



## DEVELOPMENT OF INNOVATIVE TUTORIAL MODEL (ITM) FOR B.ED. COLLEGES AND ITS EFFECTIVENESS

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**Paper Received On:** 25 JULY 2022

**Peer Reviewed On:** 31 JULY 2022

**Published On:** 1 AUGUST 2022

### Abstract

*This paper is about the development of Innovative Tutorial Model (ITM) for B.Ed. Colleges and its effectiveness. The research methodology used for this is multi-method, to check the perception of the student-teachers about tutorial method and their attitude toward ITM was checked by questionnaire, the ITM was developed by product development method and its effectiveness was tested by the experimental method, the sample was 66 student-teachers from B.Ed. College, the selection of college was purposive while the student-teachers selected by incidental sampling technique. The sample was same for survey and experimental. The effectiveness was tested on the basis of finished product of tutorial, qualitative feedback and observation techniques. The questionnaire of 13 closed ended and 2 open ended was used to collect the data, feedback forms and observation techniques were used to test the effectiveness. The conclusions are as follows, 1) The perception of student-teachers about the traditional tutorial is like writing examination in the class. 2) The attitude of student-teachers toward the ITM was positive, however they did not take any initiative to write and submit the tutorial on Google classroom before the workshop. 3) The product of ITM was developed in this research and found effective. Finally this research recommends that the B.Ed. colleges should use ITM in their colleges at least for the subject Advanced pedagogy and application of ICT, provided if infrastructure of ICT is sufficient.*

**Keywords:-** Self-learning mode, CCA, ITM, advanced pedagogy and application of ICT.



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**Introduction:** - India is 3 trillion dollar economy as on date, and has kept a target of crossing 5 trillion dollar economy up to the year 2024. So can it be possible? Where we are right now as far as the educational statistics are concerned? According to National Statistical Office (NSO) data, as of the Year, 2021 India's average literacy rate is 77.70%. According to the All India Survey on Higher Education 2019-20 there are total 3.85 crore students of age group 18-23 are studying in 1043 Universities, 42343 Colleges and 11779 Stand-Alone institutes all over India. The GER i.e. Gross Enrollment Ratio of higher education in India is 27.1 and as per the NEP 2020 India has to achieve the GER to 50 in the year 2035, whereas Pupil

Teacher Ratio (PTR) of higher education is 28. The higher education budget for the fiscal year 2022-23 has increased by 13 per cent over its previous year's allocation and is 40,828 crore, as against the actual expense of 32000 crore in the F.Y. 2020-21. Covid 19 has a great impact on education system, some digital initiatives of UGC & MHRD for higher education during COVID-19 are as follows; e-Gyankosh (IGNOU) Gyandhara, Swayam, e- Adhyayan, e- Pathya, National Digital Library of India (NDLI), Free/Libre Open Source Software for Education (FOSSEE), Virtual Labs, e-ShodhSindhu, Shodhganga, VIDWAN, National Educational Alliance for Technology (NEAT), SAKSHAT

It might have brought the change in the education such as 1. It may encourage the personalized learning 2. Student Attendance may slow down. 3. Learning with social distancing may continue. 4. May raise the gap between privileged and unprivileged students. 5. Teaching learning may run with technology. 6. Assessment system may be changed to new shape. 7. Demand for Open and Distance Learning (ODL) and online learning may grow. 8. Blended learning may take the leading role.

Thus the interference of COVID- 19 and technology has great impact on the today's education system; there are two interesting quotes of famous humorous American writer of 19<sup>th</sup> century **Mark Twain** - "I have never let my schooling interfere with my education." and about the reading he says, "The man who does not read has no advantage over the man who cannot read."

**Background of the Study:-** During the year 1994- 95 when the researcher was teaching at Education College Shardanagar, Baramati, M.S. India, he found that some of the students were writing a lesson notes or they were preparing at the back benches for their lessons, so he asked them why are they not paying attention in the lecture? They said that they have to conduct lessons in the afternoon session, and they want to prepare for the same, so the researcher went to the Principal and told him that, there are lessons of some the student-teachers, so they are preparing at the back benches and they want to prepare for the same, so why should one deliver the lecture at that time? The college should provide them some time for the preparation of lessons.

So the Principal asked the researcher, what is the researcher's alternative plan? The researcher suggested that, whenever there will be lessons, the college should plan and conduct the lessons only, so that the student-teachers can prepare well, and even the lectures

on the lectures day will be more effective. The lectures which are hampered due to the lessons can be organized on the rest of the days, so it was decided that, there will be two lesson days, i.e. on Tuesday and Friday, and rest of the week Monday, Wednesday, Thursday and Saturday will be lectures only. This made the Lecturers more convenient, that they could not travel for the lessons daily, that saved their time, money and efforts, even the schools were happy, that their classes will be used by the training college only for two days, the school teachers were happy that they will get some relaxation in those two days, and they can teach for rest of the week days.

Later on the Principal asked the researcher, out of 160 student-teachers 80 student-teachers are having lessons and 80 student-teachers don't have lessons today, then what will they do?

The researcher suggested that, the rest of the student-teachers who are on the campus, they will sit in the class and can undergo supervised study; they will draw their notes, the suggestion was good, but who will supervise them? This question was raised by the Principal, because the faculty members will go to the practice teaching schools for lesson observation. So later on it was converted into open book examination pattern and then decided finally that the faculty members will give questions to the student-teachers, they will prepare at home and will write the answer in the class, the office staff will supervise the class. This is how supervised study was converted into so called tutorial, and faculty members have to teach certain topic in the class, so that they can declare the question for writing their answer in the class, which is now termed as tutorial.

Actually the tutorial method is a self learning method, in which the faculty assigns a topic for self learning, the learners read various references and makes their notes, and then they get it checked by the faculty members; finally faculty writes the question/questions on the board and students write a tutorial in the class as per the schedule. But it is observed that, the student-teachers don't take running notes in the lecture. Some years ago it was also observed that, if a faculty used power point presentation in the class, then they would take down the points, nowadays it is observed that, student-teachers take the images of the screen or they demand presentation to the faculty members and even faculty members keep their presentations on the desktop for the student-teachers. The student-teachers don't have time to read the books and make the notes, also to get them checked by faculty members. The readymade question-answer type printed notes are available in the market. So reading the

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reference books and making the notes is not observed at teacher training colleges. Thus more or less the student-teachers are spoon fed by the system, or they would find junk food like readymade notes out of the college. The lecture method is not supported by making the notes from the student-teachers.

This is the scenario of teacher training colleges, very few student-teachers made their notes and shown to the researcher, those are exceptional cases. Savitribai Phule Pune University has introduced CCA: continuous comprehensive assessment in the B.Ed. syllabus, there are many activities suggested by the university. Tilak College of Education mostly assigns Seminar/ Presentation or Tutorial as a part of CCA. The researcher is used to observe the seminar/ presentations of all the student-teachers. During the academic year 2021-2022 the researcher gave choices to the student-teachers to choose seminar/ presentation or tutorials. All the student-teachers chose the tutorial as a CCA, but the researcher twisted the traditional notion of the tutorial and turned it into the innovative method. These are the two scenarios of two different colleges, one picture was of 1994-95 and the second picture is of 2020-21, or 21-22, but the ethos of these two scenarios is similar. Those student-teachers use to read the books or notes and writing down the tutorial in the class in examination mode, so it was product based evaluation, the notion of the tutorial in the year 21-22 is similar to that of 1994-95. No change occurred in the education system as far as teaching and evaluation methods are concerned.

**Need and Importance of the Study:** - The University tried to introduce the CCA in the revised syllabus, but the notions are not changed by the stake holders. The original notion of tutorial told to the researcher, when he was studying in the degree college, was a self-study mode, but latter on the concept of tutorial was diluted, and faculties were teaching the topics during their lectures and then the student-teachers were reproducing it in the class, in examination condition.

The four pillars of Education for the 21<sup>st</sup> century that Jacques Delors (2001) refers to UNESCO, in the form of a report, comprises: Learning to Know, Learning to do, Learning to live and Learning to Be. The learning to know is also called learning to learn. This learning to learn is a very important pillar, which is neglected by the Indian education system. The researcher observed that, the faculty members are paying more attention in the completion of syllabus, here the student-teachers are filled with the information, the student-teachers don't pay attention in the process of their learning, i.e. how do they learn? What are their learning

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styles? Student-teachers don't focus on their learning style? They don't nurture their learning style and even they don't master their learning styles.

There are two ways of evaluation, one is the product based evaluation and second is the process based evaluation; most of the faculties are relied on the product based evaluation method. It is observed that, nobody is interested in the process based evaluation. It is difficult to observe the learning process of the student-teachers, and to evaluate the same. If the faculties don't know about the process of evaluation of learning process, then how can he help the student-teacher to develop and master his learning styles or the learning skills?

Thus the researcher decided to develop a learning program and tried to implement at the time of a tutorial schedule. In the teaching-learning process, the faculty members and student-teachers must develop the partnership among themselves, the partnership here must be 50- 50% i.e. shares of the faculty must be 50% and the student-teacher must be of 50%. The teaching-learning process is a psychological contract between the teacher and the students; if both the partners are well aware about this contract, then the process will become more fruitful, it is assumed that the teachers know about their duties and responsibilities abide by the contract, but sometimes they forget the same, while completing the syllabus, but the students should be told always by the faculty members about their duties and responsibilities. Thus the teaching-learning process should evolve from the concept of proprietorship to the partnership and from the partnership to the ownership. Slowly the student should take over the sole responsibility of learning. Previously it was said that, the schools are nothing but the shops and the teachers in them are the information mongers.

In the lecture method shares of faculty is always 90 to 100%, and the shares of the student-teachers are 0- 10 %, mostly they listen and forget. 0- 10 % they are answering the questions, if the faculty asks questions during the lecture, so there is no involvement or participation of the student-teachers in the lecture method. Whereas in self learning mode 90- 100% shares belong to the student- teachers and 0-10% to the faculties, if the student-teachers took the guidance from the faculties, thus the innovative mode is suggested by the researcher in this paper.

**“If you tell I forget, If you show I may understand, but If you demonstrate I remember, If you do it long lasts.”**

The researcher tried to find out the answers of following questions, whether the student-teachers are physically or mentally prepared for the innovative tutorial? Are they

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really supporting to the new mode of evaluation? Whether to develop the innovative model of the tutorial is possible or not? Whether the innovative model of tutorial will be effective or not? Whether the innovative model of tutorial will help the student-teachers to find out their learning style? Whether the student-teachers will use advance pedagogy and application of ICT in learning?

**Objectives:-**

1. To test the attitude of student-teachers toward Innovative Tutorial Model (ITM)
2. To develop the Innovative Tutorial Model for student-teachers
3. To find the effectiveness of Innovative Tutorial Model for student-teachers

**Assumptions:-**

1. The students are reluctant to adopt Innovative Model. (Ma L. Lee C. 2018)
2. The University students take notes during the lecture (Charters, 1924,1925)
3. The students have difficulties in learning many skills required to be successful in middle school and high school (Baharev, 2016; Boyle, 2010a).
4. The primary learning method in middle school and high school is to acquire effective note-taking and study skills (Boyle & Weishaar, 2001).
5. Students generally lack study skills such as note-taking and doing homework (Boyle, 2010a; Boyle, 2012; Boyle & Forchelli, 2014).
6. The College students are not taking the running notes during the lecture.
7. The College students are not making the notes after the lectures.
8. To execute the Innovative Models in the training colleges is difficult.
9. It is possible to develop the Innovative Model
10. The students can learn better by self-learning mode.
11. The evaluation of process of learning is possible.

**Research questions:**

1. What is the perception of student-teachers about the traditional tutorial method?
2. Whether the attitude of student-teachers towards the Innovative Tutorial Model (ITM) will be positive or negative?
3. Whether the development of Innovative Tutorial Model (ITM) for student-teachers is possible or not?
4. Whether the Innovative Tutorial Model (ITM) will be effective or not?

### **Review of related literature and researches:-**

According to Bargate, Karen (2018) Managerial Accounting and Financial Management (MAFM) students' enjoyed learning MAFM in an 18-week Writing Intensive Tutorial (WIT) program. The awareness that higher education can be a fun learning environment impacted positively on students' experiences of learning MAFM. Balwant, Paul Tristen (2021) suggested 8 alternative tutorial models to the Oxford tutorial viz application of information communication technologies and include peer instruction, simulations and games, online collaborative learning, syndicates, flipped classrooms, communication systems, tailored learning, and portfolios. Inan, Fethi A., (2021) found that the students in the adaptive version performed significantly better on a knowledge test compared to those in the non-adaptive version. Additionally, students in the adaptive version spent significantly more time studying the tutorial than those in the non-adaptive version, and suggest that an adaptive web-based learning tutorial can effectively enhance student learning and motivation. Ragazou, et al (2021) stated that students achieved significant learning gains, reaching moderate to high levels of success on task performance. However, no cueing effect was found. The discussion proposes several alternatives for improving the effectiveness of video tutorials. According to Sugilar (2021) the students' barriers to online tutorials reflected in four factors: (1) information, (2) motivation, (3) technical, and (4) support. Nyawo, Jabulani C. (2021) suggested that Higher education institutions should invest in the tutorial structure as a student support system to enhance learning. Redefining and reviewing the tutorial support structure is important for improving tutorial session quality. Geertshuis, Susan; et al (2021) concluded that vicarious learning from videoed tutorials is an accessible and effective pedagogy that can be used by mainstream educators to develop conceptual understanding, engage students, and provide access to additional learning-related information. Weltman, et al (2019) there is potential in adaptive tutorials to support and guide students' learning in a large engineering mathematics course. 98% of participants reported improved confidence and understanding as a result of using the tutorial. Thus on the basis of review of related researchers, it is found that there is lot of potential in tutorial method and there should lot of investment in higher education, it can be used effectively as alternative to traditional learning at higher education.

### **Research Methodology:-**

The researcher used multi method to achieve the different objectives

## **Objective**

1. To test the attitude of student-teachers toward Innovative Tutorial Model (ITM)
2. To achieve the first objective the researcher used descriptive method, in that survey was conducted.

**Population:** - All the 80 F.Y. B.Ed. Students of Tilak College of Education, Pune 30, M.S. India

**Sample:** - 66 F.Y. B.Ed. Students of Tilak College of Education, Pune 30, M.S. India

**Sampling Method:** - purposive to select the college and Incidental sampling method for respondents.

**Tool for the data Collection:** - 1. A Google form Questionnaire with closed ended questions and open ended questions

2. Observation Technique

**Distribution of data collection tool:** - The link was shared with all the student-teachers on Google Classroom.

**Statistical Tools and Techniques:** - Percentage, information processing

## **Objective 2: - To develop the Innovative Tutorial Model for student-teachers**

The program was developed by the researcher, it was three full day workshop, all the inputs were given to the student-teachers in the offline class from 10 am to 5 pm and support was provided on the Google classroom, so 6 hours per day and 3 days means 18 hours inputs were given to them. The program includes lecture and various activities. There were more than 36 activities in the workshop

The theoretical and practical components included following points like role of today's student-teachers, teacher education colleges, status of higher education, traditional notion of tutorial, diluted version of tutorial, importance of self-learning mode, concept of innovative tutorial model, product based evaluation, process based evaluation, proprietorship, partnership in the leaning, ownership of learning and products, CCA- continuous comprehensive assessment or concurrent assessment, learning to learn, to know your learning style, practical use advanced pedagogy and application of ICT, use of Google classroom, list of application software for the students and their uses, list of application software for the teachers and their uses, categorization of application software, list of search engines and uses, list of research data resource sites and their application in searching the material, review of related literature and researchers, use of text, images, use of YouTube, Spotify, Google

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podcast, Anchor, Net, slideshare.com, use of G Translate application software, list of reference Manager sites and their uses in research, use of Mendeley reference manager, MS word application software for writing APA style references, use of EverNote, Notion, OneNote application software, Speech to text application software, image to text application, brain storming techniques, think pair share, peer learning, co-operative learning, collaborative learning, participatory learning, active learning, web-based learning, M-learning, blended learning, reflective learning, supervised study model, grounded theory, 360 degree learning model, writing skill development, communication skills, expression skills, reverences, citations, and bibliography. Most of the syllabus of BED 105: Advanced pedagogy and application of ICT of SPPU (Savitribai Phule Pune University) was covered in the workshop in integrated manner.

**Research Method:** - For the above objective researcher used product development method

**Data collection tool:** - From oral and written Feedback form

**Data interpretation technique:** - information processing of feedback

**Objective 3:** - To find the effectiveness of Innovative Tutorial Model for student-teachers

**Research Method:** - The Experimental Method was used to test the effectiveness of the ITM

**Data Collection tool:** - The researcher developed 3 feedback forms and disseminated them on the Google classroom, and observation techniques.

**Statistical Tools and Techniques:** - Information processing, evaluating final product submitted by the student-teachers, and observation technique.

**Data Analysis and Interpretation of first objective:** -

The 13 closed ended questions were analyzed in tabulation form

1. Are you mentally ready for attending two (2) tutorials?
2. Are you physically ready for the tutorial to sit in the class for 6 hrs and 3 consecutive days?
3. Are you enthusiastic to attend the tutorial?
4. Did you write the tutorial on your own and submitted on Google classroom?
5. Are you eager to know about the method of tutorial?
6. Are you nervous to appear for the tutorial?
7. Are you under stress regarding the tutorial?
8. Have you prepared the allotted topic?

9. Have you issued any reference book from our library?
10. Do you feel that power point presentation is easier than tutorial?
11. Do you think that, the tutorial session will be interesting?
12. Are you ready to accept the challenge of a new approach to tutorial?
13. Do you feel that, you will learn something new regarding advanced pedagogy?

**Table 1 showing the 13 items and percentage of their options**

	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Yes</b>	72.7 %	66.7 %	87.9 %		89.4 %	65.2 %	48.5 %	72.7 %	40.9 %	47%	62.1 %	93.9 %	93.9 %
<b>No</b>	10.6 %	13.6 %	0	93.9 %	0	16.7 %	27.3 %	27.3 %	59.1 %	21.2 %			
<b>May be</b>	16.7 %	19.7 %	10.6 %		9.1 %	18.2 %	24.2 %			31.8 %	31.8 %		

**Data Analysis and Interpretation of the second objective: -**

1. Whether the student-teachers liked the workshop or not?
2. Whether the student-teachers enjoyed the same or not?
3. Whether the student-teachers had any problem in writing and typing the tutorial?
4. Whether the student-teachers learned anything new or not?
5. Whether the student-teachers got hands on or not?

Like these questions total 30 questions were asked for each day or workshop.

**Findings:-**

**Findings of the first objective:** There were total 15 questions in the questionnaire 13 were closed ended and 2 open ended; the question no. 14 was related to the perception of the student-teachers about the tutorial, the researcher developed a Google form to conduct the pre-intervention survey to check the mentality and preparation regarding tutorial and found that, the 73% student-teachers were mentally ready for attending two (2) tutorials. The 67% student-teachers were ready to sit in the class for 6 hrs and 3 consecutive days for tutorial. The 88% student-teachers were enthusiastic to attend the tutorial. The 94% student-teachers did not write the tutorial on their own and submitted on Google classroom. The 89 % student-teachers were eager to know about the method of tutorial. The 65% student-teachers were nervous to appear for the tutorial. The 49% student- teachers were under the stress regarding tutorial, 27% the students were not under stress and 24% may be under stress. The 73% student-teachers done preparation for the allotted topic and 27% not did preparation. 41% student-teachers issued reference books and 59% not issued any book

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from the library to prepare for the tutorial, till the date of workshop 47% student-teachers felt that PowerPoint Presentation is easier; other 21% felt not easier 32% thought it may be. The 62% student-teachers thought that the tutorial session will be interesting and 32% thought it may be. The 94% student-teachers were ready to accept the challenge of a new approach to tutorial. The 94% student-teachers felt that they will learn something new regarding advanced pedagogy.

**Finding for the second objective:** - The 90 to 94 % student-teachers responded in a positive manner for all these questions.

**Conclusions:** -

**Conclusions for the first objective:** - As per the data gathered from the questionnaire it is concluded that, most of the student-teachers were eager to know about the procedure of the innovative tutorial model, they were enthusiastic, many of them were under stress, they were mentally, physically prepared to sit and attend the three day workshop, they thought that they will learn something new regarding advanced pedagogy and the workshop will fun, they accepted the challenge of ITM. But most of the student-teachers did not attempt the writing tutorials, uploading the same on Google classroom, before the workshop, most of the student-teachers said that they prepared the given topics but at the same time they did not issued the reference books from the library. So it is concluded that the mentality of the student-teachers shows positive inclination toward the innovative or novel idea but at the same time they did not take any action toward the same. Still there is gap between beliefs and action. Even they are afraid of doing single new things. It's all about the regular practice of so many years and they are in the shell, not even tried to come out of the shell. It is concluded that the action speaks louder than the words.

The open ended questions were about perception of student-teachers about the tutorial: It is concluded that, most of the student-teachers described the process of a tutorial in following manner, such as the college faculty gives only one topic or subtopic to all the students in the form of a topic or in the form of question for the self study. Then the students prepare the topic at home by reading books and making notes, and then they write the answer of that topic or question in the classroom setting, where the faculty supervises and students write the answer like class test or class examination, which is mostly for the preparation of the final examination, questions may be of essay type or short notes types.

Some students said that, it is open book examination, or by using any reference material, while some said it is a type of self learning, where students learn topic thoroughly, it develops the confidence of the students for final examination, some students said it is better than lecture method, where students understand better. Some students stated that it is the compulsory practical, type of assessment, or evaluation. Some students call it as a writing the answers of given question at home and submit it to the faculty. Specially, they said that it is home assignment.

Some students said that it is an interactive kind of learning specially organized for the small groups in the university campus, individual and unique learning experience is the main purpose of the tutorial. Some students focused it as a tool for practice.

The last question was asked was how they prepare for PowerPoint Presentation, because the student-teachers do have a choice to select either tutorial or presentation along with PowerPoint, it was observed that from last so many years the students were choosing presentation along with PowerPoint, they might got some inputs from the previous batch students and they selected tutorial for self-study.

Most of the student-teachers said that, they search the information on internet, about the topics which were specifically allotted to them. Some students find the information on YouTube or in the books or PPT presentation, and then they read the topic thoroughly, make the write up and then prepare the PPT, everyone is well acquainted with the PPT making and after that they present it in the classroom in front of other student-teachers in a given time, the student-teachers ask questions and the presenter has to defend it by answering the queries.

**Conclusion of the Second objective:** The product of three day workshop in the form of objectives, curriculum and implementation plan is developed by the researcher. The objectives and curriculum framed for product was good and it was planned and implemented very well. Some student-teachers got stuck during the process, where special guidance was provided. The faculty has to work a lot. Student-teacher need technical assistance.

**Conclusion of the third objective:** The effectiveness was tested by the feedback mechanism. The researcher collected feedback form for the entire three days workshop. Most of the student-teachers were not having the idea about the way of conducting the tutorial. Though the instructions were given to them before writing the tutorial, researcher insisted them about the self-learning process and its evidences, so only two students out of 66 students said that they have prepared their topics but could not submit them on the Google classroom. But

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when the intervention program in the form of three days workshop started then they enjoyed the process of learning, in this workshop they learned lot of new things and their level was excelled because of new application software they learned and used to develop their own topic, they got new insight of learning and writing of an article, most of the student-teachers submitted their papers in a superfine manner. ITM found very effective but the student-teachers and faculty have to work a lot on the same, some student-teachers found some technical difficulties as they were running short of the hardware, they had to borrow it from other students, some found the problems in internet connectivity, some student-teachers tried to work on mobile and they found it difficult to submit their work in a given deadline. Some student-teachers tried to form collaboration with other student-teachers or faculty members for the resources and that was expected in the ITM, which was a good sign of peer learning, collaborative learning, and co-operative learning. The ITM found was more interactive, activity oriented, and blended with ICT. At the end of this project all the student-teachers uploaded their papers on Google classroom and those were made available to them for the learning BED: 105 course titled “advanced pedagogy and application of ICT” and preparation of the University exam. Mostly this is called writing a term paper activity in some universities at post graduation level, but the researcher tried to implement and excel the level of student-teachers at B.Ed. level, which created a new bench mark in the B.Ed. curriculum.

**Recommendations:** - The researcher recommended that the three day workshops should be organized in every teacher training institutes. The systematic inputs should be given to the student-teachers, there can be team of the subject faculty and ICT trained faculty to resolve the issues of the student-teachers, it is recommended that the student-teachers should collaborate with the faculties for personal guidance and to resolve the issues, this will save their time and create more awareness about the innovative tutorial model.

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