Most countries demand that candidates meet certain physical fitness requirements before they are eligible for enrolment. Those who do not meet the standard requirements are phased out of the selection process.

- **Selection Admission Boards.** In order to be accepted to a military academy all countries require that candidates pass a selection admission board usually consisting of high-ranking officers. In some countries psychologists advise the boards. The influence of the board on the selection process is different in each country and sometimes in each branch of service.

- **The Selection Ratio.** Despite the many different methods and procedures, the selection ratio, which is the total percentage of finally selected candidates, is similar for almost all the countries. Between 12% and 30% of the candidates are accepted for enrolment except in Israel where it is almost 80% being compulsory service for everyone.

- **Number of Days of Interview.** Almost all the countries complete the selection process in 3 days except India where it takes 5 days.

- **Screening Test.** Some countries follow some sort of screening test like in UK, the candidates are required to report to Regiments and Corps and commanding officers recommendations are necessary. In India, one day screening test is carried out at the Service Selection Centre and almost 60-65% candidates are rejected there only.

**4.5.8.3: Interpretation:** No selection process can ensure a substantial, guaranteed end-product. The period of examination will invariably be short and it will sometimes provide only a snapshot of the candidate's potential. However, past history, and the candidate's record of development, will also be a very useful initial guide. Aptitude testing can give notice of the candidate's suitability for an aptitude-dependent branch and then further assessment, by interview and additional exercises, helps to ascertain the candidate's overall profile. At interview, close examination reveals the following qualities and traits:
Appearance and Bearing: The candidate's appearance, bearing, grooming, distinguishing features and general presentation are readily apparent within the first impressions formed at interview.

Manner and Impact: The candidate's conduct throughout the interview, along with his courtesy, tact, confidence, force of personality, presence, poise, polish, humour and alertness adds to the overall impact.

Speech and Powers of Expression: Dialogue with the candidate in the form of personal interview, group discussions, lecturette and group tasks elicit his ability to communicate with superiors and comrades. The quality of grammar, vocabulary, diction, general fluency, logic, projection and animation will all indicate the overall effectiveness of expression.

Activities and Interests: The well-rounded candidate should have had a varied, interesting and fulfilling lifestyle. Whilst it is important to bear in mind the individual's background (that is, general opportunities and financial limitations) the range and extent of spare-time activities are important to indicate signs of commitment, depth of involvement, achievement, level of responsibility, spirit of adventure, determination, initiative, enterprise and self-reliance within an overall balance of interests and pursuits.

Academic Level and Potential: Whilst minimum levels of academic qualifications are set, the manner and zeal of obtaining qualifications, together with the level of commitment, diligence and attitude towards study will all give indications of the individual's further academic potential.

Breadth and Depth of Outlook: The candidate's general awareness of military matters and current affairs should confirm a maturity of outlook and a general ability to reason, giving also some indications of general intellect.

Motivation: The candidate's determination towards his military goals should be ascertained. Sometimes the motivation will have previous substantiation. It will be important to ascertain that the candidate is clear about, and would relish, the commitment and dedication demanded
of the officer corps. Beyond the interview, individual tasks, or group exercises with other candidates, will give further opportunities to observe additional qualities and indications of potential.

**Manner:** Again, the candidate's manner is assessed within group exercises. Enthusiasm, confidence within the group, openness and a lack of pretence, humour, tact, tolerance and reaction to pressure are also observed during further assessment during the interview.

**Team-work.** The extent to which the candidate acts for the common good, the willingness to tackle tasks and the contributions towards the team and the set goals are observed within the group.

**Physical Characteristics.** General fitness is an important officer quality and so the candidates are put through physically-demanding situations in order to note the physical determination, robustness, energy, courage and stamina of the individual.

**Leadership Potential.** These are tasks to elicit leadership potential of the individual's drive, decisiveness, influence, receptiveness and assertiveness within the team. General presence, a sense of purpose and persistence, coupled with the ability to gain the support and respect of other candidates, are to be apparent under further testing.

**Effective Intelligence.** General perception, an ability to assimilate relevant information and form a logical plan with sensible judgment, and the wherewithal to recognize what is important when faced with a mass of detail can be identified under further scrutiny. The ability to think ahead, and plan for problems before they arise, reacting quickly and accurately when faced with unexpected events indicates an effective brain. The basic ability to reason, with a capacity to understand, and the mental ability to process the information and ideas, further indicates useful intellect.

Here, it is felt that it will be better to study the selection process of Indian Civil services also which is covered in the next section.
4.6. COMPARATIVE STUDY: DEFENCE OFFICERS VS CIVIL SERVICES SELECTION SYSTEM

4.6.1. General: India’s defence officers’ selection system is based on judging the Officer’s Like Qualities (OLQs) at the time of interview. During the interview, the candidates are checked for their OLQs which are considered fewer than four major factors as laid down by the Directorate of Indian Psychological Research (DIPR). These are:-

- **Factor I: Planning and Organising.** It includes effective intelligence, reasoning ability, organising ability and power of expression.
- **Factor II: Social Adjustment.** It includes qualities like social adaptability, cooperation and sense of responsibility.
- **Factor-III Social Effectiveness.** The qualities included in the factor are initiative, self-confidence, speed of decision, ability to influence the group, and liveliness.
- **Dynamic.** It includes determination, courage and stamina.

4.6.2: Defence Officers Selection System: It basically consists of two parts, viz; Written Tests and Interview.

4.6.2.1. Written Tests:

- **For Indian Military Academy (IMA), Indian Naval Academy (INA) and Air-Force Academy (AFA).** There are three objective types written papers of 100 marks and of two hours duration each. These papers are English, General Knowledge and Elementary Mathematics. The syllabus is of graduate level.

- **For Officers Training Academy (OTA).** There are only two papers, viz: English and General Knowledge.

- **For National Defence Academy (NDA).** There are two papers only, viz: Mathematics (300 marks) and General Ability (includes English-200 and General Knowledge 400 marks).

4.6.2.2. Interview: Generally, the number of candidates called for the interview is 4-5 times the number of vacancies. The candidates are made to go through five days selection interview
which is structured to predict future performance of a candidate, based on his past performance and performance during interview, as elicited from his verbal responses to verbal queries. While the words used in this definition could be debated, discussed and altered, following features remain germane to the selection interview:

- It is a structured interview.
- It is aimed at predicting performance in future.
- The assessment is dependent on queries and responses.

Clues about suitability or otherwise could pertain to past behaviour in similar situations or to the performance during the interview.

While interview is used as a tool for selection in about 80% of the organizations in Service Selection Boards, they are part of battery of tests conducted during the five day selection process. Thus two distinctions stand out in case of selection interviews at the Selection Boards. Unlike most other interviews, they are highly structured and that they are only supplementary and complimentary to other tests and assessments administered to candidates.

4.6.2.3. Details of the Tests Conducted During the Five Days at the Service Selection Board (SSB).

4.6.2.3.1. Broad Stages and Techniques of the Selection Process:

The process of the five day SSB has remained constant in-spite of various entry schemes. The candidate is received at the railway station itself and then brought to the SSB centre. After completing some basic formalities, the candidates are asked to fill up a Personal Information Questionnaire (PIQ) form. It is generally of two pages and questions are related to self, relatives, friends, academics, hobbies. This form is extensively used by the Interviewing Officer at the time of personal interview. The SSB interview as such can be broadly divided into three stages where a candidate is judged based on three different techniques independently namely the Psychological technique, Group Testing Officer (GTO) technique and finally the interview. The detailed schedule is given in the table below:-
Table 4.23: Stages and Techniques of the Selection Process

<table>
<thead>
<tr>
<th>Stage</th>
<th>Day</th>
<th>Process</th>
<th>Test conducted</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Day 1</td>
<td>Screening</td>
<td>Intelligence test and Picture Perception &amp; Description Test (PPDT)</td>
<td>All three</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Day 2</td>
<td>Psychology test</td>
<td>Thematic Apperception Test (TAT), Word Association Test (WAT), Situation Reaction Test (SRT) and Self- Description Test (SDT)</td>
<td>Psychologist</td>
</tr>
</tbody>
</table>

INTERVIEWS: - Interviews are normally conducted in the afternoon by the interviewing officer. The interviews will carry on from day 1 to day 4. Candidates are interviewed only once and are informed about it well in advance. The atmosphere throughout the interview is relaxed and informal.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Day</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 3</td>
<td></td>
<td>Medical Examination.</td>
</tr>
</tbody>
</table>
4.6.2.3.2. Final Touches: Final touches to the result are given in a conference. It is a process where the candidate gets an opportunity to see 10-12 officers together in uniform. At the conference, the candidate is called in, made to sit in the chair and asked some simple questions to put him at ease. Thereafter, he may be asked some questions which are necessary to reconfirm certain OLQs. If all the three, namely IO, GTO and Psychologist, agree to recommend or reject him, then the time spent in the conference is not much. However, if there is any doubt in the mind of any member, then certain questions may be asked relevant to the doubt and then decision taken.

4.6.2.3.3. Result: After the conference, the President visits the candidates in the hall and addresses them. Thereafter, the GTO will announce the result. The rejected candidates are sent back to the railway station immediately and the selected candidates are asked to report for medical examination. After the medical examination, the detailed report is prepared by the SSB and the list is sent to UPSC/AG’s Branch AHQs.

4.6.3: Selection System of Civil Services:

4.6.3.1. General: The Indian Civil Services have been regarded as the steel frame of administration. It is one of the most prestigious examinations held by the Union Public Service Commission (UPSC) in India. Historically, it is the most sought after job by the young and talented students. Every year, approximately, 5-6 lakhs students apply for the UPSC examination. Generally, 3 lakh students appear in the examination, those cleared by the UPSC are called for interview and only 0.1-0.3% is the success rate.

4.6.3.2. Educational Qualification: Minimum graduate from any of the universities recognized by the Centre, State or the UGC. All candidates must have a minimum of any of the following educational qualifications:

- A degree from a Central, State or Deemed university
- A degree received through Correspondence Education or Distance Education
- A degree from an Open University
- Qualification recognized by the Government of India as being equivalent to either of the above
The following candidates are also eligible, but have to submit proof of their eligibility from a competent authority at their institute/university at the time of the main examination, failing which they will not be allowed to attend the exam.

- Candidates who have appeared in an examination, the passing of which would render them educationally qualified enough to satisfy any of the above points
- Candidates who have passed the final exam of the MBBS degree but have not yet completed their internship

**4.6.3.3. Age Limits:** Prescribed age limits are minimum 21 years and maximum of 32 years as on 1 August of the year of Examination. A candidate who turns 21 on 1 August is eligible whereas a candidate who turns 32 is not. Upper age limit relaxation is provided to candidates as follows:-

- A maximum of three years for OBC candidates [Non Creamy Layer only-up to 35 years),

- A maximum of three years in case of Defence Services personnel disabled in operations during hostilities with any foreign country or in a disturbed area and released as a consequence thereof,

- A maximum of five years for candidates belonging to a Scheduled Caste or a Scheduled Tribe ( up to 37 years),

- A maximum of five years if a candidate had ordinarily been domiciled in the State of Jammu & Kashmir during the period from 1 January 1980 to 31 December 1989,

A maximum of five years in case of ex-servicemen including Commissioned Officers and SSCOs who have rendered at least five years Military Service as on 1 August and have been released on either of the following basis:-

a) On completion of assignment (including those whose assignment is due to be completed within one year from 1 August) otherwise than by way of dismissal or discharge on account of misconduct or inefficiency

b) On account of physical disability attributable to Military Service

c) On in-validment
A maximum of five years in case of SSCOs who have completed an initial period of assignment of five years Military Service as on 1 August and whose assignment has been extended beyond five years and in whose case the Ministry of Defence issues a certificate that they can apply for civil employment and that they will be released on three months’ notice on selection from the date of receipt of offer of appointment.

A maximum of ten years in case of blind, deaf-mute and orthopedically handicapped persons

The age relaxation will not be admissible to Ex-Servicemen and Commissioned Officers including SSCOs who are released on own request.

4.6.3.4. Numbers of Attempts: The number of attempts a candidate can give the exam is limited as follows:

Six attempts for General category candidates and OBC category candidates under the Creamy layer

- Nine attempts for OBC category candidates
- For SCs/STs, there is no limit on the number of attempts.

However these candidates are requested to bear in mind:

- An attempt at a Preliminary Examination shall be considered to be an attempt at the Examination.
- If a candidate actually appears in any one paper in the Preliminary Examination, he/she shall be deemed to have made an attempt at the Examination.
- Notwithstanding the disqualification/cancellation of candidature, the fact of appearance of the candidate at the examination will count as an attempt.
- Candidates just applied but not appeared at the exam are not an attempt.

4.6.3.5. Vacancies and Selection: Generally the number of vacancies varies every year. In the preliminary examination, the number of candidate selected for the mains is 11 or 12 times the number of vacancies and in case of the main examination, the number of candidates selected for the interview is twice the number of vacancies. As per existing policies, reservation for
SC/ST/OBC is applied to each level of the selection process. For example, if the number of vacancies in a given year is 1000, and 100,000 candidates appear for the preliminary examination; the top 11,000 or 12,000 scorers will be selected for the mains and similarly, out of those 12,000 only the top 2,000 scorers will be called for the interview subject to their respective reservation quota.

To secure a place in the highly sought after Indian Administrative Service (IAS), a candidate must secure a rank in the top 70, a success rate of around 0.025 percent.

4.6.3.6. Process: The Civil Services Examination is based on the British Raj - era Imperial Civil Service, as well as the civil service tests conducted by old Indian Empires such as in the Mauryan Empire, and the Mughal Empire. The Civil Services Examination of India is considered to be one of the most difficult and competitive examinations in the world. On an average, 5 to 6 lakh candidates apply every year and the number of candidates appearing is roughly 3 lakh for the examination. Aspirants must complete a three-stage process, with a final success rate of about 0.3% of the total applicants. The process is based on three stages:--

- **Stage I: Preliminary examination** - This is qualifying test held in May/June every year. Notification for this is published in December/January. Results are published in the first half of August.

- **Stage II: Main examination** - This is the main test, held in October/November every year. Results are usually published in the second week of March.

- **Stage III: Personality Test (Interview)** - It is the final test and is held in April/May every year. Final results are usually announced a few days before the next preliminary examination.

The training program for the selected candidates usually commences in August every year.

4.6.3.7. Preliminary Examination: The pattern of the Preliminary examination up to 2010 was based on the recommendations of the Kothari Commission (1979). It included two examinations, one on general studies worth 150 marks, and the second on one of 23 optional subjects worth 300 marks. Until 2011, when it was revamped, the preliminary pattern was sustained with only minor changes once every ten to fifteen years. It is possible that in the coming years there can be some more changes in the format.
From 2011 onwards, the Preliminary examination, now popularly known as the Civil Services Aptitude Test (CSAT) (officially it is still called General Studies Paper-1 and Paper-2), intends to focus on analytical abilities and understanding rather than the ability to memorize. The new pattern includes two papers of two hours duration and 200 marks each. Both papers have multiple choice objective type questions only. They are as under:

- **Paper I** tests the candidate's knowledge on
  - Current affairs,
  - History of India and Indian national movement,
  - Indian and World Geography,
  - Indian Polity and governance,
  - Economic and social development,
  - Environmental ecology, biodiversity and climate change
  - General science.

- **Paper II** tests the candidates' skills in
  - English comprehension,
  - Interpersonal and communication skills,
  - Logical reasoning, analytical ability,
  - Decision making,
  - Mental ability
  - Basic numeracy,
  - Data interpretation and data sufficiency
  - English language comprehension skills.
Note: These papers are qualifying in nature and are not used for ranking. Hence their marks are not added to the total. Candidates who fail these papers as per the Commission's standards are not eligible for the mains.

4.6.3.8. Main Examination (UPSC Civil Services Main Examination Revised Syllabus 2013): The main examination is designed to test the academic talent of the aspirant, also his/her ability to present his/her knowledge in a clear and coherent manner. The main examination is intended to assess the overall intellectual traits and depth of understanding of candidates rather than merely the range of their information and memory.

Of late, the UPSC has revised the pattern of Civil Services Main Examination from 2013. Now, there are 7+2=9 papers to be answered in the main examination. All of them are descriptive type.

a) There are two qualifying papers of 300 marks each. These marks are not counted towards main examination. These papers are

✓ Any modern Indian language.
✓ English.

b) According to the new pattern, there are “FOUR” General Studies paper each comprising 300 marks with a total of 1200 marks. The scope of the syllabus of General Studies is of degree level.

✓ Paper -1----------Essay (200 marks)
✓ Paper-2--------General Studies—1 ( Indian Heritage and Culture, History and Geography of the World and Society—300 marks)
✓ Paper-3--------General Studies—2 ( Governance, Constitution, Polity, Social Justice and International Relations—300 marks)
✓ Paper—5--------General Studies—4 (Ethics, Integrity and Aptitude—300 marks)
There is only “ONE” optional subject to choose from the list of subjects. It comprises of two papers each of 300 marks. So, the total of optional papers is 600 marks. Candidate is allowed to take up literature as an optional subject “without the conditionality of having to do his/her graduation in that language’s literature. The scope of the syllabus of optional paper is higher than the bachelor’s degree but lower than the master’s level.

The candidate is allowed to use any one language from the eighth schedule of the constitution or English as the medium of writing the examination. Total marks for the mains are 2000 only.

4.6.3.9. Civil Services Interview Board: The final stage of selection is the interview which is conducted in April/May every year. The interview board consists of a Chairman who is always from the UPSC only. 4-6 other experts are co-opted as members who are experts in different fields. They may be senior IAS/IPS officers, defence officers, from IFS, Revenue services or any other such services. Candidate will be asked questions on matters of general interest. The object is to assess the personal suitability and judge the mental caliber of the candidate. The candidate must exhibit an intelligent interest in events happening around him so that he appears to be a complete personality.

Some of the qualities required for civil services officers are leadership skills, intelligence, self-confidence, positive attitude, commanding ability, good communication talents, firm determination, and ability to manage complex situations, patience and quick decision making.

Officially called the "Personality Test", the object of the interview is to assess the personal suitability of the candidate for a career in public service by a board of competent and unbiased observers. The test is intended to evaluate the mental caliber of a candidate. In broad terms, this is really an assessment of not only a candidate’s intellectual qualities, but also social traits and interest in current affairs. Some of the qualities to be judged are mental alertness, critical powers of assimilation, clear and logical exposition, balance of judgment, variety and depth of interest, ability for social cohesion and leadership, and intellectual and moral integrity.

The technique of the interview is not that of a strict cross-examination, but of a natural, though directed and purposive conversation that is intended to reveal the mental qualities of the candidate. The total interview marks are 300 only.
The interview is not intended to be a test either of the specialized or general knowledge of the candidate, which has been already tested through written papers. Candidates are expected to have taken an intelligent interest not only in their special subjects of academic study, but also in the events which are happening around them both within and outside their own state or country as well as in modern currents of thought and in new discoveries which should rouse the curiosity of all well-educated youth.

This exam is very thorough and rigorous. The success rate in this stage is very small, i.e. 0.01% of aspirants

There is also a medical test, especially rigid for IPS. Out of the final candidates selected top rankers are appointed as IAS officers.

Once appointed, all probationary officers of the All India and Central Services undergo compulsory foundation training. The department allotment is made based on their preference and merit in the mains and interview.

4.6.4. Comparison: The comparative study between Army Officers Selection System and Civil Services shows a vast difference between the two techniques. They are enumerated below:-

a) Purpose of selection. For civil services, candidates are selected based on their knowledge and potential to frame rules and regulations. They are expected to be in direct touch with the civil population and implement government directions for the welfare of the population. The defence officers are selected to ensure national security, fight at the borders and develop fighting skills through continuous rigorous training, lead the troops in war and win them even at the cost of sacrificing their lives. Since the purpose of both the organizations is different, their selection process is also different.
b) Age Limits: In civil services, the age relaxation is applicable to OBC and SC/ST candidates. No such relaxation is permissible for defence officers.

c) Reservation System: For civil services, reservation system applies for SC/ST/OBC classes in the form of seats as well as age limit exemption and increase in number of attempts. However, no such system applies to defence services selection system.

d) Written Tests: For civil services, there are preliminary tests, main tests and then interview. However, for Army Selection System, there are only two-three papers of general nature. Thus, candidates in both the organizations enter through written examinations conducted by UPSC though the syllabi are different.

e) The Syllabus: The syllabus for civil services is very vast as compared to Army Selection System which is of elementary nature. The potential defence officers appear for only GK, English and Elementary mathematics.

f) Preliminary Tests: Held only by civil services examination and not for army. Thus, civil services conduct two papers for preliminary written examination, then mains consisting of nine papers and there-after interview. However, for defence forces, only one set of papers is held and qualified students are called for interview depending upon their merit.

g) Constitution of Interview Board: A board consisting of a chairman (UPSC member) and 4-6 other experts from different fields is constituted for the civil services selection. The composition of the board may vary every-time. Whereas for defence officers, three permanent Service Selection Centres are established at Bangalore, Bhopal and Allahabad. They are posted with trained officers to conduct the interview.

h) Interviewing Officers: For civil services, except the chairman who is from the UPSC, others are just picked-up randomly. No formal guidelines are given to them by the UPSC. However, for defence services, the board members are bound to follow the guidelines laid down by the Army Headquarters, Adjutant General’s Branch which deals with the selection system.
i) **OLQs:** No particular quality is laid down for civil services by the UPSC and hence it is left to the subjective judgement of the board to give marks to the candidate. Whereas 15 OLQs are mentioned elaborately in the check sheets for the selection of defence officers.

j) **Interview Questionnaire:** For civil services, no set pattern questionnaire is issued to the members. They are at liberty to ask any question from any candidate. However, for defence services, each and every test is elaborately mentioned in the guidelines and all the candidates in a particular batch go through the same type of questionnaire and other tests.

k) **Check of OLQs:** No such thing exists for civil services selection system. For defence officer’s selection, very detailed methodology has been worked out for each test to check 15 OLQs under four factors.

l) **Suitability:** In civil services, the candidates are judged as suitable or unsuitable only whereas for defence services, each and every OLQ is marked separately and then the overall marks are given.

m) **Interview Board:** In civil services, board members do not undergo any particular training whereas for defence services, all the board members are trained, tested and are employed for interview duties if found fit.

n) **Different Board for Repeaters:** In civil services, if a candidate is rejected, he may appear next year again and may face some of the members from the previous board itself. However, for defence forces, the repeater candidate is not sent to the same board again and so he will be judged by different set of officers only.

o) **Probability of Error.** In civil services, once the interviewing board decides the percentage marks, the case closes there. Thus, the system is very subjective and hence probability of error is much more. Where-as for defence services selection, three different officer’s conduct the interview independently and hence probability of error is negligible.

p) **Fairness in Selection:** For civil services, the candidate gets only one opportunity to project his best and in just 30-45 minutes, his fate is decided. The mistake once committed can-not be rectified. Where-as for defence officers, three different officers carry out interview employing three different techniques to check the same 15 OLQs. Thus, the candidate gets a fair chance to represent himself time and again.
q) **Subjective vs Objective Procedure:** Civil services interview procedure is very subjective by nature. If one official does not agree, his views may prevail, particularly that of the chairman of the board. However, in case of defence services selection system, all three are equal and independent judges.

r) **Allotment of Marks:** The candidates are given only percentage marks in civil services interview without assigning any reason for allotting those marks. In defence services, each interviewer has to give detailed comments for allotting particular set of marks. The record is maintained at Army Headquarters as a confidential file which can be checked at any time even after 10 years of retirement of the individual officer.

s) **Written vs interview Performance:** For civil services, the candidate is expected to pass written examination comprising of 2300 marks and interview consisting of only 300 marks. A candidate may not score well or fail in an interview but get very good marks in written can still make it to the merit since merit is based on combined marks only. However, for army selection, recommendation in an interview is a must.

t) **Medical Examination:** After the interview, the recommended candidates by the SSB are required to undergo a thorough medical examination which is conducted by specialists. Whereas, for civil services, a semblance of medical examination is conducted only to find if the candidate is suffering from any serious disease.

u) **Interview Language:** For civil services, the candidates can appear in the interview in any language. The UPSC provides translators accordingly. However, no such system is in practice in the defence services selection system. The official language of defence officers is English and so interview is also conducted in English only.

v) **Knowledge vs Psychology:** The civil services interview is based on candidate’s all-round knowledge of various subjects where-as defence services interview is based on his qualities which get exhibited through various psychological tests.

Having studied all possible effects, it is felt that a new model should be suggested which have been covered in the next section.
4.7 NEW MODEL FOR DEFENCE OFFICERS SELECTION SYSTEM

4.7.1. General: Selection is the process of putting right people on the right job. It is a process of matching organisational requirements with the skills and qualification of the applicants. Effective selection can be done only when there is an effective matching. By selecting the best candidates for the organisation, the quality of performance improves. Hence, selection in any field is a domain of experts. In the armed forces, it assumes greater importance since officers once selected are expected to take decisions which can affect the lives of the men they command and may have an impact on the result of the wars. Therefore, very few officers are considered for posting to the Service Selection Centres based on their own performance at the time of their SSB selection. Such selected officers are made to go through three months rigorous training at Directorate of Psychological Research (DIPR), Delhi. The selected officers are then sent to various selection centres and are made to be part of the selection process as an understudy under well experienced officers. Once they are approved by the President of the selection centre, only then they may be posted as Psychologists, GTOs or Interviewing Officers. This meticulous procedure is followed to ensure that no wrong person is selected and no right person is rejected for the armed forces. Though maximum effort has been put to ensure flawless selection, the officers are also human beings and their objective approach may not be enough. The detailed five days interview system was considered to be excellent procedure but with the passage of time and changes in the society due to socio-economic changes and technological advancement, the system needs to go through modifications to select the best candidates and improve intake of officers.

4.7.2. Findings: The data collected from officers, candidates and senior officers reveals the following:-

4.7.2.1. Objective and Fair Selection System: The officers were asked that since all officers are human beings and the selection process is at best left to their personal judgement, do you think the system is quite objective and fair. The response is as shown below:-
As is evident from the above table, 92% officers supported the present system as objective and fair. Thus, the procedure as such has been found to be highly satisfactory.

The candidates at the time of interview were also asked the same question and their response is as given below-

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>258</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>4.67</td>
<td>90.67</td>
</tr>
<tr>
<td>Can’t Say</td>
<td>28</td>
<td>9.33</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Clearly, 86% candidates said that the selection process is just and fair. It collaborates with the views of officers as shown above.

**4.7.2.2. Changes Required in OLQs due to Frequent Role Change:** The same set of officers were asked that since the armed forces are increasingly being used in Counter Insurgency Operations and Aid to Civil Authorities, is there need to change the OLQs expected of them. The answers are shown here in the form of a pie chart:-

---

**Fig 4.40: Objective and Fair Selection System**
Fig. 4.41: Changes Required in OLQs due to Use of Armed Forces for Counter Insurgency Operations and Aid to Civil Authorities

From the fig above, one can conclude that 76% officers do not wish to change any OLQs and only 22% officers have recommended the change.

4.7.2.3. Mandatory Defence Training for Govt. Job Seekers: In some countries, like Israel the army service is compulsory. Though, this is not the requirement in India, however, the officers were asked if at least three months training should be made compulsory for all Govt. jobs. The response is as given below-

Fig. 4.42: Mandatory Army Training for Govt. Job seekers

If agree and above is taken as positive, then 84% officers recommended that all those who aspire for Govt. jobs should be made to go through mandatory army training for three months.
4.7.2.4. Separate Selection System for Different Arms and Services: The officers were asked if separate selection system should be followed for selection of officers for different arms and services. The response is as appended below:

Fig. 4.43: Separate Selection System for Different Arms and Services

Clearly, 84% officers recommended that separate selection system is not required for separate services. It can be safely deduced that the present selection system is good enough for both, i.e. arms and services.

4.7.2.5. Different Selection Process for Different Roles: The role of the armed forces keep changing from border security to low intensity conflict to aid to civil govt. to service in foreign countries. To meet all these requirements, should the officers be checked for different qualities and selected differently. This questions reply by officers is as given below-
Fig. 4.44: Does interchangeable roles of officers necessitates different qualities and selection process?

Obviously, overwhelmingly 92% officers disagree with the option of separate qualities and selection system. Present system is considered adequate for the same.

4.7.2.6. Changeover of Selection System by Changing from Scales to Suited/Most Suited System: In number of countries, the candidates are marked as “suited” or “unsuited”, however, Indian selection process is based on scales. The same set of officers were asked if the Indian system is also changed to suited/unsuited system will it help in improving the intake of officers? The response is as given below-

Fig. 4.45: Change-over of Selection System from Scales to Suited/Unsuited Marking

Overwhelmingly 88% officers rejected the idea and only 8% agreed. It can safely be deduced that very large number of officers believes that the present system of scaling the individuals is good.
4.7.2.7. Merit of Selected Candidates: Some countries follow the system that all those who qualify the interview are listed in the descending order, then the merit is prepared and are absorbed as per vacancy list. Others are treated as waitlisted for a particular period and are considered for selection without going through the selection process with in stipulated time period. The officers were asked if the same system should be followed in India also. The response is as given below-

![Fig. 4.46: Selected Officers not in the Merit to be Waitlisted for a Specified Period](image)

Clearly, 90% officers recommended the idea. It may reduce some pressure of the SSBs and help in improving the intake of officers. It also means that lessor pressure on Service Selection Centres and reduction in deficiency of officers in the armed forces.

4.7.2.8. Allocation of Arms and Services based on Merit: The officers were asked if the allocation of arms and services be made based on performance of the candidates at the time of interview. The response is as given below-
Table 4.25: Allocation of Arms and Services based on Performance at the Interview

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Agree</td>
<td>6</td>
<td>1.34</td>
<td>1.34</td>
</tr>
<tr>
<td>Fairly Agree</td>
<td>9</td>
<td>2.00</td>
<td>3.34</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>4.00</td>
<td>7.34</td>
</tr>
<tr>
<td>Disagree</td>
<td>394</td>
<td>87.76</td>
<td></td>
</tr>
<tr>
<td>can’t Say</td>
<td>22</td>
<td>4.9</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>449</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

As is seen, 87.76% officers view that it should not be done as per performance at the time of SSB interview. The present system of allocation of arms and services at the end of the training as per their choice and performance during training is far superior.

4.7.2.9. **Screening Test**: The present system entails five days interview. First day is screening test and large number of candidates gets rejected on that day itself. The officers were asked if all the candidates should be subjected to five days interview and no one is screened out on the first day itself. The answer is as given below-

![Fig. 4.47: Should Screening Test be cancelled?](image_url)

As many as 96% officers responded that screening test should be discarded. Larger the strength being interviewed, better chances of more students being selected thereby resulting in improved intake of officers.
4.7.2.10. Defence University: A question was asked from the officers whether there should be a defence university to train the applicants and prepare them for the interview. The response is as given below-

![Graph showing the response of officers on the need for a defence university. The graph indicates that 92% of officers do not agree, while only 7% agree.](image)

**Fig. 4.48: Requirement of a Defence University to Train Perspective Candidates**

Clear verdict has been given by the officers here. As many as 92% officers have said that it is not required. Only 7% officers are in its favour. Further to this, the discussion with the senior officers also rejected the idea of a defence university as defence forces requirement is raw candidates and not the tutored ones.

Similar question was asked from DIPR officials as to will the pre-training before interview help in improving the intake of officers. They viewed that it will not help as armed forces need raw candidates who can be trained according to the requirement. Also, the selection system is such that well trained selection centre officers can immediately recognise the level of short term training received by the candidates.

The SSB officers also when asked about the same argued that short term training generally is un-helpful as the requirement is candidates with trainable ability and not already badly trained candidates.

4.7.2.11. Reduction in number of Interview Days: Five days interview for armed forces is too long a period as compared to a few hours interview in the private sector. It puts lot of pressure on the candidates which affects their performance during the interview. The officers were asked if the number of days of interview should be reduced to three by conducting screening test on line and conference on the third day itself. The response is as given below-
Strikingly, 90% officers support the idea of three days interview. The amazing deduction is that 62% officers have ticked “Most Agree” giving stronger support to the issue of three days interview.

The same question was also asked from SSB Officers and their response is as given below-

**Table: 4.26: Reduction in Number of Interview Days.**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>26.67</td>
<td>26.67</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>53.33</td>
<td>80</td>
</tr>
<tr>
<td>Can’t Say</td>
<td>6</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

As many as 53.33% officers view that selection process should not be reduced from five days to just three days.

To further confirm the same, the DIPR officials were also asked if there is a case for carrying out any modifications to the existing selection system. Their views are that the present system needs to be changed keeping present and future trends in mind. They further said that the entire selection process needs to be modified by reducing number of days to three days and making it hi-tech. They emphasised the need to increase the number of selection centres and add tests measuring their values and Intelligence Tests should either be deleted or conducted via LAN.
4.7.2.12. Keeping NDA Merit Alive for Future: Candidates selected for National Defence Academy (NDA) are generally more than Indian Military Academy/Officers Training Academy (IMA/OTA). Thus, though some candidates are rejected for NDA being low in merit and IMA/OTA is always short of candidates. The officers were asked if candidates once selected for NDA may be low in merit should be considered as selected for IMA/OTA once they complete their graduation. This will reduce pressure on selection centres and improve intake of officers. The response is as given below-

![Fig. 4.50: System to keep NDA Merit Relevant for IMA/OTA](image)

As is evident, 12% officers only have rejected the idea and 76% officers suggested that it needs to be tried.

4.7.2.13. Weightage of Tests: Each test in the interview has some weightage. The officers were asked to give weightage to each test conducted during the interview. The response is as given below-

<table>
<thead>
<tr>
<th>Test</th>
<th>Up to 20%</th>
<th>20%—40%</th>
<th>40%--60%</th>
<th>Above 60%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td>88.64%</td>
<td>6.22%</td>
<td>4.14%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Psychological</td>
<td>2%</td>
<td>2%</td>
<td>78%</td>
<td>18%</td>
<td>100%</td>
</tr>
<tr>
<td>GTOs</td>
<td>2%</td>
<td>4%</td>
<td>72%</td>
<td>22%</td>
<td>100%</td>
</tr>
<tr>
<td>Interviewing Officer</td>
<td>3%</td>
<td>3%</td>
<td>82%</td>
<td>12%</td>
<td>100%</td>
</tr>
</tbody>
</table>
It is quite clear that officers recommend that screening test should be lowest priority and all other three tests should be of almost equal weightage.

4.7.2.14. Same Selection Process for Armed and Para Military Forces: The officers were also asked if the selection process of armed forces and para military forces should be same since both are involved in similar kinds of duties.

![Fig. 4.51: Same Selection System for Armed Forces and para Military Forces](image)

From above, one can deduce that same selection process is not recommended by overwhelmingly 86% officers.

4.7.2.15. Provisional Selection of Borderline Rejected Candidates: Next question asked was that should the candidates rejected due to marginal differences in trainable qualities be selected provisionally, given some training first, checked again and then sent to academy. The respondents’ response is as given below-

![Fig. 4.52: Provisional Selection of Candidates](image)

From above, it can be deduced that 54% officers agree to accept border line rejected candidates provisionally and then given some training before final absorption. 40% Officers have rejected the idea.
4.7.2.16. **Basic Knowledge of Science**: Technological advancement is taking place at a very fast pace. Future wars will be won by tech-savvy armed forces only as real time information will need real time reactions. The officers were asked that keeping above in mind, should the basic entry level education be made 10+2 with science for NDA and science graduates for other entries. The response is as given below-

![Fig. 4.53: Basic Entry Level Knowledge of Science](image)

Clearly, 86% officers reject the idea. The present system of 10+2 or graduates from any stream is good enough for training in the armed forces. Only negligible numbers have supported the idea.

4.7.2.17. **Elements in the Interview Report**: Different countries follow different methods of rating the candidates. The officers were asked as to what method will suit the Indian environment best. The response is as given here under-

![Fig.4.54: What elements should be contained in the Interview Report?](image)

Obviously, overwhelmingly 75% officers suggested that quantitative reporting is best suited for Indian environment.
4.7.2.18. Final Result: During the interview, three officers carry out assessment in three different ways. The officers were asked that if the candidate scores less marks in one and pass marks in other two, should he be selected or not. The response is as given below-

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected</td>
<td>6</td>
<td>1.34</td>
<td>1.34</td>
</tr>
<tr>
<td>Re-conduct Complete Interview</td>
<td>9</td>
<td>2.00</td>
<td>3.34</td>
</tr>
<tr>
<td>Re-examine only one Factor</td>
<td>212</td>
<td>47.21</td>
<td>50.55</td>
</tr>
<tr>
<td>Rejected</td>
<td>200</td>
<td>44.55</td>
<td>95.1</td>
</tr>
<tr>
<td>No Comments</td>
<td>22</td>
<td>4.9</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>449</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

47.21% officers view that the candidate should be given an opportunity to be checked in the particular factor he has failed in whereas 44.55% officers feel that such a candidate should be rejected outright. Though the candidates have an opportunity to get selected in the next attempt, giving them an opportunity to be tested in that particular factor again will certainly be useful.

4.7.2.19. Psychology Training in Schools: The selection process is based on psychology of the candidates. However, no formal training is given to candidates in this regard. Is there a case that psychology teaching should start at school level so as to nurture better candidates? To this question, the officers’ response is as follows-

![Fig. 4.55: Psychology Training in Schools](image-url)
As is clear, 70% officers have recommended that psychology training should be incorporated at school level itself. It will help the youth to join armed forces and do well in other sectors also.

4.7.2.20. **Qualified in Interview should be considered as Selected.** After the interview, the written and interview marks are added and then only the merit is prepared. The officers were asked that since the candidates had already cleared written test, qualifying in interview should be enough to select them and no new merit is required to be prepared. The response is given below-

![Fig. 4.56: Qualifying in an Interview should be considered as Selected](image)

94% Officers recommended that no new merit should be prepared. Since the candidates have already cleared basic requirement of passing the UPSC written exam and then only called for an interview, qualifying in an interview should be considered as selected.

Some selected officers are trained and posted at Service Selection Boards (SSB). They gain lot of experience during their tenure there and hence their views have also been considered.

4.7.2.21. **Awareness of DG Recruiting Policy.** The SSB officers were asked whether they are aware of the officers Recruitment Policy laid down by the Directorate General (DG-Recruiting)? The reply is as shown below-
Table: 4.29: Awareness of DG Recruiting’s Policy

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>23.33</td>
<td>93.33</td>
</tr>
<tr>
<td>Can’t Say</td>
<td>2</td>
<td>6.67</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

As is clear, 70% officers reported that they are aware of DG Recruiting Policy. However, 30% are not aware is an eye opener.

4.7.2.22. Awareness of Objectives of Selection: When the SSB officers were asked that as a policy are you aware of the objectives of the selection system, their response is as given under-

Fig. 4.57: Awareness of Objectives of Selection System

As is evident from above, clearly majority (93.33%) officers are aware of the objectives of Selection System.

4.7.2.23. Feedback by DIPR: The same set of SSB officers were asked if they are ever consulted by the DIPR for any feedback. The reply is as follows-
The pie chart clearly shows that there is no system of taking feedback from the officers posted at Service Selection Centres. With just 23.44% officers claiming that such a system exists, it shows that probably only Presidents/Deputy Presidents are requested for their views. The same question was asked from the DIPR officers also and they confirmed that there is a feedback system through Technical Inspections and Cadet’s conferences. Also they visit selection centres 4-5 times in a year and meet officers face to face. The feedback is also obtained through letters, phones and workshops.

4.7.2.24. Review of Selection System: The officers were asked as to how frequently the selection system should be reviewed. The response is as given below-

The line chart shows that the selection system should be reviewed once in every 10 years as 50% officers have supported it. The same question was asked from DIPR officers and they also are of the view that the whole selection process should be reviewed once in every 10 years.
4.7.2.25. Adequacy of Publicity: The same set of officers was asked if the present system is getting adequate publicity. The officers’ response is given below-

![Chart showing Adequacy of Publicity](image)

Fig. 4.60: Selection System getting Adequate Publicity

Clearly, 53.33% officers feel that it is not getting enough publicity to attract the youth in to armed forces.

4.7.2.26. Posting of Officers to Selection centres: Selecting the officers for defence forces is a very serious business. It has been observed that mix of officers is posted to Service Selection Centres for conducting the interview. The officers who are looking forward to their further promotions take lot of interest however, those who have missed their promotion boards do not take much interest which may result in selection of wrong candidates or rejection of good candidates. This question was posed to SSB officers that should only up-coming officers be posted to SSB centres. The response of the officers is that 36.67% officers agreed to the proposal but 60% officers were against it. The negative answer may be attributed to the superseded officers presently posted at SSB centres. Hence, it can be deduced that up-coming officers will be able to do a better job at the selection centres as compared to others. Similar question was also asked from DIPR officers and they confirmed that up-coming officers will certainly perform better at the selection centres as compared to superseded officers who themselves are de-motivated.

4.7.2.27. Awareness of Selection Process: The candidates who had come to appear for the interview were asked certain straight questions after the interview was over but before the conference i.e. before declaration of the result. The first question asked was that did they know about the selection process before arriving for the interview at the selection centre.
Fig. 4.61: Awareness of Selection Process by the Candidates

As many as 84.33% confirmed that they were aware of the process meaning that general awareness exists amongst the potential candidates.

Similar question was asked from the senior officers and their views were recorded. They mentioned that very little interaction takes place between senior officers and Service Selection centres as administratively selection centres are under respective Commands but their selection operations are controlled by the Recruiting Directorate. Also, the OLQs and the whole selection process is laid down by the Directorate of Psychological Research (DIPR) located at Delhi, the serving HQs hardly come in to picture. The DIPR and Recruiting Directorate officers keep visiting the Selection Centres to update themselves with the ground problems and to try and find solution to them. They also contended that officers of the level of Major General and above should be involved in regular feedback on the selection system. Another argument was that some portion of the selection process should also be taught during Junior Command, Senior Command and Higher Command. Higher Defence Management Courses to make the officers aware of the whole process.

Similar question when asked from DIPR officials, they confirmed that their officials do visit the selection centres and also conduct exercises to ensure that same standard is maintained at all the service selection centres. They also check the records of previous selection/rejections to see that free, fair, transparent and clear system prevails in the environment. They also argued that system’s awareness to the candidates is adequate as many of them come well prepared for the interview. This arguments support the views of the candidates as enumerated above. They preferred that the system should remain shrouded in mystery as otherwise it will increase the legal problems. But they suggested that young students should be made aware of armed forces as a career by way of lectures, motivational true stories and TV programmes etc. It may help in reducing the deficiency of officers to some extent.
However, senior officers and DIPR officers agreed that no system exists to seek any feedback from the senior officers to whom the young officers report. The feedback system exists at the training academy level only and once the candidates are trained, no formal system to see the fairness of the system exists. Only normal Annual Confidential Report (ACR) system works there-after.

4.7.2.28. Preparedness by the Candidates: When the same candidates were asked about their preparedness about the interview, the response is as given below—

![Fig. 4.62: Preparedness by the Candidates]

The candidates’ response is just mixed here. 46% saying that they prepared themselves whereas 52.33% said that they did not prepare. The difference is not much between yes and no here. However, when the SSB officers were asked about the same, they mentioned that majority of the candidates come unprepared and that is good as defence forces need raw candidates who can be trained as per requirements.

4.2.7.29. Satisfaction with the Selection Process: The candidates were also asked if they were satisfied with the selection process and they got a fair chance to get selected. The response is as given below—

![Graph showing satisfaction with selection process]
Fig. 4.63: Satisfaction with the Selection Process

As is evident, as many as 87.67% candidates are satisfied with the process and they felt that the system is fair and provides equal opportunity to all.

4.7.2.31. Prior Information about Tests: The candidates were asked if they were told about the various tests to be conducted at the SSB during their interview, the response is as given below-

![Fig. 4.64: Prior Information about the Tests]

As is evident, 79.67% officers confirmed that they had prior information about the tests which further collaborates the response that candidates are aware of the selection process as given at 4.7.2.28.

4.7.2.32. Adequate Knowledge about the Tests: The same set of 300 candidates was asked about their knowledge about the tests being conducted at SSB. The response is as given below-

![Fig. 4.65: Adequate Knowledge about the Tests]
As many as 63.67% candidates said that they had adequate knowledge about the tests. It adds credence to result at 4.7.2.31 that prior knowledge about tests is there with the candidates and 4.7.2.28 that candidates are aware about the tests at SSB.

4.7.2.34. Awareness of OLQs: The candidates were asked if they were aware of the OLQs being tested at the time of interview at various selection centres. The response is as given below-

![Awareness of OLQs](image-url)

Fig.4.66: Awareness of the OLQs

As is evident, as many as 67% candidates knew about the OLQs meaning that candidates are well informed about the selection process and they do come prepared.

4.7.2.35. Formal Training before Interview: The candidates were asked if they feel there should be some formal training before they appear for the SSB interview. The response is as shown below-

![Requirement of Formal Training before Interview](image-url)

Fig. 4.67: Requirement of Formal Training before Interview
As many as 48.33% candidates preferred prior training before interview. However, 40.67% are not in favour.

**4.7.2.36. Difficulties Faced during Interview:** The candidates were asked if they faced any difficulty in facing the interview. The response is as given below-

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No knowledge about the tests</td>
<td>34</td>
<td>11.33</td>
<td>11.33</td>
</tr>
<tr>
<td>No knowledge how to prepare</td>
<td>95</td>
<td>31.67</td>
<td>43</td>
</tr>
<tr>
<td>No time available</td>
<td>33</td>
<td>11</td>
<td>54</td>
</tr>
<tr>
<td>Lack of English language</td>
<td>60</td>
<td>20</td>
<td>74</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>22</td>
<td>7.33</td>
<td>81.33</td>
</tr>
<tr>
<td>No formal training available</td>
<td>56</td>
<td>18.67</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

As is evident from the table above, it can be deduced that 31.67% candidates believe that they get rejected as they don’t have adequate knowledge about preparation for the interview and 18.67% feel that no formal training is available.

**4.7.3.37. Media Coverage:** Very senior officers when confronted with the question of media coverage to defence events and individuals, almost all of them said that media covers our events either only when something goes wrong or when there is a war like situation. Since war is not an every-day affair, generally defence forces get publicity for bad reasons. They also mentioned that any-thing wrong in the defence forces must get highlighted as ours is the most transparent
organisation, what is needed is that right information is fed to the media. For this, there is a need to have strong media cells of the defence forces who are trained to interact with the media. Important parts of curriculum of journalism should be part of the various courses for the defence officers. There is need of an attachment of a journalist with each Division HQs to start with. Important journalism classes should be conducted by the seasoned journalists and commanding officers at unit and sub-unit level should be allowed to interact with the media to give authenticity to the news. If a police inspector/sub-inspector can deal with media, why not defence officers. The need is to teach the officers what to say without compromising on security of the nation and still conveying essence of the event. Regular intervals at unit levels will pay dividends in this regard. Some officers suggested that starting a defence TV channel may be fruitful idea which can cover all matters related to defence forces including welfare measures and important events and individual/collective bravery stories. This will help in attracting more youth to the armed forces and improve intake of officers as well.

4.7.3.38. Transparency in Selection System: The senior officers were questioned about the mysterious selection system as selected as well as rejected candidates do not know the reason for their selection or rejection. The officers were asked as to what should be done to make it more user friendly. All the 30 officers said that the present system of selection in terms of transparency is adequate. It is not possible to inform every-one the reason for their rejection as it may lead to many legal cases. Most of the tests are based on psychology and different psychologists will have different views on the same subject which may result in leading to legal challenges of the selection system itself. In any case, large number Training Academies/Coaching Centres are now available in the country where the students get training before appearing for the interview. Such training centres inform the students about their strengths and weaknesses and large number of candidates come well prepared for the interview. However, it must be realised that short term training can-not change the attitude of the candidate and the system of selection is good that it finds out the truth with-in. The whole system is open, all candidates are put through the same kind of tests by the same expert, and all the three officers, i.e. Psychologist, GTO and the Interviewing Officer do not discuss any candidate before the fifth day, i.e. conference day. All candidates are given chest numbers and all officers remain in civil dress to ensure fair and square opportunity to one and all. Even those who are border line cases are given another chance to get selected at the time of conference (last day of the interview) thereby proving that the selection system is very fair, transparent and gives equal opportunity to each and every-one.
4.7.3.39. UPSC Test Standard: The UPSC conducts the written tests which are based on old education system and is hence outdated. The syllabi, teaching and examination techniques have changed a lot. The requirement of officers with adequate technical knowledge is the need of the hour. Hence, the officers were asked if there is a need to modify the pattern of written examination to suit present day education system. The response is as given below:

![Bar chart showing responses]

**Fig. 4.66: Should UPSC Change the Written Test Pattern**

As is evident, 86% officers want the written test pattern should change.
4.7.3.40: GMAT, GRE and GATE Tests etc.: Should GMAT, GATE etc. passed candidate is directly called for the interview? This was the next logical question to the officers. The response is as given below:

![Pie Chart](image)

**Fig. 4.67:** Should GMAT, GATE etc. passed candidate is directly called for the interview?

Obviously, officers are in favour of giving credit to the competitive examinations.

4.7.3.41. Interaction with DIPR: Presently, DIPR appears to be working in isolation. It is like the left hand does not know what the right hand is doing. UPSC, DIPR and SSBs are working in water tight compartments. The DIPR is the organization which lays down the selection procedures and hence tends to act like a boss. So, the officers were asked if DIPR should conduct more meetings with the SSB and UPSC officials to get their views for better selection system. The response is as given below: -
It is clear that the DIPR should organize more meetings with UPSC and SSBs and open and fruitful interaction should be held to recruit quality officers. The habit of one-up man ship should be buried and better committed officers posted to such organisations.

**4.7.3.42 Officers at SSB.** The officers posted at the SSB Centres are generally of mix category. Hence, large no. of officers is not motivated to do their job efficiently. In order to keep best officers at the SSB, the officers were asked if the appointment at SSB be considered as the best staff appointment. The response is as given below:-

![Fig. 4.69: Should SSB Posting be considered as Best Staff Appointment?](image_url)
As is evident, officers with better future prospects should be considered for appointments at the SSB as the job of selecting the potential officers is a very serious business.

**4.7.3.43 Psychological tests**: Four different psychological tests are carried out at the time of interview which are based on Morgan and Murray theory of 1935. This is now very old system and many new schemes are available in the market today. Hence, officers were asked if psychological tests be upgraded and new tests be brought in. The response is as given below:

![Fig. 4.70: Should Psychological Tests be Revisited](image)

Clearly, the response is in favour of bringing in new tests. There are many new schemes in available which need to be considered. It will help in up-dating the selection process and also make it useful for the defence forces.

**4.7.3.44 Training Establishments**: Training establishments and SSB centres hardly have carry out any interaction. The candidates are selected by the SSB Centres and handed over to Training Establishments for their grooming. The officers were asked if there is a case of officers posted at Training Centres visiting the SSBs and vice versa for better understanding of the system to improve selection as well as training standards. Their response is as given below:-
90% officers favour visit to each other’s establishment to know them better as it will help in improving the selection as well as training system both.

4.7.3.45 Service Selection Centres. At present, army has only three such Centres. The large number of candidates cannot be handled by them which have resulted in introduction of screening test to weed out some candidates. The officers were asked that should no. of Selection Centres be increased to help more candidates to appear in the interviews. The response is as given below:-

Fig. 4.72: Should more Selection Centres be Opened?

Clearly, the desire is to have more selection centres to cater for more candidates and make it easy for the candidates to report to the nearest centres.