

Vol.12, No.1 & 2: December 2020



ISSN 0975-5101

STAR RESEARCH REACH

Inter-Intra Disciplinary Journal



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Star Research Reach

Inter-Intra Disciplinary International Journal

Peer Reviewed journal

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Vol.12, No:1 & 2 December 2020

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Published by

PG and Research Dept of Home Science

Morning Star Home Science College

Angamaly South, Ernakulam Dist

Pin-683573, Kerala, India

Printed at

St. Martin Offset Press

Angamaly South, Ernakulam Dt., Kerala

EDITORIAL

Star research rich is proudly presenting the 12th volume, December issue of the research Publication to its readers. The journal will continue to publish quality works in the forthcoming issues too. It aims at providing a strong platform for the researchers, teachers and students who is need of publicizing their work. Star Research Reach possesses an international registration number ISSN- 0975 5101. The journal had its first issue in the year 2009.

Peer review remains a vital component of our assessment of submitted articles. We keep an eye on the quality of articles, usually accepted after peer review and after referees comments and criticisms are dealt with; this process also helps to fetch trust of the readers.

The current issue deals with research articles from various disciplines of Economics, Commerce and English.

Let me thank god almighty for the bounteous blessings and grace showered upon us. Our appreciation and sincere gratitude goes to our Manager, Dr.Alphonsa M.K., Principal, Dr.Rosily A.V., and Education counselor, Sr.Resmi. Special thanks to peer reviewers and all authors who had contributed to this issue of journal. The Peer reviewers and oversees editors had helped in maintaining the quality of each article.

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Volume 12

Number 1 & 2

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ECO-TOURISM: A TOOL FOR SUSTAINABLE DEVELOPMENT

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ABSTRACT

Sustainable tourism helps to achieve sustainable development. Tourism Development across the world created a range of environmental problems and Ecological imbalances and they negatively affected the economic sustainability of Tourism industry. Ecotourism came into existence to solve ecosystem related negative impacts of tourism. It is a way to raise awareness of environmental values and it can serve as a tool to finance protection of natural areas and increase their economic importance. This paper examines sustainable development in the context of ecotourism.

Keywords : *Tourism, Eco-Tourism, Sustainable development, Sustainable tourism, Ecology, Sustainability parameters, Environmental protection.*

INTRODUCTION

Tourism is a major phenomenon of the modern society, which has emerged as an economic activity of immense global importance. Tourism has been identified as one of the world's largest industries today. The significance of tourism has been well recognized in both the developed and developing countries. The relevance of tourism has reached new heights .It has acquired immense social, cultural and economic significance in modern society. World tourism is an US\$ 350 billion business. Tourism industry contributes 10.9% to the world's gross national product.

Tourism industry in India plays a significant role in transforming the society and economy. Among different types of tourism, ecotourism occupies the top most position. Ecotourism is widely believed to be the perfect economic activity to promote

Sustainable development. Sustainable development has become a powerful and controversial theme. Keeping this aspect in mind, an attempt has been made here to create awareness about the need for sustainable tourism development and relationship between ecotourism and sustainable development. The primary objective of the article is to highlight how ecotourism can be used as a tool for sustainable development.

The return from investment in tourism from the point of view of employment generation is much higher compared to agriculture and manufacturing sector. The table 1 reveals this:-

Table 1 Contribution of Different Economic Sectors to the Employment

Sector	Jobs
Agriculture	46.7
Manufacturing	12.6
Mining and quarrying	3.6
Railways	0.9
Other transport	17.8
Tourism	57.5

Source: Central Statistical Organization (CSO) Enterprise, Ministry of Tourism

Table 1 shows the contribution of different sectors to employment. Comparing to other sectors, the tourism sector contributes 57.5% to employment. Agriculture is the second one. It contributes 46.7%. Other major sectors are manufacturing, mining and quarrying, railways and other transports.. Railways contribute only 0.9% to jobs¹.

ECO-TOURISM

Ecotourism is a new concept in tourism industry. The importance of eco-tourism is evident from a recent study conducted by the world tourism organization. Global spending on ecotourism is increasing by 20% a year, about 6 times the rate of growth of the tourism industry. Ecotourism was globally identified as a means of achieving twin goals of bio diversity conservation and sustainable development.

It was Hector Ceballos Las Curain, a Mexican Environmentalist, who coined the term ecotourism in 1983. The term was initially used to describe nature based travel to relatively undistributed areas with an emphasis on education. The concept was however developed into a scientific approach to the planning, management and development of sustainable products and activities. It has grown considerably in popularity and commercial significance in just past 10 years in response to interest in environment, increase in leisure time and personal incomes. Ecotourism is now at various stages of development in different regions. Any tourism programme that is

- A) Nature based
- B) Ecologically sustainable
- C) Where education and interpretation are a major component and
- D) Where local people are beneficial can be called Ecotourism.

If it does not satisfy any one of the above mentioned components, then it cannot be called a real ecotourism venture. Ecotourism activities are made ecologically sustainable through waste management using non-polluting techniques and using locally available materials for construction, introducing environmental impact assessment based on sustainability parameters².

DEFINITION OF SUSTAINABLE DEVETOPMENT

'Sustainable Development' is defined in many ways depending upon the centext and need. Society wants to achieve economic development and material welfare to secure

higher standard of living. Society also seeks to protect and maintain environment now and for the future generation for realising comprehensive welfare. The general definition of sustainable development is "development that meets the needs of the present generation without compromising the ability and opportunity of the generations to meet their own needs"³.

SUSTAINABLE TOURISM

Sustainable tourism is synonym of ecotourism. In the general sense, ecotourism means management of tourism and conservation of nature in a way so as to maintain the fine balance between the requirements of tourism and ecology on one hand and the needs of the local communities for jobs, new skills, and income generating employment on the other hand. Sustainable tourism is led by motives 'like spirit of enquiry, love of beauty, search for knowledge and respect for nature. It aims at quality tourism, which creates minimal damage to the natural, social and cultural fabric'⁴. The concept of sustainability has become a fundamental issue in tourism development and growth after the debate at the Rio Earth Summit in 1992. The Globe 90 conference on Environment and Industry defined sustainable tourism as the management of tourism resources in such a way that it fulfils economic, social and aesthetic needs while maintaining cultural and life support system (Tourism Stream Action Strategy Committee, 1990). The new National Tourism policy of India 2002 defines that our mission is to promote sustainable tourism as a means of economic growth and social integration. The word 'sustainable' implies using a resource so that the resource is not depleted or permanently damaged.

The following suggestions can help tourism become sustainable:

- More Efficient
- Improving its quality
- Carrying capacity of the tourist destination must be assessed.
- Environmental Awareness
- More human Approach

Although tourism has achieved a high degree of development, structures in many destinations are still inefficient. Desperate efforts are necessary to make tourism more sustainable basis. People have long been talking about developing quality in tourism. What is required is implementation of comprehensive quality and quantity management at operational and destination level. Sustainable tourism development is based on environmental awareness and human participation. It is important to evolve a strategy by which ecotourism could be established on sustainable basis. The strategies could be broadly classified into two categories, namely short term strategies and long term strategies⁵.

SHORT TERM STRATEGY

The first and foremost to begin with is to identify potential areas and prepare a detailed inventory of such areas in terms of their tourism potential.

LONG TERM STRATEGY

Re- examination of the existing regulations and development of new policy should be done to make ecotourism more environment friendly affecting the conservation of forest and wildlife⁶.

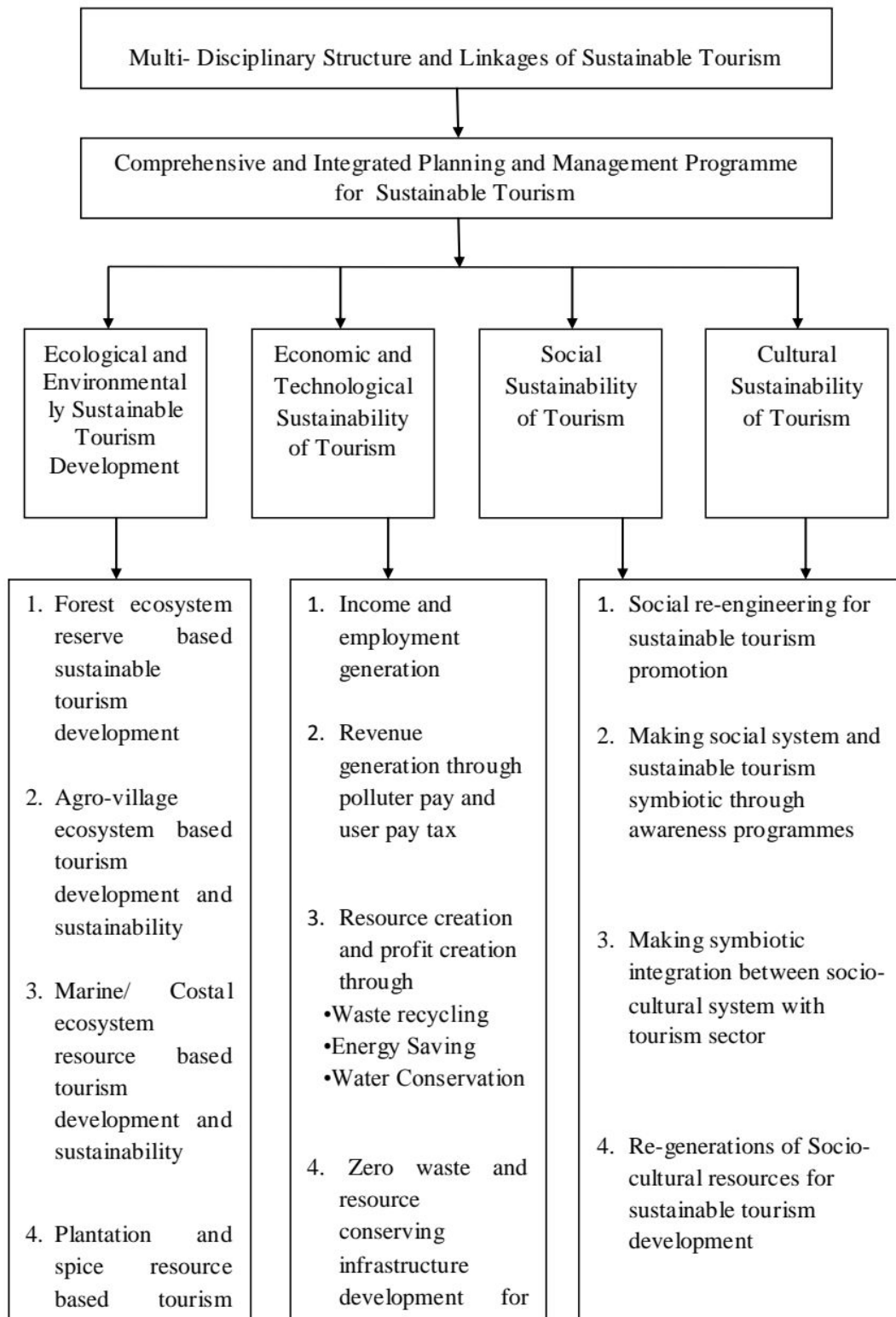


Fig. 1 Linkage effects of sustainable tourism

ECO-TOURISM AND SUSTAINABLE DEVELOPMENT

Sustainable tourism is an integral part of sustainable development. In other words, sustainable tourism helps to achieve sustainable development. Unchecked tourism, especially mass tourism created considerable environmental problems in many tourism dominated economies in the world. Ecotourism could be considered as a foundation to develop sustainable tourism. Ecotourism is basically a tourism activity which respect and promote ecosystem balance and stability. It is an integrated and comprehensive tourism approach which not only consists of ecosystem but also socio-cultural aspects. Ecotourism was mostly attempted to solve ecosystem related negative impact of tourism. Ecotourism is enlightening nature travel experience that contributes to conservation of the eco-system⁷.

Deteriorating environment and loss of natural resources represent one of the main ways by which present generation is creating uncompensated future costs. Hence the conservation of natural resources and the environment is crucial to achieve sustainable development. Modern tourism heavily depends on outstanding natural features. Sustainable tourism aims at the continuous maintenance of these along with its equitable distribution of socio-economic benefits to the local community⁸. Tourism activities that generate more positive net benefits would be more sustainable. Ecotourism come under in this category. The WTO (World Tourism Organisation) and UNEP (United Nations Environmental Programme) recognise the following challenges for ecotourism and sustainable development:

- Managing dynamic growth, in the light of a forecasted doubling of international tourist arrival especially ecotourists by 2020.
- Climate change, recognising the consequences for future tourism planning but also the contribution that tourism makes to global warming through pollution from transport emissions.
- Poverty alleviation in rural areas where local people get employment opportunities from ecotourism .

- Support for conservation from ecotourism, spending, given that protected areas in developing countries receive 30% of their funding needs and many governments are cutting back on their support for them; and
- Concern about safety and security of travellers.

Ecotourism is a sub-component in the field of sustainable tourism. Ecotourism's perceived potential as an effective tool for sustainable development is the main reason why developing countries are now embracing it and including it in their economic development and conservation strategies. Ecotourism, as an alternative tourism, involves visiting natural areas in order to learn, to study, or to carry out activities environmental friendly, that is, a tourism based on the nature experience, which enables the economic and social development of local communities. It focuses primarily on experiencing and learning about nature, its landscape, flora, fauna and their habitats etc. A symbiotic and complex relationship between the environment and tourist activities is possible when this philosophy can be translated into appropriate policy, careful planning and tactful practicum. Ecotourism is an activity of sustainable tourism for local community. Therefore the role of community is the key factor in ecotourism. Carefully planned and operated ecotourism sites, especially if it is village-based and includes local participation, is able to provide direct benefits that might offset pressure from other less sustainable activities that make use of natural and cultural resources⁹. Sustainable tourism typically emphasise the ecological, social and economic elements of tourism in order to achieve a 'balanced' or 'wise' use of natural resources. Sustainable tourism ought to be seen as an attempt to reconcile conflicting sets of values with regard to the environment. Listed below are viewpoints that make ecotourism more sustainable.

- Be informative as possible
- Support integrity of Place
- Ensure that the benefits flow to local residents
- Conserve resources
- Respect local culture and tradition
- Avoiding the abuse of the Product

CONCLUSION

There is a need to create awareness for sustainable tourism among the consumers of tourism services and the host population. Ecotourism is planned to minimise environmental damage, maximise economic outcomes and involve the local communities, then it may be beneficial to the environment and local peoples. Ecotourism has to be declared as the core competency sector of the economy in view of its potential in creating employment, enhancing environmental quality and contribution towards the development of the economy. In a nutshell, it can be concluded that ecotourism and sustainable development can be made possible with careful planning and execution by the government along with the co-operation of the public. Ecotourism is planned as a tool for sustainable development; it can make an important contribution to the welfare of both the visited and the visitors and every aspect of the environment.

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FINANCIAL LITERACY- DEVELOPING SKILLS THROUGH FINANCIAL EDUCATION FOR FUTURE WORK FORCE

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ABSTRACT

In every stage of life people face challenges to take certain financial decisions. Financial illiteracy is inability to make informed judgments and effective decisions regarding the use and management of money and wealth which affects their family and society at large. It is utmost important for a country to take steps for financial literacy in order to improve the society and economy of the nation. Financial literacy is the set of skills and knowledge that allows an individual to take appropriate financial decisions.

Public Education is a product of the Enlightenment, schools for all were created to allow ordinary people to become architects of their own lives and contributing members of their communities, people who could improve themselves and the world, and in so doing reduce human suffering. So, this paper help us to understand the Global connectivity, smart machines, and new media which are just some of the drivers reshaping how we think about work, what constitutes work, and the skills we will need to be productive contributors in the future.

This paper analyzes key drivers that will reshape the landscape of work and identifies key work skills needed in the future. It does not consider what will be the jobs of the future. Many studies have tried to predict specific job categories and labor requirements. Consistently over the years, however, it has been shown that such predictions are difficult and many of the past predictions have been proven wrong. Rather

than focusing on future jobs, this paper looks at future work skills—proficiencies and abilities required across different jobs and work settings.

Key Words: *financial education, financial literacy, public education, future work skill*

INTRODUCTION

The Evolution of Education provided a brief history outlining the evolution of public education. Historically, children were educated through life experiences; people learned from other humans. The basic notion of schools that all children would attend—a time and place to intentionally structure teaching and learning—came into existence in the 16th and 17th centuries. Public schools are a product of the Age of Enlightenment, one of the institutions to cultivate reason and the capacity of people to improve their lives and build a better social order as a result of individual agency and collective efforts. Beginning in the 1850s in America (and slightly earlier in Europe), the concept of public education for all—including the poor—began to take hold, with the view that communities and governments should establish, fund, and support schools. This led to the development of “public education systems” at relatively low cost. The concept of “universal” education and the idea that its delivery should be highly decentralized and community-based were established. After World War II, as a result of the inclusion of education as one of the Universal Human Rights in the Universal Declaration, much of the world saw governments around the world commit to education and literacy as a key part of economic and social transformation.

In addition to universal education’s broad acceptance in India, another important evolution occurred over time: education shifted from “thought” to “doing.” No longer just about ideas, education became about the practical application of these ideas through science and technology, and about gaining skills for the purpose of employment. Education’s paradigm shift is ongoing. The Global Education Innovation Initiative typified the cognitive, interpersonal and intrapersonal skills that are essential for engaged

citizenship, work and life in the 21st century. This paper explained how comparative study of efforts to align schools with the development of 21st century skills can support and accelerate the necessary innovation to help schools become more pertinent. In this paper, questions were raised about the current and future definition of an educated person, what role and form education will take.

In the 1990s, IBM's Deep Blue beat grandmaster Gary Kasparov in chess; today IBM's Watson supercomputer is beating contestants on Jeopardy. A decade ago, workers worried about jobs being outsourced overseas; today companies such as O Desk and Live Ops can assemble teams "in the cloud" to do sales, customer support, and many other tasks. Five years ago, it would have taken years for NASA to tag millions of photographs taken by its telescope, but with the power of its collaborative platforms, the task can be accomplished in a few months with the help of thousands of human volunteers. Global connectivity, smart machines, and new media are just some of the drivers reshaping how we think about work, what constitutes work, and the skills we will need to be productive contributors in the future. This paper analyzes key drivers that will reshape the landscape of work and identifies key work skills needed in the future years. It does not consider what will be the jobs of the future. Many studies have tried to predict specific job categories and labor requirements. Consistently over the years, however, it has been shown that such predictions are difficult and many of the past predictions have been proven wrong. Rather than focusing on future jobs, this paper looks at future work skills—proficiencies and abilities required across different jobs and work settings.

EQUIPPING NEW GENERATION WITH FUTURE SKILLS

In today's knowledge-based, globally-competitive economy, the types of skills need to succeed are very different from in the past. The basics of math, English, and science remain important, but with broad access to information via the Internet, rote memorization of facts is not the skill set that is needed. In discussing 21st century skills in virtually, the types of skills necessary to prepare present generation for the workforce

of the future mentioned were (Future Work Skills 2020, a visionary new report by IFTF (The Institute for the Future, sponsored by the University of Phoenix Research Institute)

Sense-making

Sense-Making is the ability to determine the deeper meaning or significance of what is being expressed. As smart machines take over rote, routine manufacturing and services jobs, there will be an increasing demand for the kinds of skills machines are not good at. These are higher level thinking skills that cannot be codified. We call these sense-making skills, skills that help us create unique insights critical to decision making. When IBM's supercomputer, Deep Blue, defeated chess grandmaster Gary Kasparov, many took this of a sign of its superior thinking skills. But Deep Blue had won with brute number-crunching force (its ability to evaluate millions of possible moves per second), not by applying the kind of human intelligence that helps us to live our lives. A computer may be able to beat a human in a game of chess or Jeopardy by sheer force of its computational abilities, but if you ask it whether it wants to play pool, it won't be able to tell whether you are talking about swimming, financial portfolios, or billiards. As computing pioneer Jaron Lanier points out, despite important advances in Artificial Intelligence (AI) research it is still the case that, "if we ask what thinking is, so that we can then ask how to foster it, we encounter an astonishing and terrifying answer: we don't know."¹ As we renegotiate the human/machine division of labor in the next decade, critical thinking or sense-making will emerge as a skill workers increasingly need to capitalize on.

Social intelligence

Social Intelligence is the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions while we are seeing early prototypes of "social" and "emotional" robots in various research labs today, the range of social skills and emotions that they can display is very limited. Feeling is just as complicated as sense-making, if not more so and just as the machines we are building are

not sense-making machines, the emotional and social robots we are building are not feeling machines. Socially intelligent employees are able to quickly assess the emotions of those around them and adapt their words, tone and gestures accordingly. This has always been a key skill for workers who need to collaborate and build relationships of trust, but it is even more important as we are called on to collaborate with larger groups of people in different settings. Our emotionality and social IQ developed over millennia of living in groups will continue to be one of the vital assets that give human workers a comparative advantage over machines.

Novel and Adaptive thinking

The ability to come up with solutions in unique and unexpected circumstances that lie beyond the rote or rule-based. In many countries the job opportunities are declining in middle-skill white-collar and blue-collar jobs, largely due to a combination of the automation of routine work, and global off shoring. Conversely, job opportunities are increasingly concentrated in high skill, high-wage professional, and technical and management occupations and in low-skill, low-wage occupations such as food service and personal care. Jobs at the high-skill end involve abstract tasks, and at the low-skill end, manual tasks. What both of these categories of tasks have in common is that they require “situational adaptability”—the ability to respond to unique unexpected circumstances of the moment. Tasks as different as writing a convincing legal argument, or creating a new dish out of set ingredients both require novel thinking and adapt ability. These skills will be at a premium in the future, particularly as automation and off shoring continue.

Cross-Cultural competency

It is the ability to operate in different cultural settings. In a truly globally connected world, a worker’s skill set could see them posted in any number of locations—they need to be able to operate in whatever environment they find themselves. This demands specific content, such as linguistic skills, but also adaptability to changing

circumstances and an ability to sense and respond to new contexts. Cross-cultural competency will become an important skill for all, not just those who have to operate in diverse geographical environments. Organizations increasingly see diversity as a driver of innovation. Research now tells us that what makes a group truly intelligent and innovative is the combination of different ages, skills, disciplines, and working and thinking styles that members bring to the table. If the groups displaying a range of perspectives and skill levels outperform like-minded experts. It concludes that “progress depends as much on our collective differences as it does on our individual IQ scores.” Diversity will therefore become a core competency for organizations for the future. Successful people within these diverse teams need to be able to identify and communicate points of connection (shared goals, priorities, values) that transcend their differences and enable them to build relationships and to work together effectively.

Computational Thinking

It is the ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning. As the amount of data that we have at our disposal increases exponentially, many more roles will require computational thinking skills in order to make sense of this information. Novice-friendly programming languages and technologies that teach the fundamentals of programming virtual and physical worlds will enable us to manipulate our environments and enhance our interactions. The use of simulations will become a core expertise as they begin to feature regularly in discourse and decision-making. HR departments that currently value applicants who are familiar with basic applications, such as the Microsoft Office suite, will shift their expectations, seeking out resumes that include statistical analysis and quantitative reasoning skills. In addition to developing computational thinking skills, they will need to be aware of its limitations. This requires an understanding that models are only as good as the data feeding them—even the best models are approximations of reality and not reality itself. And second, they must remain able to act in the absence of data and not become paralyzed when lacking an algorithm for every system to guide decision making.

New media literacy

It is the ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication. The explosion in user-generated media including the videos, blogs, and podcasts that now dominate our social lives will be fully felt in workplaces in the future. Communication tools that break away from the static slide approach of programs such as PowerPoint will become commonplace, and with them expectations of their ability to produce content using these new forms will rise dramatically. The next generation of will need to become fluent in forms such as video, able to critically “read” and assess them in the same way that they currently assess a paper or presentation. They will also need to be comfortable creating and presenting their own visual information. Knowledge of fonts and layouts was once restricted to a small set of print designers and typesetters, until word processing programs brought this within the reach of everyday office workers. Similarly, user-friendly production editing tools will make video language—concepts such as frame, depth of field etc—part of the common vernacular. As immersive and visually stimulating presentation of information becomes the norm, workers will need more sophisticated skills to use these tools to engage and persuade their audiences.

Cognitive load management

Ability to discriminate and filter information for importance and to understand how to maximize cognitive functioning using a variety of tools and techniques. A world rich in information streams in multiple formats and from multiple devices brings the issue of cognitive overload to the fore. Organizations and workers will only be able to turn the massive influx of data into an advantage if they can learn to effectively filter and focus on what is important. The next generation of workers will have to develop their own techniques for tackling the problem of cognitive overload. For example, the practice of social filtering—ranking, tagging, or adding other metadata to content helps higher-quality or more relevant information to rise above the “noise.” Workers will also need to become adept at utilizing new tools to help them deal with the

information onslaught. Researchers at Tufts University have wired stockbrokers— who are constantly monitoring streams of financial data, and need to recognize major changes without being overwhelmed by detail. The stockbrokers were asked to watch a stream of financial data and write an involved email message to a colleague. As they got more involved in composing the email, the FNIRS (functional near-infrared spectroscopy, which measures blood oxygen levels in the brain) system detected this, and simplified the presentation of data accordingly.

Virtual collaboration

Ability to work productively, drives engagement, and demonstrates presence as a member of a virtual team. Connective technologies make it easier than ever to work, share ideas and be productive despite physical separation. But the virtual work environment also demands a new set of competencies. As a leader of a virtual team, individuals need to develop strategies for engaging and motivating a dispersed group. We are learning that techniques borrowed from gaming are extremely effective in engaging large virtual communities. Ensuring that collaborative platforms include typical gaming features such as immediate feedback, clear objectives and a staged series of challenges can significantly drive participation and motivation. Members of virtual teams also need to become adept at finding environments that promote productivity and wellbeing. A community that offers “ambient sociability” can help overcome isolation that comes from lack of access to a central, social workplace. This could be a physical co working space, but it could also be virtual. Researchers at Stanford’s Virtual Human Interaction Lab exploring the real-world social benefits of inhabiting virtual worlds such as Second Life report that the collective experience of a virtual environment, especially one with 3D avatars, provides significant social-emotional benefits. Players experience the others as co-present and available, but they are able to concentrate on their own in-world work. Online streams created by micro blogging and social networking sites can serve as virtual water coolers, providing a sense of camaraderie and enabling employees to demonstrate presence. For example, Yammer is a Twitter-like micro blogging service, focused on

business—only individuals with the same corporate domain in their email address can access the company network.

Transdisciplinarity

Literacy in and ability to understand concepts across multiple disciplines many of today's global problems are just too complex to be solved by one specialized discipline (think global warming or Over population). These multifaceted problems require transdisciplinary solutions. While throughout the 20th century, ever-greater specialization was encouraged, the next century will see transdisciplinary approaches take center stage. We are already seeing this in the emergence of new areas of study, such as nanotechnology, which blends molecular biology, Biochemistry, protein chemistry, and other specialties. This shift has major implications for the skill set that knowledge workers will need to bring to organizations. According to Howard Rheingold, a prominent forecaster and author, "transdisciplinarity goes beyond bringing together researchers from different disciplines to work in multidisciplinary teams. It means educating researchers who can speak languages of multiple disciplines—biologists who have understanding of mathematics, mathematicians who understand Biology." The ideal worker of the next decade is "T-shaped"—they bring deep understanding of at least one field, but have the capacity to converse in the language of a broader range of disciplines. This requires a sense of curiosity and a willingness to go on learning far beyond the years of formal education. As extended lifespan promote multiple careers and exposure to more industries and disciplines, it will be particularly important for workers to develop this T-shaped quality.

Design mindset

Ability to represent and develop task and work processes for desired outcomes. The sensors, communication tools and processing power of the computational world will bring with them new opportunities to take a design approach to our work. We will be able to plan our environments so that they are conducive to the outcomes that we are most

interested in. Discoveries from neuroscience are highlighting how profoundly our physical environments shape cognition. As Fred Gage, a neurobiologist who studies and designs environments for neurogenesis (the creation of new neurons), argues, “Change the environment, change the brain, change the behavior.” One recent study found that ceiling height has a consistent impact on the nature of participants’ thinking. Participants in the study were asked to rate their current body state or feeling. Those who were in the room with higher ceilings responded more favorably to words associated with freedom, such as “unrestricted” or “open”. Those in the lower-ceiling room tended to describe themselves with words associated with confinement. This impact on mood was directly transferred to mental processes; those in the high-ceiling group were more effective at relational thinking, creating connections and the free recall of facts. New generation of the future will need to become adept at recognizing the kind of thinking that different tasks require, and making adjustments to their work environments that enhance their ability to accomplish these tasks.

There is certain other desirable skill which is also needed for future work force such as entrepreneurial skills, financial literacy, life skills, people skills, self-direction, personal and social responsibility, and character and citizenship. When combined with the basic academic skills of the past, these newer skills create a complete student who is ready to enter and thrive in the workforce of the future. “Does the curriculum focus on skills that matter? Are schools teaching what is appropriate and preparing students for what is needed at work? . . . Schools need to step up their efforts to help students gain the cognitive, interpersonal and intra personal skills they will need to become architects of their own lives.”

CHANGING THE EDUCATIONAL PARADIGM TO DEVELOP FUTURE SKILLS

In this fast changing and ever evolving education world, the moot question remains: Is our education system future ready? This is all the more so against the backdrop of a fast changing eco system spurred by a constant generation of technology.

The question was put across to a cross section of seasoned academicians and teachers and most of them concurred that we can be future read provided some serious flaws in the current system are expressly fixed. The following are the important points to be discussed:

- **Embracing the need for big, bold changes.**

Several Experts emphasized that now is not the time for tinkering or for small, incremental changes. We need fundamental, systemic changes.

- **Creating an inspiring sense of purpose.**

Making big, bold changes requires a sense of mission and purpose, and a clear vision.

- **Preparing leaders who can drive the changes that are needed.**

The development and instillation of a sense of purpose and driving systemic changes don't just happen by accident. Leaders with vision, courage, and the ability to attract others must lead these changes. Leaders are needed throughout the educational system, as teachers, principals, and administrators, and as policymakers who have the will that is required to prioritize future skills.

- **Give much greater attention to teachers in efforts to reform education.**

They should be protagonists of education transformation, and need to receive the respect and preparation necessary to become empowered professionals and leaders of the process of change.

- **Learning from other countries about teacher selection and development.**

There is much to learn from other countries in how they select top candidates for teaching, screen them rigorously, assess on the front end, invest heavily in professional development, and provide mentors, tools, and resources for support. Teachers are treated as professionals and are not narrowly measured based on test results. This is a very different paradigm and is one factor producing better educational outcomes. We should learn more about and consider adopting aspects of these paradigms.

• **Involving communities in broader educational efforts.**

Since fewer than 20% of students' waking hours are spent in school, improving educational achievement requires thinking beyond and outside of schools. This includes forming partnerships between schools and communities that result in broad community involvement, and that create an overall culture and climate of achievement. Students' voices should be included as part of this process.

The creations of educational standards have morphed into the belief that the real purpose of high school is to prepare all kids for four-year colleges. This belief was fueled by economists who foresaw a future with only two types of jobs: high-wage, high-skill jobs and low-wage, low-skill jobs. That forecast doesn't appear right. One result from this Three years college paradigm is that 40% of recent college graduates are working at jobs that historically have not required a Three-year degree. 25–30% of all jobs are "middle skill" jobs, requiring some form of post-secondary education. In fact, about half of all STECM (science, technology, engineering, Commerce and math) jobs are middle-skill jobs, which currently pay slightly more than \$50,000 per year. But the educational system has not produced enough workers with middle skills, resulting in a labour shortage. Other countries, such as Switzerland, combine classroom and workplace learning to produce far more middle-skilled workers. The economy in Switzerland is strong and the youth unemployment rate is under 5%. This is an important area where we must change its paradigm. Several states are now working to strengthen vocational education programs to meet the demands in this high growth area.

CONCLUSION

The results of this paper have implications for individuals, educational institutions, business, and government. To be successful in the future, individuals will need to demonstrate foresight in navigating a rapidly shifting landscape of organizational forms and skill requirements. They will increasingly be called upon to continually reassess the skills they need, and quickly put together the right resources to develop and update these. Workers in the future will need to be adaptable lifelong learners.

Educational institutions at the primary, secondary, and post-secondary levels, are largely the products of technology infrastructure and social circumstances of the past. The landscape has changed and educational institutions should consider how to adapt quickly in response. Some directions of change might include:

- Placing additional emphasis on developing skills such as critical thinking, insight, and analysis capabilities
- Integrating new-media literacy into education programs
- Including experiential learning that gives prominence to soft skills—such as the ability to collaborate, work in groups, read social cues, and respond adaptively
- Broadening the learning constituency beyond teens and young adults through to adulthood
- Integrating interdisciplinary training that allows students to develop skills and knowledge in a range of subjects
- Creating a vision for drastic changes in education.
- Focusing on closing the achievement gap by working to improve the bottom half or quarter of all schools
- Investing in professional development for teachers.
- Finding the best programs in the country and helping to connect and scale them. Invention is not necessary, but rather the sharing of best practices and scaling.
- Building networks for connecting people and sharing information.

Businesses must also be alert to the changing environment and adapt their workforce planning and development strategies to ensure alignment with future skill requirements. Strategic human resource professionals might reconsider traditional methods for identifying critical skills, as well as selecting and developing talent. Considering the disruptions likely to reshape the future will enhance businesses' ability to ensure organizational talent has and continuously renews the skills necessary for the sustainability of business goals. A workforce strategy for sustaining business goals should be one of the most critical outcomes of human resource professionals and should involve collaborating with universities to address lifelong learning and skill requirements.

Governmental policymakers will need to respond to the changing landscape by taking a leadership role and making education a national priority. If education is not prioritized, the risk compromising our ability to prepare our people for a healthy and sustainable future. For Indians to be prepared and for our businesses to be competitive, policy makers should consider the full range of skills citizens will require, as well as the importance of lifelong learning and constant skill renewal.

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ASSESSMENT OF PERSONALITY OF ADOLESCENT GIRLS

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ABSTRACT

Personality is a set of individual differences that are affected by social and cultural environment of an individual, values, attitudes, personal memories, social relationships, habit and skills. One's personality is one of the important factors that affect the selection of various things in everyday life. 100 adolescent girls from Kannur District of age between 13-18 was selected for the study. The investigator used the tool developed by IPIP to assess the personality of the respondents. The selected samples were given both the proforma for assessing. On the basis of the outcome of the responses marked in the personality test, the respondents were classified into Extroversion(E), Agreeableness(A), Conscientiousness(C), Neuroticism(N), Openness to experience(O). Among 100 samples surveyed majority of the adolescent girls belonged to extroversion, followed by openness to experience, conscientiousness, agreeableness and neuroticism respectively.

Key words: *Personality, Adolescent girls, Extroversion, Conscientiousness.*

INTRODUCTION

Personality is a set of individual differences that are affected by social and cultural environment of an individual, values, attitudes, personal memories, social relationships, habit and skills. One's personality is one of the important factors that affect the selection of various things in everyday life. Any individual select house, cars etc.based on their personality.

The term personality trait refers to enduring personal characteristics that are relived in a particular pattern of a behavior in the variety of situation. According to Maurus, J (2003), personality traits influence personal values and attitudes, predict cognition emotional mood effect and behavioral patterns. Not only are the selections of clothing and fashion but also reflecting and managing these factors are clearly related to personality. There are different personality classifications.

As per IPIP classification, Extroversion (E), is the personality trait of seeking fulfillment from sources outside the self or in community, agreeableness (A), individuals who adjust their behavior to suit others, Conscientiousness(C) is the personality trait of being honest and hard-working, Neuroticism (N) is the personality trait of being emotional, Openness to experience (O) is the personality trait of seeking new experience and intellectual pursuits.

METHODOLOGY

The area selected for the study was Kannur District. Kannur District was selected because of the convenience of the researcher to conduct the study.

100 adolescent girls of age between 13 and 18 (Hurlock, 2002) were selected for the study .the samples are selected by random sampling method from Kannur District. A random sample is a sample selected from a population in such a way that every member of population has an equal chance of being selected and the selection of any individual doesn't influence the selection of any other. (Kothari, 2001).

The proforma developed by IPIP (International Personality Item Pool) was used to assess the personality of the selected adolescent girls. The data was collected by distributing the tool to the selected sample. The collected data was presented, analyzed, interpreted.

RESULTS AND DISCUSSION

The results pertaining to the study “Assessment of personality of adolescent girls” is presented and discussed.

Demographic information of the respondents

Table 1
Age of the respondents

Age	No. of respondents
13-14	20
15-16	45
17-18	35

From table 1 it is understood that majority (45%) of the respondents surveyed belonged to the age group of 15-16 years followed by 17-18 years (35%).

Table 2
Religion of the respondents

Religion	No. of respondents (n=100)
Hindu	36
Muslim	7
Christian	57

From table 2 it is revealed that 57% of the respondents were Christians and 36% of them were Hindus and remaining 7% were Muslims. 76% of the respondents belonged to the nuclear family and the remaining respondents belonged to joint family. 76% of the respondents hail from rural area while 24% is from urban area.

Table 3
Monthly income of the respondents

Income	No. of respondents (n=100)
Below 5000	----
5000-15000	44
15000-25000	40
25000 and above	16

Table 3 indicates that 44% of the respondent's family income is in between 5000-15000 and monthly income of about 40 % of the respondents is up to 15000-25000.

Personality distribution of the respondents

Based on the information collected by the personality analysis tool shown in Appendix I the following observation was found.

Table 4
Personality distribution of the respondents

Category	No. of respondents
Extroversion (E)	28
Agreeableness (A)	18
Conscientiousness (C)	19
Neuroticism (N)	11
Openness to experience(O)	24

This table shows the types of personalities considered. Among 100 samples surveyed 28% of the adolescent girls belonged to extroversion which is the personality trait of seeking fulfillment from sources outside the self or in community. 19% of the respondents were highly conscientiousness, the personality trait of being honest and hard-working. 18% had the trait of agreeableness who adjust their behavior to suit others. Only 11% belongs to neuroticism which is the personality trait of being emotional.and 24% belonged to the category openness to experience who seeks new experience and intellectual pursuits.

CONCLUSION

Among the sample surveyed 28% of the adolescent girls belonged to extroversion personality trait, 24% belonged to the category openness to experience, about 19% of the respondents belonged to conscientiousness category, 18% belonged to agreeableness trait and only 11% belonged to neuroticism.

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REWORKING OF FANTASY AND ADVENTURE IN THE CONTEMPORARY WORLD: A READING OF SUNITI NAMJOSHI'S ADITI SERIES

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ABSTRACT

Indian Literature owes its debt to oral tradition, mythology, folktales, legends and Classics. The vast reservoir of traditional literature: *Panchatantra*, *Katha Saritsagar*, *Jatak* have been a perennial source of stories for children. In India, child has remained an integral part of family and the nucleus of community life. Only in recent times, child has gained a separate identity and this is reflected in the modern literature for children. The concept of Children's Literature as a separate discipline has originated from the west and English language plays an integral role in its growth. Children are enchanted by the fascinating worlds. The children's authors from India too are coping well with their fantasy fiction, such as Chatura Rao with *Amie and the Chawl of Colour*, Suniti Namjoshi with the *Aditi Series*, and Vandana Singh with *Young Uncle Comes to Town*. With *Aditi and the One-Eyed Monkey* Namjoshi began her journey with a brave little girl Aditi. She travelled across the world with extraordinary friends such as a one-eyed monkey, a tiny little ant, an elephant named Beautiful, a fire dragon, Goldie and the river dragon, Opal. The little girl is not confined to the closed Indian world. Like any child in the world, she too has desires to know more about the world, people and creatures of distant lands. Aditi embarks on adventures across the globe to help strangers in complicated situations. Each situation provides her with new discoveries and the things that concern Aditi and her companions are universal. The paper explores the role of fantasy as a literary strategy at the narrative level. Multidisciplinary, diasporic and transnational, Namjoshi's work voices across states and nations and across the disciplines of gender, sexuality and geo-

politics. In recent years, her experimentation with children's literature has enriched the subject and she creates a female-centered universe. The centering of Aditi like Alice in *Alice's Adventures in Wonderland*, has evoked a sense of uniformity in restructuring the male-centric universe.

Key words: *Fantasy, Reality, Children's Literature, Transnational and Gender roles*

Good books can do much for children. At their best, they expand horizons and instil in children a sense of the wonderful complexity of life...No other pastime available to children is so conducive to empathy and the enlargement of human sympathies. No other pleasure can so richly furnish a child's mind with the symbols, patterns, depths and possibilities of civilization. (Landsberg)

Every country has its own collection of traditional stories. Myths developed as a way of explaining natural phenomena such as the creation of the earth, the changing seasons, day and night, and floods and drought. Hero legends grew up around charismatic characters, who frequently acquired supernatural powers. Fables dealt with useful advice and everyday truths. Folk and fairy tales provided psychological satisfaction through reward and punishment. The popularity of these traditional stories led to the development of modern fantasy stories in children's literature.

The children are known for their curiosity and vivid imagination. They cannot distinguish between fiction and the real world. The fantasy mirrored in children's literature is likely to influence the coming generations of children and parents. Just like fantasy for adults, fantasy for children has long been ignored and intentionally excluded from national and or high literature. But at the turn of the millennium, fantasy has succeeded in firmly establishing itself as a discipline. Kathryn Hume has made an interesting observation:

All literature is the product of two impulses. These are mimesis, felt as the desire to imitate, to describe events, people and objects with such verisimilitude that others can

share your experience; and fantasy, the desire to change givens and alter reality – out of boredom, play, vision, longing for something lacking, or need for metaphoric images that will bypass the audience’s verbal defences (20).

Fantasy is highly topical and carries increasingly social, philosophical, ethical and depth psychological implications. Fantasy literature mirrors, digests and comments upon the state of society. Since time immemorial fantasy and its elements have permeated first oral traditions, and then written literary history. By introducing exotic features, worlds or entire universes, fantasy creates an area safely distanced from the current disturbing reality. It is in this fantastic realm that space is permitted for a detached discussion of actual issues. Transposition into another realm offers a temporary escape from real life.

The literary heritage of Children’s Literature possesses stable and reliable elements which act as fixtures in the inventory of fantasy narration for children. Allsobrook describes children’s literature as one of “the numerous semi-autonomous cultures which have always existed alongside the dominant culture and it has a continuous and influential history on social, intellectual and artistic changes” (420). The dichotomy between good and evil is replete with ensuing conflict between its respective representatives; the villain and the hero. The hero’s obligatory quest and accompanying journey symbolises his acculturation and initiation.

The contemporary children’s fantasy is teeming with hybrid forms. It has enlarged its horizon with the use of a number of narrative forms which function as internalized structuring devices. Fantasy is one such internalized structuring devices which point to the self-referentiality of a text. A fantasy text constructs an autonomous universe with its own rules and laws. Far from being a homogenous field, fantasy encompasses wide spectrum. Animal Fantasy is traditionally a favourite enduring form of children’s fantasy. Such a fantasy features a community of sentient loquacious animals as its main characters. Animal fantasies further tell allegorical stories of the animal kingdom, easily transferable to human society.

Suniti Namjoshi, an innovative writer of twenty first century, has displayed in a very remarkable way her literary talents and experimented with a variety of literary forms- poems, novellas, novel, fables and children's fiction. Diasporic and transnational, the writer, within the framework of postcolonial discourse, attempts to construct an 'alternative universe' in textuality. The author herself fascinated by myths and fables is in the process of subverting them. In her retelling of fairy tales through inter-textuality and fantasy, Namjoshi bears resemblance to Margaret Atwood and Angela Carter. She makes use of fantasy for reconstruction or recreation not as a means of escape from the world of harsh sordid realities. Fantasy serves as a convenient vehicle to impart her radical feminist views.

In constructing an alternative political identity, Namjoshi undertakes a comparative approach in selecting subjects for producing a neo-textual universe and a comparative study of cross-cultural identities remain central to the analysis of her works. *Aditi and the One-Eyed Monkey* and *Aditi and the Thames Dragon* are a part of the delightful genre of children's fantasy fiction. Tales of friendship between animals and humans often lead to ad-venture and learning. Wonderful lessons and little wisdoms have been brought out through exciting events and humorous interactions.

Children's literature of the fantastic suggests battles between the powers of lightness and darkness. The children are imbued with the key attribute of being free from parents. They are the ones who provide cautions which would prevent the child characters from stepping through time travelling. In order to engage with unknown situations, environments and beings, known territory has to be left behind. Another reason for the absence of adults and their authority is the fact that their rationality is often incompatible with imagination and play and would only hinder the children's creativity. With the increased amount of freedom, more possibilities for fantastic encounters arise. The fantasy introduced in children's real worlds can make the unbelievable believable. Thus an intact family unit defeats the concept of fantasy but it points out the fundamental

conflicts between the fantastic and rational views of the world, or between the child's view and the adult's.

Gender is an interesting feature of the contemporary hero. Whereas the traditional fantasy hero used to be mainly male, this imbalance has been shifted in favour of a more balanced distribution. In the course of emancipation, female heroes were admitted into the ranks of potential heroes and considered fit to set out on quests as well. Additionally, she is no longer solitary. *Aditi and the One-Eyed Monkey* tells the tale of a young girl who naturally undertakes a perilous journey to find and slay a dragon. In the book the main character Aditi is a princess, whose kingdom is threatened by a dragon and she is offered to the dragon in exchange for his promise to spare the kingdom from destruction. He makes an agreement with the King and Queen, Aditi's parents, that he will not take the rain-water if they send Aditi, unaccompanied by any human, to him. At this juncture, three unlikely friends come to her aid; a monkey who sets out to explore the world, joined by a curious ant and an elephant trying hard to be aggressive.

Along with evil, magic is one of the oldest elements in fantasy literature. Children's fantasy cannot exist without this popular and productive element. Magic is an entity capable of shaping time and space which permits the widening of horizons of expectation and action because it creates new and impossible constellations and situations. With the new media and their influence manifesting themselves in fantasy for children, modern magic mirrors their progress. The stories in the Aditi series are in accordance with the traditional fairy tale and *Panchatantra* like fable with magic.

The groups of four make the journey to the dragon's residence armed with sword of courage. The elements of fantasy include the magical cloak of invisibility and a ball of magic clay. They meet with a variety of exciting creatures including lions guarding a sage and bunch of hooligan monkeys. Thus they encounter many adventures but always prove victorious. They work together as a team and use magical tools employing common sense and bravery. The female protagonist, although treated like a possession shows her intelligence and individuality by subduing the dragon with love and

renders him harmless. Aditi's journey can be interpreted as feminist metaphor for love, peace and friendship conquering selfishness, destruction and veridity. The story through its exciting and unexpected twists and turns teaches the fundamental truths of friendship and loneliness. Concealed behind this simple, interesting adventure story for children lies a feminist tale of fantasy.

In *Aditi and the Thames Dragon*, Aditi and her friends are summoned for help by twins -Roshan and Rohit, who live near Shadwell Park in London. This delightful sequel follows a more contemporary adventure of the original four friends with the addition of the dragon that they had befriended in the first book. The postal parrot brings a cryptic letter with a British stamp for Aditi and friends. The five travel to London and discover that the River Thames is slowly being poisoned, and a River Dragon is dying in its waters. The children strategize on how to save the habitat of the dragon and finally seek the help of a local television personality to bring the dragon's plight to public attention and finally save the river and dragon from an untimely demise. The troop's experiences in London, from the British Museum to a media office, are exciting. The book interweaves fantasy, environmental issues and emotions to make an interesting story. The characters with ethnic names are placed in circumstances and locales in mainstream Indian and British life.

Aditi and Her Friends Take on the Vesuvian Giant revolves around Goldie, the missing dragon. Aditi and the adventurers set out in search of him. On the way, they meet Sybil, an ageing, wise woman, who informs them that the Vesuvian Giant wanted Goldie for a friend and had trapped him. Aditi and her friends set out to rescue him from the giant and the spell of a magic mirror. The Sybil in this book is inspired by the legend of the Cave of the Sybil in Cumae. The Aditi series also include *Aditi and the Marine Sage* and *Aditi and the Techno Sage*. *Aditi and the Marine Sage* sews fairytale adventure into contemporary mode, complete with hi-tech gadgetry and laser beam spewing dragons. In the book Aditi and friends are on a mission again to the depths of the Great Barrier Reef. They experience flights on dragon back over blue-green oceans to trips underwater. It

really calls forth the skilled touch of a writer who is sensitive to emotion and receptive to technology.

The Aditi Series is inseparably linked with the traditional and modern quest. Aditi, the quester tries to find and establish the meaning of the world, and her own position in it. It can be observed that social outsiders; here the animals are given more chance in a quest than in reality. Accompanied by these helpers, the quester sets out on a purposeful journey during which she has to overcome obstacles and adversaries in order to reach both goal and reward. The departure from home is indispensable for initial destabilization and opening for new things and impressions. It is only by leaving her familiar environment unknown territory and dangers can be explored. Usual boundaries offer no further development, strange places and beings offer a challenge to the heroine to extend her limits and horizon.

The hero's journey can be divided into three main phases: The departure, the adventurous journey itself and the return. Preserving the world is one new element of the quest. Aditi and her companions fight against the total destruction of the planet, world or society. The public awareness of a progressive destruction of the environment through pollution and ruthless overexploitation of nature is reflected through the characters. The traditional quest only focusses on the hero's attempt to free world or society from harmful influences such as war, power-hungry tyrants or dangerous beasts such as dragons.

Accordingly, the kinds of obstacles change when the hero proceeds for a successful completion of the quest. The obstacles are no longer local and can stretch over the entire globe. Aditi's journey literally becomes a world-tour. With the quest shifting more towards the internal, psychological and spiritual aspect, the external journey graphically symbolizes its inner counterpart. The new elements of the longer journey with increasing difficulties represent the more and more complex inner conflicts the hero is exposed to. A further innovation is a marked tendency towards a plurality of worlds.

The Aditi series is set in different parts of the globe — a small village in Maharashtra, London, Heron Island (the Great Barrier Reef), Stony Lake (Canada) and in Mount Vesuvius, Italy. However, Aditi is not in a limiting 'Indian' world. Like any child in the world, she too has desires to know more, about the worlds and peoples and creatures of distant lands. Aditi and her friends live in Phaltan, a small town in Satara district of Maharashtra. That is the location and consciousness they start from to Suniti. Though clearly Indian her characters are reflective of a global sensibility. Peopled by eastern and western characters her books deftly mix Beowulfian monsters with Indian queens and sages. They demand an ability to make imaginative leaps flexibly cross cultural boundaries. The things that concern Aditi and her companions are universal - pollution of the Thames, the Shark and its tale of survival. The stories accommodate ruminations on identity, perception, memory and reality.

Suniti Namjoshi gives adequate representation to women and animals. She crosses and erases borders – national, cultural, gender, and narratological – and proffers a transgressive, even subversive, commentary on mainstream traditions both Eastern and Western. Namjoshi occupies instead a “third space,” an interstitial location between nations and cultures, as theorized by Homi Bhabha. The third space, the in-between space, works at various levels of subjective-knowledge enquiry and a discursive field is created in her work. As a diasporic subject in the West, she takes an Asian perspective; as an immigrant in the West, she develops an alien perspective. Through these dimensions in her writing, she deconstructs the male- centered spaces and sites as perceived in the west and east.

Theorizing the concepts of hybridity and the creation of the third space, Bhabha claims that the “productive capacities of this Third Space have a colonial or postcolonial provenance” and it is a way of exploring an “alien territory” [textual / terrestrial space] that “may open the way to conceptualizing an international culture, based not on the exoticism of multiculturalism or the diversity of cultures, but on the inscription and articulation of culture’s hybridity” (37-38). Namjoshi’s writing fits into a discourse which

constructs an alien territory and her themes are very much interrelated to the crucial understanding of the third space.

The role played by animals in Namjoshi's fictive world has been multidimensional. She identified animals in a humanist universe which has been male-centered historically. Women together with birds and beasts are treated as the 'other'. The animals chosen by Namjoshi as characters for her fables, novels and poems are often bearers of multiple differences: the donkey chosen as a protagonist of many fables is not only an animal in a world dominated by humans, but her fur is naturally blue, a thing that disquiets everybody and that raises questions of normativity. The blue donkey is first scorned and later exploited as a tourist attraction. In the same way, the One-eyed Monkey, a character introduced in *Feminist Fables* and later finds a pivotal place in *Aditi*, has been seriously discarded. The fact that the animals she uses are often female is another marker of difference, pointing at their affinity with women in terms of difference. The fact that their names are capitalized – “the Blue Donkey”, the “One-Eyed Monkey”, “Cow” etc. – is also indicative of the author's will to grant them subjectivity, since animals are not usually given capital letters and their individuality is usually denied.

Animals who are able to talk, are common in the folk tales of many cultures. In Indian mythology, Hanuman is the monkey chief of the magical tribe who in *The Ramayana* helps Rama freeing Sita from captivity with magical powers; in one episode even jumps from India to Sri Lanka in one single leap. Hanuman is also the protagonist of many other legends and local tales. Another Hindu deity, Ganesh, is a combination of man and animal, half human and half elephant. As a matter of fact, in Hinduism there is no clear distinction between humans and animals, as Namjoshi herself tells us.

The idea that texts are produced in relation to the already embedded codes links with the notion of intertextuality. Literature for children has to tread a careful path and must leave enough intertextual space. Thus it is a formal conservative genre charged with the responsibility to initiate young readers into the dominant literary codes of culture. The important feature is that Namjoshi's feminist dystopias are not set in the near or distant

future, like Atwood's novel for instance. Like Swift's *The Gulliver's Travels*, one of Namjoshi's main influences, the characters travel to a distant land where society has completely different rules. In the process the characters come across an alternative reality.

Under the new viewpoint of hybridity and liberalism, crossover literature fits in well with the topical, globalization. The dissolving of strict demarcations between literature for children and literature for adults does not necessarily mean that children's literature itself disintegrates and becomes one with adult literature. Crossover literature adapts to plots and characters of interest to children. The spectrum of children's literature is broadened by subjects such as environmentalist concerns, politics or philosophy. In children's fantasy crossing borders is becoming more and more natural and establishes itself as an accepted way of varying the genre and its parameters. By definition fantasy actually encourages liberalism more than other genres, as its core consists of imagination and play with possibilities. With its conscious, playful mix of form and content of many different genres, Suniti's *Aditi* series is exemplary for this development of border crossing in literature.

The future development of fantasy novels for children will be marked by the new media and other technical innovations. Suniti Namjoshi's contribution to the genre is a hybrid one that gives adequate representation to the traditional forms of fantasy and high-tech fantasy. The fantasy worlds that the author creates are but a mirror of our own, and the fantasies give surprising insights into reality. Through *Aditi* Series, she heralded the children's literature of a different kind: part adventure and part fantasy, but set in a contemporary world. It's indeed a bold experimental trend in children's literature.

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FASHION TRENDS AMONG EARLY ADULTHOOD WOMEN

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ABSTRACT

Fashion is a style that has been accepted and used by the majority of the people in any one group at a one time. Technological upliftment has brought tremendous changes in the fashion field. Consumers constantly monitor the fashion market and look for upcoming trends and collection. Normally adolescence is a period when the individual shows their personal preference in the choices they make. This trend may be continued to the early adulthood period also. As a result they are attracted to new fashion trends and purchase fashionable items to be more expressive. The clothing habit and purchasing behaviour of the women in early adulthood were studied in the present project. The study throws light on the fashion preference of the women belonging to the early adulthood period. It is seen that these women also tend to be fashionable and look for variety in dress. They prefer to buy mostly light coloured clothing styles which are available in the retail stores. They give more preference to decency than comfort.

Key words: *Fashion, Early Adulthood, Clothing Preference, Purchase Behaviour.*

INTRODUCTION

Fashion is a style that has been accepted and used by the majority of the people in any one group at a one time. The person prompted to follow fashion are called fashionable. All prefer to appear attractive and notable. Compared to olden days we have efficient technologies for new fabrics, new designs, printing and new varieties. These increase in availability of fabric style and other accessories has influenced the consumer's

purchasing behaviour. Consumer constantly monitor the fashion market and look for upcoming trends and collection

Normally adolescence is a period when the individual shows there personal preference in the choices they make. This trend may be continued to the early adulthood period also. Especially this is the period adult women get married in the Indian content. So they have more concern about their outlook, to impress their new family members. So they are attracted to new fashion trends and purchase fashionable items to be more expressive.

METHODOLOGY

The area selected for the study was Aluva taluk in Ernakulum district. The area was selected because of the convenience of the researcher and the availability of enough samples with the set characteristics of the study.

According to Hurlock, early adulthood period extends from age eighteen to approximately age forty. 50 married women belonging to this age group from Aluva were selected for the study.

A questionnaire was developed by the researcher to collect information from the subjects. The questions pertaining to the clothing habit and purchasing behavior were included in the questionnaire.

The investigator met the married women at their residence. The questionnaire was distributed to the subjects to collect information regarding clothing habit, purchasing behaviour and wardrobe collections. After the survey, the information was consolidate and tabulated.

RESULTS AND DISCUSSION

The results pertaining to the study “Fashion trends among early adulthood women” is presented and discussed.

Demographic information of the respondents

Demographic information of the 50 respondents surveyed were analysed and given below:

Table 1
Age of the respondents

Age	No . of respondents	%
18 - 23	30	60
24 - 29	10	20
30 - 40	10	20

From table 1 it is seen that majority (60%) of the respondents surveyed belonged to the age group of 18 -23 years followed by 24-29 (20%) and 30-40 (20%) years.

Table 2
Monthly income of the sample

Income	No .of respondents	%
Below 5000	-	-
5000 - 15000	18	36
15000 - 25000	25	50
25000 and above	7	14

From table 2 it is revealed that about 50% of the sample had a monthly family income between 15000 to 25000, followed by 36% of the them whose income was between 5000 to 150000 and 14% of them had income above 25000.

Purchasing behaviour of the respondents

The purchasing behaviour of the respondents were studied. Details regarding their planning for shopping, frequency of shopping, place of shopping and inspiration for buying were studied and results are summarised below.

Table 3
Planning for shopping

Planning for shopping	No. Of respondents	%
Always	8	16
Sometimes	38	76
Never	4	8

Table 3 shows that more than 76% of respondents sometimes planned their shopping ahead. 16% of them planned always and about 8% of the respondents never planned their shopping.

Table 4
Frequency of shopping

Frequency of shopping	No. Of respondents	%
Once in a month	10	20
Once in a week	7	14
Once in a year	5	10
Only in a needed	28	56

From table 4, more than half of the respondents (56%) went for shopping only when needed. 20% of them shopped once in a month while 14% and 10% of them went for shopping once in a week and once in a year respectively.

Table 5
Place of shopping

Place of shopping	No of respondents	%
Online	7	14
Wholesale	3	6
Retail	20	40
Mall	10	20
Exhibition	-	-
Boutiques	10	20

From table 5 it is clear that about 40% of the respondents buy their garments from retail stores followed by 20% each of them purchased from mall and boutique. 14% of them opted online purchase. Only 6% of them preferred to buy from wholesale shops.

Table 6
Inspiration for buying

Inspiration for buying	No of respondents	%
Friends	7	14
Family	5	10
Style in store	32	64
Celebrities	4	8
Magazines	2	4

From table 6, it is understood that 64% of respondents were inspired by the styles available in the stores followed by friends (14%), family (10%), celebrities (8%) and magazines (4%).

Clothing preference of the respondents

Table 7
Follow current trends

Follow current trends	No of respondents	%
Always	16	32
Sometime	30	60
Never	4	8

Form table 7, it is seen that about 60% of the sample follow current trends sometimes. 32% of them always followed current trends and only 8% of them never followed current trends.

Table 8
Costume preference based on occasion

Occasion	Costume	No of respondents	%
Casual	Salwar and kameeze	12	24
	Nighty	10	20
	Leggings and top	26	52
	Any Other	2	4
Formal	Saree	14	28
	Skirt and top	6	12
	Frock	10	20
	Any other	20	40
Party	Lacha	4	4
	Saree	10	20
	Masakali	14	28
	Any other	22	44

From table 8, it is revealed that most of the respondents used leggings and tops (52%) for their casual wear followed by salwar kameeze (24%) and nighty (20%).

Most of the respondents used other garments like gown (40%) for their formal wear followed by saree (24%), frock (20%) and skirt and top (12%).

Most of the respondents used other garments like gown (44%) for their party wear followed by masakali (28%), saree (20%) and lacha (4%).

Table 9**Material preference**

Material	No of respondents	%
Cotton	25	50
Linen	3	6
Silk	9	18
Wool	3	6
Jute	3	6
Synthetic	2	4
Rayon	5	10

From table 9, it is seen that half of the respondents preferred cotton fabric as they are comfortable to wear, followed by silk (18%) and rayon (10%). 6% each of them preferred linen, wool and jute. Only 4% of them preferred synthetics.

Table 10**Colour preference**

Colour preference	No of respondents	%
Bright	12	24
Dark	14	28
Light	24	48
Dull	0	0
Any other	0	0

From table 10, it is clear that most of the respondents (48%) preferred light coloured costumes while 28% of them preferred dark coloured dress materials. 24% of them preferred bright colours.

Table 11
Design preference

Design preference	No of respondents	%
Printed	13	26
Plain	9	18
Embroidery	28	56
Any other	0	0

From table 11, it is seen that more than half of the respondents (56%) preferred embroidery design for their garments. Less number of respondents preferred printed (26%) and plain (18%) design in the selected fabric.

Table 12
Occasion preference for purchase

Occasion	No of respondent	%
To attend special function	14	28
Birthday	4	8
Anniversary	2	4
No special occasion	20	40
Impulse buying	10	20

From table 12 most of them (40%) do not look for special occasions for purchasing dress. 28% of them purchased dresses to attend special functions. 20% of them did impulse buying.

Table 13
Use of matching accessories

Use	No of respondent	%
Never	10	20
Sometimes	23	46
Always	17	34

From table 13 it is clear that most respondents (46%) bought matching accessories sometimes (jewels ,handbags ,slippers etc.) along with the garment. 34% of them always used matching accessories. 20% of them were never concerned about the matching outfit.

Table 14
Expenditure on clothing per year

Amount	No of respondents	%
Below Rs 1000	0	0
Rs 1000 -5000	4	8
Rs 5000 -10000	20	40
Above Rs 30000	24	24

From table 14, it is clear that 40% of the respondents spent about Rs.5000-10000 on clothing per year. 24% of them spent above Rs.30000 per annum. No one spent below 1000 for clothing per annum.

CONCLUSION

The study throws light on the fashion preference of the women belonging to the early adulthood period. It is seen that these women also tend to be fashionable and look for variety in dress. They too give importance to the wardrobe collections which follow

the latest trends. They prefer to buy mostly light coloured clothing styles which are available in the retail stores. They give more preference to decency than comfort. In short the need for fashion still prevails in the early adulthood period.

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ISSN 0975-5101