**Introduction:**

The main aim of education is to attain an all round development of students. Teacher, Students and Syllabus are the important aspect of the educational process. To explain the content given in the prescribed textbooks, a teacher is expected to have a thorough knowledge of teaching-learning process.

Teaching-learning is a broad concept. Teaching-psychology which is a major part of the process, tries to study typical behaviors, why it happens, how it happens as well as all the mental process. A student studying in educational college has to study Education, Sociology, Psychology and Technology. He also has to undertake practice lessons and has to take these lessons under the able guidance of experienced teachers to acquire good teaching skills. But before that he has to practice a lot. e.g. : talking, explaining, asking questions, usage of teaching aids, writing on black-board, giving opinion, trying to know student’s opinion etc. He can successfully teach in the classroom once he acquires these skills.

To acquire these skills 5 micro-lessons, 10 simulated-lessons, 20 practice-lessons have been included in a year of B. Ed. Training. While teaching as per syllabus, the pupil-teacher has to face many difficulties right from the micro-lessons. To understand these teaching difficulties this subject has been selected for research.

The pupil-teacher is expected to follow and use whatever he has learned in B.Ed. training in class-room while teaching. Because a person gets true knowledge while applying in practically whatever he has learned. The researcher has selected this problem with an intention of collecting information of the various constitutes of teaching-learning method and how they affect this process due to the difficulties arises.

**Teaching –**

The educational year in B. Ed. College lasts from June to April. During this period various subjects are taught and learned. The subject of philosophy, Sociology, Psychology, School-management, Educational technology as well as various teaching methods is taught by the lecturers at the same time these subjects are learned by the pupil-teachers. The pupil-teacher is needed to use the knowledge while teaching the practice lessons. While teaching one needs to practice various things like talking, explaining, asking questions, usage of teaching aids, writing on black-board, giving opinion, trying to know student’s opinion etc.
Education primarily includes five stages and they are syllabus, planning, instruction, action and evaluation. The pupil teacher has to learn all these stages and use it in the class room while taking practice lessons. For this he has to plan right from preparing lesson-notes to teach the unit in the class-room, before going for practice lesson the pupil teacher needs to understand how to take practice lesson, how to prepare lesson plan, and taking note of the small- instructions given by lecturers. This helps him to improve practice lesson and makes him to take the following lessons more effectively. The pupil teacher has to carry out various things like to plan the unit, to make the lesson-plan, to get approved by the lecturer, to seek his guidance, to make changes in the lesson plan as per the instructions given, to teach in the class, explaining the subject as planned while teaching, use of teaching aid, asking questions, writing on black-board. In the evaluation the teacher has to find out whether the objectives have realized as they were planned prior to practice lesson. The expert teacher makes an assessment of the students understanding of the topics taught. In this way the pupil-teacher faces various difficulties while practicing teaching through these five stages. ‘Trial & Error’ or ‘make mistake and learn’ is the principle that has been used through out the year in a B. Ed. College.

In the present research only the pupil-teacher who has offered science method in training has been covered. The pupil-teacher who has offered Marathi, Hindi, English, History & Geography methods comparatively face less difficulties than the science pupil-teacher. These difficulties arise due to unavailability of science-laboratories, apathy towards science, wrong teaching methods and scarcity of teachers.

The teachers in B. Ed. College need to make a scientific study of various skills of science pupil-teachers, their behaviour and their interaction with the students. This helps them to know which type of teaching proves useful and which type of teaching harms the process.

The lecturers in B. Ed. Colleges give demonstration of micro lesson, simulated lesson and practice lessons. After that they give explanation of the lesson. The pupil-teacher learns through the teacher-student interaction. At the same time the lecturers give instructions from planning of the lesson to evaluation of the lesson. They help them to collect the needed tools and ingredients. They also guide them about use of teaching aid for the teaching as per content and teaching points. They give them
suggestions regarding questions and explanation of the teaching points. This proves very useful for the pupil teacher to make his teaching effective.

**Importance of workshops in Teaching:**

The workshops are immensely important in Education colleges to make the teaching process effective. In these workshops the teachers demonstrate all the skills needed for the micro lesson in front of the pupil teachers. They also show them simulated lessons and practice lessons. While doing this they act as they are students. In these workshops the teachers give them physical and psychological experience right from making primary arrangement of collecting materials to the last part of the effective lesson. This experience helps the pupil-teacher to comprehend the complete teaching process. Naturally pupil-teacher emulates their teacher’s personality. If the teachers make mistakes in model lessons then it creates a negative influence on the pupil-teachers.

**Need of Study:**

The researcher has been teaching in a B. Ed. College affiliated to the Mumbai University since the last 8 years while working the researcher come into contact with many science graduate pupil-teachers. Through discussion with them, the researcher realized that many students take admissions in B. Ed. College very late. Because of their late admission they miss the model lessons, lesson planning, and making lesson notes demonstrated by the teachers in workshops. Due to this they can not get proper knowledge of lesson-plans. Due to their incomplete knowledge and prejudices the science pupil-teacher tends to repeat similar mistakes. They also show their low confidence after their teaching. The subject occurred to the researcher after making long discussions and after a deep consideration.

The research will be useful to Education College Principals, Lecturers, Lesson-observers and Lesson-guides and it will enable them to guide the right teaching process. It will also be useful to the pupil-teachers studying in B.Ed. colleges as well as the educationists in knowing the process of teaching. The B.Ed. college pupil-teacher will find it helpful in preparing educational teaching aids.

In the last four years while giving guidance for lessons and observing lessons I have realized that the pupil-teachers commits several mistakes. I understood the seriousness of the problem after making a direct dialogue with the students regarding the process. As a guide and lecturer I thought I should take initiative to find some