the effectiveness of the training program given to the female teacher trainees in the personality traits. She concluded that the training program for personality development to empower female teacher trainees has been found quite effective.

Mrs. Nusrat Kadri (2005) has conducted a research on ‘Developing Teacher Effectiveness through Preparation and Tryout of Multiple Lesson Plans for ELT at the Pre-Service Level’. Main objectives of the study are: to determine and define the components of teacher effectiveness, to develop lesson plans to teach selected topics/items, to tryout the lesson plans and to find out the effect of the practice on the teacher trainees competence & each component of teacher effectiveness. She found that: The B.Ed. Trainees who had undergone training proved significantly superior in terms of teacher effectiveness. Lessons were found superior as compared to conventional teacher training program. The new material task and activities boosted up their morale and confidence. There was significant improvement in attitude towards teaching.

Statement of problem :

Title of Research : “A Study of Difficulties Faced by Science Pupil-Teachers Studying in Educational Colleges while Teaching As Per Teaching –Learning Process And Their Solutions ”

Objectives of Study :

Main Objective –
A) To find out if science pupil-teachers face any difficulty while teaching the subject of science as per teaching-learning method.

Objectives :
1) To study the frequency difference of opinions of science pupil-teachers related to difficulties faced by them at the time of teaching.
2) To study the difference between opinions of the male science pupil-teachers and female science pupil-teachers related to difficulties faced by them at the time of teaching.
3) To study the difference between opinions of science graduate pupil-teachers and post-graduate science pupil-teachers related to difficulties faced
by them at the time of teaching.

4) To study the difference between opinions of various age groups of science pupil-teachers related to difficulties faced by them at the time of teaching.

5) To study the responses received for the statements made to understand the difficulties faced by science pupil-teachers at the time of teaching.

6) To measure the confidence level of science pupil-teachers before carrying out experiment to increase their confidence level related to teaching.

7) To measure the confidence level of science pupil-teachers after carrying out experiment to increase their confidence level related to teaching.

8) To measure the educational achievement of science pupil-teachers before carrying out experiment to increase their confidence level related to teaching.

9) To measure the educational achievement of science pupil-teachers after carrying out experiment to increase their confidence level related to teaching.

10) To study frequency difference of opinions of science lecturers about the problems faced by science pupil teachers at the time of teaching.

11) To study difference between opinions of male lecturers and female lecturers about the problems faced by science pupil-teachers at the time of teaching.

12) To study difference between opinions of different lecturers as per their experience variation about the problems faced by science pupil-teachers at the time of teaching.

Hypothesis:

1) There is no significant difference between number of science pupil-teachers who opined and not opined that they face difficulties while planning for lessons, preparing lesson plan and actual teaching for practice lessons.

2) There is no significant difference between opinion of male science pupil-teachers and female science pupil-teachers regarding problems / difficulties they face while planning for lessons, preparing lesson plan and actual teaching for practice lessons.

3) There is no significant difference between opinion of graduate science pupil-teachers and post-graduate science pupil-teachers regarding problems / difficulties they face while planning for lessons, preparing lesson plan and
actual teaching for practice lessons.

4) There is no significant difference between opinion of science pupil-teachers who are more than 27 year old and those science pupil-teachers who are less than 27 year old regarding problems / difficulties they face while planning for lessons, preparing lesson plan and actual teaching for practice lessons.

5) There is no significant difference between number of more favourable and less favourable responses received for statements in the feedback collected to understand problems / difficulties faced by science pupil-teachers while planning for lessons, preparing lesson plan and actual teaching for practice lessons.

6) There is no significant difference in the confidence level of science pupil-teachers in experimental group and controlled group in the Pre-test while taking micro, simulated and practice lessons.

7) There is no significant difference in the confidence level of science pupil-teachers in experimental group and controlled group in the Post-test while taking micro, simulated and practice lessons.

8) There is no significant difference in the educational achievement of science pupil-teachers in experimental group and controlled group in the Pre-test while taking micro, simulated and practice lessons.

9) There is no significant difference in the educational achievement of science pupil-teachers in experimental group and controlled group in the Post-test while taking micro, simulated and practice lessons.

10) There is no significant difference between number of science lecturers who opined and not opined that science pupil-teachers face difficulties while planning for lessons, preparing lesson plan and actual teaching for practice lessons.

11) There is no significant difference between opinion of male science lecturers and female science lecturers regarding problems / difficulties science pupil-teachers face while planning for lessons, preparing lesson plan and actual teaching for practice lessons.

12) There is no significant difference in opinion of the less experienced, experienced and the most experienced science lecturers regarding problems / difficulties science pupil-teachers face while planning for lessons, preparing lesson plan and actual teaching for practice lessons.