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Value Internalization through Teacher Education: Exploring the Role of Curriculum and Practicum in the Two-Year B.Ed. Programme

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Abstract

The present study was conducted with the aim to explore the impact of exposure of two year B.Ed. programme on student - teachers' values. This longitudinal study was conducted on 160 student-teachers of University of Allahabad and Banaras Hindu University. Value Inherent in Fundamental Duties Questionnaire for Teachers (VFDQT) developed by Kalpalata Pandey & Dhyanendra Kumar Mishra (2004) was used as a tool for data collection. The findings of the study highlighted that exposure to two-year B.Ed. programme brings a significant improvement in the patriotic values, social values, cultural values, spiritual values, knowledge values, environmental values, law abiding values and value of excellence among student-teachers.

Keywords: B.Ed. programme, student-teachers, values, patriotic values, social values, cultural values, spiritual values, environmental values, educational impact, value education

Introduction

Teachers are the transmitter of knowledge and experience to the real potential wealth of a nation and thus, only efficient, capable, devoted and visionary teachers can contribute in the progress of any nation as well as in the progress of a civilization. They help in not only shaping but also in reshaping the mindset of society and determine the quality of life in the community and the nation. Adaval (1979) ^[1] rightly said, "Teacher is a person who imbibes, interprets and disseminates the culture and traditions of the past and as the maker of one and all, his position is unique and second to none." They are the exponents of expansion of knowledge for the welfare of mankind. Therefore, The Education Commission (1964-66) of India accepted the influence of teachers in emphatic words, "No system can rise above the status of its teachers..."

The complete structure of today's complex and dynamic society is based on the education system it goes with, and the foundation stone of this system is a teacher itself. In fact, the aims and objectives of education largely depend upon the efficiency and effectiveness of teachers. In the demanding era, to play his role effectively, the teacher should be well trained psychologically, socially, philosophically, technologically, anthropologically and professional updating are the necessary aspects to fulfill his target to satisfy the need of profession and society. Only enlighten, emancipated and empowered teachers lead a community towards a better and higher quality of life. And in creating such teachers depends to a large extent on the quality of the teacher education programme. Teacher education in India has a long past and glorious present. Since teaching is the oldest, noblest and the most indispensable of all the professions in the world, its root is found in the ancient period when Brahmins were teachers for teaching Vedas and Upnishads and had the highest status in society. In the pre and post-independence era the government initiative in teacher education went through many amendments by various commissions' and committees' recommendations. In the present scenario, the teacher education is being regulated by NCTE. Realizing the insufficiency of One-Year B.Ed. Programme, NCTE through its regulation 2014 has made B.Ed. Programme of Two Years mandatory from the session 2015-16. Two-year B.Ed. programme is targeted to bring total change in their attitude, aptitude, efficacy, values, emotional intelligence, personality traits, mental and physical health, cognitive, affective and psychomotor domains and many other aspects. The extension of duration and

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curriculum of B.Ed. programme was designed to bring quality indulgence of student-teachers from minimum to maximum in their profession through Perspective in Education, Curriculum and Pedagogical studies and Engagement with Field Work. Skill based practices and change of positive attitude in teacher education programme are mostly considered aspect to enable them to meet future challenges. The two-year B.Ed. program has the intrinsic responsibility for the wholesome development of the teacher trainees for enhancing professional competencies, pedagogical teaching, and learning and reflective teaching etc., to prepare professional and humane teachers. Indeed, training institution is a laboratory where philosophical principles, psychological applications, technological advancements, sociological understandings and administrative capabilities are practiced which results in the development of a true professionalism. therefore, the need of hour is that the teacher training programme should shape competent teachers who can function efficiently, effectively, excellently in classroom situations. It is highly recognized that the teacher effectiveness, competence, positive attitude, healthy emotional and social bounding, personality, interest, learning resources, teaching practice, methods of teaching, evaluation techniques and many other influencing factors contribute a lot in successful teaching. Teacher training has a significant influence on their self-concept, social maturity and attitude towards teaching profession (Yadav, 1992) [32]. Training is effective in changing the attitude of student- teachers towards creative learning and teaching (Kaur, 2003) [9]. Researches conducted in the fields of Two-year B.Ed. programme revealed that student-teachers agreed that Two-year B.Ed. programme has enhanced professionalism and field engagement (Azmi & Kader, 2020; Ahmed & Sharma, 2017; Srilatha, 2016) [4, 3, 28]. Teacher trainees will improve by increasing of duration of teacher training programme from one year to Two-Years (Nataraja, 2016) [15] that provides enough opportunity for rigorous theoretical study, self-study, cooperative learning, reflection, pedagogical skill development, involvement with the children, the school, the classroom, and the community (Pal, 2014) [17]. However, some studies go in contrary from this favourable notion. Findings of Banu & Maheshwari (2019) [5], Adhikary (2017) [2], Mahajan & Rana (2017) [14], Khan (2017) [11], and Savitri & Kavathekar (2017) [26] reported that student-teachers were not satisfied by Two-year B.Ed. programme, especially in government institutions than those of private institutions, but Barua (2015) [6] found contrary opinion that the trainees of private-funded institutions have less favourable perception towards Two-year B.Ed. programme than those of public-funded institutions. Adhikari recorded the opinion of student- teachers on Two-year B.Ed. programme and found that the training programme uselessly enhanced economic burdens and lack of warranty for desired placement are other drawbacks. Most of the teacher educators also observed that whatever students are able to learn in one year that has been extended to another year which bores the students during long run of years (Sushma, 2016) [29]. Sao & Behera reported mixed response of student-teachers towards Two-year B.Ed. programme. Halder (2021) [8] reported that urban student-teachers have more favorable attitude towards teaching learning process of two year B.Ed. programme. Swain and Misra (2022) [30] found through their study that teacher educators are in favour in two year B.Ed. programme.

The present study attempted to find the impact of Two-year B.Ed. programme on the value inclination of student-teachers by operationalization of their components and dimensions. So, the researcher felt the need for further exploration and following question arose in the mind of the researchers that Does exposure to training inputs brings difference in values of student-teachers?

Values are intrinsic desirable ideals and morals which evoke a deep sense of fulfillment for what one consider the highest goals of life. Spranger (1928) [27] viewed that man's personality can be best described through the study of his/her intrinsic values. It is origin of motivation and drives behavior (Kluckhohn, 1951) [10]. According to Parker (1957) [21], value is a joy giving activity or desire of peace. In views of Dewey value has two different meanings. Firstly it denotes the attitude of prizing the thing and the other hand it is also used for comparing and judging the things for the purpose of evaluation. Thus, it can be analyzed that a value is a set of belief, an ideology, desirable attitudes, master sentiments and philosophy of life. Every individual follows a core set of personal values. According to Page and Thomas (1977) [19], values are statistically used to describe quantitative measures in terms of social, cultural goals of an individual. Scot (1988) [25] defined value as an abstract generalized principle of behavior for which an individual feel a strong, emotionally toned positive commitment to judge specific acts and goals of one's life, which need to internalized in the process of socialization. High values lead to objective, correct decisions, welfare for all concerned and anthropist approach. Low values do exactly the opposite. Therefore, what we need today is value inculcation in the training of those who are going to teach tomorrow. It is said that values are caught not taught, but the modern educationists view that values are caught as well as taught. Though values are intimately related to volition and affection yet cognition plays a role in the training of volition and affection (Venkataiah, 1998) [31]. Value education in all its comprehensiveness involves developing a sensitivity to values, an ability to choose the right values, internalizing them, realizing them in one's life and living in accordance with them (Venkataiah, 1998) [31]. Analysis of various studies pertaining to the impact of teacher training programme on student-teachers' values has revealed that prospective teachers in general possessed high social, democratic and knowledge values (Panda, Kar & Radhakrishnan, 2020) [18]. Kanti, Govindarajan & Murugan found that the prospective secondary school teachers gave first preference to social values and theoretical values, and last preference to political values. Kumar (2010) [12] revealed that exposure to training inputs reported difference between B.Ed. male and female, and Arts and Science stream students of UoA and BHU on religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health values. Rajendra & Vijayalathitha (2010) [24] revealed that B.Ed. students have given highest preference to family security followed by national security and to comfortable living. Pal (1995) [17] found that the social values viz. 'Equality of Status and Opportunity', 'Co-operative Decision-making', 'Tolerance' were affected by the value-change treatment. Rajaguru (2008) [23] found that the teacher preparation curriculum of College of Education helps to enhance aesthetic, religious, social and economical values rather than theoretical, political and hedonistic values. Whereas, Proothi (2004) [22] revealed that no significant effect is viewed of value clarifying strategy on pre and post treatment value

preference patterns of student teachers. In the light of the foregoing discussion, the researchers planned the study.

Objectives

The present study was conducted to achieve the following objective-

To compare initial and final scores of Values of student-teachers of Central Universities due to the exposure to Two-year B.Ed. Programme.

Hypotheses

- Exposure to Two-year B.Ed. Programme brings improvement in Values of student-teachers of University of Allahabad.
- Exposure to Two-year B.Ed. Programme brings improvement in Values of student-teachers of Banaras Hindu University.

Method of the Study

The present study is based on Prospective Cohort Longitudinal study which is a particular form of longitudinal study that samples a cohort (a group of people who share a defining characteristic, typically those who experienced a common event in a certain period), performing a cross-section at decided intervals time of where “pre- test and post-test design” has been adopted.

In the present study the input of Two- year B.Ed. programme is independent variable; whereas, Values is dependent variables. The dependent variables was measured at two phases during Two-year B.Ed. programme: Initial Phase (Pre-test)- Immediately after admission or when the students are in I semester and Final Phase (Post-test)- At the end of the session, before the final exam or when the students are in IV semester.

Population for the present study comprises of all the student-teachers of different Central Universities of Uttar Pradesh. The sample comprised of student-teachers of two randomly selected central universities of U.P. viz. University of Allahabad and Banaras Hindu University. Before selecting colleges, the investigators listed all the constituent colleges of UOA and BHU, and through random sampling method selected two B.Ed. institutions from each body. The name of randomly selected B.Ed. colleges were, from University of Allahabad K. P. Training College and S.S.

Khanna Girls’ Degree College, and from BHU Faculty of Education, Kamchhha, and Arya Mahila Degree College. The investigators adopting multistage stratified random sampling from all these B.Ed. colleges selected 40 student-teachers from each of the institute. Thus the total sample consisted of 160 student-teachers from four B.Ed. colleges of Central and State University of Prayagraj city and 160 student-teachers from four B.Ed. colleges of Central and State University of Varanasi city.

Value Inherent in Fundamental Duties Questionnaire for Teachers (VFDQT) developed by Kalpalata Pandey & Dhyanaendra Kumar Mishra (2004) [20], and adapted by the researchers to use for the student-teachers, was used to measure the constitutional value pattern of student- teachers. VFDQT consists of 40 multiple choice items related to eight dimensions based on eight values viz Patriotic Values, Social Values, Cultural Values, Spiritual Values, Knowledge Values, Environmental Values, Law Abiding Values and Values of Excellence. Each of the dimensions has 5 items.

t-ratio were computed for the analysis of the data.

Results and Discussion

Table 1: Mean, S.D. and t-ratio showing the difference in values of student-teachers of UoA exposed to the inputs of Two-year B.Ed. programme

Sr. No.	Dimensions	Phases	N	M	S.D.	t-ratio
1.	Patriotic Values	Pre-test	80	6.55	1.29	10.96*
		Post-test	80	7.95	1.24	
2.	Social Values	Pre-test	80	7.06	1.50	11.93*
		Post-test	80	8.43	1.36	
3.	Cultural Values	Pre-test	80	7.56	1.90	11.63*
		Post-test	80	8.84	1.44	
4.	Spiritual Values	Pre-test	80	8.11	1.84	7.65*
		Post-test	80	8.99	1.31	
5.	Knowledge Values	Pre-test	80	8.58	1.47	7.67*
		Post-test	80	9.34	1.08	
6.	Environmental Values	Pre-test	80	7.48	1.45	10.08*
		Post-test	80	8.58	1.09	
7.	Law abiding Values	Pre-test	80	7.23	1.36	10.34*
		Post-test	80	8.35	1.27	
8.	Values of Excellence	Pre-test	80	7.45	1.57	10.22*
		Post-test	80	8.55	1.28	
9.	Values	Pre-test	80	60.54	8.55	18.49*
		Post-test	80	68.51	6.74	

*significant at .05 level

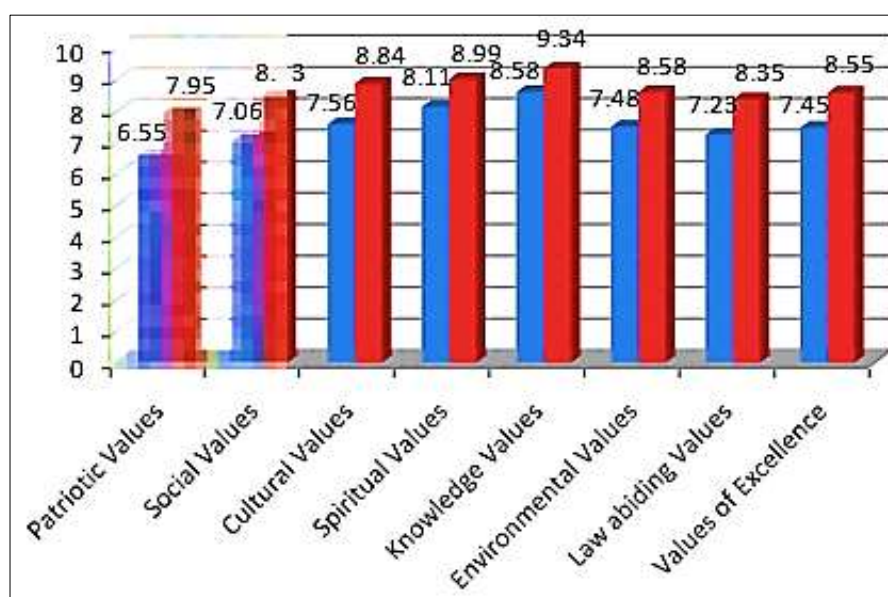


Fig. 1: Bar diagram showing mean scores of dimensions of values of student- teachers of UoA exposed to the inputs of Two-year B.Ed. programme

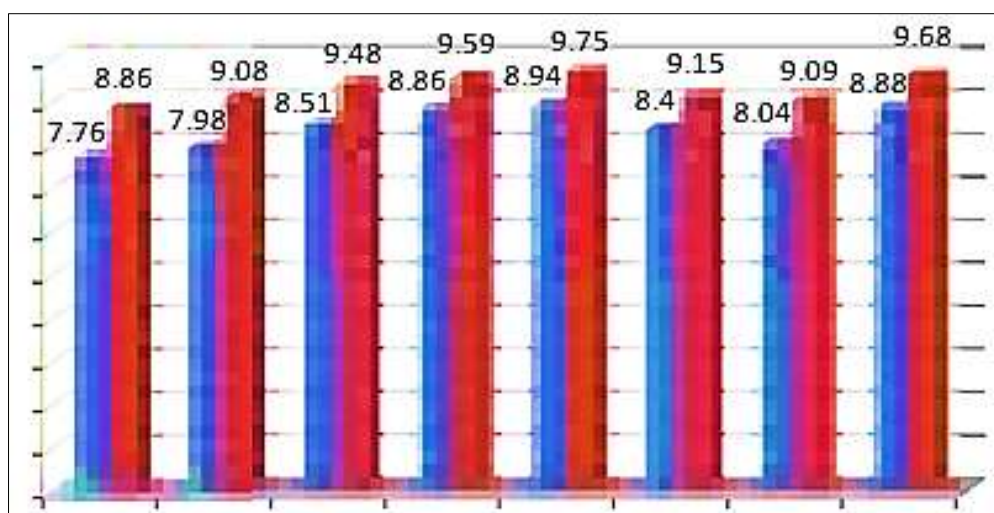
It was hypothesized that there will be no significant change in the values of student-teachers of University of Allahabad exposed to Two-Year B.Ed. Programme. This hypothesis was tested for 8 dimensions of values separately. Table 1 reveals that the values of t-ratio (= 10.96, 11.93, 11.63, 7.65, 7.67, 10.08, 10.34, 10.22, 18.49) for patriotic values, social values, cultural values, spiritual values, knowledge values, environmental values, law abiding values of excellence and

total values were significant at .05 level. Thus the corresponding null hypotheses can be rejected and it can be inferred that exposure to Two-Year B.Ed. Programme brings improvement in values among student-teachers of University of Allahabad. Table 1 and Figure 1 shows that mean value of scores of all the eight dimensions of values at post test is higher than that of mean value of scores at pre-test.

Table 2: Mean, S.D. and t-ratio showing the difference in values of student-teachers of BHU exposed to the inputs of Two-year B.Ed. programme

Sr. No.	Dimensions	Phases	N	M	S.D.	t-ratio
1.	Patriotic Values	Pre-test	80	7.76	1.41	12.47*
		Post-test	80	8.86	1.12	
2.	Social Values	Pre-test	80	7.98	1.35	9.71*
		Post-test	80	9.08	0.98	
3.	Cultural Values	Pre-test	80	8.51	1.37	8.51*
		Post-test	80	9.48	0.75	
4.	Spiritual Values	Pre-test	80	8.86	1.57	6.29*
		Post-test	80	9.59	0.90	
5.	Knowledge Values	Pre-test	80	8.94	1.26	7.82*
		Post-test	80	9.75	0.59	
6.	Environmental Values	Pre-test	80	8.40	1.03	8.89*
		Post-test	80	9.15	0.81	
7.	Law Abiding Values	Pre-test	80	8.04	1.15	11.83*
		Post-test	80	9.09	0.89	
8.	Values of Excellence	Pre-test	80	8.88	1.04	8.16*
		Post-test	80	9.68	0.50	
9.	Values	Pre-test	80	67.36	5.79	22.28*
		Post-test	80	74.66	3.75	

*significant at .05 level.

**Fig 2:** Bar diagram showing mean scores of dimensions of values of student- teachers of BHU exposed to the inputs of Two-year B.Ed. programme

It was hypothesized that there will be no significant change in the values of student-teachers of Banaras Hindu University exposed to Two-Year B.Ed. Programme. This hypothesis was tested for 8 dimensions of values separately. Table 2 shows that the values of t-ratio (= 12.47, 9.71, 8.51, 6.29, 7.82, 8.89, 11.83, 8.16, 22.28) for patriotic values, social values, cultural values, spiritual values, knowledge values, environmental values, law abiding values of excellence and total values were significant at .05 level. Thus the corresponding null hypotheses can be rejected and

it can be inferred that exposure to Two-Year B.Ed. Programme brings improvement in values among student-teachers of BHU. Table 2 and Figure 2 shows that mean value of scores of all the eight dimensions of values at post test is higher than that of mean value of scores at pre-test.

On the basis of the findings of the study, it can be concluded that exposure to Two-year B.Ed. programme brings improvement in patriotic values among student-teachers of UoA and BHU. It means teacher training programme inculcates a sense of national integrity and sovereignty among

student-teachers. It may be due to the subject content, community task, morning assembly, awareness programme for national and emotional integration, practice related to fundamental rights or fundamental duties or democratic citizenship qualities and practice of scout & guide for developing a sense of proud for their nationality during Two-year B.Ed. programme. Exposure to Two-year B.Ed. programme brings improvement in social values among student-teachers of UoA, BHU. It may be due to the restructured Two-year B.Ed. curricula, skits on social issues, team work, local field trip, SUPW, excursion, community games, case study of a special child and organization of a rally or campaign on any social issue e.g. polio, HIV, electoral rights, gender sensitization, conduction of a sociometric test etc. worked effectively in developing social maturity among student-teachers. The present finding draws support from the finding of Rajaguru (2008) ^[23] who opined that the teacher preparation curriculum of College of Education in the Ramkrishna Mission Vidyalaya helps to enhance social values. Exposure to Two-year B.Ed. programme brings improvement in cultural values among student-teachers of UoA, BHU. It is because Two-year B.Ed. programme gives ample opportunities to participate in cultural activities and community visit under field tasks which develop a sense of sensitivity towards various cultures and their values. It was also found that exposure to Two-year B.Ed. programme brings improvement in spiritual values among student-teachers of UoA, BHU. It means teacher training programme develops a sense of respect for all the religions through various cultural and religious activities among student-teachers. It may be due to the daily morning assembly, yoga and aesthetic development activities as a part of co-curricular activities. Some indirect supportive studies included Kumar (2010) ^[12] who revealed that exposure to training inputs brings difference between B.Ed. male and female, and Arts and Science stream students of UoA and BHU on religious values. Rajaguru, (2008) ^[23] also reported that the teacher preparation curriculum of College of Education in the Ramkrishna Mission Vidyalaya helps to enhance religious values. Exposure to Two-year B.Ed. programme brings improvement in knowledge values among student-teachers of UoA, BHU. It may be due to the action research on educational topics, working with community, interview of any school teacher/ principal, group discussions, case study and field engagement etc. Any course of action is designed to change the behaviour of learner and develop the cognitive and affective aspects in return. So the scholastic and co-scholastic aspects of Two-year B.Ed. programme helps in developing the knowledge values of student-teachers accordingly. Some indirect supportive studies included Kumar (2010) ^[12] who revealed that exposure to training inputs reported difference between B.Ed. male and female, and Arts and Science stream students of UoA and BHU on knowledge values. Exposure to Two-year B.Ed. programme brings improvement in environmental values among student-teachers of UoA, BHU. It is because the restructured teacher training programme emphasized on developing creative and critical thinking towards environment, prompts actions to improve and boost the environment, discussion on ecological issues, reduces nature deficit disorders and educational excursions. Exposure to Two-year B.Ed. programme brings improvement in law abiding values among student-teachers of UoA, BHU, A strict, rigorous

Two-Year long B.Ed. programme made student-teachers more punctual and rule bound towards their work and behaviour. The student-teachers' physical, behavioural and law abiding appearance make them role model of many students during real time practice teaching. Exposure to Two-year B.Ed. programme brings improvement in values of excellence among student-teachers of UoA, BHU. Raising students' engagement, define success, keeping lessons high in concepts and low in repetition, ensuring the reflection of task on their behaviour, are some of the practices adopted in Two-year B.Ed. programme to develop value of excellence among student-teachers. Exposure to Two-year B.Ed. programme brings improvement in all the dimensions of values among student-teachers of UoA, BHU. The main crisis in the field of research related to values inherent lies in the fundamental duties. It referred that inculcation of patriotic, social, cultural, spiritual, knowledge, law abiding and excellence values inherent in the fundamental duties which increases with the inputs of teacher training programme. Some studies support the findings are that exposure to training inputs reported difference between B.Ed. male and female, and Arts and Science stream students of UoA and BHU on religious, social, knowledge values (Kumar, 2010) ^[12]. Rajaguru (2008) ^[23] found that in the Ramkrishna Mission Vidyalaya College of Education teacher preparation curriculum helps to enhance aesthetic, religious, social and economical values rather than theoretical, political and hedonistic values. Pal (1995) ^[17] indicated that the value changes as an impact of the value-change treatment which reflects in the socio-emotional and cognitive teaching behavior of student-teachers. It proves that a well-planned, systematically and scientifically designed teacher education programme helps in developing an intelligent, social, cultural, religious, environmental friendly and law. On the contrary Proothi (2004) ^[22] revealed that no significant effect is viewed of value clarifying strategy on pre and post treatment value preference patterns of student teachers.

Educational Implications

Teacher education programme is an important input for improving the quality of whole education process. A well planned, comprehensive and quality oriented teacher education programme develops all the necessary skills, competencies, confidence, knowledge and values to fulfill the present requirement of the education system. The study found that Two-year B.Ed. programme was effective in improving student-teachers values. The present study proved wrong the notion that 'teachers are born, not made'. Generally it is thought that values are inborn, these cannot be changed or developed, but the present study proved this notion wrong. Values can be developed or improved by providing conducive climate and stimulating experiences to the concerned. The present findings may be a help to change student-teachers perception towards teacher education programme that it is not a time pass course for an easy job but a revolution of change into a true professionalism. Thus, the findings of study implies that the new umbrella of teacher education that is being in making like ITEP and revisiting One Year B.Ed. must lay emphasise on development of values through curricular and co-curricular activities.

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