

The Breach between Intention and Implementation in B.Ed. Program

Ashmita Bhar*
Arpan Datta**
Camellia Yasmin***

Abstract

Education has a very significant role to play in the upliftment of a society and its culture. Since advancement of society is becoming more and more dependable on knowledge and education, higher education arises as a vital component of individual, cultural, socio-economical and above all national development. Though, philosophically, education is a lifelong continuous process, and curriculum has become learner centric, we cannot ignore the substantial significance of a teacher in this educating process. Therefore, a steep and elevated society and culture are exponentially related to the continuous supply of perfectly proficient teachers which is in turn also directly related to the quality of the teacher education program or two years B.Ed. program as a course in higher study, that helps to equip all the would-be teachers through proper ammunition. Unfortunately, we are unable to get the anticipated outcome due to some malfunctions in four cornerstones of teacher education program and those being- 1. Infrastructure. 2. Curriculum. 3. Teaching-Learning process 4. Use of ICT (Information and Communication Technology). This research paper embarks upon a journey to explore these issues and complications those are effectively plunging down the two years B.Ed. program in a nonreturnable gloomy abyss and highlights some useful recommendations to resurrect this rusty teacher training program from its perpetuating demise.

Index terms: Infrastructure, Curriculum, Teaching-Learning process, ICT, Teacher Training Program, B.Ed. Program

1. Introduction:

The role of the teachers in developing the minds of the children, building a nation and enriching a culture is indispensable. Therefore, it is paramount that the teachers should be properly trained to perform their utmost duty of educating. To serve this purpose, would be teachers are prescribed to take the two years B. Ed. course. But today's B. Ed. courses are flawed with various problems. Among the four areas of infrastructure, curriculum, teaching-learning process and use of ICT each area is more flawed than the others. It is observed that the curriculum is not offering the suitable competence for the student-teachers. And, though teaching is largely based on language efficiency, the said course does not provide ample provision for developing it. Present teacher education programmes do not accommodate the new emerging ideas in context and pedagogy. It also does not address the issue of connection between school and society. There is little, to be honest, no space for engaging with innovative educational experiments.

*M.Ed. student, semester- I; WB University of Teachers' Training and Educational Planning, ashmitabhar93@gmail.com

**M.Ed. student, semester- I; WB University of Teachers' Training and Educational Planning, arpan.datta07@gmail.com

***Assistant Professor in Mathematics; Shimurali Sachinandan College of Education, camelliamathz37@gmail.com

The curriculum works with a body of 'knowledge' as discourse provides it, as something 'given', not something that can be created or changed. Beside these, infrastructure and proper use of ICT are two facets where this paper would look deep to find out the causes of ineffectiveness which are adding to the overall ineffectiveness of the training. If teachers are not well equipped, then there will be a problematic situation where future students will not become proper human being and eventually the future of the nation will be ruined or at least damaged to a great extent. Therefore, only locating the problems will not be all. This paper would also devise necessary solutions applying which teachers' training courses can be of utmost effect.

2. Review of Related Literature:

The Information and communication technology (ICT) has robust features that may be leveraged to create an informative system and a network for easy exchange of information. This system may work as a psychological and pedagogical support framework for design, development and implementation processes. While teaching and learning method is changing its beaten track and resorting to internet and multimedia, it has become imperative to design a standardized training course and curriculum so that neither the teachers nor the students lose direction in the ocean of information and communication channel (Kovalchuk & Vitaliyivna, 2019)¹. Use of digital tool may offer relatively better ways of finding the sources and transmission process of information. Using electronic gadgets like computer, laptop, mobile devices etc. along with the use of digital tools, teachers and trainers may create learning materials and share those materials over the internet for mass access (Pachler, Pimmer & Seipold, 2011)².

Ministry of Human Resource Development, Government of India, devised multiple Remote learning strategies according to the different academic need of the teacher education programs of each state of India. The compilation '*India Report- Digital Education,*' (June, 2020) illustrates, in abundant details, the initiatives that MHRD has taken in the field of online learning, which could be really effective in the facet of teacher education.

National Curriculum Framework (NCF, 2005)³ stresses on developing the capacity of the student-teacher to think independently. The present condition of teacher education is meticulously analyzed in the framework. The analysis brings to the forefront the actual scenario of B. Ed. programs in India, where the knowledge is a repository of information that is 'given' and not formed on individual experience and reflection. The report also makes some significant recommendations in the field of teacher education and mentions some essential shifts in teaching learning paradigm that need to be implemented. For instance, it argues that knowledge

¹Kovalchuk, V.I., & Vitaliyivna, S.I. (2019). Implementation of digital technologies in training... the vocational education pedagogues as a modern strategy for modernization of professional education. *Studia ad Didacticam Biologiae Pertinentia: Annales Universitatis Paedagogicae Cracoviensis*, 9. DOI 10.24917/20837276.9.13.

²Pachler, N., Pimmer, C., Seipold, J. (Eds.). (2011). *Work-based mobile learning. Concepts and cases*. Oxford: Peter Lang.

³ National Curriculum Framework 2005. National Council of Educational Research and Training. Retrieved from <https://ncf2005.files.wordpress.com/2010/02/prelims-1.pdf>

should be seen as a continuum rather than as some disjointed information. It also recommends that the teacher in the teacher education program should rather become a facilitator of learning than a source of knowledge.

NEP (2020) has given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers and entrepreneurs. It is also discussed that new technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn. Also, the Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. It is also proposed in NEP (2020) that an autonomous body, the National Educational Alliance for Technology (NEAT), will be created to provide a platform for use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education. NEAT will have the following roles: (a) provide best educational technology to the students using a portal (b) build intellectual and institutional capacities in educational technology; (c) provide independent evidence-based advice to Central and State governmental agencies on technology-based interventions, through its expert body; (d) envision strategic thrust areas in this domain; and (e) articulate new directions for research and innovation. It is also proposed in this document that teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT (including CIET), CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the National Teacher's Portal. This platform may also be utilized for e-content related to Teacher's Professional Development, etc. It has also been proposed that particular attention will need to be paid to emerging disruptive technologies that will necessarily transform the education system and what it teaches to students. NEP (2020) has also tried to address the ethical issues related to technology.

Dr. Paliwal (2016)⁴ in his research paper '*A Critical Appraisal of the Newly Designed Two-Year B.Ed. Syllabus by the State Universities of Rajasthan*' brought to the fore certain issues, such as vague Objectives of the Course, unnecessary justification for 'internship', ambiguity regarding school-observation phase, defective scheme of teaching practice, irrelevant practicum work, unequal weight to the units in some papers of pedagogy, defective year-wise distribution of papers and so on. The researcher, as a remedy, suggested that high powered Committee for review and reorganization of the two-year B. Ed. syllabus should be constituted consisting of the selected senior faculty members from NCERT, RIE, MS University etc. Workshops should be organized for the intended modifications and improvement in the various subjects, papers, courses; so that the modified syllabus is ready and available for use by stakeholders.

⁴ Dr. Paliwal A. (2016). A Critical Appraisal of the Newly Designed Two-Year B.Ed. Syllabus by the State Universities of Rajasthan. *Chetana Education International*.

Sao and Behera's (2016)⁵ research study 'Student-Teachers' Attitude towards Two-Year B.Ed. Programme with reference to NCTE Regulation, 2014' is based on survey method, particularly, the normative survey research method. The major findings of this study revealed that the two-year B.Ed. Programme is approved by the secondary teacher training institutions. The investigators feel that the two-year B.Ed. Programme is appropriate for teacher training Course and in order to develop the quality of teacher education, two-year B.Ed. Course is inevitable.

The main findings of Bhatia's (1987)⁶ 'Evaluation of new B. Ed. Curriculum in the college of education affiliated to the University of Bombay' were that in the new B.Ed. Syllabus quite a few topics were repeated, implementations of new curriculum were found to be difficult, teacher-educators unanimously agreed that the area of practice teaching was the most important part of B.Ed. program, B.Ed. curriculum is mechanical and book-oriented. The study also indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty: fifty.

Behari's (1998)⁷ research paper 'Analysis of Teacher Education Curriculum in the context of requisite abilities for effective teaching' analyzed the teacher education curriculum in relation to develop requisite abilities for effective teaching. The researcher found that the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills, dramatics as the activity and discussions as a mode of transaction of programme were found to be more helpful. It was observed that a link between theory and practice was missing in teacher education programme and therefore the student-teachers were not able to link what they had learnt.

Sali, A. (2003)⁸ in 'Attitude of Teachers towards In-Service Training Programme' studied the attitude of teachers towards four aspects of in-service training programme i.e. content enrichment of school subject, teaching methods, new trends in education and innovation in education and interpreted favourable attitude towards different aspects.

Gorain R. (2017)⁹ in 'Views of Teacher educators towards Two-year B.Ed. Programme of West Bengal' used descriptive survey method and concluded that lengthy papers like 'Education and Contemporary Indian Society' and 'Measurement and Evaluation' need to be made compulsory. Much important subjects like education for children with special needs, environment education, value and peace education including guidance and counselling must be offered. A demonstration school should be attached with the institution, so that practice-teaching can be better organized.

⁵ Sao S. & Behera S.K. (2016). Student-Teachers' Attitude towards Two-Year B.Ed. Programme with reference to NCTE Regulation, 2014. *International Refereed Journal of Education*, 2(3), pp: 09-24.

⁶ Bhatia (1987) Evaluation of new B. Ed. Curriculum in the college of education affiliated to the University of Bombay (Doctoral Dissertation). Bombay University.

⁷ Behari, A. (1998). Analysis of Teacher Education Curriculum in the content of requisite abilities for effective teaching (Doctoral dissertation). CIE, Delhi University.

⁸ Sali, A. (2003). Attitude of Teachers towards In-Service Training Programme, *Edutracks*, 32 (8).

⁹ Gorain R. (2017). Views of Teacher educators towards Two-year B.Ed. Programme of West Bengal. *International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS)*, 4(2), pp: 95-98.

Use of teaching aids in Teaching-Learning Process needs to be emphasized. Evaluation should be transparent. Students should be shown the evaluated answer scripts. More optional papers should be offered. A better well-equipped library should be provided.

Himmat D. (2017)¹⁰ in 'Challenges and remedy of Teacher Education' focuses on certain problems of teacher education, such as, problem to monitor the teacher-education institutions, deficient facilities for student –teacher professional development, quality concern of course, poor standards with respect to resources for colleges of education, negative attitude of managements towards development of resources, lack of dedication of student-teacher towards the profession. As a remedy, the researcher mainly suggested that the teacher education institutions should be put under strict control of NCTE, curriculum of teacher education programme should be revised from time to time according to changing needs of society and for professional growth of teacher educators there should be seminars, summer institutes and research symposia at more frequent intervals.

Sangha & Bajaj (2017)¹¹ in 'Challenges in Implementation of New Curriculum with Reference to B.Ed of GGSIPU' identified some complications like overload of papers and time restrictions, overlapping of content, lack of logical sequencing of topics, unavailability of books, lack of institutional arrangements, difficulties in evaluation etc. The researchers also perceived some preventive measures such as overlapping of content and activities can be reduced by correlating them in proper sequence, ICT should be a part of core theory papers along with its practical aspect, proper reference material and good quality books should be made readily available and so on.

S. Nalawade-Jadhav Vandana (2015)¹² in 'Two Year B.Ed. Course: Requirements, Constraints and Solution' found that institutions faced many constraints in admission procedure, infrastructure management, teachers' recruitment and school internship after the implementation of two-year B.Ed. programme.

Ravinder Kumar Kamboj (2015)¹³ in 'Impact of Two-Year B.Ed. Programme in Stress Among Teacher Education Relaxation in Relation to Teaching Experience and Nature of Job' found that the teacher-educators have undergone more stress during two-year B.Ed. functioning.

3. Rationale of the Study:

It is of prime importance that the teachers should be properly trained in two years B.Ed. course to perform their utmost duty of educating. But today's B. Ed. courses are flawed with various problems. Therefore, initiative and researches are needed to remove this issues and

¹⁰ Himmat D. (2017). Challenges and remedy of Teacher Education. *Global Science Research Journals*, 5 (1), pp: 077-081.

¹¹ Sangha M. K. & Bajaj R. (2017). Challenges in Implementation of New Curriculum with Reference to B.Ed. of GGSIPU. *Amity International Journal of Teacher Education (AIJTE)*, 3(1).

¹² Vandana S. N. J. (2015). Two Year B.Ed. Course: Requirements, Constraints and Solution. *Research Front*.

¹³ Kamboj R. K. (2015). Impact Of Two Year B.Ed. Programme In Stress Among Teacher Education Relaxation In Relation To Teaching Experience And Nature Of Job. *Zenth International Journal of Multidisciplinary Research*.

complications for the proper execution of B.Ed. course. This study sought to explore such problematic affairs related to B.Ed. course specifically in four spheres- 1. Infrastructure. 2. Curriculum. 3. Teacher-Learning process 4. Use of ICT. The researchers also attempt to suggest some remedial measures for curating the well-being of such bedridden teacher education programme.

4. Objectives of the Study:

- To explore the issues and complications those are shackling the wings of two years B.Ed. course from its proper flight.
- To find out probable root causes which are the main culprits behind such impediments in B.Ed. course.
- To provide necessary remedies and preventive measures which can help resolute all the perpetuating problems in B.Ed. course.

5. Research Methodology:

Research Approach: The study employs Descriptive survey research. In this paper an attempt has been taken to analyze the perpetuating issues and obstacles in four arenas- i.e., 1. Infrastructure. 2. Curriculum. 3. Teacher-Learning process 4. Use of ICT, which have been hindering proper implementation of two years B.Ed. programme.

Population: The population is comprised of the all the faculties from government, government-aided and self-financed teacher education institutions of West Bengal.

Sample: The data has been pooled from thirty (30) faculties from purposively selected two (2) teacher education institutions from two different districts of West Bengal. Here, the status of one institution is govt.-aided and the other one is self-financed.

Sample Break-up:

Institution	Courses offered	Status	Location			Faculty (interviewed)			
			Area	District	State	Permanent		SACT	
						Male	Female	Male	Female
College 1	B. Ed.	Govt. aided	Shimurali	Nadia	West Bengal	3	5	4	3
College 2	D. Led. B. Ed. M. Ed.	Self-financed	Bally	Hooghly	West Bengal	5	4	3	3

Tool: The final version of the tool has been developed by undertaking several consecutive steps. Several rigorous attempts were taken for choosing and rejecting the items of the tool. After reviewing the existing tools (the tools developed by Ghavifekr, Kunjappan, Ramasamy, Anthony; and by Victor in their respective studies), the researcher at first prepared a draft version of the questionnaire by keeping in mind the objectives of the present study. The modification has been made according to the age, maturity, demographic variables and cultural context of West

Bengal. For the purpose of content analysis, the researchers have consulted with three experts in the field of Teacher Education to make necessary modification to the instrument. After collecting the opinions of the experts regarding the draft questionnaire, the researchers proceeded for item analysis. On the basis of the content analysis 25 items were accepted to develop the final questionnaire.

Delimitation of the Study: The researchers have observed some of the common problems at the heart of the teacher education programs in India from the information gathered by the researchers through a thorough analysis of the literature. However, due to the limitation of time and availability of other factors, the study has been limited in terms of sample size (two colleges), geographical location (partially covering only two districts of West Bengal) and area of discussion (1. Infrastructure. 2. Curriculum. 3. Teacher-Learning process 4. Use of ICT).

6. Observations:

The following dimensions related to issues and problems of two years B.Ed. course have been observed from the literature review and from the informal interview with the faculty members of the chosen institutions. Some common beliefs about the complications of B.Ed. course –

- There is repetition of few topics in this present two-year curriculum of B.Ed. course.
- Quality concern for course material;
- Poor standards with respect to resources for colleges of education;
- The widening gulf between theoretical and practical framework;
- Overload of contents and time restrictions;
- Lack of creativity, curriculum is mechanical and book-oriented;
- Lack of proper resources;
- Deficient facilities for student –teacher professional development;
- Lack of dedication of student-teacher towards the profession has made the entire course dull.

7. Common resolution of these problems:

- Constitution of high powered Committee for review and reorganization of the two year B .Ed. syllabus.
- Workshops should be organized for the intended modifications and improvement in the various subjects
- Use of teaching aids in Teaching-Learning Process needs to be emphasized.
- Evaluation should be transparent.
- A better well-equipped library should be provided.
- Curriculum of teacher education programme should be revised from time to time according to changing needs of society
- B.Ed. institutions should be put under strict control of NCTE and other regulatory bodies
- There should be seminars, summer institutes and research symposia at more frequent intervals for professional growth of teacher educators.

8. Findings of the Study:

In this study, the researchers have randomly selected two colleges of teachers' education, one of them being government aided college and another one being a private one, and have interviewed fifteen faculty members from each of them about the problems of teaching B. Ed. course in the four areas discussed in introduction. The interviewing brought up the following hazards that do not let the said course be fully effective and effortless-

8.1 Infrastructure related problems:

- Lack of sufficient arrangements for inclusive students;
- Lack of lift for students depending on wheel chair;
- Lack of ramp (in one college);
- Practical rooms are in second or third floor, differently abled students can not avail stairs.
- Insufficient source of drinking water;
- Lack of purification of drinking water;
- Restrooms are not properly maintained.
- No provision is there for using projector in every room.
- No playground in college for conducting sports is present.
- Absence of sound system was observed.
- Unavailability of boys' hostel is a problem for male students who live far away.
- Insufficiency of instruments in laboratories was observed.

8.2 Curriculum related problems:

- Syllabus should be altered in major parts.
- Repeated curriculum is one reason for the alteration.
- Some topics are repeatedly present in several courses over semesters.
- Repetition results in lack of motivation for teachers.
- Students are also bored of it and show no interest in learning.
- Practical projects should be more relevant and realistic.
- Drama, song, collage making, etc. which are included in the EPC do not have much relevance in professional career.
- Except yoga, no sports, indoor or outdoor is included in EPC course.
- Some practicums are obscure; those are mentioned in very broad aspect. Those practicums need to be narrowed down.
- Syllabus includes case study of maladjusted students which takes a long time- not suitable for the semester system B. Ed. course for lack of enough time.
- Students are not given freedom to select optional practicums and EPC activities.
- Method teaching does not include inclusive aspects.
- Internship in the third semester is awkward. After learning subject discipline for two whole semesters, students are engaged in internship, and again in the fourth semester they are studying discipline. So, this breaks the continuity of learning discipline.

8.3 Teaching- learning process related problems:

- The rate of students' attendance is low.
- Only conveyance being railway, the place is not reachable by other transport system.
- There is no sufficient opportunity for using ICT.
- Teaching becomes monotonous.
- Insufficient books in library makes learners' speed of learning delayed.
- Not all students can issue books at a time due to lesser number of books.
- Subject wise heterogeneous classroom makes it difficult for the teacher to manage the class.
- Evil presence of hierarchical power structure among the deputed and the fresher students.
- The teacher student ratio is poor.
- Too many classes are assigned per teacher.
- As a result, lack of quality teaching is observed.

8.4 Problems related to the use of ICT:

- There is not enough provision for using ICT. Rooms are not all equipped with the facility to conduct an ICT based lesson.
- Not all topics can be taught using ICT.
- Sometimes poor internet connection;
- Sometimes lack of connectivity;
- Lack of devices necessary for the set up;
- Negative attitude of the teachers;
- Lack of expertise on the part of the teachers in using such devices;
- Not sufficient resource can be the major obstacles in this area.
- Teachers are not aware of new devices.

9. Suggestions:

Based on the findings of our study, we have made a few suggestions that we deem to be particularly effective for solving the mentioned problems.

9.1 For Infrastructure Related Problems:

- B. Ed. colleges or Teacher education institutions should be put under strict supervision of the regulatory body (NCTE) for the provisions of good infrastructure.
- Infrastructure of the colleges should be convenient, with proper seating arrangement, drinking water, washrooms, etc.
- Financial assistance from government or authorized body should be checked to help the institutions to improve their physical structure.
- Proper arrangements should be made for the inclusive students, such as ramp, lift, favourable seating arrangements etc.
- Up to date library and laboratories with sufficient seating capacity is mandatory.

- Libraries should have enough books to cater to the need of all students at once.
- The college which are established prior to the establishment of NCTE must be up graded with regard to build up area and the purpose of the land.
- Hostel facilities for the male trainees should be provided.
- Correspondence courses in teacher education should be provided for those students who live miles away from the college. Although, an uncompromising screening for admissions and a rigorous manner of assessment should be implemented.
- Government should provide financial aid to the teacher educational institutions so that it decreases the financial burden on the part of the trainees.

9.2 For Curriculum Related Problems:

- New knowledge and new experiences should be incorporated into the curriculum and the instructional systems and there should be a scope for teachers for reflection of knowledge.
- Overlapping of content can be reduced by correlating different subjects and covering them in proper sequence.
- Overlapping of activities related to field engagement and practical can be reduced by combining them together.
- Some of the Field work activities need to be made suggestive rather than mandatory.
- Some of the practical activities should be optional.
- EPC course should include activities according to the various interest domains of the students.
- The theory and the practical work and the internship should be moderated in such a way that they will have useful implications for improving professional career of the students.
- Practice teaching should be a part of the last semester after the courses of discipline are completed.
- Practical activities should be stated in the syllabus in a specified manner.
- The teaching of the method subject needs to be modified from inclusive angle.

9.3 For Teaching Learning Process Related Problems:

- The rate of students' attendance requires to be raised by making the teaching process interesting.
- More transport facilities are needed.
- Virtual classrooms should be made for those students who could not attend college regularly because of lack of transport.
- Experimental and innovative approaches, such as, group learning, discussion, team teaching, simulated classwork, computer assisted instruction, individualized instruction etc. should be introduced to make the process of teaching ever interesting
- Sufficient books should be made available to the students.
- Recruitment of faculty should be a regular process.

- Part time teachers are not selected through the same screening process as the regular teachers. So, their validity can be a major question. Therefore, it is necessary to minimize the percentage of part time teacher.
- Some sort of special guidance and care may be arranged for those learners who are slow and passive. Inclusive students should be given more attention.
- Working hour should be implemented minimum twenty hours in a week for each and every teacher of the B. Ed College. This would help to decrease the burden of extra classes for the teachers and in turn, in producing quality teaching.
- Teacher educators need be well qualified as well as experienced with excellent language proficiency.
- The teacher educator should be an expert to manage a heterogeneous classroom without any biased view on any particular subject.
- For the professional growth of teacher educators, things like, seminars, workshops and research symposia etc. should be arranged frequently.

9.4 For Problems Related to Use of ICT:

- The benefit of science and technology and Information and Communications Technologies (ICT) on education ought to be positively discussed.
- Scientific knowledge should be developed and its application for the solution of problems of life should be encouraged.
- ICT should be an inherent part of the discipline or theory papers.
- Students and teachers need to be accustomed with the use of ICT.
- Students should be checked if they are computer literate at entry level.
- Teachers who are not updated should be trained and made aware of the usages and new devices.
- Resource should be increased to buy required devices necessary to equip an ICT based classroom.
- High speed connectivity is required.

10. Conclusion:

In light of this study, we have attempted to illustrate the great chasm that has been segregating two ends of the spectrum of two years B.Ed. course; its ideal objectives of all round expansive development of would-be-teachers and its falling far behind from its desired notion. To develop the whole organism of education, it is of pivotal importance that all the versatile faculty of consciousness of the teachers should be well nourished by providing them with most propitious arsenal during their two years B.Ed. program so that they can gracefully accomplish their professional responsibility and incur personal gratification. Therefore, it is paramount that considerable endeavour should be made from NCTE, NAAC, the respective college administration or purposely formed governing body to mend such disparity in objectives and its prolific implementation of this teacher education program.

References:

- Behari, A. (1998). Analysis of Teacher Education Curriculum in the content of requisite abilities for effective teaching (Doctoral dissertation). CIE, Delhi University.
- Bhatia (1987) Evaluation of new B. Ed. Curriculum in the college of education affiliated to the University of Bombay (Doctoral Dissertation). Bombay University.
- Dr. Paliwal A. (2016). A Critical Appraisal of the Newly Designed Two Year B.Ed. Syllabus by the State Universities of Rajasthan. *Chetana Education International*.
- Ghavifekr, Simin., Kunjappan, Thanusha., Ramasamy, Logeswary, & Annreetha, Anthony. (2016). Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions. *Malaysian Online Journal of Educational Technology*. 4(2), 38-57. Retrieved from
- <https://files.eric.ed.gov/fulltext/EJ1096028.pdf>
- Government of India [GoI]. (2020). National Education Policy 2020. GOI, MHRD: New Delhi.
- Gorain R. (2017). Views of Teacher educators towards Two-year B.Ed. Programme of West Bengal. *International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS)*, 4(2), pp: 95-98.
- Himmat D. (2017). Challenges and remedy of Teacher Education. *Global Science Research Journals*, 5 (1), pp: 077-081.
- India Report Digital Education. (2020, June). Remote Learning Initiatives Across India. Department of School Education & Literacy Ministry of Human Resource Development Government of India. Retrieved from
- https://www.education.gov.in/sites/upload_files/mhrd/files/India_Report_Digital_Education_0.pdf
- Kamboj R. K. (2015). Impact Of Two Year B.Ed. Programme In Stress Among Teacher Education Relaxation In Relation To Teaching Experience And Nature Of Job. *Zenth International Journal of Multidisciplinary Research*.
- Kovalchuk, V.I., & Vitaliyivna, S.I. (2019). Implementation of digital technologies in training... the vocational education pedagogues as a modern strategy for modernization of professional education. *Studia ad Didacticam Biologiae Pertinentia: Annales Universitatis Paedagogicae Cracoviensis*, 9. DOI 10.24917/20837276.9.13.
- National Curriculum Framework 2005. National Council of Educational Research and Training. Retrieved from
- <https://ncf2005.files.wordpress.com/2010/02/prelims-1.pdf>
- Pachler, N., Pimmer, C., Seipold, J. (Eds.). (2011). *Work-based mobile learning. Concepts and cases*. Oxford: Peter Lang.
- Sali, A. (2003). Attitude of Teachers towards In-Service Training Programme, *Edutracks*, 32 (8).
- Sangha M. K. & Bajaj R. (2017). Challenges in Implementation of New Curriculum with Reference to B.Ed of GGSIPU. *Amity International Journal of Teacher Education (AIJTE)*, 3(1).
- Sao S. & Behera S.K.(2016). Student-Teachers' Attitude towards Two-Year B.Ed. Programme with reference to NCTE Regulation, 2014. *International Refereed Journal of Education*, 2(3), pp: 09-24.
- Vandana S. N. J. (2015). Two Year B.Ed. Course: Requirements, Constraints and Solution. *Research Front*.
- Victor, S. R. (2013). Teacher-Trainees Attitude towards ICT. *Research Gate*. Retrieved from
- https://www.researchgate.net/publication/283725668_Teacher-Trainees_Attitude_towards_ICT