

Exploring Military Educator Professionalism and the Joyful Learning Challenge

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Introduction:-

This sociology study was conducted in the municipal corporation military school for girls personally observed questionnaire also as many as teacher out of 250 teacher taken in my sample wrote their life and experiences in their schools .These potrait of the professional culture of the women teachers working in these MCM schools in delhi show that they are teaching in joyless educational environment and there are too amny dampher in their enthusium .These potrait pose a serious question before all the champions of joyfull learning really take place in such joyless schools? what can be done and must be done to recharge the education environment ? I prepared 70 potrait of the professional culture of the women

Concept of Military Education:-

The concept of military education is a very rich, rewarding and. The innovative idea. In a system of military education, particularly when it gets entagled in the labyrinth of rote learning mere, information gathering sensitive teaching and intelligent learning, It is a. Therapetic concept in a situation when wisdom and knowledge get replaced by information and the system of military education become socially irrelevant. It is a concept which should constitute the core of any system of military education with its name. It is a pivatal Military concept around which the objects, the means and the modalities of the system of military education should revolve.

Joy is a realization of a state of achievement, contentment, and happiness at the physical,

mental, and spiritual levels. It is a state in which one feels that one has realized what one wanted and needed to realize. It is a natural and spontaneous expression of the fulfillment of one's being and becoming. Negatively speaking, it is a state in which one feels as if one does not lack anything, does not want anything, and does not miss anything. It is a state which is true from. Bondage.

Challenges In Promoting Joyful Learning:-

Every individual lives in an environment, grows in it from birth to death, interacts with it, gives a meaning to it, and get. Influenced by those meanings. This environment is becoming more and more complex especially in an urban setting. With the fast growing advances in communication technology and the ever increasing complexity of the environment which expand much beyond the. immediate surroundings, A child's learning to adjust to the environment cannot be left to chance. A planned formal schooling activity, therefore, has become necessity.

Too anxious to prepare children for their future roles Adults indiscriminately load him with demands which take out the entire joy of growing up through. Childhood. Gradually, at a natural pace, much of this learning takes place, even if the child does not go to school. However, in the case where there is no guarantee that. Whatever is learnt is the most useful learning for a world that is becoming increasingly complex.

Analysis:-

A close persula of ith Women of these realistic responses of these Teachers of the sample of our study hividly Primary Teacher and clearly dicate the vaious indicate and unhappy features of of girls primarily Corp the social stocacterol and culture school wwn Matitary by the Muncipat by These observation of the pract- Fécing teachers give ust a pop into the weal acte of affair. culture of their professional [make- Make-up lebsims caused tions, culture morate and Prycho of thei's personalities and role by the social contexts of their institutions.

The follorering analytical point emerge of out of these thumb, mail sketches by our respondents:

1- Sociologists and edrationists oftens larment the Presence Social Sociologist gliom) Wag Ca host corganizations of of the contemporary often lages al behind theory "contributed by the institutions and Societies which culture and the causes social and person disorganisation Strangely enough, the mem Schools, in which. for respondents. are working, to be exceptions to this widely accepted

theory.

Thus these institutions, which cater to the educational needs of young of the tower sections of the populations of India's metropolis which include SC/ST, I Back would and other. Backux Under-privileged. fring arias go Fees are copte commically and culturally backwound and peopte of urban stums and volan village and eity Song chainging wery institutions which are marked hominal monthly ho Lag: the inferiority and apathy through and through.

Two most the Promment Causel factors for the schools as revealed bg most of the... and I Matfunctioning of respondents care Jacky of any superisin of these by the administrative administrative authorities and the presence Stereotyped instimulating uncooperative, authoritaria winds of change modernization and democrg- of old 2 Headmistress whom winds of change modernization and democratic leadership have not yet touched.

When they find basic amentities and basic norms of cottare lacking Land they become when they find basic amenities and civilised Society and modern institutional in their schools. little they are neurotic, maladjusted. and uncommitted teacher. Despite the facts better qualifications jn these shools.

The responses of the women Joaches ales reveal thet most of them do not in fact, feat hippy, their girl students who corp Sections of society. They do not really like themi of wife from underpribileged the MCM Schools torber class families living area Vatve come from ess families living in stum and other weick worm. naturally exists a the cleavage in Athens and life styles, which is responsithe for the rude behaviour goils Students. ... teachings towards their. of many tractions to in the world century, which the coming is looking towards usher in ong after a few years. It is a serious question how These teachers who are so much shattered by their conflicts and shaken by dysfunctional inspetustion) set-ups and social climatey will be able to do any just- nice with their teachsand king place in these schools shore teachers, as inferred trand from their actual responses, are prosciting themselves as peor mod- els of Socializers Socialization before thevi gicl Stutouts. Thei core Primaitive, coude, cutturally, not. in with the Shayocratic, Progresospring and which is making tremendous strides Slejik and shatejis of pedagogicaly expectations and demands modernising Indian society 2. As Boci, These of progress. women teachers as in class scom to be biased against their popils. Sheir apathy shere and distrust towards the no cordial socializess is

evident vrappard, between most of the social- izers and socializes in these schools. The socializes and the and Socializees in these guils, schats do not feed, think fcharious behane and act on the same wave length. Naturally, therefore, the Socialization stopategies in those schools lepove suck to be desired, such state of affairs in matters of socialing izations- foretells that these girls stodonts may fail to become fully socialized personcilities and they may continue to sufler in their tove lives from the banes ofsocial Segregation and that inferior life styles and unexpanded world-view.

Overcoming. Obstacles To Joyful Learning:-

An effective form of harmless punishment for every young children is 'time out'. if they are desruptive or restless they may be self to the other room possibly where some activity is possible and then be called back.

In addition to the classroom strategies that the teacher used to, architectural design and general layout of the school also play an important part in making a children's stay in the school a happy experience like any other built environment. School building and its surroundings have a special ecological significance for the child as it serves many psychological function for the child.

Within the classroom lake of proper temprement, Light or air circulation or crowding and noise act as stimulates overload and act as deterrent Please cool interaction as well as to the sense of well-being, most importantly, wrong sized furniture, window set, etc. Bare walls, dull painting add to the stress of this has led to the development of the science of anthropometric which is the most for designing any aspect of school environment.

Conclusion:-

The observation of the MCM Girls Primary Schools sinstitution. They are are viespondents indicat "total" or closed type of socid nurseries of personal and Socialthat no outside healthy nice modernity, learning: ref cont and live are alte nid and fresh influences of cottone, professionalists, jutusism Optrisism boundary walls of these

disorganization wherein children deprivation, frustration and lack of the development propensities towards intellectualism. These are grown up in anxiety, love and totally total line, cloistered institutions for girls. Security and ante-institution in the sense No cheerfulness, no mental health. Heavily change for the better seems to be possible in these schools. These are totally insects sick institution of our modern teachers of these closed cases, of such closed, deprived mismanaged sick institutions to function as agents of social and cultural change, modernization and anticipatory Socialization and futurism would be to case for the moon.

..... From the evidences of the practicing women teachers, we get a clear picture of the dynamics of social disorganization of these schools. We can see how these Act Girls schools are existing as epitome of the corrupt Indian Society. Corrupt practices of Society the corrupt police Department of the micrometric Educators officers and the unfair and exploitative tendencies of the department electricity department, health Department, accounts offices and others who have been fleecing and winning these primary schools are evident. It may safely be said that professional So sum up, it may

Future of the women teacher Poor and sterile, Unless efforts are made to 1 of MCM Girls Schools are found were imaginative, bold and consistent overlay the ideology, equipment, staff etc culture of these schools, the education of the girls of the poor and neglected section of the population of under in metropolis would continue to suffer beyond respite.

The Future Development In Military Education In India:-

They have to think in terms of the emergent future of the Indian society that it will have. It's all that demands it will make in that field of education.

Their number would have to be multiplied at least so time over what it is today, and for this the state should be prepared to make substantial inputs. It would be necessary also to see that early 16 year child education is made free and compulsory for all children. Friends. Would have to desire Ways and Means to end the exploitation. Perpetuated by the entrepreneurs in this field.

The provision of good and necessary equipment is very important of people want to have good military school in the country. The state will have to come out with national minimum standards for military school room. There is an urgent need to produce and supply on. Subsidized

basics equipment needed by military schools throughout the country. It is necessary that the cost of running military school is kept at a lower level so that such institution can be multiplied in every region.

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