Addressing Infirmities in Existing Selection Process For Officers of The Indian Armed Forces

Engineering

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ABSTRACT   *Of late the selection boards have come to be viewed as rejection boards. The whole selection process is negative in approach and is directed towards finding limitations/angularities in a candidate's personality. The present system of trying to probe angularities and limitations in perspective candidates is most detrimental to the overall environment. Positives are ignored and negatives are highlighted The process is of elimination and not selection. This is utter wastage of Human Resources which are the most valuable assets and a critical factor to gain a competitive advantage in any organization . There is a need to change the basic approach. Most assessors suffer from the error of central tendency syndrome, in that, they hesitate to give clear-cut assessments and keep most candidates as border-liners The traditional views need to take a back seat and developmental approach needs to establish itself. All assessment centres have developmental aspects attached to it. Increasingly, assessment centres need to stress on a collaborative approach which involves an individual actively participating in the process rather than being a passive partner. In some evolved cases, we can even find an assessment centre which is so developmental in its approach that most of its assessment work is carried out by the participants themselves and major functions of the centre are carried out by the participants themselves. The only function left with the centre is to provide the participants with feedback. The process of feedback is as much developmental as judgmental. The article also suggests a way forward by creating Talent Pools and suggests some tests to bring in objectivity in Assessment.*

Introduction.

1. After clearing the written examination conducted by the Union Public Service Commission, the candidates are screened by the Services Selection Boards (SSB) based on three-pronged testing system—interview, psychological tests and group testing. The three assessors use independent techniques to test individuals. During the final conference they exchange information to define the personality of the candidate.

The interview is conducted by President/Deputy President of the Services Selection Board, with the objective of probing for 'clues to behaviour' through adroit suggestions, comments and questioning to obtain inputs regarding strengths and shortcomings of the candidate. Psychological assessment is based on projective tests. These include intelligence test, thematic apperception test, word association test, situation reaction test and self-description. Group testing is based on the premise that a group is a man's most natural environment and his behaviour in a group will be his natural behaviour. It is probed through a variety of tests like the group discussion, group planning exercise, progressive group task ,half group task, lecturette, group obstacle race, command task, individual obstacles and final group task.

2. Some of the major areas of concern of the SSB process have been discussed in the following sections.

Proclivity for Rejection

3. The whole selection process is negative in approach and is directed towards finding limitations/angularities in a candidate's personality. Positives are ignored and negatives are highlighted. As no human is perfect, most candidates get rejected for one reason or the other. Inconsistent/incomplete evidence or inconclusive assessment also provides adequate justification for rejecting a candidate. Even during the final conference, all three assessors give out limitations that they have noticed in a candidate. The whole exercise is directed towards finding enough reasons to reject a candidate rather than carrying out an appraisal of his good traits for selection.

Table: Applicants for the Period 2002–03 to 2006–07

Errors and Biases in Assessors

4. **Social Changes and Error of Contagious Bias.** Some assessors suffer from 'error of contagious bias', in that they get biased by their own likes and dislikes and tend to judge candidates' traits by their own standards, and by comparison, without appreciating that attitudes and ethics have changed with time. This is normally referred to as 'error due to false assumptions'. What was considered unethical not so long ago may have come to be accepted in the society as a fact of life now. It is an established fact that an assessor makes up to 10 value judgments on a candidate in the first 30 seconds of an interaction. It influences further course of the assessment unless an assessor exercises due caution. Unfortunately, many assessors tend to develop an attitude of their own infallibility. They believe that they have the expertise to judge suitability of a candidate in a few minutes. Such assessors tend to make up their mind at the outset, and the subsequent assessment gets reduced to a mere formality devoid of purpose and objectivity. This is the single most important reason for distortions in the whole process.

5. **Error of Central Tendency**. Most assessors have an attitude of playing safe and neither grade the candidate very high or very low. This results in 'error of central tendency' syndrome, in that, they hesitate to give clear-cut assessments and keep most candi-

dates as border-liners. Candidates not falling in the category of Adequate or Inadequate zones are considered border-liners. This is primarily due to their lack of confidence in their own assessment. They fear that their assessment may be at variance with the assessment of other two assessors and that they may stand out as the 'odd-man'. Therefore, they prefer to keep a candidate as a border-liner and leave final decision making to the final conference which is attended by all the three assessors interviewers, group testing officer and psychologist. During the conference, they watch the trend of discussion and generally go with the majority opinion.

6. **The Border – liners**. Due to attitude of playing safe by the assessors, the border-liners form a whopping 36 -40 percent of all candidates. It implies that the whole selection process is unable to determine suitability of 36 -40 percent candidates. It is certainly a cause for concern as it reflects weaknesses of the assessors and their inability to perceive the required qualities with accuracy.

7. **Inadequate Importance to Potentiality and Trainability.** Potentiality refers to the qualities which may not be fully developed at the time of selection but the candidate shows adequate potential for their subsequent development with facilitating environment and training. On the other hand, trainability is ability to assimilate training and acquire/develop required quality traits. Although the basic attitudes do not change appreciably, there are a number of developable qualities like power of expression, emotional development, width of interest, drive and insight.

8. **Lack of Exposure**. The present day candidates come from varied background and may not have had the opportunity to be exposed to many facilities, whereas most candidates came from public schools earlier. Therefore, potentiality and trainability have become important factors to be considered while assessing candidates. As gauging of potentiality and trainability is much more difficult than to determine current standards, there is a need to carry out an appraisal of the selection process and impart required training to the selection staff. Trainability, which is basically a function of age and stages of adolescence indicate the level of trainability in the candidate's fitness for selection.

Table: Training and Adolescence

Raising of Entry Qualifications and Age

9. **First Pick Opportunity**. Undoubtedly, the services would like to attract the brightest youth, as used to be the case till the 1970-80s. Unfortunately, in a blunder of monumental proportions, the services lost the 'first pick advantage' that it had enjoyed up till then. Earlier, Class X was the minimum qualifica-

tion for entry to the NDA and the age group was 15 to 17 years. Candidates could appear for the written test while preparing for their Class X examination, with their candidature remaining provisional subject to their passing Class X. Thus, the average age of candidates at the time of joining the NDA used to be between 15 ½ to 16½ years and they used to get their commission at around 20 years of age after four years of training at NDA and IMA/AFA/NA.

Table: Applicant to Post Ratio for 2006-07

9. With a view to award BA/BSc degrees at the end of their training at the NDA, entry qualification was raised to 10+2 and consequently, the age group rose to 16½ to 19 ½ years. Now, the average age of cadets at the time of entry into the NDA is over 18 years and they get their commission at the age of over 22-23 years. A comparison of the old and the new systems reveals interesting aspects.

10. As entry qualification was pitched at Class X, the NDA was the first career option available to the youth. Invariably, it attracted the best talent. Parents encouraged their sons to opt for the NDA and be settled in a career rather than remain uncertain as regards entry into other streams. Youth at the age of 15-17 years were extremely motivated with idealism and nationalism ruling high. Their mental and physical robustness could be easily developed. An officer commissioned at the age of 20 years served the defence forces for a much longer period than an officer commissioned at 22-23 years, as the retirement age remains fixed. It means that for the same quantum of resources invested in training an officer, the services got better returns by way of longer service span. Officers commissioned at the age of 20 helped keep the age profile of the services young at the crucial levels of platoon, company and battalion commanders.

11. On the other hand, the only advantage accruing from higher qualification and age is that the cadets get graduation degrees at the end of their NDA training. A graduation degree cannot be the sole justification for forfeiting opportunity to pick the best youth for the services. With enhanced entry age, students have multiple career options, the services being one of them..Even though a number of factors influence trainability, it is primarily a function of age. It is much easier to mould and train adolescents rather than grown up youth and develop their potential due to their impressionable age. It implies that in the case of a younger age group, appropriate weight age can be assigned to potential and trainability. As can be seen in the accompanying box, it is best to induct cadets during their early adolescence and train them as per the requirements of the services through the period of middle adolescence, thereby ensuring that they get commission during late adolescence period with fully rounded personality. This was the advantage the services enjoyed earlier with lower entry age.

12.**Incorrect Assumptions**. Unfortunately, most people tend to believe in the commonly touted reasons for the low intake of officers—like the youth is no more interested in service life due to tough conditions and greener pastures of the corporate world. If the above reasons are accepted, we are fated to live with the shortages, as neither the service life can be made less demanding nor can the service officers be paid at par with the corporate sector.

The Way Forward- Creating Talent Pool
13. The shortage of officers in the services cannot be permitted to continue indefinitely as it is having a debilitating effect on the functioning of the units. Increase in remunerations will have negligible impact as the corporate sector can never be matched. Compulsory military service is no solution as the intake will be of indifferent quality with no motivation at all. Presently, the services pride themselves in saying that they are ready to live with under-subscription rather than lower standards. It is a highly misplaced statement.

Assessment Centres Vs Development Centres.
14. An assessment centre refers to an approach and not a physical place or institution. Traditionally, the assessment centres involved a battery of exercises designed to assess personal characteristics. Here the individuals being assessed had the results fed back to them as a simple yes or no selection decision. This is not a very pragmatic way of looking at the personalities of perspective officer candidates. Every one is good in certain aspects, indifferent in some others and is found wanting in some qualities. Do our job summaries cater for this vast pool of personalities which are being assessed by Selection Boards? Do we a scope of development of some of the qualities at our training academies or thereafter?

The Recent Thinking.
15. There has been a recent shift in our approach. The traditional views are taking a back seat and developmental approach is trying to establish itself. Consequently, all assessment centres have developmental aspects attached to it. Increasingly, assessment centres are stressing a collaborative approach which involves an individual actively participating in the process rather than being a passive partner. In some evolved cases, we can even find an assessment centre which is so developmental in its approach that most of its assessment work is carried out by the participants themselves and major functions of the centre is carried out by the participants themselves and the only function left with the centre is to provide the participants with feedback. The process of feedback is as much developmental as judgmental.

16. **Assessment Centres** – The Recent Phenomenon. Numerous possible competencies and the ones which are relevant to a particular job are determined through job analysis.

Personal Assessment Centres .
17. The Personal Assessment Centres (PAC) involve the participants completing a range of exercises which stimulate the activities carried out in the target job. Competencies relating to people, resistance to stress, planning and organizing, motivation, adaptability and flexibility, problem solving, leadership, communication, decision making and initiative are often noticed. Personal Assessment Centres assess three main areas as follows:-

(a) Aptitude, Ability and Skills. They test for Selection and Training (TST) as also the Skills Testing.

(b) Behaviour. Personal Profile Analysis(PPA), Strengths and limitations and Motivators and Competencies evaluation is done to check this.

(c) Job. Involves Job Profiling and Job Creation.

Essential Elements of an Assessment Centre
Assessment Centres consist of many multiplicities as follows:-

(a) Multiple Competencies to be evaluated in a candidate.

(b) Multiple Observers to eliminate the subjectivity and increase objectivity involved in the process.

(c) Multiple Exercises – like role plays, case analysis, presentations, group discussions , extempore speeches etc.

(d) Multiple Simulations. These could be creative, crisis or exploitative type simulations.

(e) Multiple Observations. Each observation is observed observed at least twice.

Recording Behaviour. A systematic procedure of recording must take place for future reference. The recordings could take place as:-

(a) Hand written notes.

(b) Behavioral Check Lists.

(c) Audio – Video Recordings.

(d) Templates and other means.

TESTS WITH PRIME OBJECTIVE OF BRINGING IN OBJECTIVITY IN TESTING
18. Due to proliferation of internet which has made the world to be a global village, the information flow form one part of the world can be accessed by the other parts of the world with click of a button. This easy accessibility has also helped the Selection World which can now bank on newer and more reliable and valid systems / tools of testing. There are enough tests available with appropriate validity, reliability and practicality which can resolve the issue of discrepancies in present selection system for officers. Anyone of a combination of these tests can be introduced to resolve impending issue of refinement in the selection process. Some of these tests have been mentioned in succeeding paragraphs.

19. **PAC Test Battery** The PAC is based upon a two hour test battery followed by an in-depth interview. The test battery includes:-

(a)Tests for Selection and Training(TST).

(b)Personal Profile Analysis(PPA).

Tests of Selection and Testing .
20. (TST) is an independently validated battery of normative ability tests. It measures a person's mental processing speed , current ability level and their fast track potential. It accurately identifies a person's rate and style of learning. These tests are better predictor of ability and potential than paper qualifications. Accurately identifying an individual's ability level will enable us to match them more effectively with our job demands. It also means that we can benchmark our current workforce so that continuous improvement can be achieved. TST measures a person's fluid intelligence, his/her trainability and speed of learning. Its key characteristics are :-

(a) Applicability for all levels of people.

(b) It is an 'ability' test , not an 'intelligence' test.

(c) It includes five timed tests as follows:-

(i)   Perceptual Speed.

(ii)   Reasoning.

(iii)   Working Memory.

(iv)   Number Speed.

(v)   Accuracy and Spatial Visualization.

21. TST can provide the answers to questions such as :-

(a) Can this person think ?

(b) Can he/she cope with the mental demands of the job?

(c) Could this person be a high flyer?

(d) Is this person a problem solver?

22**. Skill Testing**. It measures competencies such as MS Office, literacy, numeracy and secretarial skills. It may be only partially relevant for our non – UPSC aspirants but helpful for other entries.

Personal Profile Analysis(PPA)
23. This tool enables us to confirm and back up the informed decision making process. It is a series of twenty four forced – choice questions in which the individual selects the one adjective most like them and one least like them per line. It provides an understanding of how a person prefers to behave at work and the characteristics they will demonstrate. Results are extremely accurate and an in-depth reflection of an individual's work style providing over 18 major report options. This test with a little variation can give multiple reporting options. There are no 'Right' or 'Wrong' answers or 'Good' or 'Bad' qualities. This test can provide objective and accurate behaviour – based data so that extensive and diverse information specific and more informed decisions on the issue are made.

Assessment by Disc Model.
24. A self –assessment tool based on original work of Willian Moulton Marston in 1928, this psychometric test gauges behavioural issues and can be used as a developmental tool and an input for hiring. Tutored responses dilute effectiveness of the test. The tests classify four aspects of personality by testing a person's preferences in word associations. DISC is an acronym for:-

(a) Dominance relating to control, power and assertiveness.

(b) Influence relating to social situations and communication.

(c) Steadiness relating to patience, resistance and thoughtfulness.

(d) Conscientiousness relating to structure and organization.

25. The test is used for exploring behaviour across the following four primary dimensions of the multiple competencies to be evaluated for in a candidate.

(a) **Dominance**

(i) High D shows that person is active in dealing with challenges and problems.

(ii) Low D shows that the person is a conservative person.

(b) **Influence**
(i) High I Influences others through talking and activity.Is emotional.

(ii) Low I Influenced by data and facts, not by feelings.

(c) **Steadiness**.
(i) High S Steady pace and security.

(ii) Low S Restlessness and demonstrative.

(d) **Conscientiousness**.
(i) High C Adhere to rules, regulations and structure.

(ii) Low C Stubborn, often cavalier.

26**. Methodology**. The above four dimensions can be grouped in a grid with D and I sharing the top row and representing extroverted aspects of the personality, and C and S below representing introverted aspects. D and C then share the left column and represent task – focused aspects, and I and S share the right column and represent social aspects. A common misconception public misconception is that if one id described as having either a D,I,S or C style that all people are simply categorized in to one of four types. There are distinct differences between persons within the four factor style profiles.For example, , not all Ds behave in the same way. The same is accurate for other variations as well.

Method of Administering DISC Tests
27. The four dimensions can be grouped in a grid with D and I sharing the top row and representing extroverted aspects of the personality, and C and S below representing introverted aspects.D and C then share the left column and represent task – focused aspects , and I and S share the right column and represent social aspects. Geier research delineated distinct differences of a person within the four – factor styles. It was found that there are distinct differences between persons within each of the four style profiles e.g. not all Ds or Cs behave in the same way.

Myers – Briggs Type Indicator (MTBI).
28. The MTBI is a very popular personality framework. It classifies people as Extroverted or Introverted(E or I), Sensing or Intuitive(S or N), Thinking or Feeling(T or F), and Perceiving or Judging(P or J).These classifications then can be combined in to sixteen personality types (e.g. ENTP, INTJ).It can help in making successful career decisions when someone tries to find jobs that align well with the strengths and avoids those jobs that are a poor –fit.

Warped Career Planning Process
29. Psychological Tests for Screening Process. Psychological tests are devised primarily for determination and analysis of individual differences in human beings in general intelligence, specific aptitudes , educational achievements, vocational fitness and non-intellectual personality traits. These tests have been used for a variety of psychological , educational , cultural, sociological and employment studies for individuals and of groups. Many of these tests can be administered on-line resulting in to saving of time and effort both by Selection Centres and the candidates themselves besides save on government spending on anfractuous process whereby all interview candidates report to the selection centres.

CAPI (Computer Aided Personal Interviewing)
30. CAPI is an interviewing technique similar to Computer Assisted Telephone Interviewing(CATI), except that interview takes place in person instead of over the phone. If no interviewer is present, Computer Assisted Self Interviewing(CASI) technique may be used. CAPI is characterized by:-

(a) Either the candidate or the interviewer sits at a computer terminal and enters the answers given by the candidate(s), using the keyboard, the mouse or any other input device.

(b) Help screens and courteous error messages are provided for assistance.

(c) Colourful screens and on and off-screen stimuli can add to the respondent's interest and involvement in the task.

(d) This method has been classified under the personal interview technique since an interviewer is usually present to serve as a host and to guide the candidate.

(e) This approach is used in shopping malls, preceded by the intercept and screening process. It is also used to carry out business-to – business research at trade shows or conventions.

31. **How Does CAPI Work**. CAPI is a simple idea. Instead of collecting data on paper questionnaires (PIQ), interviewers use computers to enter directly via a keyboard or an input device. This method replaces 'paper-and-pen' methods of data collection using a portable personal computer like a notebook or a tablet. CAPI allows the interviewer to conduct face-to-face interview using the computer. After the interviews are over, the interviewer sends the data to a central computer either by data communication, or, by sending data disc using regular mail.CAPI can also include CASI sessionswhere the interviewer hands over the computer to the candidate for a short period.During this time the interviewer is available to the interviewee for instructions and assistance.

32. **The Role of Interviewer**. The role of interviewer remains most important because of the importance of monitoring and analyzing   non-verbal communication and harmony between the interviewer and the interviewee. Inexperienced interviewers may direct much of their attention to keeping the computer running and getting the answers correctly. As against this, an experienced interviewer can rely on the computer for routine and complex question sequencing and thus pay more attention to candidates and the social processes involved in interviewing. Sometimes while asking sensitive questions where less eye contact is necessary, the experienced interviewers can use the computer screen by directing their attention while observing the responses.

Advantages and Disadvantages of CAPI.
33. **Advantages**. The following advantages accrue:-

(a) **No Routing Errors**. If the system is correctly programmed, routing errors i.e. errors in the sequence of questions, skipping , branching and missing data because of routing will not occur. Also, the questions that do not apply to a specific candidate are automatically skipped. This process reduces data errors.

(b) **Automatic Validity Checks**. Data can be checked immediately because the programme will perform some internal validity checks. Some of the checks are range checks and consistency checks. When errors are detected, there is an opportunity to correct range and consistency. This would also give information of missing data.

(c) **Question Formulation**. The computer offers new possibilities to formulate questions. By help of the computer we can give each respondent unique sequence of questions by randomizing the order of questions in a scale. This will eliminate systematic question sequence effects. Response categories can also be randomized, which nullifies effect of formatted questions. The computer can also assist by providing elaborate coding schemes which would be unmanageable without a computer. CAPI can

also be used to employ question formats such as drawing line lengths as in psychological scaling.

(d) **Automatic Clean Data**. There is no separate data entry phase. It means that the results would be available soon after the data collection phase is over.When time is at a premium as in the SSBs and results are needed at short notice, CAPI has a real advantage.

(e) **Automatic Interviewer Control**. The knowledge that the system accurately records information about the interview itself e.g. time and duration of the interview, the internal relationship between interviews and order in which they are carried out keeps a check on the interviewer. CAPI provides a research organization with greater interviewer control and offers an inbuilt protection against erratic behaviour of an interviewer.

(f) Enhanced Privacy. Using the computer also lead to the expectancy of greater privacy by respondents since responses are typed directly in to the computer and they cannot directly be read by a person who happens to see the questionnaire.

(g) **Economy of Effort**. In this system, there is no need to pay interviewers or recruit them. This system of interview is substantially cheaper when large number of candidates are to be interviewed as at SSBs.

(h) **Better Confidence in Interviewer/ System**. Trained interviewers will feel more confident using a computer and behave more professionally. This confidence , in turn, lead to confidence of the respondent in the interviewing process. Ineffective formation of interview data not required is automatically obviated.

(j) **Automation**. The results so generated are not required to be transcribed in to computer form. Results as desired can directly be constructed for statistician's analysis via programmes like PSPP or DAP. These are website savvy and attract a world wide audience.

36. Disadvantages
Some teething problems noticed in the system are as follows:-

(a) The construction and programming of CAPI takes a considerable time. Inexperienced interviewer will not be able to do complete justice while noting the responses. Eye contact may be lost thus proving to be loss of valuable data.

(b) A candidate totally unfamiliar with computer could refuse the interview or provide erratic data. Survey is likely to attract only 'computer savvy' respondents.

(c) Initial installation and training costs are quite high.However, speed and accuracy compensates the costs.

Impact of Using CAPI
Data Quality. The data is richer because of the following factors:-

(a) Studies carried out indicate that acceptance of computer assisted face-to-face interviewing is high for both the candidate and the interviewer. There are no indications that using the computer disturbs the interviewing situation. A well implanted CAPI system helps many interviewers prevent mistakes. This improves data quality.

(b) Percentage of missing data is clearly lower than traditional system since routing errors are avoided.

(c) CAPI is less affected by social desirability bias.

34. Candidate.

(a) Although the first users of CAPI were apprehensive of negative results, studies reveal very low percentages of spontaneous negative reactions by respondents. Most reactions were neutral or positive. The respondents found CAPI interesting and amusing with applicability resulting into greater degree of professionalism in the field.

(b) Social interaction with the interviewing officer was found to be generally relaxed and comfortable.

(c) Respondents were more positive about data privacy and judged answering sensitive questions as less unpleasant.

35. Interviewer.

(a) Initial complexity than paper and pencil tests felt by interviewers.

(b) Non computer savvy interviewer faced difficulty in keying of detailed answers.

36. Availability Vs Demand . Shortage of officers at junior levels is taking a very heavy toll of unit cohesion. Officers are holding multiple appointments and are overworked. They cannot devote adequate time to man-management with the result that 'bonding' suffers. Prudence lies in filling all existing vacancies with the best candidates available, rather than look for the elusive ideal material. As regards the selection process, there is a need to change the basic approach. Of late selection boards have come to be viewed as rejection boards. It is commonly said that even the assessors would fail if they appear before their own selection boards. The present system of trying to probe for angularities and limitations is most detrimental to the overall environment.

37. Select Younger Profile. A graduation or post graduation degree cannot be the sole justification for forfeiting opportunity to pick the best youth for the services. With enhanced entry age, students have multiple career options, the services being one of them. It is better to go back to the original Qualitative Requirements and reduce the age of entry in to the Armed Forces. This will also result in younger profile of Commanding Officers to tackle the aging profile of military officers.

Conclusion

38. The selection process should focus on finding out if a candidate has the required qualities and the potential to be a service officer. All assessors should be asked to award marks to various qualities as per the assigned weight age. They should not be asked to brand a candidate fit or unfit. An overall merit list should then be prepared and call letters issued accordingly as per the vacancies available. Such an arrangement will eliminate tendency to create border-liners as also ensure that the best material available is inducted to fill all vacancies. In case all 36 percent border-liners are graded fit, there would be no shortfall at all. With an APR of 431, it can be reasonably assumed that if an objective merit list is prepared, the top order will be of sufficiently good quality to fill all vacancies. One of the common justifications for enhancing entry qualification to 10+2 is that graduation at the NDA helps in a second career after retirement. It is a strange logic. The priorities are totally misplaced. At the start of service career, interests of military service (may be of 30 years span) are being subordinated to post retirement resettlement. The services should focus on their needs, rather than be unduly concerned with other issues. In any case, suitable arrangements can always be put in place to help officers obtain graduation degree prior to their retirement. Most importantly, entry age and educational qualification for admission to the NDA should be reduced to the earlier standards. All over the world the ruling mantra is to 'catch them early and catch them young'. All corporate houses go to professional colleges to recruit people in cam-

pus interviews. They pay exorbitant charges to the colleges to have the first pick. The services have irrationally surrendered the same advantage and now have to do with what they unfairly call 'left-overs'. Reduction in entry age to the previous levels (15 to 17 years) will also increase trainability quotient, thereby making it much easier to cast the net wider to select suitable raw youth and train it according to the requirements of the services.

(The views expressed are exclusively of the author and do not necessarily represent the opinions or policies of the Indian Armed Forces).

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