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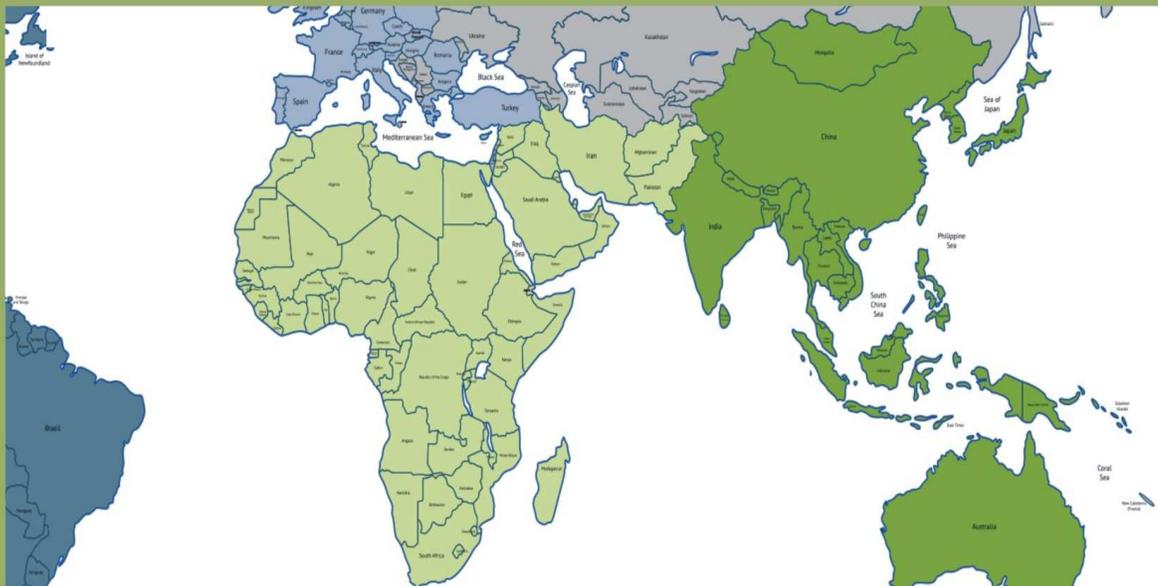
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A STYLISTIC INTERPRETATION OF LOOK BACK IN ANGER

KOPAL VATS*

Declaration

The Declaration of the author for publication of Research Paper in SAARC: International Journal of Research ISSN 2347-8373 Six-monthly Journal of all Research: I, *Kopal Vats* the author of the research paper entitled A STYLISTIC INTERPRETATION OF LOOK BACK IN ANGER declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in SAARC Journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of SAARC Journal to own the copyright of my research paper.

Abstract

In May 1956, John Osborne's play Look Back in Anger premiered at the Royal Court Theatre, London. No-one could have predicted the huge impact this unknown writer would have on theatre at the time. His play exploded conservative theatrical conventions and spoke to a dissatisfied young generation. It was a huge success and paved the way for a whole generation of angry intellectuals, determined to portray the world as it was for the young working classes, a group ignored by theatre in the past. Look Back in Anger represents the anger and disillusionment of young people in the 50s. Also, the richness of the language and the simple theatricality of the work mean that it has stood the test of time. Today, although its contemporary impact has faded, it is still a vibrant and often shocking piece of drama. The story of four young people struggling to live together and love each other is at times deeply upsetting. Jimmy Porter's venomous relationship to the world and the people he loves is frightening in its fury and tragic in its vulnerability.

Keywords : Kitchen Sink Drama, Angry Young Men, Symbolism, Imagery.

Prior to *Look Back in Anger*, British theatre was fairly stagnant and unchanged since the 1930s. In an unstable economic climate, theatres preferred to stick to proven box-office successes: lightweight whodunits, American musicals, classic revivals and drawing-room comedies. Osborne blew all this away with *Look Back in Anger*. One of the greatest shocks to a British audience was to see an ironing board on stage as such a domestic scene had never before been shown. The working class home became a common setting for drama after this, with work that was concerned with working class domestic issues becoming known as *Kitchen Sink Drama*. The writers wanted to expose middle-class theatre goers to the real lives of the working people.

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The play takes place in the Porters' one-room flat, a fairly large attic room. The furniture is simple and rather old: a double bed, dressing table, book shelves, chest of drawers, dining table, and three chairs, two shabby leather arm chairs. Even though armchairs and their positions do not get any attention at first, they're important part of contrast and clash of powers through the play. For example, in Act 3 Scene 1, they are referred respective; another example is opening scene; two patriarch figures sit back and read their newspaper, while Alison is ironing. In other parts, they become the symbol of power between two males. Whenever Alison gets near the Cliff's armchair, Jimmy becomes mad. Cliff, for example uses Jimmy's chair to talk with Alison when they are alone. This is an indirect symbolism for suppressed sexual desires of Cliff to Alison. The drab setting of the play emphasizes the contrast between the idealistic Jimmy and the dull reality of the world surrounding him. We have dark, depressive, bore setting and time is Sunday evening. If we think of the Monday-syndrome, it becomes much more depressive. The details of talk and atmosphere of this play have an authentic power, and so too has its expression of an intense feeling. The intense feeling is one of a frustrated anger, a prolonged waiting which must be broken at any cost by means of a demonstration or a shout. The play depicts the traditional room of the naturalist theatre, the room as a trap with the sounds and messages of a frustrating world coming in from outside and with the inmates of the room looking on and raging at their world. What comes from the inmates is the trapped angry slang of people shut up too long, and of one man raging, in a way on behalf of them all, but, in default of a visible general condition, at each and all of them as victims, as a necessary but intolerable audience. Jimmy Porter is raging at himself, through the raging at others and at an intolerable general condition. The sickness of a society is re-enacted in this particular enclosed form, as the sickness of available relationships and of this man at their centre.

The construction of *Look Back in Anger* is that of an old-fashioned well-made play. There is one plot developed over three acts, and the basic plot device is ancient: misalliance in marriage compounded by a love triangle. There is some exposition that has been characterized as clumsy, such as when Jimmy tells Alison, to whom he has been married three years, how his business had been financed. Some plot devices stand out as the author's contrivances, such as Cliffs exit in Act I to buy cigarettes, and his unconvincing reasons for returning a couple of minutes later just as Alison is about to tell Jimmy that she is pregnant; the telephone call from Helena prepares for the Act I curtain and a phone call saying Hugh's mother is dying prepares the Act II, Scene 1 curtain. The end of Act II, Scene 2, with the two women left looking at each other, has been viewed as artificial. Osborne's innovations were not in form but rather in character, language, and passion which, for the most part mask the clumsy mechanics when the play is being acted.

Osborne's use of language is basically in the realistic tradition. The characters' speech and rhythms reflect their class and education. Helena is very proper and conventional and so is her speech. Cliff is humble, Colonel Redfern is calm and reflective, Alison is proper and non-judgmental and noncommittal. Jimmy Porter, has broken with tradition. Working class characters were not new to the English stage, but previously they had been comic figures who were usually inarticulate, or even angry figures who were inarticulate and thus held back by their class and lack of language skills and could thus be pitied. Jimmy is extremely articulate and self-confident. Whatever one thinks of Jimmy, it is not going to be pity. His passion is overwhelming and he has the language to overwhelm others with that passion. The language has the power to shock, such as when Jimmy, unaware of Alison's pregnancy, says to her:

If only something—something would happen to you, and wake you out of your beauty sleep! If you could have a child, and it would die. Let it grow, let a recognisable human face emerge from that little mass of India rubber and wrinkles. Please—if only I could watch you face that. I wonder if you might even become a recognisable human being yourself. But I doubt it.

Despite *Look Back in Anger's* revolutionary reputation, the structure of the play is actually very traditional. It follows the structure of the 'well-made play' which had been the principal dramatic structuring of serious drama and comedy for almost a century. Osborne has clearly followed this convention. The play also uses the traditional theatrical device of the curtain lines. A curtain line is the last line of dialogue, action, visual image or sound effect in a scene or act after which the curtain falls. The curtain line leaves the audience with something unanswered and should be strong enough to make the audience want to know what will be the outcome in the next movement of the play. A good example is the stage directions at the end of Act 2:

She (Helena) slaps his (Jimmy's) face savagely. An expression of horror and disbelief floods his face. But it drains away, and all that is left is pain. His hand goes up to his head, and a muffled cry of despair escapes him. Helena tears his hand away, and kisses him passionately, drawing him down beside her.

As regards the dramatic style of *Look Back in Anger*, again Osborne employed what was by the 1950s the standard: Realism. Realism was an artistic movement that began in 19th century France. Realist drama was a careful observation of human characteristics and the language attempted to be as close as possible to natural conversation. Contemporary costuming and three-dimensional sets were used so as to create a 'lifelike' stage picture. The plays were usually critiques of social problems. Although *Look Back in Anger* follows what was a century-old style, it was the first play to use a working class setting, rather than the middle class setting traditionally employed. Osborne is carefully controlling all the elements additional to dialogue to make his vision very clear to actors and directors. This style of realism recognizes how much human communication is non-verbal and the silences, unspoken thoughts and actions of the actors are key to the audiences' understanding of the characters. All the staging elements add to the particular atmosphere of the characters' surroundings, again deepening an audience's understanding of their lives.

The characters often refer to the situation they are in as like being in hell. Alison says 'I'm in the fire, and I'm burning' and Cliff says the flat is 'a very narrow strip of plain hell'. There are references to 'living in sin' 'souls', 'paradise' etc. There is a divide between the women, who are religious and Jimmy, who has renounced religion. However, even he uses religious imagery over and over again. John Osborne's use of imagery and symbolism in *Look Back in Anger* expresses the discontent of the Angry Young Man Jimmy Porter against the clichéd system of his time. Two sound images from off-stage are used very effectively in *Look Back in Anger*: the church bells and Jimmy's jazz trumpet. The church bells invade the small living space and serve as a reminder of the power of the established church, and also that it doesn't care at all for their domestic peace. The jazz trumpet allows Jimmy's presence to dominate the stage even when he is not there, and it also serves as his anti-Establishment "raspberry." The play is throughout dominated by Jimmy's anguished rhetoric. Occasionally, when he stops, his trumpet takes over, and he chooses to play the jazz. With a working class origin, the jazz has been a common literary device to allude to subversion. Like the protagonist, his music rebels against convention, and is therefore a non-verbal effort to resurrect the society from its narcosis. Jimmy feels betrayed by Alison's virginity as if it symbolizes the same middle-class values. For the same reason, Alison fears his probable anger after knowing about her pregnancy. Virginity before marriage and pregnancy after it are natural, but Jimmy abhors normalcy and conventionality.

The bears-and-squirrels game in *Look Back in Anger* occupies a special place. It is a symbolic device which serves an important dramatic purpose. The first hint of this game is given to us in the stage-directions at the very beginning of the play, when we are told that, among miscellaneous articles on the chest of drawers, there is a large toy teddy bear and a soft, woolly squirrel. At this time we hardly pay any attention to the toy bear and the toy squirrel. These two toy animals seem to be just a part of the

random collection of things on the chest of drawers. However, we become aware of the supreme importance of these two toys in Act II when Alison is talking to Helena about the failure of her marriage to Jimmy. Alison shows Helena the toy bear and the toy squirrel lying on the chest of drawers and says that the bear represents Jimmy and the squirrel represents herself. When Helena does not understand Alison's meaning, Alison explains that it is a game which she and Jimmy have played on certain occasions but that now even that game seems to have lost its purpose. She goes on to say that this game was the only way in which she and Jimmy could escape from everything.

In short, on certain occasions, especially when they made love to each other, Jimmy and Alison used to imagine themselves as a bear and a squirrel respectively and thus become oblivious of their human character, their rationality, and their social prejudices. One such occasion occurs in Act I when Cliff has gone out of the room for a little while and when, in a moment of mutual tenderness, Jimmy and Alison play this game. Jimmy calls Alison a "beautiful, great-eyed squirrel", "Hoarding, nut-munching squirrel", "With highly polished, gleaming fur, and an ostrich feather of a tail". This almost poetic description, affords great joy to Alison and relieves the tension from which she has been suffering as a result of Jimmy's verbal assaults on her. She then begins to produce the sound which a squirrel produces, and she calls him a "jolly super bear, too", "A really marvellous bear", "Marvellous *and* beautiful". She jumps up and down in a state of excitement, making little "paw gestures". They are both very happy at this time and they lovingly embrace each other. Alison says that everything just seems to be all right suddenly. Then, in her state of extreme bliss, she is about to tell Jimmy about her pregnancy when Cliff suddenly enters, and the illusion is shattered. The escape into the fantasy-world of animals had made both Jimmy and Alison forget the stern reality and had made them very happy, though happiness proved fleeting as it must have been on similar previous occasions.

When Jimmy gets ready to go to London to attend upon the dying Mrs. Tanner, and when Alison, whom he wants to take with him, refuses to go, Jimmy feels very distressed. Alison then leaves with Helena for the church while Jimmy picks up the teddy bear gently, looks at it, and then throws it on the floor. This action of Jimmy's shows how disappointed he is feeling with his wife, and what a shock it is to him that she should have proved so callous in the matter of Mrs. Tanner's approaching death. Jimmy at this time feels solitary and forsaken. He badly needed Alison's comradeship at this time, but she has let him down. The teddy bear which symbolizes Jimmy is now of no use to him, and so he discards it. His gesture in throwing the toy bear on the floor shows that the fantasy-world of animals can no longer provide any comfort to him. When Alison is packing up her things to go with her father to her parental home, she picks up the toy squirrel from the chest of drawers and is about to put it in her suitcase when she changes her mind and puts it back. This action of Alison's also has a symbolic significance. The toy-squirrel was very dear to her because of its past associations, and she would have liked to carry it with her. But she realizes that now, with a change in her relationship with Jimmy whom she has decided to leave, the squirrel can have no meaning. For her, too, the fantasy-world of animals has ceased to exist. Her action in picking up the toy squirrel shows her feeling of nostalgia and her action in putting it back shows her feeling of disillusionment and disappointment.

Towards the close of the play, when Jimmy bends and takes Alison's trembling body in his arms, Jimmy consolingly says to her that he and she will be together again in their bears cave and their squirrel's nest and will live on honey and on lots and lots of nuts. Both Jimmy and Alison are now in a chastened mood on account of the suffering that they have gone through. And in this mood of renewed tenderness, Jimmy's mind has at once gone back to the bears-and-squirrels game. So he goes on to say that, as animals, they will sing songs about themselves, about warm trees and cosy caves, and will bask in the sunshine. He adds that Alison, the squirrel, will keep her big eyes on his fur and help him to keep

his claws in order because he is a rough and untidy kind of bear, while he will see to it that she keeps her sleek, bushy tail shining as it should, because she is a very beautiful squirrel. And at this point Jimmy also speaks to Alison certain words of caution and warning. He reminds her that even for animals there are cruel steel traps lying everywhere, just waiting to catch mad animals as well as timid ones. And Alison nods in agreement. Finally, Jimmy says in a pathetic voice: "Poor squirrels!", while Alison says: "Poor bears! Oh, poor, poor bears!" And thus the reconciliation too is helped by the fantasy-world of that game.

The play abounds in animal images. The tattered state of the teddy bear in the introductory stage direction alludes to the emotional breakdown of Jimmy Porter. This apart, he is also referred to as a pig and a rabbit, while Alison is considered a squirrel, a bitch, and a python. Her mother is called a rhinoceros, Helena is named a cow and a bitch, and Cliff is portrayed as a mouse. They divulge, on the one hand, to what subhuman condition Jimmy and his class were forced to reconcile. At the same time, they suggest how eagerly he repulses the reality, envisaging a society as uncomplicated as his make-belief animal heaven.

The detailed stage direction also provides the audience with ample symbols. Jimmy's 'very worn tweed jacket and flannels' invariably associate him with the contemporary intelligentsia. On the other hand, Cliff does not convey a message and hence is plainly dressed in 'a pullover and grey, new, but very creased trousers'. Moreover, by presenting Alison in Act I and Helena in Act III in Jimmy's shirts, Osborne categorizes them as Jimmy's belongings. They discard his garments only when they prepare to reject him. Alison comes in a 'slip' after mustering courage from Helena's presence to project her personality, while the latter decides to change the 'old shirt of Jimmy's' only when Alison is about to re-enter the stage. Interestingly, after coming back, the first thing she attempts is to testify her allegiance. Her nostalgic familiarity of the 'foul old stuff' Jimmy smokes is an olfactory substitute for the perceptible marker of Jimmy's clothes.

The ironing of the women symbolizes how they are bent upon evening up the odds in the Porter household, but the infeasibility of their efforts is evident from the collapse of the ironing board. Ironing represents the kind of routine with which Jimmy is fed up. The ironing serves to add to Jimmy's boredom and it therefore becomes also a symbol of his boredom. In one of his early speeches in the play Jimmy complains: "Always the same ritual. Reading the papers, drinking tea, ironing." Subsequently also he shows his impatience with the ironing. It is ironical that, after Alison has gone away and has been replaced by Helena, we find Helena also ironing the clothes like Alison, so that from one point of view at least there is no change in Jimmy's life.

The structure of the play also has a symbolic quality with its characters evenly distinguished by their class. Jimmy and Cliff represent the plebeian, while Alison and Helena stand for the bourgeoisie. Alison's brother Nigel, having no time for 'anyone but his constituents', symbolizes the upper class insensitivity that enables them to continue with their 'beauty sleep'. Jimmy raves against this indifference, and craves for 'a little ordinary human enthusiasm', but in vain. Nevertheless, though Jimmy considers himself the mouthpiece of the working class, he is actually a cultural snob. He reads 'posh papers', and fears his pleasure vitiated in a cinema 'by the Sunday night yobs in the front row.' Hence, his ideology of a classless society sans the bourgeoisie is questionable.

Osborne's symbols in *Look Back in Anger* do not interfere with the verisimilitude but enriches the play. They tell a story of love and disgust, of hope and despair, often more eloquently than other voices. The stage props, music, words, action, and light – all of them have symbolic underpinnings in the scheme of the play. Osborne crafts them up adeptly to promote his ideas, but often they carry in them embryos of new possibilities he was perhaps not aware of. Good literature is always open to new

readings across time. The world has changed a lot since 1956 and so has our outlooks; but socio-economic deprivation and domestic discord are eternal realities. The significance of Osborne's symbolism is hence not just reconciled to looking back at the past, but in employing it to prophesy the new and the unforeseen.

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ICT INTEGRATION INTO CLASSROOM PRACTICES- BARRIERS AND SUGGESTIONS

SHRUTI VIG*

Declaration

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Abstract

In this era of globalization and technological revolution it has become necessary for developing countries to prepare their societies and governments to be competitive. By enabling ICTs countries can leap forth to higher levels of social, economic and political development. This paper discusses the barriers in ICT integration. Some of them are -teacher's attitudes and beliefs, teaching experience, age, lack of awareness and motivation ,lack of time, lack of training ,workload ,lack of knowledge regarding the use of ICT, insufficient funds, lack of infrastructure, lack of appropriate administrative support, language barrier, corruption etc. The purpose of this paper was to suggest measures so that ICT and technology can be effectively used in teaching at all levels. Integration of ICT helps teachers to extend and explore their subject area, plan and prepare effective lessons, increase their competence, confidence, change their beliefs, make teaching a fun, and reduce teaching load. ICT enhanced learning facilitates the acquisition and absorption of knowledge, promote digital education, stimulate student's learning, improve knowledge sharing and encourages innovations , prepare students for the world of work.ICTs are powerful tool for extending educational opportunities to scattered and rural populations.Hence all the stakeholders and responsible authorities including teachers and other staff should be aware of the importance of technology in developing student's learning and should strive to overcome the barriers which prevent the use of technology in classroom setting.

Introduction

Globalization and technological changes that have accelerated over the past twenty years, have created a new global economy “powered by technology, fueled by information and driven by knowledge”.¹ In

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this era of information and communication revolution it becomes necessary for developing countries to prepare their societies and governments to be competitive. Digital world is constantly evolving and technology has become more and more embedded in our culture, thus we should provide our learners with relevant experiences that prepare them for the world of work.

It is a well-known fact that learners get motivated and engaged in the learning process when concepts and skills are presented with the help of technology and sound pedagogy. By enabling information and communication technologies (ICTs), countries can face the challenge of the information age. With ICTs they can leap forth to higher levels of social, economic and political development.

ICTs are defined as a “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information.”² ICT includes the full range of computer hardware, software, telecommunication facilities, computing devices, display and projection devices, internet, local area networks and wide area networks that allow computer systems and people to communicate with each other, digital cameras, computer games, CDs, DVDs, cell, telephones, radio, television, telecommunication satellites and robots.

ICT in Education

Integration of ICT into classroom instructions helps teachers to extend and explore their subject area, plan and prepare effective lessons, increase their competence, skills, confidence, change their beliefs, make teaching a fun, and reduce teaching load. ICTs have also been used to improve access to and the quality of teacher training.

The use of ICT offers powerful learning environments where students can deal with knowledge in an active, self-directed and constructive way.³ It greatly facilitates the acquisition and absorption of knowledge, promotes digital education, improves knowledge sharing and encourages innovation, promotes fast information processing, analyzing and problem solving, prepare students for the world of work by making them technologically literate.

It also increases the efficiency and effectiveness in planning and administration in education ministries, schools, classrooms and community learning centers. ICTs are powerful tool for extending educational opportunities to scattered and rural populations, minorities, girls and women, persons with disabilities, and the elderly, as well as others who due to cost or time constraints are unable to enroll on campus. With the help of internet, online course materials may be accessed anytime anywhere. Educational programs over radio or television and teleconferencing technologies enable instruction to be received simultaneously by multiple, geographically dispersed learners. ICTs also facilitate access to resource persons, mentors, experts, researchers, professionals, business leaders and peers all over the world.

It is widely believed that ICT's can be important potential levers to introduce and sustain educational reform efforts, as well as useful aids to both teaching and learning. It can help expand access to education, and raise educational quality by making teaching and learning into an engaging, active process connected to real life. Thus integration of ICT in teaching and learning is indispensable in the current competitive world as it provides numerous benefits.

Barriers in Integrating ICT in Teaching and Learning

Educators acknowledge the value of ICT in providing new dimensions to teaching learning process but continue to encounter difficulties while implementing these technologies. For effective implementation of ICT it's important to identify the possible obstacles to the integration of these technologies in educational institutions so that quality of teaching and learning could be improved.

Jones discovered seven barriers affecting the integration of ICT into lessons: lack of confidence among teachers, lack of access to resources, lack of time, lack of effective training, technical problems, age of the teachers, and experience.⁴ Kumar et al - Attitude, motivation, gender, age, shortage of class time and computer training have effects on the Actual Usage of Computers (AUC) by teachers. Insufficient technical support in school and little access to internet and ICT were considered as the major barriers preventing teachers to integrate ICT into the curriculum.⁵

In the present scenario few more barriers are recognized which can be summarized as under :

[A] Internal Barriers —

1) Teacher Related Barriers

- a) *Teacher's Attitudes*; Attitude towards computers affect teacher's use of computers in the classroom and the likelihood of their benefiting from training.⁶ Teachers with negative computer attitudes are less likely to accept and adapt to technology than those with positive attitudes.⁷ Teachers focus on syllabus and rush to finish it. They concentrate on fulfilling their tasks and responsibilities. Teachers with negative attitude towards technology do not take any initiative to learn and improve their ICT competence.
 - b) *Negative Beliefs*; Teachers believe that students are matured enough, so they do not need audio or visual strategies for teaching. Also classrooms with large number of students are not suitable for ICT incorporation. Teachers are of view that it is difficult to manage students if ICT was used in the classrooms.
 - c) *Teaching Experience, Age, Lack of Awareness and Motivation*; Higher the age, the greater the resistance becomes. Young teachers tend to be friendlier with technology. Old or experienced teachers do not want to receive any training on ICT.
 - d) *Resistance to Change*; Many teachers believe that it is too hard and will take too much time to use the technology. It is difficult for teachers to change according to the requirements. Teachers do not have enough ICT competencies, therefore, resistance to change occurs.
 - e) *Lack of Time*; Teachers are extremely busy in achieving the goals of syllabi. The lesson preparation using ICT require about 3 to 4 hours of preparation. The teachers need time to plan, design, develop and incorporate technology into the teaching learning situation.⁸ Teachers need time to learn how to use the hardware and software.
 - f) *Lack of Pre-and In-Service Training*; ICT integration in teaching is still difficult for some teachers due to lack of training and practice. There are not enough pre and in service ICT training opportunities for teachers.⁹ Teacher's expertise and lack of knowledge to evaluate the role of ICT in teaching (technophobia in teachers) are the prominent factors hindering teacher's readiness and confidence in using ICT.¹⁰
 - g) *Workload*; Course load on teacher educators causes less time for research and personal development. Teachers are overloaded with administrative tasks too, such as preparation of report cards, making attendance reports, filling the record book and form, marking examination papers, student's exercise books and workbooks.
 - h) *Lack of Skill and Knowledge*; The success of educational innovations depends largely on the skills and knowledge of teachers.¹¹ Integrating technology in the curriculum requires knowledge of the subject area, an understanding of how students learn and a level of technical expertise. Therefore, lack of knowledge regarding the use of ICT and lack of skill on ICT tools and software have also limited the use of ICT tools in teaching learning situation.
- 2) *Insufficient Funds*; Effective implementation of technology into education system involves substantial funding, that is very hard to manage in developing countries. ICT-supported hardware, software, internet, audio visual aids, teaching aids and other accessories demand huge funds. It requires high investment to computerize schools and extend the infrastructure of computers.
 - 3) *Lack of Accessibility and Infrastructure*; Lack of appropriate software materials, hardware, computer laboratories, inadequate number of ICT-related courses, lack of computers, printers, multimedia projectors, scanners and other presentation equipment in classroom discourages teachers from integrating ICT into their classrooms. High-speed internet connection and reliable electricity supply is another prerequisite for integrating ICT into the teaching-learning situation.
 - 4) *Lack of Appropriate Administrative Support*; Management is one of the main drivers for school change. School organization / management often lack interest or vision in the area of ICT integration into the school setting, leaving ICT integration responsibility to teachers.
 - 5) *Lack of Technical Support*; One of the top barriers for teachers to integrate ICT in their teaching is lack of technical support available in schools. It discourages teachers from adopting and integrating technology in classrooms.¹²

- 6) *Old Instructional Practices*; The most problematic issue to ICT integration is, the traditional or old fashioned way of transmitting knowledge to students. Teachers don't want to come out of their comfort zone, break old habits and adapt to new technological innovations.
- 7) *Language Barrier*; English is the dominant language over the computers software, internet and ICT supported tool, which is the second language in the country. Language seems to be one of the major social barriers to the use of ICT, where English is not so widely spoken.

[B] External Barriers -

- a) *Corruption*; The government funds which could have been used to develop sectors like the integration of ICT in education is channeled in other directions i.e. few people benefit from those funds by pocketing all the money. Huge budgets are passed to buy modern teaching and learning materials, but in the end only minor improvements are found in the overall technical and vocational education sector
- b) *Poor Planning and Unrealistic ICT Policies*; The allocation of sufficient funds for the educational sector and ICT does not seem to be very attractive to the leaders. It can be seen from the budgetary allocations that greater allocations are for the defense forces rather than education. If the government favors the technology, it will bloom. Normally, ICT is not part of a curriculum, like any other discipline it's a separate subject. Because of this, realistic policies are not framed for its integration.

Suggestions

- ◆ Availability of ICT resources, infrastructure, internet and electricity facilitate integration of ICT. The stakeholders and school authorities need to invest larger budgets for purchasing new hardware and software, and for updating and upgrading them.
- ◆ Laboratories should be kept open for the use of students not only during lesson hours but also after lessons by employing student assistants. Every classroom should have at least one computer with Internet access and an LCD projector
- ◆ A continuous teacher's professional development on the use of ICT should be planned to produce qualified and confident teacher. Sufficient training, motivation, encouragement for teachers is necessary in order to provide opportunities for them to incorporate ICT resources into their teaching.
- ◆ Changing individual's negative attitudes is essential for increasing their computer skills. Therefore, if teachers want to successfully use technology in their classes, they need to possess positive attitudes. Such attitudes are developed when teachers are sufficiently comfortable with technology and are aware about its use.
- ◆ Teachers should develop their classroom management skills in order to control and involve the students in their lessons. Moreover, they should learn and acquire the innovative ways of integrating ICT to enhance teaching and learning process.
- ◆ The teachers who are rooted in the traditional method should accept the technological changes and need to develop their teaching professionalism.
- ◆ The schools should play an important role in reducing teacher's burden and workload by structuring the administrative tasks and teacher's tasks. The school management can hire clerks in order to manage the academic administrative tasks.
- ◆ Teachers need to be given the evidence that ICT can make their lessons more interesting, easier, more fun for them and their pupils, more enjoyable and more motivating.
- ◆ Teacher educators must be role models for prospective teachers by demonstrating how to use ICTs effectively in teaching. The teacher educators who integrate ICTs in their courses should be supported (i.e., through incentive payments).
- ◆ Teachers should be supported and motivated by the school principal, management and administration for using ICTs during their lessons.

- ◆ Emphasis must be given on ICT training and bringing new innovations into knowledge through in-service teacher training for both teachers and principals and pre-service training for newly appointed teachers.
- ◆ More ICT-related courses and updated content for prospective teachers should be offered. A new ICT-related course, which must include both ICTs and a field of study (e.g., math, language, chemistry), should be integrated in the curriculum after the method courses. Every ICT-related course should be based on practice-oriented.
- ◆ Easily accessible technical support (maintenance of computer hardware and infrastructure) is an important factor in the school change.
- ◆ Policy makers and trainers from ministry of education should understand and identify the issues related to ICT integration. ICT into schools is not only a matter of policy, but of vision and strategy. Policy maker should prepare ICT master plan, develop ICT networks not only in schools, but also among schools within a particular country, develop broad ICT integrated curriculum at all levels of education, encourage and pave the path for schools to participate in global ICT issues, encourage parents and community involvement. The effective integration of ICTs is possible if future goals and strategies are set and implemented in a planned manner.
- ◆ Local software companies should be encouraged to produce software programs suitable for the teachers and students who don't know English.
- ◆ Technology must be part of the curriculum. The effort becomes more fruitful and achievable if ICT is integrated wisely into the curriculum. Hence, it can be taken ICT as a subject (separated) and ICT in subjects (integrated).
- ◆ The best practice requires the efforts of concerned bodies and every individual in the field. Hence all the stakeholders and responsible authorities including teachers and other staff should be aware of the importance of technology in developing student's learning and should strive to overcome the barriers which prevent the use of technology in classroom settings.

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FOREIGN SOURCES OF ENGLISH ROMANTICISM

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Declaration

The Declaration of the author for publication of Research Paper in SAARC: International Journal of Research ISSN 2347-8373 Six-monthly Journal of all Research: I, *Ruchi Malaviya* the author of the research paper entitled FOREIGN SOURCES OF ENGLISH ROMANTICISM declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in SAARC Journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of SAARC Journal to own the copyright of my research paper.

We should remember that English Romanticism is more evolutionary than revolutionary. Though in the nineteenth century we move in new romantic world but it never completely breaks away from certain deep-rooted traditions. For instance there were a number of foreign movements that were causing changes in the literature of the time (eighteenth Century). These influences were assimilated in the forthcoming literary writings of the romantic period. Among these forces France and Germany were the most powerful. Their foreign ideas were revived by English theorists and writers not because they were original but because they helped them in setting their own ideas and in popularizing their own performance as critics, poets and artists. The most important figure whose ideas were thus used was Rousseau (1712-1778).

Rousseau's contribution to the Romantic Movement is an established fact. He drove home two important convictions laid down in his novel *Emile* and his socio-political thesis, *Social Contract* :

- (a) The worth and dignity of man as man and
- (b) The power of the natural world to respond to his needs.

Thus, Rousseau provided some very important articles of romantic thesis. There is no denying the fact that Wordsworth was greatly influenced by Rousseau but, at the same time, it would be difficult to prove that he accepted Rousseau's views in the same spirit in which Rousseau laid them down. As a matter of fact it is very difficult to determine and demonstrate the extent of Rousseau's influence in England. Godwin was a great admirer of Rousseau and so was Wordsworth. But Rousseauism is most evident in Wordsworth particularly when he has completely freed himself from Godwin. This fact shows not only that Rousseau's ideas were welcomed by people as different from each other as Godwin

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and Wordsworth but also that Rousseau was popular in England not only for what he was and what he wrote but also for providing a sort of a raw material to spin the fabric of everyone's dream.

Rousseau was regarded as a writer of genius and a first rate philosopher but there are certain critics who do not attach much importance to Rousseau. Their criticism is based on the fact that he shared certain fundamental tenets with Shaftesbury. According to them Rousseauism of English Romantic Movement was derived not so much from Rousseau as from Shaftesbury, who combined spiritual idealism with the naturalistic view of the psychologists and worked out a consistent aesthetic theory from which later romantics drew their inspiration. As Ernest Tuveson puts it :

“There is little in Rousseau that is not in Shaftesbury also.”¹

According to Preistley :

Romanticism was a natural reaction against classicism. Rousseau was not its originator. He only hurried on the process of transformation, he was a catalyst. The new and revived tastes owed nothing directly to Rousseau.

It is difficult to agree with these harsh views against Rousseau. It can be said only that Rousseau was a revolutionary in the sense that he was not satisfied with the present and wanted to bring about a new order-political, social and moral. His importance lies in the fact that though he died eleven years before the actual outbreak of the French Revolution but it was a sort of Rousseauism, allied with various other factors, which brought about the Revolution.

French Revolution sprouted in 1789 and signalled the arrival of a new era of fresh thinking. It gave way to the creation of new interest in nature and the elemental simplicity of life. The French Revolution from the political point of view cannot be isolated from the Napoleonic regime which followed it. One was contrary to the other. The rise of Napoleon represents the collapse of the Revolution. The French Revolution was an expression of certain romantically biased ideas of government and society. Likewise, Napoleon has very often been associated with Romanticism. Thus Romanticism is a bridge which connects the Revolution with the rise of Napoleon. As Barzun says :

In their heroism and energy the French Revolution and Napoleonic regime resembled romantic understanding.³

Politically this observation might look paradoxical, philosophically, this is a fact.

From the point of view of Romanticism the ideas that preceded the actual outbreak of the Revolution are much more significant than the Revolution itself. It is unfair to sum up these ideas by associating them with Napoleon alone but, from the point of view of the influence of the Revolution in England, we have little scope to go outside Rousseau. However on the eve of the French Revolution France became the centre of the whole of Europe. No political concept could remain unchanged in the dizzying whirl of those dangerous days. The French Revolution declared the victory of the radical ideal. It left no one in doubt as to the strength of the lower and middle classes and their capacity to achieve political dictatorship by violent and revolutionary methods. These violent and revolutionary methods would not have appealed to the conservative England if it did not have the experience of the American War of Independence (1775). As William Gaunt puts it :

There was an impressive likeness between the thought of the French philosophers and the father of the American republic ... In Britain there were many to applaud both to regard the two revolutions together as steps toward a universal freedom. Freedom meanwhile was the operative word, freedom in politics, freedom of thought and action, freedom in love.⁴

But in spite of this likeness, the ideas of the French Revolution never became popular in England. The period of intense turmoil, the period when the French ideas had the deepest impact in England, was tactfully avoided by the English statesmen. In this connection it would not be an exaggeration to say that Edmund Burke fought the battle against the French Revolution single-handed and all voices against

him were silenced. Wordsworth among the English poets is probably the best reporter of what happened to England during the Revolution. In *The Prelude* he says :

Bliss was it in that dawn to be alive,/ But to be young was very Heaven!"⁵

At that crucial moment, the average English man was optimistic beyond all measure. This was the time when Europe "..... was thrilled with joy,/ France standing on the top of golden hours,/ And human nature seeming born again."⁶

The radical circle in England welcomed new ideas even before 1789. But after 1790 there was a clear split even in the radical camp : the left wing and the right wing, the Tories and the Whigs. The former wanted a revolution and the latter believed in the parliamentary reforms. However, both wings wanted change and both saw its best expression in the French revolutionary ideas.

Gradually the impact of the French revolutionary ideas diminished. England declared war against France in Feb. 1793. Men like Burke and William Pitt made great effort to make English literature free from the enchantment of France. However, in spite of England's constant war against French ideals, the French revolutionary ideas had already stirred the sensitive souls in England. In the field of poetry the impact of the French Revolution was much more immediate than in any other field of creative activity. As early as 1789 Blake had written his *French Revolution*. He had little interest in politics but in those dangerous days it was not possible for a creative writer to keep himself aloof. Same was the case with Wordsworth. He was also greatly influenced by French Revolution but its influence on Wordsworth has generally been exaggerated. Herbert Read for instance says :

It was Wordsworth's dissatisfaction with the prevailing order of society and the concentration of his aspirations and hope on another order that led him to question the prevailing forms of poetry and cast about for a form bearing some sympathetic relations to his political ideals.⁷

Thus Herbert Read thinks that the whole genius of Wordsworth, both as a poet and critic, was connected with the idea of the French Revolution. Psychologically speaking, this might be true but it would be certainly an exaggeration to say that his republican sympathies are central to his poetry and criticism. Not only Wordsworth but all other poets of the age bear the influence of the French Revolution. It was due to the influence of this revolution that the dignity of common man became a major topic to be written on for the poets of the coming generation.

As to German transcendentalism, it was the next powerful foreign influence which affected the literary activity. It gradually filtered into England during the closing year of eighteenth century. It acted as a strong deterrent against the Deistic temper of the eighteenth century England.

Kant was the first German philosopher to reveal the limitations of pure reason. In his *Critique of Aesthetic Judgment*, he affirmed that the genuine aesthetic attitude is contemplative not logical and disinterested. Beauty lies in the object, he says, but it is "indifferent to the reality of the object" and free from any "representation of its utility". Obviously, Kant is, to a very large extent, the source of Coleridge's organic theory of poetry.

Kant's disciples carried his argument further and then Hegel sought to organise the manifold departments of human knowledge as stages in the historic evolution of the spirit of man. The influence of German ideas on English poetry and criticism is a controversial matter among the critics. How much Germany borrowed from the English Empirical tradition itself and how much the Romantic theorists of the later age were influenced by the German ideas is difficult to determine. Wimsatt and Brooks are not prepared to accept German ideas independent of certain easily recognizable English borrowings. They explain the whole process of the reciprocity of ideas between the two countries as a case of simple transformation. They observe :

The work of British aestheticians, literary theorists and writers on genius (all belonging to the British Empirical tradition of the eighteenth century) lay ready for the German transformation. The transformation, the stepping up was nevertheless a matter of great moment. What was empirical, descendental, down looking, matter of fact in the British pioneering, became with the Germans metaphysical, transcendental, ideal and absolute. Theories of how human feelings and trains of consciousness happen to work became theories of what art is, what poetry is and the is implied an ought to be. This was in a sense a return to classical and neo-platonic lines of thought, but with a change that made these lines acceptable to a generation that had undergone the disillusioning experience of the enlightenment...⁸

According to this theory, the English raw material turned out to be the finished goods in German hands and then came back, thus transferred again to England. "The English literary men", Wimsatt and Brooks further add, "took what they could of German philosophy gratefully, and were improved by it. What came out of British empiricism came back raised to a power where it actually met the critical needs of the literary mind or some of those needs."⁹

In its broad outlines this view is correct but if this is an attempt to dismiss the German originality, it is, to be sure, an overstatement. It is quite evident that most of the critics share this view but one more important fact is also equally evident : it is the Platonic overtone of the British empirical criticism which has complicated the issue. There can be little doubt about the fact that there are certain marked similarities between the Platonic-Renaissance ideals of art and poetry and the German aesthetic ideals which developed between Kant and Hegel. That the Platonic Renaissance ideals gradually re-entered into the eighteenth century empirical criticism is a fact which needs little interpretation. The platonic concept of Shaftesbury's "single one" which is also the "original soul.....inspiring the whole" had become more or less central in the later eighteenth century criticism. In English criticism, therefore, one can see a continuous tradition till Coleridge. And even if we say that Coleridge's aesthetic theories were pilfered from Germany, we have to accept his originality at least from the point of view of the fact that he had the courage to break away from the tradition.

The strange alteration, perhaps transformation, has a tremendous historical significance. The transformation was beyond recognition. As such it was original. To say that it was a development out of British empiricism does not lessen its significance; it only proves that knowledge is a continuous stream and that nothing has ever been original in the sense of becoming unique without antecedents. The German metaphysics extended the range of aesthetic criticism to a considerable extent. Abrams observes :

German critics especially in the 1790's assimilated a Pandora's box of new terms and concepts. These were in considerable part imparted from Kant's epistemology and aesthetics, but with admixture from Christian theologians, as well as various rather disreputable specialists in mysticism and the occult. The result was indubitably to extend the range and subtlety of aesthetic analysis, although at the expense of crosshatching the relatively simple distinctions with which critics up to that time had been content.¹⁰

However, the German contribution was even more substantial than the mere usage of new terms and concepts. As Rene Wellek points out :

Within this very large movement there arose in Germany a new concept of poetry, symbolistic, dialectical and historical, which must be ascribed largely to Kant, Goethe and Schiller. The Schlegels, while hostile to Schiller, codified this view and gave it a turn which proved of great contemporary relevance.¹¹

The new concept of poetry which arose in Germany was central to the Romantic Movement. England was by no chance outside the movement. All the major poets of the day were under the influence of this movement. Thus the influence of the German transcendentalism in England is too great a fact to be dismissed, but the English Romantic Movement, though greatly enriched by the German transcendentalism, has its own originality which lies in the fact that even its most ardent champions -

Blake, Shelley, Wordsworth and Coleridge- never completely broke away from the time honoured native traditions which have the universal sanction, sanity and compromise.

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2) EQUIVALENT SETS AND EQUAL SETS

MANOJ KR. AGNIHOTRI*

Declaration

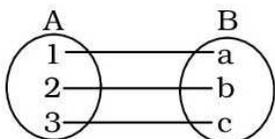
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Equivalent Sets

Two sets A and B are called equivalent and denoted as $A \sim B$ If \exists a bijective map from set A to B.

In particular if A and B are finite sets, having same number of elements, then it is sufficient to say that A and B are equivalent because, In this case a bijective map can be made easily from set A to B.

For Example if $A = \{ 1, 2, 3 \}$ and $B = \{ a, b, c \}$ then A and B are finite sets, having same no. of elements so $A \sim B$. because a bijective map $f : A \rightarrow B$ can be given as figure.



In fact there can be made $3! = 6$ bijective maps from set A to B hence A is equivalent to B.

For Exa. (1) \mathbf{N} & \mathbf{Z} are equivalent:

Clearly no. of elements in \mathbf{N}

= no. of elements in $\mathbf{Z} = \infty$

And if we define a map $f : \mathbf{N} \rightarrow \mathbf{Z}$ as

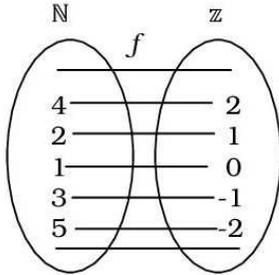
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$$f(n) = \begin{cases} \frac{n}{2}, & \text{if } n \text{ is even} \\ \frac{1-n}{2}; & \text{if } n \text{ is odd} \end{cases}$$

then f is abjective map

so \mathbf{N} is equivalent to \mathbf{Z}

i.e. $\mathbf{N} \sim \mathbf{Z}$



ii) \mathbf{IR} is equivalent to \mathbf{IR}^+ :

Clearly no. of elements in $\mathbf{IR} = \text{no. of elements in } \mathbf{IR}^+ = \infty$

and if we define a map $f : \mathbf{IR} \rightarrow \mathbf{IR}^+$ as $f(x) = e^x \forall x \in \mathbf{IR}$

then f will be bijective so $\mathbf{IR} \sim \mathbf{IR}^+$.

iii) If $A = \{ (x, y) : x^2 + y^2 = a^2 \}$

$B = \{ (x, y) : x^2 + y^2 = b^2 \}$ where $0 < a < b$

then no. of elements in set A

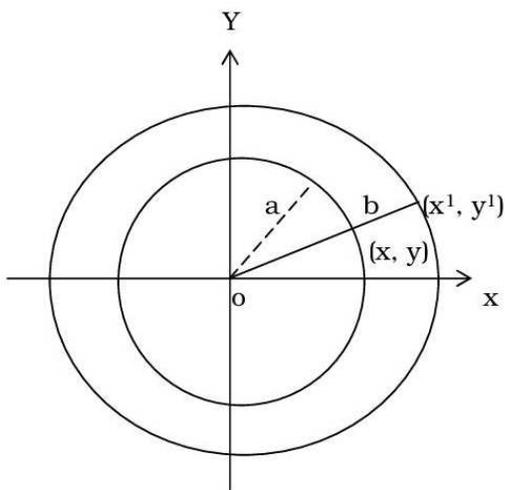
= no. of elements in $B = \infty$

Now if we define a map

$f: A \rightarrow B$ as $f(x, y) = (x^1, y^1)$

then f will be bijective

& $A \sim B$.



iv) \mathbf{N} is equivalent to $\mathbf{N} - \{ 1 \}$

Clearly no. of elements in \mathbb{N}

= no. of elements in $\mathbb{N} - \{1\}$

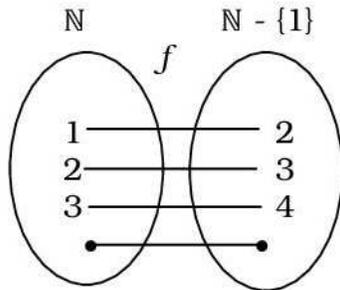
= ∞

Now if we define a map $f: \mathbb{N} \rightarrow \mathbb{N} - \{1\}$

as $f(n) = n+1$ (successor of n)

then f will be bijective and

$$\mathbb{N} \approx \mathbb{N} - \{1\}$$



Equal sets

Two sets A and B are called equal i.e. $A = B \Leftrightarrow A \subseteq B$ and $B \subseteq A$

In other words,

Two sets A & B will be equal if they have same elements. (order of elements in sets may be different)

For Exa

$A = \{1, 2, 3\}$, $B = \{3, 1, 2\}$

are equal sets.

Now it can be said that two equal sets are always equivalent but two equivalent sets need not be equal.

A STUDY ON ARCHIMEDEAN PRINCIPLE AND ITS CONSEQUENCES

MANOJ KR. AGNIHOTRI*

Declaration

The Declaration of the author for publication of Research Paper in SAARC: International Journal of Research ISSN 2347-8373 Six-monthly Journal of all Research: I, *Manoj Kr. Agnihotri* the author of the research paper entitled A STUDY ON ARCHIMEDEAN PRINCIPLE AND ITS CONSEQUENCES declare that , I take the responsibility of the content and material of my paper as I myself have written it and also have read the manuscript of my paper carefully. Also, I hereby give my consent to publish my paper in SAARC Journal , This research paper is my original work and no part of it or it's similar version is published or has been sent for publication anywhere else. I authorise the Editorial Board of the Journal to modify and edit the manuscript. I also give my consent to the Editor of SAARC Journal to own the copyright of my research paper.

Archimedean Principle : If $x, y \in \mathbb{R}$ and $x > 0$ then \exists

$$n \in \mathbb{N} \text{ st } nx > y.$$

It can be proved by contradiction –

If possible Let \exists no $n \in \mathbb{N}$ st $nx > y$

but $nx \leq y \forall n \in \mathbb{N}$

consider a set $A = \{ nx : n \in \mathbb{N} \}$

clearly A in non empty bounded above set. so by completeness axiom, suprimum of A exists in \mathbb{R} .

Let $\text{Sup } A = u$

then $nx \leq u \forall n \in \mathbb{N}$

$$\Rightarrow (n + 1)x \leq u \forall n \in \mathbb{N} [\because n \in \mathbb{N} \Rightarrow (n + 1) \in \mathbb{N}]$$

$$\Rightarrow nx \leq u - x \forall n \in \mathbb{N}, \text{ where } u - x < u$$

Which is contradiction of that u is suprimum of A . hence assumption is wrong and \exists natural no.

$n \in \mathbb{N}$ st $nx > y$

Consequences –

i) $\forall y \in \mathbb{R}, \exists n \in \mathbb{N}$ st. $n > y$

For, since by Archimedean property

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$\forall x, y \in \mathbb{R}, x > 0 \exists n \in \mathbb{N}$ st. $nx > y$

Taking $x = 1$, $n > y$.

ii) $\forall y > 0 \in \mathbb{R}, \exists n \in \mathbb{N}$ st. $n > \frac{1}{y}$ i.e. $\frac{1}{n} < y$

$\therefore (y > 0) \in \mathbb{R}$ so $\frac{1}{y} \in \mathbb{R}$

hence by (i) $\exists n \in \mathbb{N}$ st. $n > \frac{1}{y}$ i.e. $\frac{1}{n} < y$

iii) $y \in \mathbb{R} \exists$ integers $m, n \in \mathbb{Z}$ st. $m < y < n$

For, \therefore by (i) $\forall y \in \mathbb{R} \exists n \in \mathbb{N}$ st. $n > y$ i.e. $y < n$

Now $\therefore (-y) \in \mathbb{R}$ hence $\exists n \in \mathbb{N}$ st. $n > (-y)$ i.e. $(-n) < y$

i.e. $m < y$ where $m = -n \in \mathbb{Z}$

Thus $m < y < n$

iv) $\forall x \in \mathbb{R} \exists$ an integer k st. $x - 1 \geq k < x$

For \therefore by (III) $\forall x \in \mathbb{R} \exists m, n \in \mathbb{Z}$ st. $m < x < n$.

Define the integer k as

$k = \max \{ m, m + 1, \dots, n \}$ st. $k < x$

Clearly $k + 1 \geq x$ i.e. $x - 1 \leq k$

Thus $x - 1 \leq k < x$

v) $\forall x \in \mathbb{R} \exists$ unique integer k st. $k \leq x \leq k + 1$

For, \therefore by (III) $\forall x \in \mathbb{R} \exists m, n \in \mathbb{Z}$ st. $m < x < n$

Define the integer k as

$k = \max \{ m, m + 1, \dots, n \}$ st. $k \geq x$

so $k + 1 > x$ i.e. $x < k + 1$

hence $k \geq x < k + 1$

vi) Between any two non equal real numbers, \exists a rational number.

For, Let $x, y \in \mathbb{R}, x \neq y, x < y$

Clearly $(y - x) > 0$

Then by (II) \exists a natural no. $n \in \mathbb{N}$ st.

$\frac{1}{n} < y - x$ i.e. $x < y - \frac{1}{n}$

Again by (IV) for $(ny) \in \mathbb{R}, \exists$ an integer k st.

$$ny - 1 \leq k < ny \quad \text{so} \quad y - \frac{1}{n} \leq \frac{k}{n} < y$$

$$\text{Thus} \quad x < \frac{k}{n} < y \quad \text{i.e.} \quad x < z < y \quad \left[\text{where } z = \frac{k}{n} \in \mathbb{Q} \right]$$

vii) Between two different real numbers there exists an irrational number

For, Let $x, y \in \mathbb{R}, x \neq y, x < y$.

Clearly $(y - x) > 0$. Assume that $p \in \mathbb{Q}$ st. $p > 0$

Now by Archimedean Principle, $\exists n \in \mathbb{N}$ st.

$$n(y - x) > p \quad \text{i.e.} \quad x + \frac{p}{n} < y$$

$$\text{Again} \quad \because x < x + \frac{p}{n}$$

$$x < x + \frac{p}{n} < y \quad \text{i.e.} \quad x < q < y \quad \text{where } q = \left(x + \frac{p}{n}\right) \in \mathbb{Q}$$

viii) $\bigcup_{n \in \mathbb{N}} (-n, n) = \mathbb{R}$

For, $\because (-n, n) = \{x \in \mathbb{R} : -n < x < n\} \subseteq \mathbb{R}$

$$\therefore \bigcup_{n \in \mathbb{N}} (-n, n) \subseteq \mathbb{R}$$

Again if $x \in \mathbb{R}$ then $|x| \in \mathbb{R}$. Soby (i) $\exists n \in \mathbb{N}$ st

$$n > |x|$$

$$\therefore -n < x < n \text{ i.e. } x \in (-n, n)$$

$$\text{So} \quad x \in \bigcup_{n \in \mathbb{N}} (-n, n)$$

$$\text{Thus } \mathbb{R} \subseteq \bigcup_{n \in \mathbb{N}} (-n, n)$$

$$\text{Clearly} \quad \bigcup_{n \in \mathbb{N}} (-n, n) = \mathbb{R}$$

ix) $\bigcap_{n \in \mathbb{N}} \left(-\frac{1}{n}, \frac{1}{n}\right) = \{0\}$

$$\text{For,} \quad \because -\frac{1}{n} < 0 < \frac{1}{n} \quad \forall n \in \mathbb{N} \quad \text{i.e.} \quad 0 \in \left(-\frac{1}{n}, \frac{1}{n}\right), \quad \forall n$$

$$\therefore 0 \in \bigcap_{n \in \mathbb{N}} \left(-\frac{1}{n}, \frac{1}{n}\right),$$

Again if $(x \neq 0) \in \mathbb{R}$ then $|x| > 0$ then by (ii)

$$\exists \text{ a natural no. } n \in \mathbb{N} \text{ st } \frac{1}{n} < |x|$$

$$\text{so } \frac{1}{n} < x \text{ or } \frac{1}{n} < -x \quad \text{i.e.} \quad x > \frac{1}{n} \text{ or } x < -\frac{1}{n}$$

$$\text{i.e. } x \notin \left(-\frac{1}{n}, \frac{1}{n}\right), \text{ hence } x \notin \bigcap_{n \in \mathbb{N}} \left(-\frac{1}{n}, \frac{1}{n}\right)$$

clearly $\bigcap_{n \in \mathbb{N}} \left(-\frac{1}{n}, \frac{1}{n}\right) = \{0\}$

x) $\boxed{\bigcup_{n \in \mathbb{Z}} (n, n+1) = \mathbb{R} - \mathbb{Z}}$

For, if $x \in (\mathbb{R} - \mathbb{Z})$ then x is non integral real no then by (V) \exists unique integer n st. $n < x < n + 1$
 i.e. $x \in (n, n + 1)$, hence $x \in \bigcup_{n \in \mathbb{Z}} (n, n + 1)$

Thus $(\mathbb{R} - \mathbb{Z}) \subseteq \bigcup_{n \in \mathbb{Z}} (n, n + 1)$

also if $x \in \bigcup_{n \in \mathbb{Z}} (n, n + 1)$ then $x \in (n, n + 1)$ for some $n \in \mathbb{Z}$

so $x \in (\mathbb{R} - \mathbb{Z})$, hence $\bigcup_{n \in \mathbb{Z}} (n, n + 1) \subseteq (\mathbb{R} - \mathbb{Z})$

Clearly $\bigcup_{n \in \mathbb{Z}} (n, n + 1) = \mathbb{R} - \mathbb{Z}$

TEACHER EDUCATION – A NATIONAL PROBLEM AND SOME OF ITS SOLUTION

NEETU PAL*

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The development of a nation depends on the qualities of the teacher. As the teacher would be so would be the nation. To have some changes or remedy in education, there is a need of good quality of teacher education and this had been suggested by many committees, and institutions. In the present scenario, the main stem or we can say the main trunk of educational system is the role of teacher which is very important uncritically because teacher is the only point or the main focus who makes possible any system of education to a successful position. The teacher on the whole is the creator of the society.

The report of the Kothari Commission, open with the statement, “The fortune of India is built in the classroom”. So, we have to see that, do really fortune of India is built in the classroom? If it is not then why? Why the teacher are not doing their job perfectly?¹ It means that there is lackness in the vocational programmes done in the educational institutions.

It is note worthy to remember the points that, because of the lackness of qualities in teacher, their knowledge and devotionless less education, there is a gradual decline in the standard and morale of education.

Apart from these problems, there are many others such as, insufficiency in syllabus, unavailability of training to the in-service teacher, lackness of research in teacher education, insufficient teacher educational institutions, the problem of selection and joining, the conditions to work, choosing of unsuitable person for teaching etc. are the major problems.

Earlier it was thought that any person who knows the subject matter of the textbook or courses of study could become a teacher by taking a short course in the machines of classroom management, record keeping, reciting and communication. But in the present scenario, a teacher needs to be well

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versed and efficient, having a sound understanding of pedagogy, attitudes, traits personality and exceptionalities of the children.²

The present teaching learning environment calls for teachers, who are able to approach the education of each child with a background of knowledge of the wide range in individual differences between them. The development of teacher education courses with a definite body of knowledge and related scientific methodology has earned a place as an academic discipline. Teacher education is the professional preparation in pedagogy of those, who wants to enter the profession of teaching.

The pace of development of teacher education is continuous. In all professions of teacher education, there is a need to provide further training and special courses of study or continuity basis after initial basic preparation. The need is most urgent in the teaching profession because of the rapid advances in all fields of knowledge and continuing evolution of pedagogical theory and practice. The programmes should be developed through a number of agencies and activities. The first is the school itself which must provide opportunities to the teacher to learn from his experience and through consultation and discussion with experienced teachers in the school or colleges. The head and the senior teachers have a special role to play in providing guidance to the new teachers through planning his work and through or gaining suitable activities such as staff clubs and seminars and discussion groups. CTEs, IASE, DTET, SCERT and teacher organizations can also play a significant role in developing this programme of teacher education.

We would have to think from a new core of direction, so that the challenges facing the teacher education would be eradicated and good guidelines could be implemented or established.

It is mindful to everyone that teacher education was in our country before independence also, but our Indian government felt the need of teacher education very lately. In 1947-48 there were only 51 institutions of middle level which increased to more than 13000 in 2016. University Education Commission (1948) under the chairmanship of Dr. Radha Krishnan, an eminent educationist, has already suggested about teacher education and also about the flexibility of syllabus according to time and circumstances. Education commission (1952-53) has suggested new techniques of evaluating teacher education and has also strongly proposed well educated and perfect personality to be included in teacher education. National education commission (1964-66) under the chairmanship of DS Kothari pointed out major weakness in the existing system of professional education. The commission first of all examined the whole education system and tried to identify, what the deficiencies are?³

The year 1982 will always be memorable in the context of Indian teacher education. This year itself on 05th September i.e. on teacher's day. The government has taken a firm decision on the progress of teacher education and educational institutes' and formed two committees i.e. National commission first and second⁴. It's a great change. It is known to everyone that on the Birthday of Dr. Sarvapalli Radhakrishnan i.e. on 05th of September, Teachers' Day is celebrated every year.

In the yashpal committee Report (1993) it has been stated that "because of the lackness of teacher training programmes the qualities of the teacher in schools is unsatisfactory."

In 1993, National Teacher Education Council was implemented through the act of parliament. In 1998, NCTE, has discussed about the syllabus and patterns of teachers education and has also suggested that B.ed course should be of two year⁵. In 2006 through the support of NCTE and NCERT, the syllabus of teacher education has been made and before giving it complete look opinions and suggestions have been taken from different institutions.

TABLE 1⁶ *After Independence Teacher Education & Statical Development In India*

| Educational session | 1950-51 | 1960-61 | 1970-71 | 1980-81 | 1990-91 | 2000-07 | 2007-08 |
|--|---------|---------|---------|---------|---------|---------|---------|
| Number of training schools | 800 | 1150 | 1300 | 1600 | 1800 | 2000 | 2500 |
| Number of training college | 50 | 150 | 300 | 400 | 450 | 1500 | 3000 |
| At the primary level package of trained teachers | 60% | 70% | 75% | 80% | 85% | 90% | 92% |
| At the secondary level package of trained teachers | 50% | 60% | 65% | 75% | 80% | 85% | 90% |

After all these attempts and practices, there is no satisfactory growth in teacher or teaching qualities. Also there are many implications in teachers training, educational institutions and many others. Without solving these problems their can't be teacher education successful in our country.

Admission to different courses of teacher's education is a major problem. Somewhere admission is done on the basis of marks of graduation and somewhere there are entrance exams. There is a need to increase the reliability and authenticity in the variety of questions put to the students in the entrance exams. Their interests, intelligence, learning, creativity should be the main focus of the syllabus.⁷

The curriculum should be organized and systematic. At many levels, the curriculum is same as it was 25 years before which does not suit the present time. When building curriculum one should keep in mind the aims and objectives of education. Curriculum should be as constructed as to serve those avowed goals for which of education is being given. Broad aims of more or less successfully by the kind of curriculum provided for the education of children and youths. The educational experiences will be as rich as the opportunities that are made available to them through the training programmes.⁸ If the aims and objectives of teachers education are to be relised, the school or college will have to modify its norms and will have to be harible and move outside into walls and give pupils and teachers all those external and internal experiences which are effective in developing his personality.

Present examination pattern is not successful in bringing out the good qualities of the teacher. Continuous deep evaluation is lacking in the testing of the teacher. In written examination, the audio-visual aid are not used and if somewhere it is used also, that it is very less in number. The evaluation of teacher is not done properly. It is very important to increase the qualities of the teacher education programmes so that the examination pattern be successful so that the quality and skill of student teacher could be measured and evaluated.⁹

It is important to mention that there is heavy deficiency of research in teacher education. There is a need of new researches or different types of activities involved in teacher education so that the problem concerning teacher education could be abolished and new norms and practices could be included in improving the teacher education activities.

There is no comparison between teacher education and school education. Both are complementary and two different aspects. Teaching has been one of the oldest and respected profession in the world. The role, functions, competence and preparation of teachers have undergone a dramatic change from time to time, but the need of teachers has been imperative in all times. The changing times as well as the

requirements of the society have necessitated changes in the way of teacher preparation. The history of teacher education in India is as old as the history of Indian education itself. In India, various foreign countries, left their impact on education system or changed the educational scenario one way or the other.¹⁰

It is very sad to mention that approx more than 20% teacher education institutions are running in private on is the buildings afforded on rent, and there are no proper buildings, laboratories, libraries and other equipments. There is no hostel facilities etc. There are many causes for the reasons of teacher educations not progressing at a regular pace.

Even today also, in different parts of countries teacher education institutions are run on the fees paid by the student (i.e. self finance institute). Government should lead forward in making development of such government institutions where teacher education could run smoothly and student teacher should not face problems but rather they would focus mainly on their studies so that the teacher getting training could be whole heartedly a pure and well qualified teacher.¹²

There is no perfect or authentic record of teacher education by which we cannot have the list & of teacher the conditions or positions of teacher education, syllabus, different methods of reading and teaching evaluation method or other important aspects. Without authentic record we face difficulty in asserring teacher education programmes. Through the modern technology there should be the arrangement of a system where we could get information about all the schools, colleges and training centers. Then there should be such a system that all schools and colleges are interlinked and all records of colleges and teachers education, its other information everything as a whole would be available at one place and new programmes of teacher education could be organized from time to time.¹³

Today untrained teaches are in large number, and it is a major problem. But slowly-slowly it is decreasing. Untrained teaches are found mostly in cast or eastern region of India. Somewhere it is 60 to 70%.

Following table will show percentage of untrained teachers in different states.

T A B L E 2¹⁴ 30 September 1996, percentage of untrained teaches in school.

| Sl | States/Centered Ruled Province | Primary | Upper Primary | Secondary | Higher Secondary |
|----|--------------------------------|---------|---------------|-----------|------------------|
| 1 | BIHAR | 17 | 10 | 8 | 15 |
| 2 | MADHYA PRADESH | 40 | 33 | 32 | 24 |
| 3 | ASSAM | 32 | 64 | 70 | 70 |
| 4 | ARUNACHAL PRADESH | 54 | 57 | 47 | 33 |
| 5 | ANDHRA PRADESH | 3 | 8 | 4 | 3 |
| 6 | JAMMU KASHMIR | 39 | 47 | 3 | 21 |
| 7 | NAGALAND | 78 | 71 | 70 | 75 |
| 8 | SIKKIM | 60 | 53 | 49 | 40 |
| 9 | MANIPUR | 50 | 70 | 68 | 54 |
| 10 | KERLA | 33 | 5 | 1 | 0 |
| 11 | MIZORAM | 22 | 26 | 53 | 100 |
| 12 | WEST BENGAL | 0 | 0 | 27 | 28 |
| 13 | TRIPURA | 68 | 70 | 65 | 47 |
| 14 | TAMILNADU | 0 | 0 | 1 | 2 |
| 15 | DELHI | 0 | 0 | 0 | 0 |

It is clear from this table that there is an urgent need to have elaboration and extension in the facilities of teachers training. In the 60th century there was correspondence course for the teachers education but this system was more successful and useful to only those who were teaches.

Today financial problem is a main concern in our country.¹⁵ Teaches are also facing difficulties in living their life well. To raise the standard of teaches, there is a need to raise teaches financial position so that the teachers could whole heartedly concentrate on teaching process. For this, the teacher should get good salaries, residence facilities, yearly increasment, job facilities, leave and medial allowance.

In many training centres, training is being given face to face because of which less number of teacher could get training. Therefore, distance education should also be planned in teacher education so that more and more teachers could get training.¹⁶

Conclusively, we see that there are many problems of teacher's education. To solve these problem, we constitute different missions, committees, and we call for improvement in structure and organization of teachers education, building up infrastructural facilities in teachers education institutions and reorientation of their education and training programmes.

In general, teachers education refers to the policies and procedures designed to equip proper teachers with the knowledge, attitudes, behavior and skills. They require to perform their tasks effectively in the classrooms, school and wider community. Teachers education is conceived and organized as a seamless continuum.

On the recommendation of the Verma Committee, NCTE has passed the 2014 Act in this new Act, the course of B.Ed and M.Ed is of two years. These is also a great change in the Pre-service and In-service Teachers Training courses, B.Ed, B.Ed-M.Ed Integrated course (3 yrs), D.Ed Course and BA-B.Ed course. NCTE Delhi has given orders to impose this Act in October 2015 itself, but till now many Teachers Training colleges has not imposed it.¹⁷ In this Act, from faculty members to basic structure everything has been changed to give a new outlook. The role of university is also involved in implementing this Act. It seems that by implementing this Act, there will be implement and increasment in the skills of the teachers, but we see that because that because of this Act, in session 2015-16 in many Teachers Training colleges in India even more then 35% seats are vacant. But ultimately we see that its impact on the institution will be good.

Lastly we can say that the teacher should play the role of a leader inside and outside the classroom, initiate action for the transformation of the society as an agent of social change and thereby help in achieving the goal of national development.

Therefore our government should look over the problems of teacher education and should provide fund for the teacher education and should provide reliable facilities to improve teacher education and also to improve researches in teacher education which is the crucial attempt to solve teacher educational problems. There should be revised framework of syllabus for the new generations according to the changing scenario of the society.

If government proceed further in improving teacher education then we can also compare ourselves or prove ourselves as good as Britain or American in the educational panorama.

Concluding this small attempt to show teacher education as a national problem with some of its solution, we can say that unity is strength, and if all of us contribute ourselves to this problem of teachers education then definitely we can solve it every easily and can achieve the goal of national development.

FOOTNOTES

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RICHARDSON, G. (1985), 'Judicial Intervention in Prison Life', in M. Maguire, J. Vagg and R. Morgan, eds., *Accountability and Prisons*, 113-54. London: Tavistoc.

SINGH, ANITA. (2007), *My Ten Short Stories*, 113-154. India: Maneesha Publication.

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