

Re-Imagining the B.Ed Curriculum for 21St Century Classrooms : A Comprehensive Literature Review

Chandrasekhar Bhoi¹ and Krushna Sing²

Assistant Professor (TE) in Botany, B. J. B. Autonomous College, Bhubaneswar, India¹

Assistant Professor (TE) in Educational Studies, M.P.C. Autonomous College, Baripada²

cbhoi7918@gmail.com

Abstract: *The transformation of the Bachelor of Education (B.Ed) curriculum in India is critical to meet the evolving demands of 21st-century classrooms. This literature review explores the conceptual foundations, historical evolution, current trends, and future directions in B.Ed curriculum reform, aligned with the National Education Policy (NEP) 2020. The review emphasizes the urgent need to integrate digital literacy, inclusive education, experiential learning, and learner-centered pedagogy to prepare future educators for technologically advanced and socially diverse classrooms. It highlights how traditional content-based instruction must give way to skill-based, interdisciplinary, and inquiry-driven approaches that foster creativity, collaboration, critical thinking, and adaptability. Key challenges such as the theory-practice disconnect, inadequate focus on special education, and limited professional development are critically examined. The study also identifies innovative practices like flipped classrooms, digital portfolios, microteaching, and project-based learning as effective tools in teacher training. The findings underscore that a reimagined B.Ed curriculum must empower educators with modern competencies, infrastructural support, and a global outlook, ensuring they are equipped to guide students through the complexities of the 21st century and beyond.*

Keywords: B.Ed curriculum, 21st-century skills, NEP 2020, teacher education, digital literacy, inclusive education, learner-centered pedagogy, experiential learning

I. INTRODUCTION

The 21st-century skills classroom recognizes that many of the careers today's students will pursue do not yet exist, and the tools required for success in the "real world" are evolving rapidly (Trilling & Fadel, 2009). In this context, education must move beyond the traditional focus on content acquisition and rote memorization. Instead, it must cultivate a dynamic, multidimensional learning experience that equips students with essential skills such as critical thinking, creativity, communication, collaboration, and digital literacy (Partnership for 21st Century Skills, 2019). These competencies are central to navigating the complex, interconnected, and technology-driven world of the future. The 21st-century classroom, therefore, emphasizes a shift from passive learning to active engagement, from teacher-centered instruction to learner-centered exploration. It is characterized by flexible learning environments, innovative teaching strategies, and the integration of technology to enhance student agency, collaboration, and personalized learning (Beetham & Sharpe, 2013). Teachers are no longer mere transmitters of knowledge; they are facilitators, co-learners, and designers of engaging learning experiences that respond to diverse student needs and real-world challenges (Darling-Hammond et al., 2020).

Recognizing the urgent need for reform, the National Council for Teacher Education (NCTE) has announced a significant overhaul of the Bachelor of Education (B.Ed) curriculum. This reform is a timely response to the paradigm shift in education globally and within India. It seeks to align teacher education programs with the pedagogical demands of the 21st-century classroom by embedding experiential learning, digital integration, inclusivity, and reflective practice into the heart of the curriculum (NCTE, 2021).



The updated B.Ed curriculum aims to equip future educators with the knowledge, skills, and dispositions necessary to thrive in contemporary educational contexts. This includes fostering adaptability, socio-emotional intelligence, ethical awareness, and an appreciation for diversity and sustainability (OECD, 2018). Furthermore, it places a strong emphasis on practical teaching experience, contextual learning, and interdisciplinary approaches that bridge theory and real-life classroom practice (National Education Policy [NEP], 2020).

As the Indian education system embraces the vision of the National Education Policy 2020, reimagining the B.Ed curriculum becomes an essential step toward creating a robust, future-ready teaching workforce. This literature review explores the theoretical underpinnings, historical evolution, and current trends in B.Ed curriculum design, critically examining the gaps and proposing innovative approaches to meet the aspirations of 21st-century education.

Conceptualizing The 21St Century Classroom: Defining 21St Century Skills And Competencies:

In today's rapidly evolving world, education transcends the traditional boundaries of textbooks and classroom instruction. It is now focused on equipping learners with the knowledge, skills, and attitudes required to navigate a future filled with opportunities, uncertainties, and challenges (Silva, 2009). The Indian education system is undergoing a transformative shift, driven by the integration of digital technologies and innovative pedagogical methods. This paradigm shift aims to address the long-standing disconnect between theoretical knowledge and real-world application by emphasizing interactive learning, skill-based training, and contextualized pedagogy (Mishra & Koehler, 2006).

Modern classrooms are no longer confined to passive, lecture-based formats. Instead, they are student-centered spaces that prioritize active engagement, collaborative learning, and personalized instruction. These environments support a diversity of learning needs by incorporating flexible seating arrangements, open learning zones, and digital platforms that extend learning beyond the physical classroom (Beetham & Sharpe, 2013). In such settings, teachers utilize a blend of direct instruction and digital content delivery, empowering students to access learning materials "anytime, anywhere" and fostering greater autonomy and accountability (McLoughlin & Lee, 2008).

Educators in the 21st century are expected to adopt multifaceted roles—as facilitators, designers of learning experiences, and lifelong learners. The modern teaching landscape demands a broad repertoire of skills that extend well beyond traditional content delivery. These include digital literacy, critical thinking, collaboration, communication, creativity, adaptability, and cultural awareness (Trilling & Fadel, 2009; Voogt & Roblin, 2012). In addition, teachers must also model ethical digital behavior and support students' social-emotional development within a globalized context (OECD, 2018).

The Framework for 21st Century Learning by the Partnership for 21st Century Skills (P21) emphasizes the integration of core academic content with critical life and career skills. It outlines key competencies such as information literacy, media literacy, technology literacy, and cross-cultural skills as essential for future readiness (P21, 2019). These competencies form the foundation of a redefined educational experience where the focus shifts from "what to learn" to "how to learn and apply."

Ultimately, conceptualizing the 21st-century classroom is about fostering an adaptive and inclusive learning culture. It is one where educators and students co-construct knowledge, innovate together, and leverage technology to create meaningful, real-world learning experiences that prepare learners to thrive in an interconnected and fast-changing world.

Historical Evolution Of The B.Ed Curriculum

The historical trajectory of teacher education in India, particularly the Bachelor of Education (B.Ed) program, reflects the nation's socio-political and cultural transformation since independence. Following 1947, the primary objective of educational reconstruction was to dismantle colonial legacies and establish a national education system rooted in Indian values, traditions, and developmental aspirations (Aggarwal, 2007). Teacher training emerged as a critical concern, given the role of educators in shaping a self-reliant and enlightened citizenry. The B.Ed curriculum was thus conceived not merely as a professional qualification, but as a foundational element in nation-building.

Initially, the curriculum focused on preparing teachers for conventional classroom instruction. It was grounded in core areas such as educational philosophy, psychology, and sociology, emphasizing theoretical knowledge over practical



application. The delivery was largely lecture-based, reinforcing the teacher-centered paradigm prevalent at the time (Chatterjee, 2013). In a society with limited educational needs and slower technological change, this model served the purpose adequately. The curriculum remained relatively static, mirroring the broader stagnation in educational innovation across public institutions.

However, as the needs of Indian society grew more complex and education became central to economic and social development, the limitations of the traditional B.Ed curriculum became evident. The global shift toward outcome-based education, technological integration, and constructivist pedagogy exposed significant gaps in the Indian teacher training framework. Educational policies began to emphasize the need for curriculum renewal, teacher accountability, and competency-based instruction (NCERT, 2005).

Policies such as the *National Curriculum Framework for Teacher Education* (2010) and most notably the *National Education Policy* (NEP 2020) marked a turning point in this evolution. NEP 2020 presents a comprehensive vision to transform teacher education by promoting a holistic, multidisciplinary, and flexible curriculum structure. It advocates a move away from rote learning toward critical thinking, creativity, and real-world applicability (Ministry of Education, 2020). The policy also underscores the importance of integrating technology into teaching, fostering inclusive classrooms, and aligning teacher preparation with 21st-century learning goals (NCTE, 2021).

The evolving policy landscape has profoundly impacted curriculum design in B.Ed programs. There is now a greater focus on field-based experiences, reflective practices, action research, and continuous professional development. Curriculum developers are increasingly considering factors such as digital pedagogy, inclusive education, and interdisciplinary learning to ensure future educators are adequately prepared to meet the demands of a rapidly changing classroom environment (Srivastava & Bhatnagar, 2021).

In sum, the historical development of the B.Ed curriculum in India illustrates a gradual but critical shift—from static, theory-heavy frameworks to dynamic, practice-oriented and skill-enriched models. This evolution reflects not only changing societal expectations of teachers but also broader global trends in education and the transformative agenda outlined in NEP 2020.

CURRENT TRENDS IN B.ED CURRICULUM DESIGN

The evolving educational landscape, particularly under the guidance of the *National Education Policy 2020* (NEP 2020), has significantly influenced the redesign of the B.Ed curriculum in India. One of the most prominent trends is the integration of technology into teacher education. This shift aligns with NEP 2020's vision of equipping future educators with digital competencies and pedagogical innovations aimed at enhancing learning outcomes (Ministry of Education, 2020). The rise of the Fourth Industrial Revolution (4IR) has created a demand for skills related to complex decision-making, problem-solving, and co-operative innovation, all of which are underpinned by technological fluency (Mohd & Murad, 2022).

While technological tools are becoming increasingly available in teacher education institutions, their effective integration remains a challenge. Research highlights that the mere presence of digital tools does not ensure their pedagogical use (Chauhan, 2017; Farjon et al., 2019). Teachers must be technologically competent and pedagogically prepared to use these tools meaningfully (Backfisch et al., 2021). The Technological Pedagogical Content Knowledge (TPACK) framework has been widely recommended as a guiding model to support teacher educators in blending content, pedagogy, and technology effectively (Mishra & Koehler, 2006).

Another critical trend shaping the B.Ed curriculum is the emphasis on inclusion and multidisciplinary education. NEP 2020 advocates for a holistic and flexible learning framework that equips future educators to cater to diverse learner needs, including students with disabilities and those from marginalized backgrounds (Ministry of Education, 2020). Specialized training programs are encouraged to ensure that pre-service teachers are capable of implementing inclusive practices in varied classroom contexts (NCTE, 2021).

Furthermore, learner-centered pedagogy has emerged as a dominant instructional philosophy in B.Ed curriculum reform. Moving away from traditional, teacher-centered approaches, institutions are now focusing on pedagogies that foster autonomy, engagement, and inquiry among students. Teaching strategies such as constructivist learning, experiential teaching, contextual instruction, and transparent counseling pedagogy form part of a larger movement



toward active and reflective learning environments (Darling-Hammond et al., 2017). These approaches are aligned with the broader vision of creating learning communities where collaboration and innovation are encouraged both within and beyond classroom walls (Beetham & Sharpe, 2013).

Social-emotional learning (SEL) is another emerging priority in B.Ed programs. SEL modules are being incorporated into teacher preparation courses to enhance educators' capacity to manage classrooms effectively, foster student well-being, and support positive learning outcomes. SEL contributes to building empathetic, resilient, and emotionally intelligent educators—qualities that are essential in today's complex and multicultural classrooms (OECD, 2018; Elias et al., 1997).

To support these pedagogical transformations, NEP 2020 proposes the development of new teaching-learning materials, textbooks, and teacher education models that promote inquiry, creativity, and critical thinking. These changes reflect a broader attempt to redefine teaching as a reflective, research-informed, and context-sensitive practice (Schön, 1983).

Critical Analysis Of Existing Literature

The critical analysis of existing literature reveals that while the B.Ed curriculum plays a foundational role in teacher preparation, it demands continuous refinement to stay relevant amidst evolving educational demands. The curriculum must be dynamically aligned with the changing pedagogical landscape, societal needs, and global technological advancements (Sharma & Kaur, 2021). Scholars emphasize the need to adopt a learner-centered approach with measurable learning outcomes and skill-based assessments to foster both academic and practical competencies (Agrawal & Singh, 2020).

Contemporary B.Ed programs have made notable strides by integrating both theoretical knowledge and practical experiences such as internships and teaching practicums (NCTE, 2021). These programs also highlight inclusive practices, learner diversity, and the growing need for developing adaptable, socially responsive educators (Kumari & Jha, 2022). Emphasis is placed on teaching in multicultural classrooms and preparing educators to facilitate social transformation through critical thinking and equity-driven approaches (Mishra & Thomas, 2020).

However, limitations persist. Literature suggests that insufficient emphasis on digital pedagogy, a lack of teacher autonomy, and the disconnect between theory and classroom practice hamper the effective implementation of curriculum goals (Farjon et al., 2019; Chauhan, 2017). Teachers often struggle with rapidly changing educational technologies, evolving student values, and unclear guidelines regarding educational innovation (Backfisch et al., 2021). The ability of educators to manage digital classrooms systematically and analytically is increasingly viewed as essential.

To illustrate these strengths and challenges more clearly, the following table provides a thematic summary of findings from the existing literature:

Table 1: Critical Analysis of Existing Literature on the B.Ed Curriculum

Themes	Strengths Identified	Challenges/Limitations Identified
Curriculum Design	- Incorporates foundational theory and pedagogy - Growing focus on experiential learning	- Outdated modules in some institutions - Weak alignment with NEP 2020's vision
Theory–Practice Integration	- Includes teaching internships and practicum-based learning	- Disconnect between coursework and real classroom demands
Technology Integration	- Recognized in NEP 2020 - Initial steps to include TPACK framework	- Teachers lack training in EdTech use - Technology often underutilized
Inclusivity and Diversity	- Inclusion of special education training - Promotes understanding of diverse learners	- Limited resources - Uneven implementation in rural/urban areas
Global and Social	- Recognizes need for global awareness	- Few modules address globalization explicitly



Themes	Strengths Identified	Challenges/Limitations Identified
Relevance	and SDG alignment	
Soft Skills & 21st-Century Skills	- Focus on critical thinking, SEL, collaboration	- Often treated as peripheral rather than central components
Teacher Autonomy & Innovation	- Encouragement of reflective practice and flexible teaching	- Administrative constraints hinder innovation

Gaps And Areas Needing Reform Inadequate Integration Of Emerging Technology

Despite numerous policy efforts to modernize teacher education in India, several persistent gaps continue to hinder the full realization of an effective and inclusive B.Ed curriculum. One of the most critical issues is the inadequate integration of emerging technologies. While NEP 2020 emphasizes digital literacy and technology-enabled teaching (Ministry of Education, 2020), many teacher education programs still lack the infrastructure, training, and pedagogical models needed to implement these technologies effectively (Farjon et al., 2019). Teachers often face challenges in meaningfully integrating ICT tools due to limited technological competence and institutional support (Backfisch et al., 2021).

Another significant gap is the insufficient attention to inclusive and special education. Children with disabilities frequently encounter systemic barriers that prevent them from accessing quality education. These include societal stigma, poorly trained teachers, lack of assistive technology, and under-resourced classrooms (Sharma & Deppeler, 2005; UNESCO, 2020). Although inclusive education is now a stated goal of Indian policy, there is limited implementation of structured training in B.Ed programs for working with students with diverse needs. Furthermore, data gaps regarding the prevalence and types of disabilities hamper evidence-based curriculum planning and intervention strategies (NCERT, 2021).

Additionally, there is a long-standing disconnect between theory and practical application within the B.Ed curriculum. While teacher trainees are introduced to foundational theories in psychology, pedagogy, and sociology, these are often presented abstractly, with minimal focus on classroom realities (Zeichner, 2012). This gap is especially detrimental in the 21st century, where education must be contextual, responsive, and applicable to real-world challenges (Darling-Hammond et al., 2017). As a result, many teacher graduates struggle with classroom management, differentiated instruction, and problem-solving when they begin teaching.

To address this, educational institutions are encouraged to adopt project-based learning, community engagement, action research, and internship-based experiences. These practices help bridge the gap between academic knowledge and professional practice, offering pre-service teachers opportunities to develop reflective and adaptive teaching strategies (Kolb, 1984; Cochran-Smith et al., 2016).

Another pressing issue is the lack of ongoing professional development (PD) for teacher educators and in-service teachers. Continuous PD is essential for staying current with pedagogical innovations, educational technologies, and evolving curriculum standards (OECD, 2018). However, in India, PD opportunities remain sporadic, poorly funded, and often disconnected from teachers' actual classroom needs (Kaur & Bains, 2022). This stagnation reduces teaching quality, limits innovation, and affects student learning outcomes negatively.

Addressing these gaps requires a systemic shift toward evidence-based, inclusive, and dynamic teacher preparation. This includes updating institutional infrastructure, building faculty capacity in EdTech and inclusion, and embedding real-world engagement throughout the curriculum.

Innovative Approaches And Best Practices

Curriculum innovation in education involves continuously adapting learning methods and teaching strategies to better meet the dynamic needs of students and society. This often includes technology integration, student-centered pedagogy, and real-world application (Fullan, 2007; Mishra & Koehler, 2006). Some of the most widely adopted innovations include flipped classrooms, blended learning, project-based learning, and digital content repositories, all of which are



designed to foster deeper learning, digital fluency, and student engagement (Bergmann & Sams, 2012; Dziuban et al., 2018).

Global educational frameworks also emphasize the integration of local knowledge into curricula and the promotion of multilingual education to ensure inclusivity, relevance, and cultural alignment (UNESCO, 2020). The National Education Policy (NEP) 2020 echoes these sentiments in the Indian context, stressing experiential learning, flexibility, and the use of mother tongue in early education (Ministry of Education, 2020).

Within teacher education, tools like microteaching, digital portfolios, and action research serve essential roles.

·**Microteaching** allows pre-service teachers to practice specific instructional skills in a controlled, reflective environment (Allen & Ryan, 1969).

·**Digital portfolios** help learners demonstrate competence, track development, and build reflective practice (Barrett, 2007).

·**Action research** empowers educators to systematically investigate and address classroom challenges, thereby improving pedagogy and student outcomes (Stringer, 2013; Zeichner, 2001).

Table 1: Summary of Innovative Approaches in Curriculum Design

Innovation	Description	Educational Benefit	Citation
Flipped Classroom	Instruction at home, activities in class	Enhances engagement, supports mastery learning	Bergmann & Sams, 2012
Blended Learning	Combines online and in-person learning	Promotes flexibility and accessibility	Dziuban et al., 2018
Project-Based Learning (PBL)	Multidisciplinary real-world problem-solving tasks	Builds critical thinking, collaboration, and problem-solving skills	Bell, 2010
Microteaching	Scaled-down teaching with peer/mentor feedback	Skill refinement and self-reflection	Allen & Ryan, 1969
Digital Portfolios	Digital compilation of a learner's growth, reflections, and achievements	Encourages reflection and demonstrates competence	Barrett, 2007
Action Research	Educators research their own practice to improve learning outcomes	Promotes evidence-based teaching and reflection	Stringer, 2013; Zeichner, 2001
Collaborative Teaching Models	Two or more educators co-plan and co-instruct	Supports differentiation and shared responsibility	Friend & Cook, 2013
Interdisciplinary Collaboration	Integration of various subjects in cohesive instruction	Develops holistic and transferable knowledge	Briggs et al., 2012

Implications For Future

In today's interconnected world, understanding global education trends is crucial for educators, policymakers, and stakeholders. Educational systems vary significantly across countries, influenced by cultural, economic, and social factors (OECD, 2018). A well-designed curriculum that reflects both global trends and national education policies can better prepare students for the demands of the 21st century, equipping them with critical competencies such as digital literacy, communication, creativity, and problem-solving skills (Trilling & Fadel, 2009).

Integrating these trends into national curriculum frameworks—such as India's NEP 2020—ensures alignment with global competencies, sustainability goals, and inclusive practices (Ministry of Education, 2020). Such curricular integration supports future-ready learners who can navigate complex, dynamic, and digitally mediated environments.



Equally important is the preparation of teacher educators. Educators must be proficient not only in pedagogy but also in emerging technologies such as artificial intelligence (AI), adaptive learning platforms, and blended teaching models (Zawacki-Richter et al., 2019). Continuous professional development (CPD) is essential for ensuring teachers remain current with evolving educational practices and technological advancements (Darling-Hammond et al., 2017).

Furthermore, infrastructure development plays a critical role in educational reform. Investment in libraries, computer labs, resource centers, and internet connectivity can significantly enhance access to knowledge, improve teaching quality, and support equity in learning outcomes (UNESCO, 2021). Without sufficient infrastructure, even the most innovative curriculum reforms may fail to reach their intended impact.

Table 1: Key Future-Readiness Factors in Education

Factor	Description	Implication
Curriculum Integration	Aligning with global trends and local context	Prepares students for global citizenship and the workforce
Teacher Educator Development	Training in AI, digital tools, and inquiry-based teaching	Ensures future teachers can use innovative, tech-enhanced pedagogies
Infrastructure Investment	Libraries, ICT labs, broadband, e-resources	Enables access to equitable, quality learning environments
Continuous Professional Development (CPD)	Lifelong learning for teachers and educators	Keeps educational staff up-to-date and resilient to change

II. CONCLUSION

India's aspiration to become a developed nation by 2047 necessitates the creation of a future-ready education system that prioritizes digital literacy, critical thinking, socio-emotional competencies, and ethical values. The National Education Policy (NEP) 2020 provides a visionary framework to realize this goal. However, the success of this transformation critically depends on its effective implementation, continuous curriculum refinement, and active collaboration among stakeholders including policymakers, educators, institutions, and communities.

Reimagining the Bachelor of Education (B.Ed) curriculum in the context of 21st-century demands requires a paradigm shift from traditional, content-heavy teacher training to a model that promotes the development of proactive, adaptable, and digitally literate educators. This transformation involves:

- Integrating 21st-century skills such as communication, collaboration, creativity, and critical thinking;
- Embedding technological fluency through digital tools and AI-based platforms;
- Encouraging student-centered and inquiry-based pedagogical approaches that cater to diverse learners.

The ultimate goal is to prepare teachers who are equipped not only with theoretical knowledge but also with the pedagogical, technological, and emotional intelligence required to navigate the complexities of modern classrooms.

By embracing these principles and aligning with the goals of NEP 2020, a reimagined B.Ed curriculum can serve as a powerful catalyst for educational reform. It can empower future educators to create dynamic, inclusive, and impactful learning environments that nurture the next generation of learners—ready to thrive in a rapidly evolving, interconnected world.

REFERENCES

- [1]. Aggarwal, J. C. (2007). Development and planning of modern education. Vikas Publishing House.
- [2]. Agrawal, R., & Singh, A. (2020). Teacher education in the 21st century: Trends and challenges. *International Journal of Education Development*, 45(2), 112–120.
- [3]. Allen, D. W., & Ryan, K. (1969). *Microteaching*. Addison-Wesley.
- [4]. Backfisch, I., Lachner, A., Stürmer, K., & Scheiter, K. (2021). Preparing preservice teachers for technology integration: A meta-analytic review of teacher education programs. *Educational Research Review*, 33, 100390. <https://doi.org/10.1016/j.edurev.2021.100390>



- [5]. Barrett, H. C. (2007). Researching electronic portfolios and learner engagement: The REFLECT initiative. *Journal of Adolescent & Adult Literacy*, 50(6), 436–449.
- [6]. Beetham, H., & Sharpe, R. (2013). *Rethinking pedagogy for a digital age: Designing for 21st century learning* (2nd ed.). Routledge.
- [7]. Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39–43. <https://doi.org/10.1080/00098650903505415>
- [8]. Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- [9]. Briggs, C., Shanta, L., & Meier, K. (2012). Interdisciplinary collaboration: What makes it work. *Online Journal of Issues in Nursing*, 17(3).
- [10]. Chatterjee, P. (2013). Teacher education in India: Status and challenges. *University News*, 51(47), 6–13.
- [11]. Chauhan, S. (2017). Teachers' readiness for technology integration in education: A study. *Journal of Education and Practice*, 8(5), 10–15.
- [12]. Cochran-Smith, M., Ell, F., Ludlow, L., Grudnoff, L., & Aitken, G. (2016). Initial teacher education: What does it take to put equity at the center? *Teaching and Teacher Education*, 57, 67–78. <https://doi.org/10.1016/j.tate.2016.03.006>
- [13]. Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- [14]. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- [15]. Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: The new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(3), 1–16. <https://doi.org/10.1186/s41239-017-0087-5>
- [16]. Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., & Shriver, T. P. (1997). *Promoting social and emotional learning: Guidelines for educators*. ASCD.
- [17]. Farjon, D., Smits, A., & Voogt, J. (2019). Technology integration in teacher education: The TPACK framework. *Education and Information Technologies*, 24, 347–368. <https://doi.org/10.1007/s10639-018-9789-4>
- [18]. Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals* (7th ed.). Pearson.
- [19]. Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- [20]. Kaur, R., & Bains, S. (2022). Teacher professional development in India: Challenges and prospects. *Journal of Education and Human Development*, 11(2), 23–30.
- [21]. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- [22]. Kumari, M., & Jha, N. (2022). Inclusive education in B.Ed curriculum: A critical review. *Indian Journal of Educational Studies*, 29(1), 53–65.
- [23]. McLoughlin, C., & Lee, M. J. W. (2008). The three P's of pedagogy for the networked society: Personalization, participation, and productivity. *International Journal of Teaching and Learning in Higher Education*, 20(1), 10–27.
- [24]. Ministry of Education. (2020). *National Education Policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- [25]. Mishra, A., & Thomas, K. (2020). Globalization and teacher preparation: A review of B.Ed. curriculum. *Education and Society*, 38(4), 221–234.
- [26]. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.



- [27]. Mohd, M., & Murad, M. (2022). Preparing educators for the Fourth Industrial Revolution: Digital skills and professional development. *International Journal of Educational Development in Technology*, 9(1), 15–27.
- [28]. National Council for Teacher Education (NCTE). (2010). National Curriculum Framework for Teacher Education: Towards preparing professional and humane teachers. <https://ncte.gov.in>
- [29]. National Council for Teacher Education (NCTE). (2021). Curriculum Framework for Teacher Education 2021. Government of India.
- [30]. National Council of Educational Research and Training (NCERT). (2005). National Curriculum Framework 2005. <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
- [31]. NCERT. (2021). Inclusive education: A handbook for teacher educators. National Council of Educational Research and Training.
- [32]. Organisation for Economic Co-operation and Development (OECD). (2018). The future of education and skills: Education 2030. <https://www.oecd.org/education/2030-project/>
- [33]. Organisation for Economic Co-operation and Development (OECD). (2018). Teachers and school leaders as lifelong learners. <https://doi.org/10.1787/9789264302853-en>
- [34]. Partnership for 21st Century Skills (P21). (2019). Framework for 21st century learning. <http://www.battelleforkids.org/networks/p21>
- [35]. Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
- [36]. Sharma, R., & Kaur, G. (2021). Reflective practices in teacher education. *International Journal of Research in Education*, 11(3), 90–102.
- [37]. Sharma, U., & Deppeler, J. (2005). Integrated education in India: Challenges and prospects. *Disability Studies Quarterly*, 25(1). <https://doi.org/10.18061/dsq.v25i1.518>
- [38]. Silva, E. (2009). Measuring skills for 21st-century learning. *The Phi Delta Kappan*, 90(9), 630–634. <https://doi.org/10.1177/003172170909000905>
- [39]. Srivastava, R., & Bhatnagar, N. (2021). Teacher education and curriculum transformation in India: An analytical review. *International Journal of Education and Development*, 12(2), 45–56.
- [40]. Stringer, E. T. (2013). Action research (4th ed.). Sage Publications.
- [41]. Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. Jossey-Bass.
- [42]. UNESCO. (2020). Global Education Monitoring Report 2020: Inclusion and education – All means all. <https://en.unesco.org/gem-report/report/2020/inclusion>
- [43]. Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299–321. <https://doi.org/10.1080/00220272.2012.66893>
- [44]. Zeichner, K. (2001). Educational action research. In P. Reason & H. Bradbury (Eds.), *Handbook of action research: Participative inquiry and practice* (pp. 273–283). Sage.
- [45]. Zeichner, K. (2012). The turn once again toward practice-based teacher education. *Journal of Teacher Education*, 63(5), 376–382. <https://doi.org/10.1177/0022487112445789>

