



FREQUENT TRANSFERS AND ITS IMPACT ON ACADEMIC PERFORMANCE OF ARMY STUDENTS

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ABSTRACT

The main aim of education is to develop a well-conversant, competent, progressed and responsible Indian citizen. Education in Army schools needs a overhauling as there are many deficiencies in the system. Frequent movements from cities to towns and vice versa have created many barriers in the teaching -learning and language acquisition process. Education should result in development of the personality of an individual and equip him/her to survive and succeed in the competitive society today.

Keywords: Army, Education, teaching-learning process, personality

INTRODUCTION

The 3rd largest Army of the world after China and the United States of America, Indian Army (IA) swear in about approx. 70,000 Personnel-Below-Officers Rank (PBOR) and 1,000 Officers, yearly, to keep its operational effectiveness.

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The Department of Defence, India in its Demographics Report (2019) revealed that more than 3 lakh children have one or both parents serving in the Indian Army as Officers or PBOR's. On an average, wards of serving personnel move and change schools 6–9 times from the start of kindergarten to high school graduation. Additionally, these military children move three times more often than their civilian peers, relocating every 1–4 years. With military children comprising nearly 8-10% of the nation's entire school-age population, it is important to understand the challenges that these frequent movements have on the army wards. This will enable the management and stakeholders to effectively provide a pertinent knowledge acquisition environment for this student population.

Tensions at home, enrolment issues, adapting to new schools, and a lack of familiarity with the new environment may adversely impact the academic, social and emotional growth of these students. The faculty and management need to understand the challenges that multiple school transitions impose on military children in order to effectively meet the needs of this student population. Ongoing deployments have placed stresses on Army children and families already challenged by frequent moves and parental absences. These stresses include social or behavioural problems among children at home and at school.

RESEARCH GAP

The Review of the literature infers that many aspects in the field remain unexplored. Much of the emphasis is being given to the barriers in the language acquisition process of the civilian students all over India. The required importance to the standardisation of curriculum and teaching methodology in relation to Army schools in India is missing. The objective of the research paper is to understand the obstacles and challenges military children face as a result of frequent displacements and suggest positive actions tasks that the team of Teachers, professional school counsellors and parents can employ to ease these transitions.

NEED FOR THE STUDY

While ample efforts are taken to focus on the update and improvement of teaching learning process and personality development of children in schools all over the country, the same for the holistic growth of the army school student population is overlooked. Therefore, the purpose is to put forward suitable measures for modification, standardisation and enhancement of processes, material and technology elements for the army students across Army cantonments in India. The frequent movements to stations in various parts of the country leads to a gap in the student's language acquisition process which in turn has an effect on his personality development and confidence. The true purpose of education is to



bring about comprehensive improvement of personality of a person, required for his personal development in the long period.

OBJECTIVE OF THE STUDY

The review of literature gave insight into the obstacles and challenges faced by the frequent displacement of army school students. The objective is to identify the same and suggest positive interventions that can be added to the curriculum which will enhance the learner's knowledge and language acquisition process. The prime objective of this paper is to investigate into the deficiencies in the ELT section of the Army Schools and propose appropriate methods in Language laboratories to make the system more effective.

HYPOTHESIS

The research aims to apply **interaction hypothesis**. **Interaction Hypothesis** according to WIKIPEDIA is- a theory of second-language acquisition which states that the development of language proficiency is promoted by face-to-face interaction and communication. Its main focus is on the role of input, interaction, and output in second language acquisition. It posits that the level of language that a learner is exposed to must be such that the learner is able to comprehend it, and that a learner modifying their speech so as to make it comprehensible facilitates their ability to acquire the language in question. Source- Wikipedia

RESEARCH METHODOLOGY

The research methodology applied is a combination of both descriptive and analytical and is based on both primary and secondary sources.

In primary sources the methods considered are Interviews and observations. The respondents comprise of middle school students from army schools, teachers, parents and officials from AWES (Army Welfare and Education Society). Further, text books, reference books, journals, articles, national dailies and information from the internet are used as secondary sources.

OBSERVATIONS

- Children whose parents have moved more stations in the middle of academic sessions have lower (and statistically different) achievement scores compared with those who have experienced less or no transfers.



- The results were significantly stronger for middle school students. These results suggest that instead of developing resiliency, students appear to struggle more with frequent displacement.
- A range of movement-related issues include problems with homework completion, school attendance, parental engagement, as well as language acquisition of the region posted in.

Recommendations

1. Provide standardised resources to assist students with schoolwork and school activities, and develop standard training processes to reduce region centric differences.
2. Address challenges related to frequent transfers and address state variation in the transfer of records, course sequencing, and promotions.
3. Develop models to improve access for hard-to-reach populations, far flung cantonments including telepsychiatry programs.
4. Consider strategies for improving prevention, screening, and early identification of learning deficiencies, Slow learners, dyslexia, dysgraphia and improve family engagement in academic processes.

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