

# THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

## An Insight into the Philosophy of Training in the Indian Army: The Present and the Future

**Gaurishtha**

Executive Engineer, Ministry of Defence, Government of India, India  
Ph.D. Student, Noida International University, Uttar Pradesh, India

### **Abstract:**

*The future illiterates will not be those who do not know how to read or write but those who cannot train, un-train and re-train on technologies and needs of the future, according to Alvin Toffler as stated in Future Shock. If our vision is eternity, focusing on human training is the only remedy. This is possible by constant restructuring of the training hierarchy, catering to paradigm shifts and un-diverted focus to our single point vision of imparting quality training.*

*The need of the hour is a comprehensive and wide-ranging examination of all aspects of individual training and education. Though the individual training and education in the Indian Army is of a high quality as testified by its successful operations in the recent years, improvements are required, however, to catch up with best practice in every aspect involved, and to meet the challenges of the 21st century.*

*There is a need to introduce more joint, multinational and inter-agency training and improved leadership and management training, as well as much needed improvements to training at the basic level, which has tended to be under-resourced and under-valued. The technological change needs to be embraced. By exploiting new technology and improving basic Information Age skills, the Army needs to make its individual training and education even better and more accessible, in particular, through the expansion of e-learning.*

### **1. The Drivers for a Change**

There are three key drivers which underpin the need for change in the Army's training and education:

#### *1.1. Shifting Social Trends*

There have been rapid social and economic changes in our country over the last generation. The composition of the Indian Army needs to reflect better the current socio-economic, ethnic and gender mixes of the country's workforce at large. The lifestyle and expectations of today's youth has changed dramatically. They are better educated, more informed and have acquired better life skills. There is a need to meet the aspirations of recruits from a new generation. The best people for the job need to be recruited and retained from a diverse society. Then they need to be suitably trained, motivated and properly equipped for the assigned jobs. And then, their career progression and development of life skills has to be ensured.

#### *1.2. The Challenge of Technology*

By 2025, there will be a single battle space in which maritime, land and air forces will be directed, targeted and supported by a new generation of platforms, weapons and systems incorporating advanced information and communication technology, offering a step change in military capability. The Indian Army is also moving towards an increasingly digitized workspace. There will be a need to train and retain suitably skilled and adaptable civilian and service personnel to meet these new challenges, exploiting the opportunities offered by new technology.

#### *1.3. Wider Government Agenda*

The decision making authorities of the Indian Army need to ensure that their manpower has the skills required, including those in leadership and management, to meet the challenges set by the Prime Minister's Modernising Government initiative. For most people, Services cannot be their only career. In accordance with the Government's 'Lifelong Learning' commitment, there is a need to give Service personnel the skills they need to make the best possible contribution to the organization and also transferable qualifications for their next career.

## 2. Looking out to 2020

The Indian Army needs to look out to 2020 and beyond to identify trends most likely to influence its future training requirements. The focus needs to be on the training and education required to develop appropriate competence in individuals rather than on team or collective training, while recognizing the linkages between them.

Knowledge management is becoming more important. Future operational success will depend on the ability to exploit and integrate the new digital systems. Studies into future military skill requirements consistently show a growing need for cognitive skills. Information and communication technology also offers exciting opportunities to improve training and is becoming a major learning medium. However, learning via such technology is mainly individual activity which may impair some inter-personal skills. Many individuals while confident about working in the Information Age, may be less physically fit and robust. These challenges must be responded to in the recruiting methods and training them for the organization.

Less emphasis must be given to formal classroom instruction and more responsibility placed on individuals for their education and development. People need to continue their education for longer. Lifelong learning will increase, with more people pursuing education at some stage during their working life. This may lead to more graduates joining the Army, especially in technical specialisations, and a higher average recruit age.

Recruiting and retaining sufficient high quality people will continue to be a major challenge. Social trends show less emphasis on group identity and responsibility, including family, national and other groupings. Some potential recruits may find Army life incompatible with their individual expectations, but others may be attracted to its ethos and values. Training and education will continue to play a major role in helping to instill the core values that provide the moral framework for the personnel to meet the physical and mental challenges of the future battlespace.

## 3. System of Institutionalised Training

The purpose of training is to develop forces that can win in combat. It is the key to combat effectiveness and needs to be task/ mission/ job specific. Training also has to be so structured that it is progressive in nature and does not stagnate.

A detailed environment scan will lead to realistic training requirements which can achieve organizational needs along with providing individual motivation and satisfaction. Environmental feedback and holistic introspection by the training institutions will lead to requisite course content as per the job profile for which training is to be imparted. The course content must cater for the existing threshold levels of qualification and on the job expertise acquired over the years. Training institutions need to weed out repetitive, redundant and obsolete content based on expected skill levels, utility and prevalent self-learning ethos including pre-course training. Individual satisfaction and motivation can be sustained by correct post-course utilization and providing greater responsibilities to the enabled and empowered individual.

## 4. Understanding the Training System: A Generalized Model

A broad layout of the training system and interaction within the system, as per the analytical approach is depicted below:

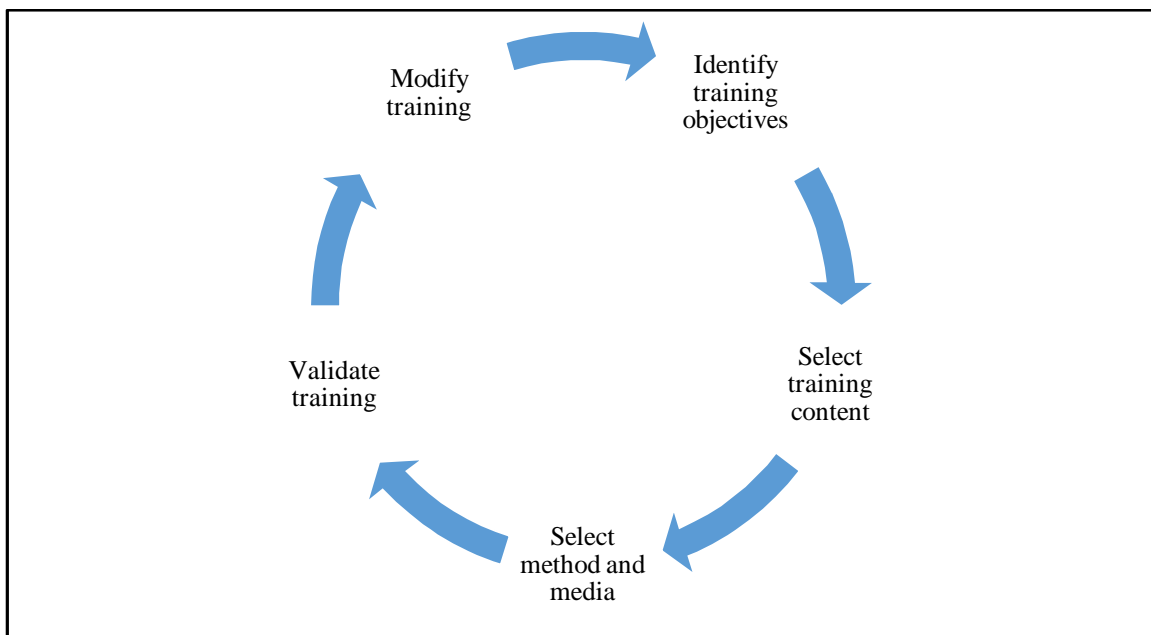


Figure 1

Presently, the training needs are being fulfilled through institutionalized or formal training, on the job training, formation exercises and cadres being run in the unit. The acquisition of new equipment necessitates job analysis, which matches the job content and specifications and in turn leads to the establishment of training needs.



Figure 2

Establishing training needs takes into account factors such as job analysis and content, requisite knowledge threshold and need for organizational effectiveness to attain optimal performance in peace and combat. The infrastructure of training institutions needs to be modified for improved training by overcoming the knowledge gap. As the need for training is well established, requirement for overall growth has to be met by distance learning and e-learning in a conducive environment which promotes self-learning ethos.

### 5. Recommendations

Thrust of systems approach is to achieve Organisational Effectiveness and promote individual satisfaction and motivation by institutionalized training. The focus areas are as enumerated below:

- Just in Time (JIT) training to achieve training on a need/ requirement basis, which facilitates better post course employment.
- Outsourcing of subjects where adequate expertise exists in the civil sector as IT and electronics communication.
- Philosophy to graduate to train the individual, not only the trainer, to enable attainment of objective of empowering the personnel.
- Officer courses. Formal training for officers to be restricted to basic courses and specialization be monitored. Officers to do course till 18 years of service with monitoring at 'two up' level.
- Specialisation vs Generalisation. Officers and other ranks who specialize to continue in the same field for the viable duration to achieve organizational benefit by better post course employment and achievement of personal satisfaction. Career protection to be given to such specialists.
- Distance learning and e-learning. The contact and non-contact portion should be in the ratio of 2:1 to promote self-learning ethos and individual responsibility towards training.
- Allocation of courses. Course allotment by one agency only as against the present system of allocation by multifarious agencies. Allocation amongst the units must be strictly on pro-rata basis, availability of officers and organizational commitments.
- Overcoming mediocrity. Responsibility for training to shift to individual also, more so in case of officers, to promote self-learning ethos and overcome mediocrity.
- The up gradation courses for trade training for other ranks should be reduced to two levels only i.e. Basic and Advanced.
- Audit of training by external agency be affected to assess the institutionalized training.
- Refinement and reinforcement loop to be put in place for introduction, modification and updation of courses and course content.

### 6. Conclusion

The Indian Army needs to have a more responsive training and education system. Training needs to be more flexible, mobile and capable of meeting new requirements rapidly. More modular training courses should be developed to enable more people to satisfy specific requirements. Training also needs to be able to rapidly absorb lessons from operations and best outside practices. The Army needs to respond to changes in educational priorities and expand its education provision to meet the increasing complexity of operations and service processes. It needs to be ensured that all its people have the necessary skills and confidence to exploit new information and communication technologies. E-learning offers the opportunity to increase flexibility in training and shorten residential training time.

Rapid changes in technology, the operation and services environment and society at large present both a challenge and an opportunity for the way the Army provides individual training and education. Improvements are required to ensure that its training and education system best meets the fast changing needs of the 21<sup>st</sup> century. Its training must be designed to help maintain its world class status.

#### 7. References

- i. [www.mod.gov.ba](http://www.mod.gov.ba) – policy for collective and individual military training
- ii. [www.indianarmy.nic.in](http://www.indianarmy.nic.in), “Military training and Education-Indian Army”
- iii. [www.globalsecurity.org](http://www.globalsecurity.org), “ Army Training Command ARTRAC” Jul11,2011.
- iv. S K Saini , “ Revamping the Military Training System” Journal of Defence Studies Summer 2008 Volume 2 Issue 1
- v. Lieutenant Colonel Robert S Ferrell, “Army Transformation and Digitization –Training and Resource Challenges,” Strategy Research Project U.S. Army War College.
- vi. Major HB Pillai, “Development of Junior Leadership: The Key to Wars of the 21st Century”, The ARTRAC Journal, March 2001, P.21.