solution. Due to this approach I decided to prepare some solutions which will help the pupil-teachers as per their need and will enable them to overcome their difficulties.

**Review of Related Literature:**

**Patole (1967)** He studied ‘science-teaching’ on primary level in rural areas (standard I to standard VII). The main aim of this research was to make a comparative study between the traditional teaching method and the effectiveness of activity based teaching method. He found the activity based teaching method much more effective.

**Sohoni (1979)** He made comparative study between two teaching methods of the selected units of the std. VII mathematics textbook. The objective of the research was to prove usefulness and effectiveness of regular teaching method and new teaching method. For this he used experimentation method and equivalent group design. Regular method means narration method and deductive method were used. At the end he found a significant difference between ‘Regular teaching method’ and ‘New teaching method’. It was concluded that between these two methods ‘New teaching method’ is more effective. In the research he suggested to experiment by giving a bigger value to N. He also suggested to evaluate educational acquisition, student’s attitude and interest.

**Salunkhe K. R. (1998-2000)** He has conducted a research to make a study of problems and giving solution of one teacher schools in Tribal area of Javhar. Objectives were to find One Teacher Schools, to find out problems faced by teachers working in One Teacher Schools, to make list of their problems, to study the teaching learning process going on in One Teacher Schools and to give solutions to the problems faced in One Teacher Schools with some recommendations. Problems recorded by Mr. Salunkhe were Teacher working in One Teacher School has to attain many students at the same time. It appears that they do not like teaching and their disturbed psychological state creates difficulties in teaching process. These teachers have to take care of and control many classes simultaneously. When a teacher is teaching in one class the students in the other class makes noise. This
causes no class control. This noise of the students creates difficulties. The students do not complete their homework as their domestic background is not favourable and their parents are educationally ignorant and illiterate. They remain absent due to their other work and not interested in education. Because of this they do not learn and lag behind in their studies. This is a problem in the teaching process. He recommended that to get enough time for teaching the teachers should not be given non educational work or official work such as making salary bills, keeping and maintaining school records etc.

Kulkarni (1998) has conducted a study on usefulness of dramatisation method in teaching learning process in primary school. He found that Dramatisation method is very useful and in this method the students participate happily and more enthusiastic.

Dumbare (2001) has conducted a study on use of activity development for teaching a unit of science from standard IVth. Her objectives were to produce material for a unit of general science and to test the usability of the material produced. She concluded that activities developed as per the syllabus prove very effective and teaching done through activities helps much more useful to increase grasping than the traditional teaching method.

Ahuja (1997) has conducted a research on comparison between various teaching methods on secondary level Biology subject. He found that activity based teaching method is very useful. The method helps students to apply their knowledge. They developed experimental skills.

Sapkal (2003) has conducted a research on preparation of teaching material for standard VIII general science unit. His objective were to make material for a unit from std. VIII general science subject and to test usability of the materials with following student grasping and concern with involvement. He found that activities developed as per the syllabus prove very effective. Teaching done through activities helps much more useful to increase grasping than the traditional teaching method. The concern for the environment was widened because of the activities.
Poojari S. Y. (1992) has conducted a research on a critical study on the guidance process on practice lessons in educational colleges. His Objectives were to find out how the lecturers guide the practice lessons and to make a comparative study between similarities and differences of effective and less effective guidance made by Lecturers. He concluded that Guides discuss all the details if they are given prior information of guidance observations and effective Guides use wider and full cycle.

Kambale M. (1995) has conducted a research on to investigate the thinking process of pupil-teachers going on while carrying out lesson plan. His objectives were to compare guidance for Marathi method and guidance for other methods and to determine effective method for guidance for Marathi teaching. He concluded that Marathi Guides speak more on subject knowledge rather than teacher’s activities. In their Guidance they fail to correlate different points and make guidance incoherently.

Ingavale U. (1992) has conducted research on investigation pf teaching process of pupil-teachers while doing lesson plan. His main objective were to make investigation of pupil-teachers & thinking process when they are busy with lesson planning and to study the lesson planning methods as if they are different from single line model of thinking process of pupil-teachers. He concluded that while thinking on lesson planning the pupil teachers give more emphasis on subject-explanations and related questions. It is not necessary that all students cover all aspects.

Richard Cabral (2007) has conducted research on Teacher Education in Portuguese Goa (1841-1961): An Historical Perspective. His main objectives were to bring to light the various facts and events connected with the growth and development of Teacher Education in Goa. He concluded that in the beginning of the 19th century, in Goa Governor Joaquim Jose Lopes de Lima promulgated various educational measures, like, establishing schools, appointing teachers, and starting the “Escola Normal” (Teacher Training Institute). After the Portuguese were forced to leave Goa in 1961 it was Called Teachers’ Training College or simple Training College. Now it is known as District Institute of Education and Training (DIET) though. Teacher Education in Goa was keeping pace with the evolution of similar
developments in Europe. From 1842 to 1935, it is noticeable that the curriculum kept on evolving from time to time. The evaluation system of the “Escola Normal” was both comprehensive and well arranged. It tested both theory and practice and even the pedagogical skills. Besides the class performance throughout the year of the student was taken into account while drawing up the final report. This included not only the scholastic achievement but also the regularity of attendance and the behaviour of the student in the class during the whole academic year. The benefits of decentralization and autonomy were clearly demonstrated by Escola Normal.

Seema B. Chaudhari (2008) has conducted a research on Effect of Awareness of Science Structure and its Method of Inquiry upon the Student-Teachers Teaching Performance. Main objectives of the Study were to measure the effect of awareness of Science structure and method of inquiry on student teacher’s teaching performance in peer teaching, in real classroom situation, in terms of pupils’ achievement. Findings of the Study are - Integrated effect of conventional method + awareness of Science structure helped the student teachers in selecting the proper learning experiences, Structure Awareness helped the Student-Teachers know the relationship between the syllabi of Science for different Standards, Due to structure awareness student-teachers could correlate his topic with other topics in science subject, Techniques acquired by student teachers in inquiry method encouraged pupils to initiate enquiry as much as possible, Awareness of inquiry technique made the student teachers to think carefully about all points related to content, Awareness of inquiry techniques helped the student teachers to create curiosity and to draw pupils attention. Student teachers could introduce the topic relevant to the teaching content, Awareness of inquiry procedure developed the ability of the student teachers to facilitate discussion of the problem situation, The awareness of inquiry techniques increased student teachers’ thinking ability and presented the problem situation effectively, Comparatively the performance of student teachers having knowledge of structure of science and inquiry method is better than that of student teachers having knowledge of inquiry method, Teaching only by the inquiry method was found less effective than teaching with inquiry method supported by the knowledge of structure of Science.
Archana Dutta (2009) has made study on Designing, Developing and Implementing an Educational Program for Enhancing Emotional Maturity of Student-Teachers. Objectives of the study were to study emotional maturity of student-teachers, to develop a program for enhancing emotional maturity of student-teachers, to study effectiveness of the intervention program. Findings are all the cases have shown decrease in emotional immaturity. Although, the difference in pretest and post-test is not constant in all the cases but there is difference in all the cases pre and post intervention.

Mr. Anil Tanaji Patil (2006) has conducted research on ‘Development of Multimedia Instructional System on Computer Education for B.Ed. Pupil Teachers’. Main objectives of the Study have been well enunciated as to test the effectiveness of the constructed multimedia instructional system, to compare the effectiveness of constructed multimedia instructional system with the conventional system of instruction and to validate multimedia instructional system in terms of their effectiveness over conventional system of instruction. The Study has arrived at quite meaningful findings like the present setting of teaching of computer education in B.Ed. Colleges was found unsatisfactory and it was found feasible to design, develop and implement a computer based Multimedia Instruction System for the Computer Education.

Vishnu Pandurang Shikhare (2007) has conducted research on ‘Development of Multimedia Instructional System on Educational Technology for B.Ed. Pupil Teachers’. Main objectives were to test the effectiveness of constructed Multimedia Instructional System, to compare the effectiveness of constructed multimedia instructional system with the conventional system of instruction and to validate multimedia instructional system in terms of their effectiveness over conventional system of instruction. Major findings are: The present setting of Teaching of Educational Technology in B.Ed. Colleges is unsatisfactory for learning of the Pupil-Teachers. An instructional system for ET instruction through multimedia technology can be planned, designed and constructed.

Jadhav Vandana Vishnu (2008) has made study on ‘Effect of Advance Organizer Model on Student – Teacher’s Teaching and it’s Influence on the
School Pupil’s Performance in Science- A Study’. Objectives of the Study were to develop self- instructional material on theory, planning and evaluation of AOM suitable for Indian conditions, to determine the Student Teachers’ teaching performance using AOM, to determine the student teachers’ performance in terms of achievement of pupils in paper-pencil tests based on different sub units in Science. Major findings of the Study are: The AOM group of student teachers was found more effective than conventional method group in real classroom situations. The performance of AOM group of student teachers was found superior in terms of pupils’ achievement than that of the conventional group.

**Satish P. Pathak (2002)** has made a study on ‘Preparation of A Creativity Program for Pre-Service Teacher Trainees at Primary Level and A Study of Its Effectiveness’. Main objectives of the Study were to prepare a creativity program for pre-service teacher trainees at primary level and to study the effectiveness of creativity program with respect to a) Creativity Components b) Caste Category; and c) Academic Stream. Findings of the Study are the mean effect of the treatment in terms of a creativity program on the primary school student teachers was found significant for the creativity and its components namely fluency, flexibility, originality and elaboration, respectively.

**Kamlesh Banu (2002)** has conducted research on ‘Development of teacher Education in Rajasthan Post-Independence, its present status and problems’. His main objectives were to study the development of teacher education in Rajasthan Post-Independence and to study the present status of teacher education in Rajasthan. He concluded mainly that there has been found a lack in Human Resource Planning in Teacher Education, absence of original books in Hindi, lack of text books in Hindi, inadequate laboratory facilities, gaps between teacher education and school education, and gaps between teaching theories and practice. Technology and media have been found under utilized in teacher education.

**Kshamata Chaudhary (2002)** has made a study on ‘A Comparative Study of Formal and Non- Formal Methods of Teacher Education For Teaching English’. Her Objectives were to find whether training of teachers in teaching of English affects and develops competence of students in English and to identify merits
and demerits of formal and non-formal system of teacher training agencies. She concluded that the students are learning English language not because of their love for this language but due to the personal and professional importance. They were not found to have favourable attitude towards English language. English is taught as a second language in schools. So, the duration of exposure is hardly adequate. The under training teachers were more interested in using innovative methods, whereas, the trained teachers were not motivated to use innovative method.

**Madhumita Roy (2004)** has conducted a research on ‘To Study the Effect of Creativity Appreciation Training Programme (CATP) on the Teachers’. Her main objectives were to construct a Creativity Appreciation Training Programme for High and Higher Secondary school teachers and to study the effect of CATP on the attitudes of High and Higher Secondary school teachers with respect to sex, type of schools (Govt./Private), experience, setting (rural/urban), training and as a whole. The study reveals that there has been positive and appreciable impact of Creativity Appreciation Training Programme (CATP) in enhancing the attitude of Teachers.

**Gyanendra Nath Tiwari (2009)** has conducted a research on ‘Evolving Competency Based Curriculum in Science Education for In-Service Primary School Teachers’. His main objectives were to study the existing in-service education program for primary teachers in the context of quality improvement of Science Teaching and to develop and study effectiveness of an activity based strategy of competency based in-service training package for Science Teaching in terms of Achievement & Reaction of Trainers. He found that Most of the in-service teacher trainees (54%) perceived that the content of the program is appropriate, while 41% perceived that that the content of the program is not appropriate. Most of the teachers (66%) perceived that there is a lack of newness in the content. Most of the teachers (53%) perceived that there was a good integration of pedagogy and technology in the training program. Most of the teachers responded that technological support service is used in accordance with pedagogical principles. 33% of teachers perceived that there is a lack of coordination in organizing the training program. 22% of teachers responded that the planning
of organization should be improved because this kind of organization does not encourage involvement of trainees.

**B.S. Ramachandra Rao (2001)** has conducted a research on ‘Development of an in-service training programme for Navodaya Vidyalaya Teachers in meeting student’s emotional needs’. His objectives were to identify the emotional needs of students in a Navodaya Vidyalaya and to develop an in-service training programme for teachers of Navodaya Vidyalaya in meeting student’s emotional needs. He found that students continued to express their emotional need for teachers who are gentle, caring, loving and understanding. The environment in Vidyalaya needs to be democratic. The focus needs to be on teaching responsibility and self discipline rather than controlling and suppression. The intervention made a difference in the teacher behaviour with students. It focused on the knowledge and skills intended to bring out desirable changes in attitude. They were consciously utilizing knowledge and skills provided in the intervention programme.

**Sudarshan Mishra (2002)** has made a study on ‘Study of the Process-Issues for Organizing Research and Training in Distance Teacher Education’. His objectives were to study the process issues in organizing research, organizing support services and developing and using media and materials in distance teacher education. The study has arrived at many meaningful findings like Most of the experts were of the view that there should be flexibility with respect to selection of topic, time duration for conducting research, jurisdiction and selecting supervisor. A few of the experts advocated about flexibility in choice of discipline and relaxation of percentage marks. The experts were reluctant in providing flexibility in qualification for undertaking research. They were of the view that the Research Team may be decided on the basis of the theme of research. They were of the view that support and administrative staff may be provided for degree oriented research but not for project oriented research. Both the indigenous and modern communication technologies should be utilized for disseminating the research outcome. Materials should be developed bearing in mind the learners. There is a need to ascertain the needs of the learners. Interactivity needs to be ensured through self check exercises and activities given in the material. Interactivity can be enhanced through audio-video programs and PCPs. Cost effectiveness of the contents needs to
be ensured through selection of appropriate media and use of materials by a large number of learners. There should be collaboration amongst different agencies for sharing resources to reduce the cost. Both content and pedagogic updating are important and they differ from medium to medium.

**J.V. Asha (2001)** has made a study on ‘A Study of the Efficacy of the Instructional Pedagogy of English Based on Ausubel’s and Bruner’s Models for B.Ed. Students’. Objectives of study were to develop lesson plans for the instructional pedagogy of English based on Ausubel’s Advance Organiser Model & Bruner’s Concept Attainment Model. To know the effectiveness of the instructional pedagogy of English based on Ausubel’s Advance Organiser Model & Bruner’s Concept Attainment Model. To compare the effectiveness of the instructional pedagogy of English based on Ausubel’s Model with that of the traditional method at B.Ed. level & Bruner’s Model with that of the traditional method at B.Ed. level. He concluded that the Ausubel’s Model & the Bruner’s Model both were found effective in teaching English Pedagogy to B.Ed.

**Eve Justina Romould (2006)** has made a study on ‘Development of an Enneagram Educational Programme for Enhancing Emotional Intelligence of Student Teachers’. Objectives of the Study were to develop an Enneagram Educational Programme for Student –Teachers, to implement the developed Educational Programme on the sample of Student-Teachers and to assess the effectiveness of the same programme on the different competencies of emotional intelligence. To help the Student-Teachers to understand their own teaching style by making use of knowledge of Enneagram. Findings of the Study are: The developed modules for the Enneagram Educational Program were found to be successful in terms of raising the EQ level of the student teachers. All the student teachers gave highly favorable opinion and reaction and showed a great interest towards the Enneagram Educational Program.

**K. S. Vijayalakshmi (2002)** has conducted a research on ‘Evolving a Training Programme for Personality Development to Empower Female Teacher Trainees’. Main objectives were to develop a Personality Development Program to empower the female teacher trainees in the different personality traits and to measure