

# Effect of Curriculum Modernization on Bed Instructors on Their Educational Achievements and Lifestyle

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**Abstract – Education is the key for development of any nation and it depends on the quality of B.Ed. Instructors Lifestyles and Educational Achievements. Knowledge, dedication, quality, professional commitment and motivation of B.Ed. Instructors are responsible for quality education and the achievement of learners. The production of these instructors today is a significant task for governments worldwide. Instructor Educators are responsible for teaching the Instructor's Lifestyles (in addition to the work skills). Acquiring Lifestyles increases Instructors' mental health. Mental wellbeing is a medical duty as well as a personal obligation. This research seeks to create the connection between B.Ed. Instructor's Lifestyles. Learning success is the criteria attribute and the skills of life are associated with emotional intelligence, stress management, anger and conflict resolution. Today we need well-planned and creative training programs. Criticism, research, redesign, refine and reorientation of the Instructor Education curriculum today must be done.**

**Keywords: Lifestyles, Educational Achievements, B.ED Instructors, Instructor Training, Students Achievements Learning Process.**

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## INTRODUCTION

Pre service training of the B.Ed. Instructors, who are to be appointed in schools, is essential in all the states of India. The literacy rate has increased every day, since India became an independent country. People are more conscious than ever that they're educating their babies. At the time of independence, India's population has now almost three times become the country's population. This led to increased demand at every level of education for educational institutes. According to the recommendations of the Kothari Education Commission, established by the Central Government in 1964, 10 + 2 + 3 systems of education across the country are uniformly followed. First ten years of education is divided in two parts. First of those is Primary Education of seven years and second is Secondary Education of three years. After completing secondary education the students may go for two years of higher secondary education followed by three years of study for graduation.

Education is seen throughout the world as the key way to allow individuals and nations to meet the increasing cultural, technical, social and personal challenges. Education is required to prepare young people for jobs and economic independence, helps them to live in responsible societies constructively

and to live in a inclusive, culturally diverse society which is evolving rapidly. This has led to the reorganization of education systems worldwide to not only include high levels of university qualifications such as literacy and scanning, but also to inculcate imagination, communication, empathy, adaptability and social capacities. Moreover, the challenge of having the know-how to collect and process information is rising ever more in the age of information explosion education system, as it is not possible to provide children with all the information available and the expertise that will take 20 years now cannot be anticipated, which is why the emphasis is on skills. Lifestyles are intended to improve efforts to develop or change behaviour, in particular with regards to well-being and safe working in society.

It is well recognized that learner's quality and extent are primarily determined by the Instructor ability, responsiveness and motivation of the instructor for lifestyles and achievements. B.Ed 's Regional Assembly. Instructors Education defines Instructor education as an instructional, study and training system for pre-primary through higher education Instructors. Instructor training Training for instructors is a curriculum that is related to improving the lifestyles and educational Achievements of the instructor, with skills and skills

that help and encourage the instructor to meet and address the requirements of the position. Education means all formal and non-formal activities and experiences which help prepare a person for a more effective exercise of the duties of or responsibility of a member of the education profession. The Instructors were trained as mechanics or technicians. The emphasis was only on ability training. It had narrower objectives. Consequently, the prospect of Instructor education was very small and limited in scope. B.Ed. instructors for Training cover teaching techniques, philosophy and knowledge.

Instructor Education = Teaching Skills + Pedagogical theory + Professional skills.

### **B.ED. INSTRUCTORS EDUCATIONAL ACHIEVEMENTS**

Instructor preparation serves Instructors on all education levels, including intermediate, primary, secondary, higher and tertiary schools. Students and curriculum standards differ from level to level. The training of the Instructor at the level and stage is therefore crucial. Training as an educator allows Instructors in professional organizations to improve skills. Trained institute Instructors are only conscious of their specific subject topics in theory and practice. For the students entering their career, they need specialized instructors' training inputs. Special education and physical education also exceeds the instructor's level. There will then be educational successes by the Instructor, where there are students. In order to establish successful processes of training entrant instructors for the duties that an instructor will perform at any level, the knowledge base is sufficiently trained and diversification through the stages.

### **ASPECTS OF B.ED INSTRUCTORS EDUCATIONAL ACHIEVEMENTS**

B.Ed. Instructors educational achievements is concerned with the aspects such as, who (Instructor Educator), whom (Student Instructor), what (Content) and how (Teaching Strategy). Educational Achievements of Instructors depend on the quality of Instructors. Value of B.Ed. educational inputs. The educational programs and their successful use for training future instructors primarily rely on the technical ability of instructors' instructors and how the educational achievements program is improved. Therefore, the first step is the creation of successful educators Education achievements. Instructor preparation meets the student Instructors by offering sufficient knowledge, know-how and abilities for their teaching career to work effectively. It helps student Instructors to understand the intricacies of the career with the logical and theoretical context. It aims to cultivate the necessary attitude towards the stakeholders of the profession in student instructors to address the environmental challenges very positively. It empowers student instructors to perform

their assignments in the most productive and efficient way (teaching and soft skills). Therefore, the education of instructors focuses on its content.

### **CHALLENGES IN B.ED INSTRUCTOR EDUCATION**

The Instructor Education scenario of today is characterized by the unparalleled growth of educational institutions and programs in the past few years. The demand for instructors was rising naturally, with the school attendance and the launching of primary education programs such as Operation Blackboard, district primary education programme, Sarva Shiksha Abhiyan and the universalization of primary education. In addition, there was growing strain on existing institutional capability by the backlog of untrained program instructors and by the necessary demands for pre-service Instructor certification. B.Ed. Instructor Education as a whole educator must be urgently and thoroughly reformed. There is a need to bring about greater integration between professional training and ongoing professional development in terms of degree, length and structure for Instructors at all schools. Considering the difficulty and value of teaching as a professional discipline, the entire educational undertaking must be elevated to a university level, with the requisite enhancement of the length and rigor of the programs.

1. **Poor Integration of skills:** The Instructor's education programs must include other skills such as Lifestyles, techno pedagogical abilities, communication skills, social skills, personal development skills and spiritual skills. At the same time, innovative thinking, critical thinking, self-control and social management skills should be stressed. Such skills are not incorporated into the present education program of the country's Instructor.
2. **Small time period for Instructor's training:** In India, it is one year after graduation, and the successful six to seven working months during a session is less than sufficient to establish healthy behaviors, beliefs and multi-directional interests. NCTE has extended the duration to 2 years from 2015 in order to resolve this issue. The effect of this move is both positive and negative, but the final result still has to be achieved. There are still scandals, however. A recent NCTE survey (possible roll back) is a unusual and unexpected move with proposals on the period before completion of the first set.
3. **Problem of selection:** The training programs selection process includes certain defects which lead to deterioration in instructors' efficiency. Better processes

for selecting and applying an acceptable method are necessary to enhance the quality and training of prospective instructors. It would be a smart move to incorporate measures such as general knowledge assessment, colleges, vocabulary, intellect, skill, interest and attitude using correct methods coupled with interviews with applicants.

4. **Incomplete competency development of Instructors:** The new educational system, since these plans do not resolve the actual school issues, does not provide pupil Instructors with sufficient opportunities to improve their competences. A strong link between a school Instructor's daily work and the training school Instructor's programme is important. This is a positive step in the right direction to suggest that the duration of internship be increased.
5. **Improper and inadequate practice teaching:** Pupil Instructors, especially at numerous private institutes, typically take teaching lesson in practice not seriously and professionally, and have a lack of sense of duty. Children who are impeded by the creation of pedagogical know how are left reckless, goalless and indifferent.
6. **Lack of subject knowledge:** The B.Ed. programme does not emphasize the knowledge of the basic subject. It should ensure the development of subject knowledge along with teaching skills. Without it the teaching practice will remain somewhat ineffective with regard to the subject knowledge.
7. **Inappropriate methods of teaching:** In India Instructor educators are neutral towards adopting innovative methods and experimentation in their teaching. Their acquaintance with modern class-room technologies and effective ICT techniques is poor.
8. **Incomplete supervision and feedback:** The guidance and accurate input are beneficial for the enhancement of pupil Instructor practice and teaching. Feedback and encouragement help to create trust in the classroom. Learning instructions to prepare lessons, to learn to arrange material and to create certain teaching skills are their components, but the lesson plans are superficially analyzed in practice and the masters of the subject methods do not offer substantive discussion.
9. **Inadequate empirical research:** In India, educational research conducted is not of

satisfactory quality and not at par with global standards. This is a weaker link in the chain of effectiveness of Instructor education.

10. **Inadequate professional development and infrastructural facilities:** Most of the programs are without the infrastructure required and qualified. This leads to poor professional results. Several educational institutes in India operate in rented buildings without proper facilities and experimental schools, libraries, computer systems and other ICT equipment required for the use of good instructors. No separate student accommodation is available. Some of the Institutes, in particular, and extension campuses are faced with content, facilities, equipment and instructors difficulties by regional centers developed under the 11th program.

#### **SOLUTIONS TO OVERCOME THE CHALLENGES-**

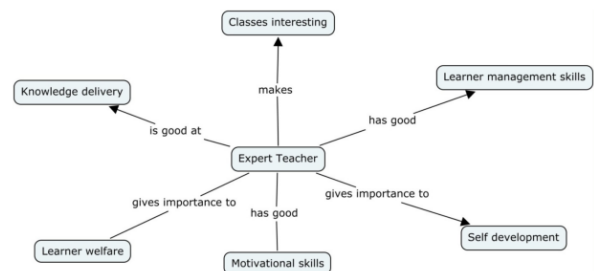
1. **Timely updating of curriculum -** Curriculum of Instructor education programme should be revised from time to time according to changing needs and latest developments of the society, profession and globalized world.
2. **Proper monitoring of private institutions-** "The educational institutions for Instructors, students and good facilities arrangements etc. should be strictly regulated by this regulatory authority and institutions operating should be monitored from time to time, and stringent measures must be taken if they do not meet the required standard," the National Knowledge Commission has suggested. It will avoid such dictatorship operations.
3. **Faculty training in value education and stress management-** Instructors must be prepared to handle stress and value education so as to help students manage stress in this time of social alienation, parental pressure and cut-off rivalry and to educate young minds in the right direction by acceptable values.
4. **Development of critical thinking-** Bloom put creativity at the top of the revised goals of higher thought, because creativity growth is crucial to the whole of human development. Instructors should be able to think objectively and determine correctly and have harmonious relations with others. Instructors should encourage the ability of the student to develop information.

5. **Development and enrichment of Lifestyles-** Instructor education programmes should enable the Instructors to develop Lifestyles among pupil Instructors. Lifestyles are essential for personal development and growth of learners. These skills enable man to deal with the life's difficulties and adversities more effectively. These skills include (a) Thinking Skills (b) Self Awareness, Problem Solving, Creative Thinking, Decision making and Critical thinking (b) Social Skills – Interpersonal relations, effective communication and empathy (c) Emotional Skills – Stress Management. [10]
6. **Developing competency of Instructors-** enough to incorporate the usage of science and technology and ICT in educational activities as well as for effective learning and to apply it in Instructor educations institution. [11]
7. **Encouragement to quality research Instructor education-** 'The improvement of reflectual and analytical skills is key objectives for the Instructors who have to adapt to emerging curricula, changing strategies and social environments,' said the European Commission, "The main elements in modern learning approaches are creativity and innovation coupled with the targeted review of stringency and assessment of outcomes, i.e. The ability, motivation, confidence and opportunity of Instructors are created through study.
8. **Improving quality of Instructor educators-** In the current scenario, it is important to include professional instructors and enhance their professional through continuing training efforts. "Instructors are key players to sustain and boost the high standard of education staff according to the European Commission. Educators are key players. They will have a huge effect on the standard of teaching and learning in our schools. "Instructors must be competent and well trained. A Instructor must be a lifetime learner and likewise a Instructor must be a lifetime pupil. Lifelong learning by Instructor educators can be encouraged by the continual upgrade of their expertise and the use of newly learned expertise for better teaching skills, professional development courses, refresher courses, short term courses, staff development programmes, workshops, seminars and conferences. Certain solutions include MOOCs and some other online learning. [3]
9. **Including some innovative steps-** Several groundbreaking moves in Instructor training include the SNDT Mumbai Master of

Education Technology Program (computer applications). The Earlier Professional Induction Program of QIP-ALL India Council of Technical Education, IGNOU Institute of professional competence advancement of Instructors (IIPCAT 2009), Indian Institute of Trainers Education. [11, 12]

10. **Maintaining Academic Uniformity-** Uniformity between the educational institutions of the Instructors across the world, in accordance with the program length, curriculum and organizational structure, should be guaranteed and preserved. In the Instructor's educational institutions, the optimal pupil Instructor ratio of 1:8 should be observed.
11. **Provision of demonstration schools-** It is important to ensure that a demonstration school for certain facilities, such as laboratories, libraries and other important audio-visual materials, becomes an integral feature of a demonstration school when a Instructors ' training department is established.

### SKILLS FOR BETTER TEACHING PERFORMANCE



To be a skilled Instructor, one should

- get on well with people of all ages, backgrounds and abilities and understand their needs
- assess learners and keep accurate records
- show patience and tact working with those who may lack confidence
- plan and create interesting activities to improve learners' skills
- be prepared to adapt lessons using feedback in class
- motivate and encourage learners to continue with their studies.

## **LIFESTYLES APPROACH TO B.ED INSTRUCTOR EDUCATION**

In the 21st century each student has to be aware of his or her skills, abilities and attitude and be prepared to take advantage of potential opportunities and adapt him or her to a variety of circumstances around him. The National Curriculum Framework (NCF) 2005 has also specified the different educational goals as they should individually or in different classes be able to think and make the ethical decision. In this challenging world, it is also essential to encourage students to live with satisfaction and success in terms of emotions. Cooperative, social responsibility and strong interpersonal relationships, which can only be accomplished through the development of lifetime skills through an efficient teaching and learning process, are also important to the education of instructors and students. Every person in this society must be confronted in every way of life by conflict, competition and stress. Small families are expecting their children exceedingly. Due to a lack of parenting, there is an unfair comparison with other students. This all affects the mind of the kid. It leads to various issues, such as failure apprehension, depression, violence, delusions of inferiority or dominance, isolation, paranoia about criminal behaviour, and more. In schools and colleges, students are often the victims of squalor. It is necessary to impart Lifestyles in schools and other educational institutions just to avoid the repercussions of all these factors. The instructors must therefore be effective in providing students with Lifestyles training and education. Consequently, part and parcel of instruction for Instructors will certainly be 'Lifestyle training.'

1. **Emotional Intelligence (EI):** This applies "to our own and that of other people's capacity to understand ourselves and to inspire and to control emotions effectively within ourselves and in our relationships."
2. **Stress Management (SM):** Stress means a situation in which a individual is attacked simultaneously by many problems. Stress management refers to a broad variety of strategies and psychotherapies designed to reduce stress, particularly chronic stress, in order typically to enhance the day-to-day job.
3. **Frustration Management (FM):** According to Kurt Lewin, when the attempt of an individual to reach a goal is blocked, he is frustrated. The situation, he is in, is called tension.
4. **Conflict Resolution (CR):** Disagreement refers to a disagreement between two intentions or goals or between two circumstances. Conflict Resolution applies to a wide variety, including, but not necessarily,

dialogue, mediation, diplomacy and the building of imaginative peace.

## **LIFESTYLES EDUCATION FOR THE TRAINEE B.ED INSTRUCTORS**

Education is an attempt to learn and spread the best we know and understand in this world, and thereby to create the tide of fresh and true ideas. One of these activities is Lifestyle training for trainee Instructors. "Thanks to written review, the true aim of education is lost. Education seeks in the 10 years of training for the students and one or two years of training for the Instructors to cover as much material as is practicable. It does not discuss the process of attitudes and skills growth along with cognitive skills. It does not underline the affective and psychomotor area of a student's success. "Emotional intelligence is a professorship in psychology that gives one social and emotional skills.

It has five components that can be converted into five essential social – emotional aptitudes:

- **Self-Regulation:** - to be capable of conducting ourselves and to control our emotional states.
- **Self-Consciousness:** - to recognize and understand our feelings.
- **Motivation:** - Management of feelings in order to achieve our objectives.
- **Empathy:** - identifying and decoding the feelings of others.
- **Social Abilities:** - being able to relate and influence others.

The 'trainee instructors' should therefore also be well oriented towards this emotional ability. "Lifestyles are the necessary skills for a successful life, also called Soft skills. It is necessary to have life-knowledge in order to get the best out of life and to become the best you can. Such skills will allow people and Instructors to take correct decisions and interact efficiently and improve self-management skills in order to live a safe and successful life in all respects. To be a good Instructor, all this is important.

## **NEED OF LIFESTYLES TRAINING IN B.ED INSTRUCTOR EDUCATION**

Instructor curriculum needs to be comprehensive in the training of individual and skilled Instructors. In addition to content and technique, interpersonal skills, including self-consciousness and self-control, social knowledge and control must also be incorporated. It is necessary to integrate skills like

self-consciousness, empathy, interpersonal relations, good communication, critical thinking, innovative thinking, decision-making, problem solving and emotional and stress management. Info-savvy skills such as inquiry, entry, research, application and assessment need to be incorporated. Majority of the people are living a mechanical life. In this case, parents cannot be role models in the moulding of their children. Therefore, the Instructors have a duty to emphasize Lifestyles in their schooling. The Instructors have to plan the B.Ed. to achieve this goal. Survey shows that most classroom Instructors do not develop high level Lifestyles and, although they do, do not teach the same way. They just concentrate on covering the program since. The curriculum for Lifestyles must therefore be included at all levels, particularly in B.Ed. Resume. Resume. There is a need to integrate techno-pedagogical skills such as compatibility of the media, media design, integration of message and modes, closeness of message formats, competence in media language, choice of media, authenticity of messages and media credentials, media automation, integration and acculturation of media. Human development environment needs to be incorporated through confidence, risk-taking, transparency, incentives, assignments, strong support, input, team spirit and collaboration. Spiritual knowledge, faith, the soul or the inner being, self-conscience, the search for values of life, tradition, loyalty and character, joy and distress, brotherly relationships, caste equality, religion, color and sex, interpersonal relations, acceptance and empathy, love and compassion, versatility and leadership, life and death must be incorporated into the element of spiritual intelligence. The training programs of the instructors must be integrated in various qualifications and competences.

## CONCLUSIONS:

It is concluded from the findings that B.Ed. Instructor training has strong impacts on the academic achievement of the students. Pedagogical skills are improved with the help of training program. In this way teaching learning process is made more convenient Lifestyles and Educational Achievements. Both Instructors and students should take interest in this process. It was noted during the research that a trained Instructor uses variety of Lifestyles and Educational Achievements with teaching techniques in the classroom. He frequently uses audio video aids in the class. It was also noted during the research process that B.Ed. Instructor training institutions face many problems like shortage of funds and shortage of time. Strategies for developing high quality of B.Ed. Instructors vary from one nation to another. Efforts get boosted when a nation assures entry of talented individuals to teaching profession. Quality B.Ed. Instructors are the key factor for sustainable global development and their training, recruitment, retention, status and working conditions are among global priorities today. In fact, B.Ed. Instructors are the single most influential and

powerful force for equity, access and quality in Lifestyles and Educational Achievements.

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