

Readiness of Prospective Teachers for Imbibing Concepts of Happiness in their Pedagogy in the Era of Education 4.0

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ABSTRACT--Education is dynamic concept and pedagogy is its reflection and happiness is its consequence. The content and contexts in education and its pedagogy must fulfill the expectations of living a prosperous and happy life. Education 4.0 should imbibe contemporary social, emotional and physical development of child which could synchronize with the deeds of happiness resolutions. So the concepts and contexts of Happiness (socio-emotional well-being) are becoming the key feather and feature of Education 4.0. It is becoming a core part of curriculum of school education since last few years as unrest in students seemingly very high. As a result of which happiness curriculum has been launched in many countries. In India also Directorate of education schools of Delhi on 2 July, 2018 launched happiness curriculum. This concept and contexts of happiness is required to be taken by the teachers in the classroom. As a way it was imperative to incorporate these content and concepts of happiness in the present curriculum of Prospective Teachers of DIETs. Now these perspective teachers are getting training in the content and contexts of happiness curriculum. Their readiness in these happiness issues and how well they are acquainting with it becomes a matter of interest of this research paper. This paper tries to reveal the present state of mind of these prospective teachers. For this study, the sample of 50 trainees was taken from DIET Pitampura, Delhi. Focussed group discussion and self-developed questionnaire were administered on the sample by researcher. The data gathered was analysed using suitable statistical/non statistical techniques. The realistic point of view of Prospective Teachers was come up regarding their readiness of concept and concepts of Happiness in their pedagogy in schools.

Key words--Education 4.0, happiness, Socio-emotional wellbeing.

I. INTRODUCTION

Our state of happiness or unhappiness of student's ensign everything of school. Happy student perceives the school as safer place and feel more confident. They make decisions, in corporate those more easily, and are more tolerant. They rate peers more favorably, savor their positive past experiences without dwelling on the negative, and are more socially connected. They live healthier and more energized and satisfied lives (Briñol et al., 2007; Liberman et al., 2009; Mauss et al., 2011). When students' mood is gloomy, school life as a whole seems depressing and meaningless—and you think more skeptically and attend more critically to your surroundings. Let your mood brighten, and your thinking broadens and becomes more playful and creative (Baas et al., 2008; Forgas, 2008b;

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Fredrickson, 2006). Education is a dynamic concept. The content and contexts in education must fulfill the expectations of living a prosperous and happy life. Education 4.0 should imbibe contemporary social, emotional and physical development of child which could synchronize with the deeds of happiness resolutions. So the concepts and contexts of Happiness (socio-emotional well-being) are becoming the key feather and feature of Education 4.0. It is becoming a core part in curriculum of school education since last few years. As a result of which happiness curriculum has been launched in Directorate of education schools of Delhi on 2 July, 2018. This concept and context is required to be taken by the teachers in their pedagogies in the classroom. As a way it was imperative to incorporate these content and concepts of happiness in the present curriculum of Prospective Teachers of DIETs. Now these perspective teachers are getting training in the content and contexts of happiness curriculum. Their readiness in these happiness issues and how well they are acquainting with it becomes a matter of interest of this research paper. World is changing with a rapid speed, as a result, Education also follows it. Now is the age of Digitalization. Everything becomes digitalized. From lectures to messages, online services to Artificial Intelligence. Robots are playing wonderful role of Humans but as far as emotions are concerned humans have no replacements. So, emotional and social Quotient is of the most prevailed topics after Intelligence Quotient. Now, being human in race, we have to think about what is the core element/reason of doing all these advancements. Ultimately everyone wants every achievement for keeping oneself happy, whether money, name, fame or anything. But it is very important to realize the gist of happiness within the classes or school hours that why education is important and even in advancements how happiness can be kept.

Education for preparing happy citizen

According to many eastern and western education policies advocates that education should be there to develop better person, citizen and human being. Education was introduced with a futuristic point of view. Such that productive and responsible citizens can be prepared through right education to cope up with the global and local needs.

Education 4.0: Digital revolution

In the last 250 years, society has experienced four Industrial Revolutions, which have entirely changed the face of our world as we know it. The changes in world should and must have a direct impact on the way we build the education system for today's students. If your goal is to create students who can become valuable members of the community and independent problem solvers, educational paradigms need to be rebuilt alongside each new revolution in society. Why happiness – In the world of digitalization where everyone is so busy, where classes are taken online. There develops a gap between the actual needs of the child, management of his emotional, Physical and social well being and Education provided to them. To fulfill the gap and keep human beings existence and happiness on priority than excelling in technological world, introduction and intervening happiness as a compulsory part of education in schools is very much important.

II. RATIONALE

All are aware that professional courses are made compulsory for becoming a teacher. Various teacher training institutes are there in India for providing D.El.Ed., B.Ed. and B.El.Ed. courses and train thousands of teachers yearly. It is very important to find out whether happiness curriculum which is now globally famous and became a part of schools curriculum is imparted to them. That too up to which extent? This study wants to study readiness of prospective teachers for Education 4.0 in pre service in terms of imbibing in their pedagogies the feelings of sense of happiness.

III. OBJECTIVES

1. To study the attitude of Prospective teachers towards the happiness curriculum to be taken up in the schools.
2. To study Prospective teachers level of awareness about the happiness curriculum to be taken up in the schools.
3. Readiness of Prospective teachers for imbibing the concept and concepts of Happiness in their pedagogy in schools

IV. Research methodology

Population and sampling procedures

The prospective teachers of D.El.Ed. courses were taken as population. **Randomized** sampling technique was used and 50 D.El.Ed. 2nd year trainees of DIET Pitampura were taken as sample for the study.

Research tools

A self developed questionnaire was used by the researcher consisted of 10 questions based on the objectives framed for the study. Focused group discussion was carried out with the same sample.

Data collection procedures

The instructions were properly given to the sample under study. Then questionnaire was distributed and collected after completion of the questionnaire. The focused group discussions were carried out to know the gut feeling of prospective teachers towards happiness curriculum and their readiness for its implementation and transaction in school.

Data analysis procedure:

The data gathered from questionnaire was analyzed quantitatively whereas to find out more authentication in data focused group discussion responses were analyzed qualitatively.

Delimitation:

The study was confined to D.El.Ed trainees of DIET Pitampura, Delhi.

V. MAJOR FINDINGS

Objectives wise major findings are as following:

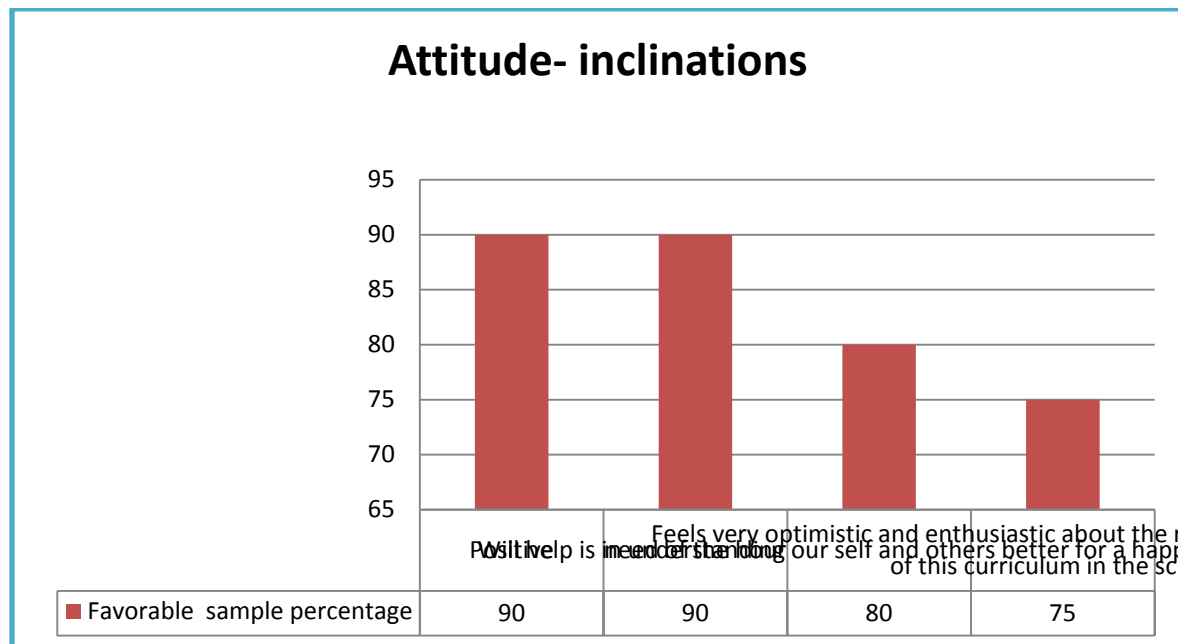
1. To study the attitude of Prospective teachers towards the happiness curriculum to be taken up in the schools.

More than half of Prospective teachers' attitude, towards the happiness curriculum to be taken up in the schools found highly positive. Most of the trainee teachers expressed that this is the need of the hour and will help in understanding our self and others better for a happy society. Most of the trainee feels very optimistic and enthusiastic about the relevance and effectiveness of this curriculum in the schools.

Table 1: Attitude- inclinations

Attitude- inclinations	Favorable sample percentage
Positive	90
need of the hour	90
Will help in understanding our self and others better for a happy society	80
Feels very optimistic and enthusiastic about the relevance and effectiveness of this curriculum in the schools	75

Graph-1



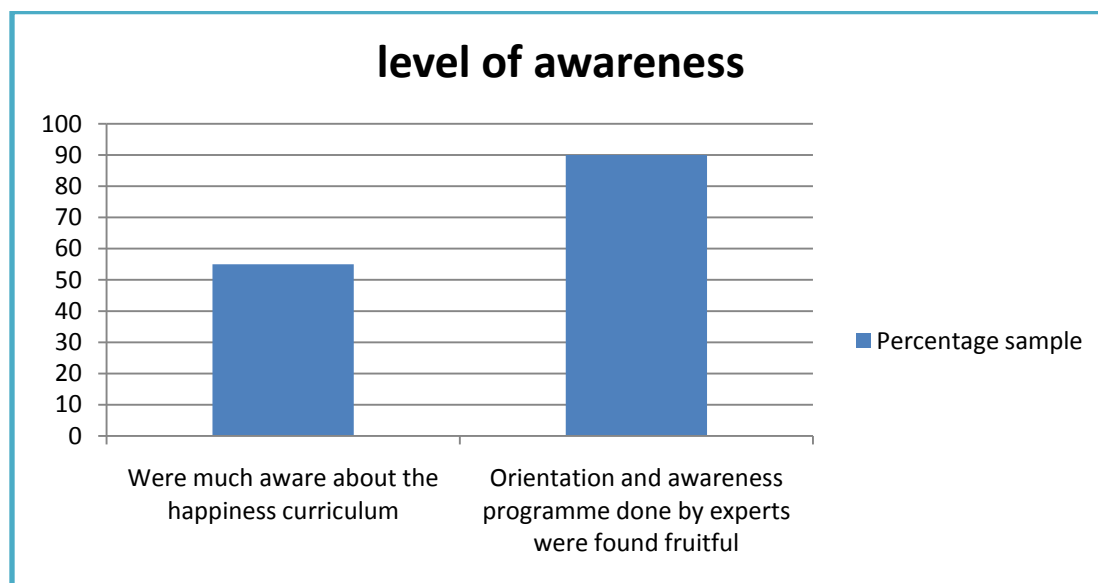
2. To study Prospective teachers level of awareness about the happiness curriculum to be taken up in the schools.

More than half of the Prospective teachers were much aware about the happiness curriculum to be taken up in the schools. Almost all the trainees were of the view that orientation and awareness programme done by experts were found fruitful but more activities and situational training are requested for prospective teachers.

Table 2: Level of awareness

Level of awareness	Percentage sample
Were much aware about the happiness curriculum	55
Orientation and awareness programme done by experts were found fruitful	90
More activities and situational training are requested for prospective teachers.	90

Graph-2



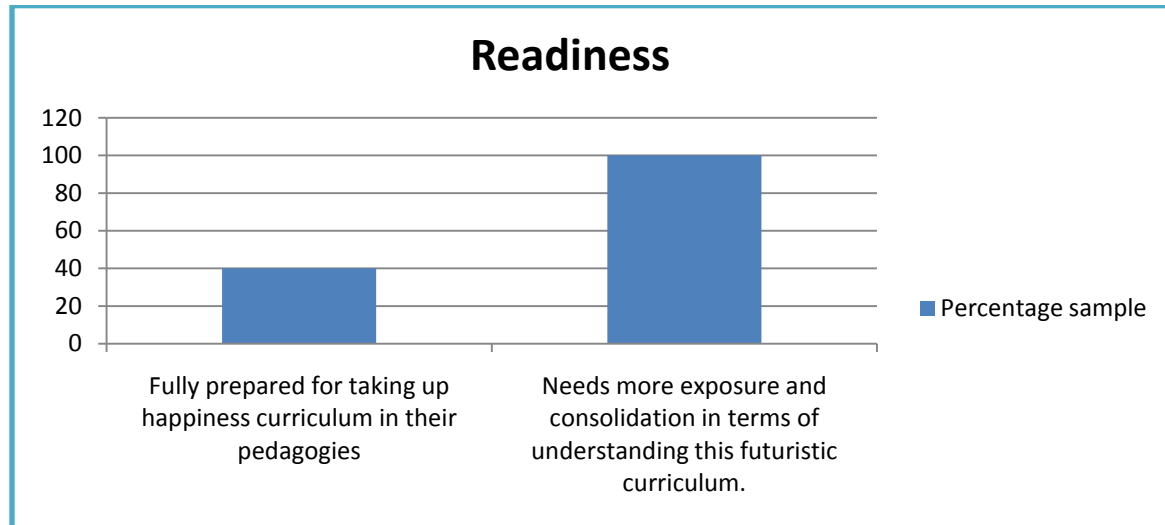
3. Readiness of Prospective teachers for imbibing the concept and concepts of Happiness in their pedagogy in schools. Some of the Prospective teachers are still not fully prepared for taking up happiness curriculum in their pedagogies in the schools. To improve their readiness towards transactional aspects of this curriculum needs more exposure and consolidation in terms of understanding this futuristic curriculum.

Table3: Readiness

Readiness	Percentage sample
Fully prepared for taking up happiness curriculum in their pedagogies	40

Needs more exposure and consolidation in terms of understanding this futuristic curriculum.	100
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Graph-3



VI. SUGGESTIONS

1. Training of Prospective teachers is required.
2. Happiness Curriculum of schools should be introduced well and discussed in detail with the trainees before their school Experience Program.
3. Their Classes should be observed by Happiness team or experts during School Experience Program to equip them with proper skill.

VII. LEADING CONCLUSIONS

In the modern system taking Education 4.0 along with happiness is need of mankind in order to save the human values and for all round development in real sense. Teachers are the backbone of every nation. In fact they are the true torch bearers for lakhs and lakhs of students. Earlier when we were not equipped with digitalization, teachers had direct connection with the students which guides them and helps them in their social, mental, physical as well as emotional development. But with the advancement of digitalization that connection is missing somewhere, so some specific dedicated curriculum to fill that gap was required and happiness curriculum tried to fill that gap. Now it is again very challenging task for teachers to take the gist of the curriculum in the classes with the same sense of belonging and responsibility as was taken during its development by the developers or educationists. And prospective teachers are upcoming teachers who have to take both happiness curriculum and Education 4.0 together to fill all the gaps and barriers in the development of human being.

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