



Voice of Research

*An International Peer Reviewed Journal for
Change and Development*

ISSN 2277-7733
Volume 6 Issue 3,
December 2017

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EDITORIAL

The research output emanates as a consequential feedback in the spectrum of education intending more towards transforming and modifying our educational system. The whole social, political, economic, technological, ideological scenario is in transition, how can educational system afford to retain the same age-old traditions? There is an underlying feeling that it is high time for our educational institutions to replace conventional modalities with approximate demanding situations encouraging inputs from existing researchers into the educational practices. Education also creates certain behavioural traits which makes mankind inward looking and peep into character building modes of individuals and by means helps to check institutional aberrations. Thus, we have now a change role of education from skill improvement to making social welfare.

Professional institutions are being perceived as those institutions that systematically work to develop their capacity to become responsive to the developments taking place all over to develop their ability to continuously adapt and transfigure as per the demands and expectations.

The volumes draw attention of our academia that research by researchers and students at the university level and practitioners at the school level who actually have to manage the show, do not provide meaningful inputs to make the school elevate from the present position. The volumes sensitize the school practitioners to the importance of this vital input as well as give direction to facilitate our practitioners to carry out such exercises with proper plan of action and monitoring at every stage as one proceeds further.

The contents of this issue of Voice of Research are well researched and thought provoking. These have raised and addressed multi-dimensional issues of society, culture and development. An effort has been made to make the contents of the issue relevant, authentic, and up-date. Academic value part, this issue gives food for thought to the development, thinkers and the policy makers. The readers can also use this issue as reference in their research work and also for teacher educators. It can provide an insight to the various aspects.

Regards,
Chief Editor,
Voice of Research

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INTELLIGENCE AND SOCIAL ADJUSTMENT OF JOINT AND NUCLEAR FAMILY CHILDREN STUDYING AT HIGH SCHOOL LEVEL

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ISSN 2277-7733

Volume 6 Issue 3,

December 2017

Abstract

Indian society is always considered as traditional and well cultured society due to its joint family system since ancient times. Family plays very significant role in development of children. The impact of globalization and modernization resulted into breaking of traditional system of joint family into nuclear family in India. The Joint and nuclear both type of systems of families have their own advantages and disadvantages in terms of raising of children and providing facilities to family members. The present study is an attempt to compare the intelligence and social adjustment level of children belonging to joint and nuclear family. To study the impact of family type on intelligence and social adjustment of high school students a sample of sample of 2400 students belonging to joint and nuclear family has been selected. The intelligence and social adjustment score of children belonging to joint and nuclear family is compared using t test. It has been found that children belonging to joint family having better intelligence and social adjustment than the children belong to nuclear family at high school level.

Keywords: Intelligence, social-adjustment, joint family, Nuclear family, high school level

Home, family or a household is the oldest and fundamental unit of any Society. Family is considered as a group of people that includes grandparents, adults, youngsters, husband –wife and their children. They all are related to each other as Mother-Father, brother-Sister or brother-brother and so on. In some old societies, servants were also considered as family members. That is why, the origin of English word ‘Family’ is considered to be from ‘Famulus’ which means servant. Thus, a family is a small society which is generally organized by Mother-Father and one or more children. This is the simplest form of a family. Its complicated form can be observed in some joint families of India, in which, in addition to mother-father and their children, there are maternal uncle-aunt, paternal uncle-aunt, and grandparents and so on living together.

According to D.N Mujumdar, “A family is a group of individuals staying in one house, under one roof, who are blood-related and firmly attached to each other by essential interests and mutual bindings”

Basically family is a primary group, which is eternal and sensitive. It has been developed slowly, in which mother-father are given responsibility of upbringing their child right from the birth to reaching up to adult hood. The members of family stay at one place and live life together in which care and love plays very important role. Family is mixture of joy, happiness, anger, fear, surprise, disgust. Members of family are connected to each other with emotions, and relations.

Salient Features of Family

A family provides stability a stable sexual relationship between a man and a woman. It is a Universal institution, which is found in each and every part of the world, though its forms may be different. Members of a family are emotionally attached to each other and provide emotional support to each other which is the basis of their relations and bonding. A family consists of generation of parents living together provide security, care and emotional stability to each other. The small family consists of parents and their children only. In such family, sometimes members especially children feel isolated and emotional insecurity.

Nuclear family vs. Joint family

Composition: A typical nuclear family consists of a husband, a wife, a couple of children. The number of members is very few in a nuclear family. In a joint family system, the number of dependents living under the roof is much larger. Those living with a joint family may include, grandparents, married brothers, and sisters, wives of sons, grandsons, granddaughters, other dependents and relatives.

Responsibility: The responsibility of a nuclear family rests on the couple. The joint-family system lays down a responsibility on the head of the family. The elder trains the younger ones for different occupations, marries them, give them a start in life, and takes care of the family responsibility and hold firm control.

Bond of unity and affection: Compared to nuclear family, there is higher bond of unity and affection among different family members and relations in a joint family. In a joint family, the prosperity and adversity of the family are shared equally.

Subsistence: The subsistence of a nuclear family is dependent upon either on husband or wife, or both. A joint family system ensures a minimum of subsistence to all the members of the family.

Freedom: In a nuclear family, the young couple gets more freedom. They can freely do the things that they like. They can also take risk with their money and display their enterprising nature. In a joint family, the individuals get less freedom. The family members have joint rights in family property and wealth. There is less scope for the development of individuality.

Role of social adjustment and Intelligence

Adjustment of members with each other and to a situation plays very significant role in success of any system. Social adjustment is an attempt of an individual to consider the standards, values and desires of a society to be accepted. It is the reaction to the demands and pressures of a social setting imposed upon the individual. It refers to various types of social and interpersonal relations in society. Social adjustment is the dealing of any situation with new standards and values as per societal and family standards. It requires possession of certain skills and competencies in a person, termed as social skills and social competency. Social skill is the specific set of abilities including cognition, verbal and non verbal behavior that are required for effective social performance. On the other hand, social competence is referred as overall ability of the person to behave favorably on his/her social setting. Basically social adjustment is the meeting of societal desires with social competency.

Intelligence refers to the ability of a person to perceive and retain the information and be able to apply in novel situation. It plays a very important in human life to understand the situation and solve the problems. It is helpful to understand and handle critical conditions and situations of life. It is a cognitive process which gives capacity to learn, comprehend information, ideas to solve problems of everyday life. It also refers to the ability of a person to get experience, think and develop ideas and to communicate it effectively.

It is assumed that social surrounding plays very important role in development of intelligence and capacity of social adjustment among people, exposure to variety of situation since inception certainly develops special ability of intelligence, emotional intelligence and social adjustment.

Need and Importance of the Research

Family is the single most important influence in a child's life. From their first moments of life, children depend on parents and family for protection and fulfillment of needs for survival. Parents and family form a child's first relationships and considered as child's first teacher. They are the role models for child to act and experience the world around him/ her. Before entering in formal education system a child learn adjustment and building of capacity through interaction with parents and other family members his/her early years of life, families play an important role in molding the behavior of children in early days of their life.

Family is the only place where children get genuine affection and get training of socialization. Joint and nuclear family systems have their own impact on development of intelligence and ability of individual to adjust in variety of situations of social and personal life. The adolescent refers to be the era between childhood and adulthood sometimes called as teenage. During the period of adolescence children face several problems related with social and emotional adjustment, cognitive and physical development.

Therefore, to understand these problems of teens and try to make expected changes is the main purpose of this research, with the help of understanding these problems proper steps can be taken in future.

INTELLIGENCE AND SOCIAL ADJUSTMENT IN JOINT AND NUCLEAR FAMILY

The practice of nuclear family system is increasing in India that leads to variety of social changes. Therefore, it has become important to understand the role of family structure on development of children. The main purpose of this study is to compare the social adjustment and intelligence of children belonging to joint and nuclear family studying at higher secondary level.

Objectives

To study the intelligence and social adjustment of children belongs to joint and nuclear family system studying at higher secondary level; To compare the intelligence and social adjustment of children belongs to joint and nuclear family system studying at higher secondary level.

Hypothesis

There will be no significant difference between the mean Intelligence score of children belongs to joint and nuclear family system studying at higher secondary level; There will be no significant difference between the mean social adjustment score of children belongs to joint and nuclear family system studying at higher secondary level.

Methodology

Purposive Random Sampling technique was used for selection of sample. Children belong to joint and nuclear family system studying at higher secondary level from Mahatma Gandhi Sindhu high School Nagpur city were selected as the sample. A sample was 2400 students' age range between 14 to 18 years were taken and divided into two groups on the basis of the family structure they belong as nuclear and joint family group.

Both the groups were administered the Adolescent Adjustment Scale developed by Dubey,R. and Intelligence test developed by R.K.Ojha and K.Roy Choudhary. The data were analyzed using t test

Table 1 Intelligence score of joint and nuclear family students

Group	No. of Student	Mean	S.D.	t
Joint family	1200	92.308	18.152	4.084
Nuclear family	1200	89.598	14.098	

The calculate t value is greater than 0.01 level. It indicated that there is a significant difference the mean intelligence score of children belongs to nuclear and joint family group. Hence the null hypothesis is rejected. Thus it could be said that the intelligence level of children belongs to joint family system is higher than the children belongs to nuclear family studying at higher secondary level. This indicates that family structure plays significant role in development of intelligence of higher secondary level students. Due to bigger family size the children get opportunity to interact with variety of ideas and situations. They have better perception as compared to children belongs to small family i.e. nuclear family

Table 2 Social adjustment score of joint and nuclear family students

Group	No. of Student	Mean	S.D.	T
Joint family	1200	35.174	5.745	21.878
Nuclear family	1200	30.950	3.424	

The calculate t value is greater than 0.01 level. It indicated that there is a significant difference the mean social adjustment score of children belongs to nuclear and joint family group. Hence the null hypothesis is rejected.

After analysis of the data collected, it has been observed that student belongs to joint family show better adjustment then students belong to nuclear family. This indicates that family structure plays significant role in development of social adjustment among children studying at higher secondary level. In majority of nuclear families both the parents are working and hardly giving quality time to children for their social development and adjustment.

The joint family structure provides better opportunity to children to learn better socialization skills and competency. Their adjustment in different social situation is better than the children belongs to nuclear family. The joint family children interact with variety of situations and face competition amongst the members which built better adjustment capacity.

Educational Implications

The present study has its implications for nuclear and joint families. It has been found that children belongs to joint family system shows better intelligence and social adjustment as compared to children belongs to nuclear families. Due to modernization and urbanization the traditional joint system of family is converting into nuclear family system which results into feeling of isolation amongst the members of family specially children. They suffer a variety of adjustment and emotional problems as elderly guidance is not available frequently to them. Hence it is the responsibility of the parents, teachers, administrators and other community members to provide quality time they should promote healthy dialogue between members of family. They must discuss the problems of younger generation and provide solutions with proper guidance.

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VALUES OF ADOLESCENT GIRLS: A CROSS CULTURAL STUDY

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ISSN 2277-7733

Volume 6 Issue 3,

December 2017

*"Values are concepts that conserve, comfort, promote and protect life.**They foster peace, order, dignity, beauty, grace and light, revealing the divine side of man."***Abstract**

A value is a belief, a mission, or a philosophy that is meaningful. Whether one is consciously aware of them or not, every individual has a core set of personal values. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self reliance, concern for others and harmony of purpose, (John 2009). Values are the nexus to future progress. It is the call of the Divine to the minds of men to seek a better life to pursue ultimate delight and fulfilment in life, (Momen, 2009). The present study was formulated to investigate the values of adolescent girls of Imphal West of Manipur and Coimbatore city of Tamil Nadu to see the differential pattern in values. By looking at people from different culture and ethnic groups, researchers can learn which aspects of development are universal and are culturally determined, (Papalia et al 2007). Explore and compare the values of the selected girls of Imphal west and Coimbatore city in relation to selected variables was the objectives of the research.

Keywords: *values, adolescence, adolescent girls, cross cultural study*

The world is passing through great crises in almost all spheres of life. Social living in today's changing trends, which is marked by tremendous scientific and technological advancement, has resulted in an explosion of aspiration for achieving material goals. Globalization has brought an upheaval in the economic scenario world wide. These, in turn, have brought about a corresponding decline in human's moral, spiritual and ethical values creating many problems, tension, conflict, competition, social distance, alienation and rivalries. These are nothing but manifestation of violence of one form or the other. In short materialization is the keyword among new attitudes to life and living. The changes in lifestyles, family patterns and environments as a result of industrialization, urbanization and modernization have contributed to the growth of delinquency rates as to become a cause of concern.

Today, India is also in the grip of octopuses of problems to its neck. The whole country is experiencing a massive erosion of values, Chenera,(2009). Das (2009) is of the opinion that modern civilization is becoming increasingly more materialistic, socially-insensitive and disoriented. Now-a-days newspaper, magazines, and other channel of media are flooded with reports of crimes, murder, agitation, eve-teasing, disputes between parents and children, teacher and students, husband, wife and in-laws are not rare anymore. Incidence of violence, destruction, killing each other in the name of insurgency, strikes and lock-out are becoming more and more common. These entire occurrences indicate the deterioration in environments, ethical standards, moral and social values and their aspiration for acquisition of more power that is money and more money by fair means or foul.

Methodology: The research conducted at Imphal West of Manipur and Coimbatore city of Tamilnadu was selected purposively. Two girls higher secondary of Imphal West and Sri Avinashilingam Girls Higher Secondary School were selected based on purposive sampling techniques. A sampling frame was developed with the strengths

of the girls student with the age of 13-17 years from class viii, ix, x & xii. From this sampling frame, selection of the sample was done based on simple random technique. A sample of 400 was selected from each state to trace out the values of the selected girls. Hence, a total of 800 samples were selected as the sample of the study. Personal Value Questionnaire (PVQ) developed by G.P. Sherry and Verma was used to assess the personal values of the selected girls. It consists of 40 questions with 10 kinds of values having an equal number of 12 items for each value. For the scoring 2 marks were given for showing the most preferred value, 0 for a cross showing the least preferred value and 1 for the blank or unmarked items showing the intermediate preference for the value.

Result and discussion

The results of the study on, "Values of Adolescent Girls: A Cross Cultural Study" are discussed on the following headings.

A. Personal profile of the selected girls; B. Personal values of the selected girls; C. Values of the selected girls in relation to selected socio demographic variables

A. Personal profile of the selected girls

The family background information of the sample is an important variable in any research as it helps to understand clearly the diverse factors that affect an individual. Hence the general background information of the selected girls was probed into and shown in the below given Table 1.

Table 1 Personal Profile Of The Selected Girls

Particulars		Coimbatore		Imphal west	
		No = 400	%	No = 400	%
Age	13 – 15 Yrs	220	55	169	42
	16 - 17 Yrs	180	45	231	48
	Total	400	100	400	100
Type of family	Joint	116	29	147	38
	Nuclear	284	71	253	63
	Total	400	100	400	100
Income	Economically weaker (<= 3300)	43	11	94	24
	Low (3301 – 7300)	227	57	125	31
	Middle (7300- 14,500)	93	23	87	22
	High (> 14,500)	37	9	94	24
	Total	400	100	400	100
Place of residence	Urban	285	71	212	53
	Rural	115	29	188	47
	Total	400	100	400	100

From the above table it is understood that 42 percent and 55 percent of the girls of Imphal west and Coimbatore respectively are in the age range of 13-15 years, the others belonged to the age group of 16-17 years. Regarding family structure, it is traced out that majority of the sample of both places (63 percent of Imphal west and 71 percent of Coimbatore) stayed in nuclear families which is the outcome of societal change due to modernization and urbanization. The rest belonged to joint families. It implies that traditional culture of living in joint and extended families was slowly but definitely declining and with that the support system within family for adolescents was ultimately diminishing. This finding supports the view of Mishra (2008) that over the years, the family structure has changed, nuclear families are replacing the joint families which is also evident from the sample of the present study. This emphasized the need

for strengthening good home environment to counteract negative influences of other forces such as peers, media etc (Whitaker and Miller,2000). As far as the locality is concerned 53 and 71 percent of the selected girls of Imphal west and Coimbatore respectively are living in urban areas.

According to Housing and Urban Development Corporation (HUDCO,2008), economically weaker section are those whose income is less than Rs 3300, low income group ranges between Rs 3301 to Rs 7300 and middle income group is between the range of Rs 73001 to Rs 14500. Income which falls above Rs 14500 is high income group. A higher percentage of the sample of 57 percent of Coimbatore and 31 percent of Imphal west area belonged to low income group, while 23 percent of girls of Imphal west and 22 percent of Coimbatore were from the families of middle income group. A smaller percent of 11 percent of Coimbatore and 24 percent from Imphal west belonged to economically weaker income group. Rests of the sample were from families of high income group for both areas.

B. Comparison of personal values(VE) of the selected girls

Values are universal principles or ideals that are implicitly accepts as quality for action. In order to find the values of the selected adolescent girls, data was collected and presented in Table 2.

Table 2 Comparison Of Personal Values (Pv) Of The Selected Girls

Kinds of values	Coimbatore (N : 400)		Imphal west (N : 400)		't' value
	Mean	S.D	Mean	S.D	
Religious	11.35	2.72	11.72	3.63	1.621 ^{NS}
Social	12.13	3.05	12.85	3.87	2.950**
Democratic	15.43	3.19	15.07	3.23	1.617 ^{NS}
Aesthetic	13.38	2.95	11.88	3.13	6.998**
Economic	12.13	2.88	10.57	3.33	7.705**
Knowledge	13.43	3.14	14.21	3.45	3.345**
Hedonistic	11.94	2.86	10.64	3.06	6.225**
Power	9.76	3.06	9.99	2.77	1.126 ^{NS}
Family prestige	11.84	3.53	11.50	3.25	1.418 ^{NS}
Health	10.25	2.86	13.09	3.19	13.260**

*: Significant at 5% level; **: Significant at 1 % level; NS: Not significant

The above given table projects the kinds of values which are such as religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige, and health value, which are given in the personal value questionnaire, the mean scores obtained by the selected girls of both the areas and 't' value. Of the 10 values enlisted in the table the selected girls of Coimbatore secured higher mean scores for aesthetic, economic and hedonistic values than their counterparts from Imphal west. This implies that the girls of Coimbatore scored higher mean scores for aesthetic value in terms of the cleanliness of the place, has articles of latest model for drawing room decoration, considers the fine arts that create aesthetic ideas and spend vacation by decorating the flower garden or completing a literary competition. The mean scores of the selected girls of Coimbatore and Imphal west were 13.38 and 11.88 respectively, with 't' value of 6.998 denoting the significance at one per cent level indicating that Coimbatore girls place a high provision for art and more interested in the aesthetic aspects of life than girls of Imphal west.

Opportunity to earn a lot of money, keeping a personal assistant who is a very needy person and education for earning livelihood are the components of economic value,

for which the selected Coimbatore girls' mean scores were 12.13 and 10.57 by the girls of Imphal west. This difference was statistically significant with 't' value 7.075 at one per cent level. It can be inferred as Coimbatore is regarded as industrially rich district, it can be concluded that one's economic value is very much related to environment. For hedonistic value also girls of Coimbatore had the mean scores as 11.94 whereas their counterparts scored 10.64, which implied the difference significant at one per cent level. Similar to aesthetic and economic values, hedonistic value also was given more importance by the girls of Coimbatore, which means being a modernized city, Coimbatoreans had given priority for the fulfilment of the personal desires and were more pleasure loving persons. The urbanized living style of Coimbatore would have influenced the young girls to choose these aspects, on the other hand, Imphal west being an agriculture based one, less importance would have been given by those girls. It is a surprise to find that girls of Imphal west secured higher mean scores for social, knowledge and health values. Considering the welfare of the friend, offering food with love, regarding the persons who help needy persons, not troubling others, and fruitful labour are the features of social value. The results indicate in respect of social value, the 't' value (2.960) was statistically significant at one per cent level, that denotes the girls of Imphal west were giving weightage to the above mentioned values. Regarding knowledge value the Imphal west girls obtained higher mean scores (14.21) than Coimbatore girls (13.43). The 't' value (3.345) was highly significant at one percent level revealing that both the groups have dissimilarity in knowledge value. It means that Imphal west girls were more inclined towards wanting to know more, explore theoretical principles of any activity and love for discovery of truth. With regard to health value significant difference exist among the two groups at one per cent level as the 't' value was found to be 13.260. On this basis it can be said that Imphal west girls were more health conscious than their counterparts at Coimbatore.

There was no significant difference between Imphal west and Coimbatore on religious, democratic, power and family prestige values. Devotion to God, fear of punishment by God, firm belief in his /her religion, worshipping or meditating God, belief that God is omnipotent and fear of religion are few of the components of religious value as per personal value. Girls of both the areas obtained more or less similar mean scores revealing that all the selected girls of this research irrespective of the areas were possessing similar religious value. Girls of both the areas had given weightage to treating all people equally, all castes equally, ensuring equal rights to all and denies discrimination among caste, colour, religion and language, which is ultimately stated as democratic value. The difference in mean scores obtained by the girls of both the groups was just 0.36. Hence it is not statistically significant. With concerned to power and family prestige values as the 't' values were 1.126 and 1.418 respectively proved its insignificance. Regarding family prestige value, Coimbatore girls acquired higher mean scores of 11.84 compared to girls of Imphal west with mean values of 11.50. This indicates that Coimbatore girls were very much concerned about family prestige and put more emphasis on aspects of family prestige value showing difference of some degree.

C. Values of the selected girls in relation to selected socio demographic variables

C.1 Personal values of the selected girls in relation to age groups

School children with different age groups varied in their values (Verma, 1990). Studies have proved the significance of age in value development. For value inculcation early

adolescent is most important (Rekha, 2008). Hence it was felt necessary to trace out the value pattern and variation during two age groups i.e., 13-15 and 16-17.

Table 3 Personal Values Of The Selected Girls In Relation To Age Groups

Kinds of values	Coimbatore					Imphal west				
	13 – 15 (N : 220)		16 – 17 (N : 180)		't' value	13 – 15 (N : 169)		16 – 17 (N : 231)		't' value
	Mean	S.D	Mean	S.D		Mean	S.D	Mean	S.D	
	Age (years)									
Religious	11.36	2.67	11.34	2.77	0.074 ^{NS}	11.74	3.72	11.70	3.57	2.871 ^{NS}
Social	11.77	3.10	12.56	2.94	2.604 ^{**}	13.50	3.88	12.38	3.81	2.8971 ^{**}
Democratic	15.45	3.18	15.42	3.22	0.090 ^{NS}	14.79	3.13	15.26	3.29	3.29 ^{NS}
Aesthetic	13.24	2.94	13.56	2.96	1.076 ^{NS}	12.12	3.28	11.69	3.01	1.364 ^{NS}
Economic	12.24	3.02	11.99	2.71	0.870 ^{NS}	10.67	3.36	10.49	3.31	0.537 ^{NS}
Knowledge	13.36	3.13	13.51	3.16	0.481 ^{NS}	13.85	3.47	14.47	3.41	1.797 ^{NS}
Hedonistic	11.95	2.50	11.92	3.26	0.112 ^{NS}	10.34	3.10	10.85	3.03	1.667 ^{NS}
Power	9.65	3.00	9.89	3.13	0.780 ^{NS}	10.12	2.74	9.90	2.80	0.797 ^{NS}
Family prestige	11.20	3.38	12.62	3.55	4.105 ^{**}	11.60	3.60	11.42	2.97	0.558 ^{NS}
Health	10.00	2.51	10.57	3.22	1.994 [*]	12.92	3.41	13.22	3.01	0.941 ^{NS}

* : Significant at 5% level; ** : Significant at 1 % level; NS : Not significant

A close review of the table reveals that only social value, family prestige value and health values came out to be significant for Coimbatore girls of 13-15 years and 16-17 years age group; while social value was the only significant value, among the ten different values for Imphal west girls. One striking and interesting findings of this study was that 't' value for social value was 2.604 for Coimbatore sample with 16-17 age group getting a higher mean scores (M : 12.56) compared to 13-15 years (M : 1.77) ; while the 't' value was 2.871 for Imphal west girls of 13-15 years who obtained higher mean scores of 13.50 against the mean scores of 12.38 of 16-17 years age group. The 't' value of both the areas were significant at one per cent level. From this it can be opined that what is true or prevalent in one culture may not be accountable for another culture. Further studies can be conducted to explore the factors responsible for such differentiation among the age groups for social value as it is an important tool for social development of the individual and society.

Further, 't' value of family prestige value for Coimbatore girls was 4.105 significant at one per cent level among the age groups but no significant difference was observed for Imphal west adolescent girls as the 't' values was found to be .558 which was insignificant. This indicated that girls of Coimbatore have more family prestige value compared to Imphal west girls. Adolescent girls of 16-17 years scored higher mean scores of (12.62) compared to 13-15 age group (11.20) indicating that late adolescent girls had more concern of their family and its prestige. This might be due to their more mature thinking abilities and experience of outer world as they are on the threshold of adulthood. On the other hand girls of Imphal west of 13-15 age group obtained higher mean scores of 11.60 against the mean scores of 11.42 of 16-17 age group though not significantly proved.

A significant difference was also prevailed for health value with 't' value of 1.994 significant at five per cent level with 16 -17 year age group getting higher mean scores of 10.57 against mean scores of 10.00 for 13-15 years age group. This implies that as it was in family prestige value, the late adolescent girls obtained higher health value and very conscious of their health. But no significant difference was observed for Imphal

west girls as the 't' value was statistically insignificant but the mean scores highlighted that as it was in Coimbatore sample that 16-17 age group scored a higher mean scores of 13.22 compared to 13-15 age group's mean scores of 12.92 indicating that 16-17 age group girls were very much concerned about their health in their life. It can be concluded that variation exist among the age group of Coimbatore girls in social, family prestige and power values while there was variation in social value for Imphal west girls of 13-15 years and 16-17 years age groups. In other values there was no variation among these two age groups of both areas as the statistic analysis of 't' value prove to be insignificant. The finding reveals that girls from Coimbatore were more sensible with family prestige value.

C.2. Area of residence and personal values of the selected girls

Table 4 displays the personal values of the selected adolescent girls in relation to area of residence.

Table 4 Area Of Residence And Personal Values Of The Selected Girls

Kinds of value	Coimbatore					Imphal west				
	Place of residence									
	Urban (N=285)		Rural (N=115)		't' value	Urban (N=212)		Rural (N=188)		't' value
	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Religious	11.44	2.51	11.14	3.18	0.986 ^{NS}	11.64	3.55	11.81	3.73	0.471 ^{NS}
Social	11.84	3.10	12.84	2.82	3.021 ^{**}	12.80	3.84	12.91	3.92	0.303 ^{NS}
Democratic	15.54	3.12	15.17	3.38	1.063 ^{NS}	14.87	3.14	15.29	3.33	1.296 ^{NS}
Aesthetic	13.24	2.92	13.74	3.02	1.549 ^{NS}	11.63	3.26	12.15	2.96	1.652 ^{NS}
Economic	12.15	2.91	12.06	2.81	0.293 ^{NS}	10.86	3.11	10.24	3.54	1.876 ^{NS}
Knowledge	13.43	3.09	13.42	3.28	0.041 ^{NS}	13.86	3.39	14.60	3.48	2.159 [*]
Hedonistic	11.95	2.84	11.91	2.93	0.119 ^{NS}	10.40	3.14	10.90	2.96	1.659 ^{NS}
Power	9.48	3.09	10.45	2.87	2.891 ^{**}	10.00	2.70	9.99	2.86	0.002 ^{NS}
Family prestige	11.66	3.58	12.29	3.38	1.622 ^{NS}	11.69	3.31	11.28	3.18	1.282
Health	9.92	2.69	11.09	3.10	3.766 ^{**}	13.15	3.24	13.03	3.14	0.358 ^{NS}

* : Significant at 5% level ** : Significant at 1 % level NS : Not significant

The study reveals that among the girls of both areas there was no significant difference for the religious, democratic, aesthetic, economic, knowledge and hedonistic values between the adolescent girls of rural and urban areas. For Coimbatore girls living in rural and urban areas significant difference was observed for social, power and health values; the 't' values were 3.021, 2.891 and 3.766 respectively which were significant at one per cent level with rural girls getting higher mean scores. Imphal west girls residing in urban areas also got higher mean scores in power and health values but rural girls obtained higher mean scores in social value. This signifies that rural girls were more inclined towards social value. The rational thinking, more adjustment abilities, more favorable social life and less competitive feeling in their social environment might have played a role for more social value. Environment might have played a role for higher scores for social value. This finding is in consonance with the finding of Verma et al (1993) whose study revealed difference in social values between rural and urban found in favour of rural inhabitation. It may be due to the fact that rural environment is not predominated by indoctrinations, modernization and materialism. For Imphal west sample a significant difference was observed for knowledge value. The calculated 't' value was 2.15 with mean scores of 14.60 for rural girls whereas it was 13.86 for urban girls. Concerning power and health

values for both areas, the difference in the mean scores of rural and urban areas is understandable. From this, it can be assumed that a big gap and diversity is still prevalent between rural and urban areas. This might have tended for the variation scores in health and power value.

C.3. Comparison of personal values of the selected girls based on type of family

Family influences one's values and behaviour throughout life and helps in the transmission of culture. Value got transmitted from older generation to younger generation. Types of family have more contribution to make value transmission. Hence an attempt was made to assess and compare the values of girls hailed from joint and nuclear families.

Table 5 Comparison Of Personal Values Of The Selected Girls Based On Type Of Family

Kinds of value	Coimbatore					Imphal west				
	Type of family									
	Joint		Nuclear		‘t’ value	Joint		Nuclear		‘t’ value
	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Religious	11.84	3.02	11.15	2.56	2.341*	11.82	3.06	11.66	3.93	0.414
Social	13.14	3.14	11.71	2.92	4.336**	12.74	4.17	12.92	3.70	0.436 ^{NS}
Democratic	15.69	2.94	15.33	3.29	1.029 ^{NS}	14.61	3.26	15.33	3.19	2.145*
Aesthetic	14.03	3.13	13.11	2.84	2.860**	11.68	3.01	11.99	3.20	0.948 ^{NS}
Economic	12.50	2.87	11.98	2.88	1.656 ^{NS}	10.10	3.12	10.84	3.42	2.153*
Knowledge	14.03	3.20	13.18	3.09	2.451*	14.39	3.42	14.10	3.47	0.796 ^{NS}
Hedonistic	12.56	3.07	11.69	2.74	2.793**	11.24	2.81	10.28	3.15	3.068**
Power	10.47	3.33	9.48	2.90	2.967**	10.25	2.56	9.85	2.88	1.413 ^{NS}
Family prestige	12.75	3.87	11.46	3.31	3.349**	11.61	3.11	11.43	3.33	0.538 ^{NS}
Health	11.45	3.22	9.76	2.55	5.538**	13.09	3.36	13.09	3.09	0.019 ^{NS}

* : Significant at 5% level; ** : Significant at 1 % level; NS : Not significant

It is very alarming to observe that girls of joint families of both places preferred and obtained more hedonistic value scores which are highly significant at one per cent level. This shows that girls of joint families have a tendency to seek and enjoy more pleasurable things in life compared to those from nuclear families, which is not a healthy trend. This may be outcome of exposure to different channels of media. Hence parents and teachers should give serious attention to this trend prevailing among girls in joint families as this might lead to serious behaviour problems. A significant difference was also exhibited in religious and knowledge values which are significant at five per cent levels for Coimbatore girls while it was insignificant for Imphal west girls. It is also highlighted that ‘t’ values for social (4.336), aesthetic (2.860), power (2.967), family prestige (3.349) and health (5.538) values were statistically significant at one per cent level for Coimbatore girls. This result is in line with the finding of Bahadur and Dhawan (2008) that family structure affects children's social value. Contrasting to this finding, the ‘t’ value was insignificant for Imphal west adolescent girls of joint and nuclear families in religious, social, aesthetic, knowledge, power, family prestige and health values. But significant difference was observed in democratic and economic values which were significant at five per cent level respectively. This shows that there was a significant difference with girls of nuclear families getting higher mean scores. From the above findings it can be concluded that a wide disparity prevailed among the girls of joint and nuclear families of Coimbatore as significant difference existed in all kinds of values except democratic and economic values. But such wide disparity did not exist among girls of joint and nuclear families of Imphal west.

Conclusion

The study revealed that significant difference exist between Coimbatore and Imphal west girls on social, aesthetic, economic, knowledge, hedonistic and health values which is significant at one percent level. This implies that significant variation exist among the girls of both areas. The findings also shows that social, family prestige and health values come out to be significant at one percent level for Coimbatore girls between 13-15 and 16-17 age groups while social value was the only significant value among the ten different values for Imphal west girls indicating that these two age groups of both areas do not differ much. No significant difference was observed between rural and urban girls in other kinds of values except social, power and health for Coimbatore and knowledge value for Imphal west girls. Significant difference was observed in religious, social, aesthetic, knowledge, hedonistic, power, family prestige and health values between girls of joint and nuclear families. For Imphal west girls only for democratic and economic values significance difference exist.

A nation is great by the quality of the value possession of its citizens and not by their numbers. Providing right type of environments for proper value acquisition and imparting value education is the pre requisite for development in every aspect of life. So it is high time that parents, teachers and all segments of the populations to work towards these goals.

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LINGUISTIC CREATIVITY OF HIGHER SECONDARY SCHOOLS STUDENTS IN ENGLISH

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ISSN 2277-7733

Volume 6 Issue 3,

December 2017

Abstract

The presented theme is useful for today's education system. If every teacher looks into the skill within children than only all round development of the children will be possible. Every child has a different skill like intelligence, imagination, logic, interest, approach, creativity, capability differ students from each other. That's why, we find different learning ability among students in subjects taught in the higher secondary school such as Gujarati, Hindi, English and Science. English is the most important language today and students also take interest to develop it. This study intends to study the scenario to develop creativity of English in the higher secondary school students of Ahmedabad district.

Key words: Creativity, Linguistic Creativity, English

The Almighty God, the creation of the universe, is the supreme mind who possesses the finest creative abilities. He has created all of us and all that is revealed in nature. We are elevated to be called his creation. Every one of us is a unique creation, but does not possess the same creative ability as his peers. "The God may have created according to his reputation and interest and had given freedom to creativity so that he can change the lacking changes in him." The language creativity is developed during the childhood, adolescence and youth which proved to be useful. "Linguistic creativity is the process of making relationship between the different things which had no relation before it." The higher secondary school students should be guided for the English linguistic creativity which may be useful for them as well as society. We need to study the higher secondary school students in reference to English Linguistic Creativity. The family, the school, society and surrounding is responsible for individual's English linguistic creativity. We can utilize the linguistic creativity by knowing interest and approach of the person, a part from this, creativity causes and results of components, such as flow, flexibility and originality are also required to guide students.

Good education, proper and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind, and it is in this sphere that parents, society and teachers make a significant contribution. They are required in nourishing and utilizing children's creative abilities to the utmost. The educational process, therefore, should be aimed at developing creative abilities among children. This can be achieved by acquainting the teachers and parents with the real meaning of the creative process, the ways, the means of developing and nurturing creativity. Education will have to go parallel with knowledge spread boundary.

Variables of the Study

The researcher has concentrated on the following variables in this study

Sr. No.	Variables	Type	Level
1	Area	Independent	Urban and Rural
2	Standard	Independent	11 th and 12 th
3	Gender	Independent	Boys and Girls
4	Types of School	Independent	Granted and Non-Granted
5	English Linguistic Creativity	Dependent	-----

Objectives of the Study

To study English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the Area on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the Standard on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the Gender on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the Types of the School on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the interaction between Area and Standard on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the interaction between Area and Gender on the English linguistic creativity of the students of higher secondary schools of Ahmedabad District; To study the effect of the interaction between Area and Types of the School of the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the interaction between Standard and Gender on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the interaction between Standard and Types of the School of the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the interaction between Gender and Types of the School on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the interaction among Area, Standard and Gender on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of interaction among Area, Standard and Types of the School on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of interaction among Standard, Gender and Types of the School on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of interaction among Area, Gender and Types of the School on the English linguistic creativity of higher secondary schools students of Ahmedabad District; To study the effect of the interaction among dependent variables on the English linguistic creativity of higher secondary schools students of Ahmedabad District.

Hypothesis of the Study

H₀₁: There will be no significant difference between the mean English Linguistic Creativity scores of the 11th and 12th standard students of Ahmedabad District; H₀₂: There will be no significant difference between the mean English Linguistic Creativity scores of the Male and Female higher secondary schools students of the Ahmedabad District; H₀₃: There will be no significant difference between the mean English Linguistic Creativity scores of the higher secondary schools students of the Granted and Non- granted of Ahmedabad District; H₀₄: There will be no significant difference between the mean English Linguistic Creativity scores of the higher secondary schools students of the Urban and Rural areas of Ahmedabad District; H₀₅: There will be no significant difference between the mean English Linguistic Creativity scores of the Male and Female students of the Standard-11th schools of Ahmedabad District; H₀₆: There will be no significant difference between the mean English Linguistic Creativity scores of the Granted and Non-granted students of the Standard-11th schools of

Ahmedabad District; H₀₇: There will be no significant difference between the mean English Linguistic Creativity scores of the Urban and Rural areas students of the Standard-11th schools of Ahmedabad District; H₀₈: There will be no significant difference between the mean English Linguistic Creativity scores of the Male and Female students of the Standard-12th schools of Ahmedabad District; H₀₉: There will be no significant difference between the mean English Linguistic Creativity scores of the Granted and Non- granted schools students of the Standard-12th of Ahmedabad District; H₀₁₀: There will be no significant difference between the mean English Linguistic Creativity scores of the Urban and Rural areas students of the Standard-12th schools of Ahmedabad District; H₀₁₁: There will be no significant difference between the mean English Linguistic Creativity scores of the Male of Standard-11th and Standard-12th schools students of Ahmedabad District; H₀₁₂: There will be no significant difference between the mean English Linguistic Creativity scores of the Male of the Granted and Non-granted higher secondary schools students of Ahmedabad District.

Limitations of the Study

This study is limited to the students of higher secondary schools; This study is limited to the Ahmedabad District; This study is limited to the English medium schools students only; Only four variables are considered in this study area, standard, gender and the types of the schools; The self made creativity test will be used for this study; In this study case only higher secondary schools student's English linguistic creativity and its phases are given but it's uses and abilities are not given.

Research Methodology

Research methods are of utmost important in the research process. so the Survey Method was employed in the current study . In the present study, the researcher has prepared English Linguistic Creativity Test for the higher secondary schools students of Ahmedabad. The researcher has selected Random Sample for final try out. So the total sample of the study are 2000 students of higher secondary schools of Ahmedabad District.

Analysis and Interpretation

Table 1 Summary of the Hypothesis

Sr. No.	Hypothesis	't'- Value	Status	Level of Significance
Ho ₁	There will be no significant difference between the mean English Linguistic Creativity scores of the 11 th and 12 th standard students of Ahmedabad District.	20.23	Rejected	0.01
Ho ₂	There will be no significant difference between the mean English Linguistic Creativity scores of the higher secondary schools Male and Female students of Ahmedabad District.	0.03	Accepted	N.S.
Ho ₃	There will be no significant difference between the mean English Linguistic Creativity scores of the higher secondary schools students of the Granted and Non- granted of Ahmedabad District	5.18	Rejected	0.05
Ho ₄	There will be no significant difference between the mean English Linguistic Creativity scores of the higher secondary schools students of the Urban and Rural areas of Ahmedabad District.	1.29	Accepted	N.S.
Ho ₅	There will be no significant difference between the mean English Linguistic Creativity scores of the Male and Female students of the Standard-11 th schools of Ahmedabad District.	0.43	Accepted	N.S.
Ho ₆	There will be no significant difference between the mean English Linguistic Creativity scores of the Granted and Non-granted students of the Standard-11 th schools of Ahmedabad District.	11.19	Rejected	0.01

Ho ₇	There will be no significant difference between the mean English Linguistic Creativity scores of the Urban and Rural areas students of the Standard-11 th schools of Ahmedabad District.	9.19	Rejected	0.01
Ho ₈	There will be no significant difference between the mean English Linguistic Creativity scores of the Male and Female students of the Standard-12 th schools of Ahmedabad District.	1.62	Accepted	N.S.
Ho ₉	There will be no significant difference between the mean English Linguistic Creativity scores of the Granted and Non- granted schools students of the Standard-12 th of Ahmedabad District.	0.46	Accepted	N.S.
Ho ₁₀	There will be no significant difference between the mean English Linguistic Creativity scores of the Urban and Rural areas students of the Standard-12 th schools of Ahmedabad District.	2.57	Accepted	N.S.
Ho ₁₁	There will be no significant difference between the mean English Linguistic Creativity scores of the Male of Standard-11 th and Standard-12 th schools students of Ahmedabad District.	14.82	Rejected	0.01
Ho ₁₂	There will be no significant difference between the mean English Linguistic Creativity scores of the Male of Granted and Non-granted higher secondary schools students of Ahmedabad District.	3.07	Accepted	N.S.

Findings of the Study

Students of the Standard 11th are superior than the students of Standard 12th of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Male and Female are equal of the higher secondary schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Non-granted are superior than the Granted of the higher secondary schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Urban and Rural areas are equal of the higher secondary schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Male and Female are equal of the Standard-11th schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Non-granted are superior than the Granted of the Standard-11th schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Urban area are superior then the Rural area of the Standard-11th schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Male and Female are equal of the Standard-12th schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Granted and Non-granted are equal of the Standard-12th schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Urban area are superior than the Rural area of the Standard-12th schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Male of Standard-11th are superior than of the Male of Standard-12th schools of Ahmedabad District as far as their English Linguistic Creativity is concerned; Students of the Male of Non-granted are superior than of the Male of Granted higher secondary schools of Ahmedabad District as far as their English Linguistic Creativity is concerned.

Conclusion

Although there are many tests to check the English linguistic creativity, each region and city may differ in creativity. The theories about language and language creativity, linguistic creativity clearly constitute an individual difference in the creative process. Individual difference factors such as language aptitude or motivation, or age or environment etc, plays an important role in creativity of languages. Therefore, it is

appropriate to have an individual test in order to grasp the English linguistic creativity levels and to suggest the ways to improve the English linguistic creativity. So one can say, creative expression is not restricted by any limits or boundaries. It covers all fields and activities of human life, in any of which one is able to demonstrate creativity by expressing or producing a new idea or object. It is not restricted to scientific inventions and discoveries or the production of works of art but covers multifarious human accomplishments like the composition of poems; writing of stories and plays, performance in the field of dance, music, painting, sculpture, political and social leadership, business, teaching and other professions as also the mundane activities of daily life. Hence, the present study is not only useful for the teachers and students but also educators and the government to increase the English linguistic creativity level in Ahmedabad District.

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MENTAL HEALTH OF XI STANDARD STUDENTS OF AHMEDABAD CITY

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ISSN 2277-7733

Volume 6 Issue 3,

December 2017

Abstract

In the current research paper the investigator's aim is to investigate the Mental Health of XI standard students of Ahmedabad City. To find out the mental health total 320 students of XI Standard were comprised by random sampling technique. For the collection of the data Dr. R.S. Patel's questionnaire was used. Mean, SD and t-test techniques were applied to reach the result. In this study it was found that gender, type of the school, type of the family and the zone are having the same levels.

Keywords: *Mental health, XI standard student, health*

In the recent years, incidents of mental illness have tremendously increased and posed a serious problem because of the industrial development, and social and economic changes have given rise to many new problems. The problem of the mental health has acquired importance in the programs of national development. Mental Health is determined by the internal relation of physical, social and psychological factors which are the integral part of every child's health. An imbalance between one and more of these factors can lead the child who experiences mental illness and it may lead towards peer bullying, youth violence or suicide. Mental health and education are closely related with each other. In any type of educational work, mental health is the first and foremost condition. If the children do not have sound mental health, they can't concentrate in learning. Mental health is essential to the learning process as intelligence.

Objectives

To Study the effect of Mental Health of XI Standard students of Ahmedabad city; To Study the effect of Gender on Mental Health of XI Standard students of Ahmedabad city; To Study the effect of Type of the school on Mental Health of XI Standard students of Ahmedabad city; To Study the effect of Zone on Mental Health of XI Standard students of Ahmedabad city; To Study the effect of Family type on Mental Health of XI Standard students of Ahmedabad city.

Hypothesis

Ho₁: There will be no significance difference between mean score of Mental Health of XI Standard boys and girls of Ahmedabad city; Ho₂: There will be no significance difference between mean score of Mental Health of XI Standard students of granted and non-granted schools of Ahmedabad city; Ho₃: There will be no significance difference between mean score of Mental Health of XI Standard students of East and West zone of Ahmedabad city; Ho₄: There will be no significance difference between mean score of Mental Health of Joint family and Nuclear family on XI Standard students of Ahmedabad city.

Research Design

The researcher has selected 320 students from granted and non-granted schools randomly from both the zone by Cluster sampling method. The self-made

questionnaire is used as a tool. Mean, SD and t-test technique were applied to analyze the raw data in to meaningful manner.

Analysis and Interpretation

Ho₁: There will be no significance difference between mean score of Mental Health of XI Standard boys and girls of Ahmedabad city.

Table 1 Table of significance for Mental Health of XI Standard boys and girls

Gender	Number	Mean	SD	t- value
Boy	160	28.575	9.2260	0.3125
Girl	160	28.925	10.7452	

From the above table it is clear that obtained t- value is less than the critical t-value at 0.05 level of significance. Therefore the hypothesis that there will be no significance difference between mean score of Mental Health of XI Standard boys and girls of Ahmedabad city may not be rejected.

Ho₂: There will be no significance difference between mean score of Mental Health of XI Standard students of granted and non-granted schools of Ahmedabad city.

Table 2 Table of significance for Mental Health of XI Standard students of granted and non-granted schools

Area	Number	Mean	SD	t- value
East	180	28.755	96.0628	0.0111
West	140	28.742	105.8182	

From the above table it is clear that obtained t- value is less than the critical t-value at 0.05 level of significance. Therefore the hypothesis that there will be no significance difference between mean score of Mental Health of XI Standard students of granted and non-granted schools of Ahmedabad city may not be rejected.

Ho₃: There will be no significance difference between mean score of Mental Health of XI Standard students of East and West zone of Ahmedabad city.

Table 3 Table of significance for Mental Health of XI Standard students of East and West zone

Type of the family	Number	Mean	SD	t- value
Join	145	28.455	9.3758	0.4846
Nuclear	175	28.994	10.5114	

From the above table it is clear that obtained t- value is less than the critical t-value at 0.05 level of significance. Therefore the hypothesis that there will be no significance difference between mean score of Mental Health of XI Standard students of East and West zone of Ahmedabad city may not be rejected.

Ho₄: There will be no significance difference between mean score of Mental Health of Joint family and Nuclear family on XI Standard students of Ahmedabad city.

Table 4 Table of significance for Mental Health of XI Standard students of Joint family and Nuclear family

Type of the School	Number	Mean	SD	t- value
Granted	160	28.575	9.2260	0.3125
Non- granted	160	28.925	10.7452	

From the above table it is clear that obtained t- value is less than the critical t-value at 0.05 level of significance. Therefore the hypothesis that there will be no significance difference between mean score of Mental Health of Joint family and Nuclear family on XI Standard students of Ahmedabad city may not be rejected.

Findings

There is no significance difference of boys and girls on mean score of Mental Health. This means that the mental level of boys and girls are of same level; There is no significance difference of East and west area on mean score of Mental Health; This means that the mental level of east and west areas is of same level; There is no significance difference of Type of Family on mean score of Mental Health; This means that the mental level of Joint and nuclear is of same level; There is no significance difference of the Type of the school on mean score of Mental Health; This means that the mental level of Granted and non- granted school is of same level.

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THE ROLE OF THE MUSEUM IN SPREADING KNOWLEDGE TO MANKIND

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ISSN 2277-7733

Volume 6 Issue 3,

December 2017

Abstract

Museum imparts knowledge to the present and future generations about a nation's natural and cultural heritages by preserving objects of the past and present times in-tact. The museum exhibits to collect objects, preserve and conserve the collection intact and thus remains indispensable instrument of education. Formerly, teaching in schools, college and other educational institutes was done by reading from books. However, in this advanced scientific age, students are taught with practical demonstration by using visual aids. The paper focus on the role of museum in spreading knowledge to the mankind.

Key words: *museum, knowledge, mankind, Manipur*

The term Museum is derived from Greek word 'Muse'. Its meaning is the storehouse of knowledge. Briefly speaking, the museum imparts knowledge to the present and future generations about a nation's natural and cultural heritages by preserving objects of the past and present times in-tact. In the past, the role of the museum was to collect objects, preserve and conserve the collection intact and then exhibit to the public the choice objects selected from preserved collection. But in the 20th and the 21st centuries, museum has become an indispensable instrument of education. Formerly, teaching in schools, college and other educational institutes was done by reading from books. However, in this advanced scientific age, students are taught with practical demonstration by using visual aids.

Teaching of the students in the museum has become a fashion, not only in advanced countries like U.S.A., Britain and France, but also in India. According to the famous museum educator, Molly Harrison, teaching the pupils along with objects of the museum will help them understand and know the objects easily. For example, let's take up the lesson on the Indus Valley Civilisation. In the museum, terracottas, beads and images are displayed. Therefore, students can easily learn them without using any text-book. If the students are taught by reading out from books without any display of the objects, students will find it difficult to know them. Knowledge from books and visual knowledge are much different. Knowledge earned from visual display may last a long time whereas bookish knowledge may be forgotten after some time. There is no other place except the museum where objects can be seen in-tact in their original form, shape and condition. Due to differences in subjects, there are museums in different subjects which play a great role in educating students and viewers or visitors. To mention an instance, the National Museum of Natural History, Delhi, clearly displays the origin of the flora and fauna. In the National Doll Museum, the respective cultures of different regions of the world are demonstrated by displaying dolls. The Planetarium displays the Sun, the moon, the Stars, the planets and their satellites and demonstrates their movements. In the Rail Transport Museum are displayed detailed descriptions of the trains since the invention of the train up to the present day. The Aquarium displays different types of living fish. The Birbal Sahani Institute of Palaeobotany displays in detail the shapes and forms of the plants since

their originations up to the present. The said Institute also gives a detailed display about the calciferous plants. Besides, Folk Art Museum, Ethnology Museum, Children Museum, Medical Museum, War Museum etc., play equal parts. By establishing one State Museum in every State of India and opening a section for every subject in each State Museum, knowledge and information is imparted to each visitor. To give an instance, in our Manipur State Museum, a diorama of a Maring tribesman making a basket is displayed in the Ethnological gallery. The knowledge gained from this diorama is that the Marings are adapt in making baskets. Hence the proverb, "Doesn't the Maringtribeman weave the basket by interlacing the strips in pairs?"

Knowledge given by a museum to every visitor may be, more or less, of two types. Firstly, every object displayed in the Gallery has a meaning of its own. Secondly, it is the outward knowledge. To inform each and every visitor to the museum about the objects displayed in the gallery, it is essential to keep a Guide Lecturer who can say why they are kept there, how old they are and from where they are acquired, etc. etc. This will help all persons, young or old, literate or illiterate, students or research scholars, know in detail about the objects displayed in the gallery. Students may be helped greatly in their education by displaying objects to them according to the syllabi in schools/colleges. By carrying out lecture and practical demonstration programme, students of Botany and Zoology can be taught how to conduct Field Collection and how to preserve the collection in-tact. Students and all sections of the public can be made to understand the inseparable relation between Nature and mankind, i.e. between fauna, flora, etc., and mankind by displaying lecture programme, slide and film show inside the Auditorium of the museum. This will help to maintain the ecological balance. A museum can greatly help the research scholars by making available to them all the reference books written about the objects displayed in the gallery and the museum. This will help them know the tradition, custom, ethics, culture etc. of ancient time and also distinction between the ancient creatures and those of to-day.

Regarding the outward knowledge given by the museum, students and people in remote areas who have no opportunities to visit museums, may be given opportunities by a museum. After selecting a fixed number of students from schools and colleges and carrying them to the field, the museum can impart knowledge about the fauna and flora. By displaying the various features of the jungles as well as the different types of animal, the museum can instil awareness among the students to save environment and ecology instead of destroying them.

For people living in remote villages, the museum can arrange mobile exhibition, i.e. display the objects of the Museum in a mobile van from village to village. Again, museums can make mini-dioramas for displaying the unclean condition of village house-holds, absence of proper toilets, unavailability of pure drinking water, living of inmates contiguous to domestic animals and the out-break of diseases due to the above conditions. If this is done, the museum will be able to help to make villages healthy and prosperous.

Conclusion

The value and usefulness of the objects kept in the State Museum to protect and preserve the history and culture of Manipur in-tact, for the prosperity is very high. Therefore, it is the obligatory responsibility of everybody to know their value and

protect them with love and care. Further, if the electronic media produces regular features related with the State Museum will greatly help in spreading knowledge to the public. Lastly, in education it is highly essential to employ the museum as an instrument for acquiring advanced and complete knowledge. Therefore, it is highly indispensable to develop our State Museum at the national level.

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CHALLENGES IN EXPANSION WITH EXCELLENCE IN HIGHER EDUCATION WITH SPECIAL REFERENCE TO MANIPUR

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ISSN 2277-7733

Volume 6 Issue 3,

December 2017

Abstract

The present paper tries to track down all existing education policies of the country and the efforts of GOI to bring expansion in higher education since post independence till date. The vision of joining Global Knowledge Society has the ultimate goal of both expansion and excellence inseparable as two faces of a coin. Many challenges are met midway and solutions regarding is the need of time.

Keywords: *challenges, expansion, excellence, excellence in higher education, higher education, Manipur*

In this fast and competent knowledge era, India is striving hard with all efforts to join Global Knowledge Society by 2020 with missions of Expansion and Excellence in higher education from its huge population of about 1.2 billion (Census 2011). We have limited resources except for human resource and due emphasis is given to convert human resource to knowledge economy to compete global race in all respects.

Tracking Higher Education Policies in India

The importance of higher education was felt as far back as 1948, just after India got independence and the first education commission was established as “University Education Commission”; popularly known as “Radhakrishnan Commission”. To streamline Higher Education(HE), the University Grants Commission (UGC) was established by an act of parliament in 1956 and since then UGC is actively working for the development of HE in the country.

We also witnessed the wholesome and perfect education commission of the country established in 1966 for the welfare of entire system of education from KG to PG, popularly known as “Kothari Commission” and is an epoch making education commission of India with so much geographical, cultural and religious diversifications. It has a far and wide spectrum suitable to Indian soil of “Unity in Diversity” giving importance to both quality and quantity. It also visualised that even the adequate infrastructure development may not be an end without that of human resources development. The importance of Education in using as an agent of socio-economic and cultural transformation to endeavour to relate to life, needs and aspirations of the people was set as the goal of this commission with four pillars - *Access, Equity, Quantity and Quality*.

The recent initiatives taken with regard to higher education under National Policy on Education, 1986 (NPE 1986) and its PoA 1992 is the outcome of the above two reports. The socio-economic and cultural transformation relating to life, needs and aspirations of the people through education in general and higher education in particular are visualised in five principal goals - *Greater Access, Equal Access, Quality, Excellence and Relevance & Promotion of Social values*.

It may be mentioned that the parameters “Excellence” and “Expansion” in Higher Education were given emphasis in NPE1986 and for fruitful expansion and greater access for rural and weaker section youths in HE Jawahar Narvodaya Schools were set up.

The Birla Ambani Report for reforms in Education 2000 under Prime Minister’s Council of Trade and Industries aiming to convert education to tradable commodity

to include in GATES, declaration of education as non-merit goods, withdrawal of all subsidies under Structural Adjustment Programme (SAP) etc may count to be the first step to commercialise Higher Education; but protests from all sections made the report to stop right away from implementation.

The National Knowledge Commission (NKC), a report to the Nation came out of blue during 2007 aiming at the Liberalisation, Privatisation and Globalisation (LPG) of higher education in the name of joining global knowledge society by 2020. It was constituted with the parameters Inclusion, Quality, Excellence and Expansion of higher education with the vision of reaching Gross Enrolment Ratio of youths to 25% by 2020 from nearly 7% only between the age group of 17-22 years. But the prescription of NKC does not match with the diagnosis of the deteriorating condition of higher education of the state. The proposal of NKC to establish one regulatory authority namely “Independent Regulatory Authority of Higher Education (IRAHE)” by subsuming all regulatory authorities like UGC, AICTE, MCI, NCTE etc (13 such bodies) may be counted as the most draconian and capitalist liberalisation. Many criticisms and oppositions from academicians, specially from All India Federation of University & College Teachers’ Organisation (AIFUCTO), under strong debates and awareness missions countrywide made the commission to block before implementation. However, another report, namely, Yash Pal Committee Report came up during 2008 to renovate and rejuvenate higher education and research (National Commission for Higher Education and Research, (NCHER) met the same protest as it aims at LPG. But the bill for NCHER is in the parliament waiting to pass an act. The report also recommends opening of foreign institutions through Foreign Education Providers (FED) and Foreign University Entry Bill is also waiting its turn to be passed by the parliament.

The last three reports have the market oriented approach under the prescription of World Bank to convert knowledge as tradable commodity and to include education in the GATES. The reports have the same parameters of **Excellence and Expansion** of higher education under PPP mode, which are not suitable to the Indian soil of huge population of geographical, cultural, religious and social diversities. Hence we need to rethink about these two parameters in another way round for the development of higher education in the country in a more people oriented technique and some suggestions regarding are tried in this paper.

Expansion of Higher Education

The country is now quite eager to join Global Knowledge Society by 2020 as visualised by our Prime Minister Dr. Manmohan Singh and many policies are taken up as mentioned earlier in this paper. The real emphasis is given in higher education and regarding this, we may quote our Prime Minister “the time has come to create a new wave of institution building and of excellence in the field of education, research and capacity building so that we are better prepared for the 21st century”. On the Independence Day, 2008 at Lal Quilla Prime Minister proudly declared XI plan as our National Plan Year of Education and the budget allocation was increased 19-fold for higher education (a quantum leap). Indeed, it gave a sharp increase of GER to 13.5% from 7% and the number of universities and colleges increased from 350 and 17,700 to 611 and 31,324 under XI plan respectively. (only 34 universities in the whole North East: attention regarding necessary)

The XII plan has the objective of expansion with confidence to double the present GER and targeted at 27% (ref: XII FYP of UGC, Nov 2011) at the end of plan year (2012-2017). The proposals may be highlighted as: To establish Model Degree Colleges in EBDs, To establish 20 Women Universities, To establish 800 Constituent colleges in the 43 Central Universities, To form 400 College Cluster Universities, To establish 20 new Faculty Development Centres, To establish Academic Staff Colleges to reach 100 from the present strength of 66, To establish 10 new Leadership Development Centres, etc

The budgetary proposed allocation for *expansion* from column 1 to 4 above in crore is Rs.1,44,350/- out of the whole Rs.1,84,740/- (Table-1). The XI FYP of UGC had also given due emphasis on inclusion, quality and excellence and the budgetary allocation during the plan was Rs. 84,943/- crores whereas that in the X plan was only Rs.9,600/- crores. The expansion during the period was almost double of that existed in the previous plan. The objective of expansion to double that in the XI plan is clearly reflected in the XII FYP of UGC with clear-cut allocations and proposals (Table-1 below)

Table 1 Area-wise Budgetary Provisions

Sl. No.	Sector/Scheme	Proposed Allocation (Rs in crore)
1.	Enhancing Aggregate Access	1,44,350
2.	Equity	16,260
3.	Quality & Excellence	11,140
4.	Research Projects	5,350
5.	Relevance and Value Based Education	1,240
6.	ICT integration	4,450
7.	Governance & efficiency improvement	1,950
	Total Projected Requirements	1,84,740

Source: XII FYP of UGC

Excellence in Higher Education

Excellence in higher education sector to compete in global context is the most important parameter in the present context. The introduction of API scores under PBAS in the new UGC Regulations, 2010 is the most prominent factor and the columns 5-7 above proposals of XII FYP of UGC are for implementing in the true sense and the proposed allocation regarding is Rs. 11,140/- crores. In other related branches the allocations are respectively Rs. 5,350/-, Rs. 1,240/-, and Rs. 4,450/- crores for research projects, relevance and value based education, and ICT integration (Table-1). The XI FYP of UGC had also given due emphasis on inclusion, quality and excellence and the budgetary allocation during the plan was Rs. 84,943/- crores whereas that in the X plan was only Rs.9,600/- crores. During this plan many actions were taken up including the establishment of 374 model degree colleges at the identified Educationally Backward Districts (EBD), identification and conferment of Autonomous Colleges and College for Potential of Excellence, enthusiastic efforts to grade colleges by NAAC, giving opportunities for faculty improvement programmes to the teachers in service, making academic and administrative reforms etc. The action plan of UGC for improving quality in higher education many administrative and academic reforms are recommended; namely Semester system, Choice-based credit system, Curriculum development, Admission procedures, and Examination reforms.

The Challenges

With all these initiatives by UGC and GOI, the institutions are facing many challenges in implementation and the reason may be counted as Lack of ICT facilities, Lack of infrastructures (both human and physical), Lack of requisite number of faculty members, Lack of proper administration, Lack of integrity and accountability, Appointment of teachers on part-time, contract or guest norms, Non-implementation of UGC norms by the state governments, Adjustment time for academic and administrative reforms, and Administrative oppositions in the higher learning and research etc.

The government and authority may take the responsibility to take up proper remedy on the above challenges to bring expansion with excellence in all higher educational institutions. In the meantime, the teachers should also be held the responsibility of discharging their duties with commitment.

Suggestions

1. The uneven distributions of universities must be checked for uniform expansion and excellence throughout the country.
2. Model degree colleges must be established in all districts of the country specially for the state of Manipur
3. To enhance the process of excellence, the central government must convert the affiliated government colleges into constituent colleges or at least 20 each state as suggested in the XII FYP of UGC for the states like Manipur.
4. One Women University must be establish in states like Manipur where women enrolment is almost double that of men and having the less number of universities; as of now only one Central University in general stream

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CHARACTERIZATION IN AMITAV GHOSH'S NOVEL, 'SEA OF POPPIES'

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Verbal Art & Phenomenal Literature

ISSN 2277-7733

Volume 6 Issue 3,

December 2017

Abstract

Amitabh Ghosh's ambitious novel, 'Sea of Poppies' is an inaugural volume of his planned Ibis trilogy. The two other novels of this trilogy are River of Smoke (2011) and Flood of Fire (2015). The novel, 'Sea of Poppies' is set in India in 1838, on the eve of the Anglo-Chinese opium wars of 1839-43 and 1846-60. It is an apt and concrete commentary on how colonialism damaged and divided Indian society. It paints a poignant portrait of the human devastation and decadence caused by imperialism. To his own confession, it took four years to write Sea of Poppies. The novel was also shortlisted for Britain's Man Booker Prize.

Keywords: *characterization, amitav, amitav ghosh, sea of poppies, poppies*

The novel elucidates two enormous economic episodes of the 19th century: the cultivation of opium as a cash crop in Bengal and Bihar for the Chinese market, and the transport of Indian indentured workers to cut sugar canes for the British on such islands as Mauritius, Fiji and Trinidad. The poor Indian peasant actually suffered the brunt of this opium war. Peasant farmers have been obliged to turn over their fields to opium production, and this causes widespread poverty, hunger and slavery because lands that had once a means of sustenance were now deluged with the rising tide of poppies. The British forced everyone to grow poppy in place of useful and lifeline crops like wheat, paddy, pulses and vegetables. In fact the novel is set in an era of agricultural scam: when the western demands for profitable but inedible crops which cause starvation in the subaltern world:

"Back then, a few clumps of poppy were enough to provide for a household's needs, leaving a little over, to be sold: no one was inclined to plant more because of all the work it took to grow poppies...Such punishment was bearable when you had a patch or two of poppies...but what sane person would want to multiply these labours when there was better, more useful crops to grow, like wheat, dal, vegetables? But those toothsome winter crops were steadily shrinking in acreage: now the factory's appetite for opium seemed never to be sated." (*Sea of Poppies, page 29*)

The novel delineates the utter helplessness of Indian laborers and farmers as the insatiable appetite of the British for revenue, rendered them crippled, marooned, exploited and defenceless. The crafty and cunning business of British snatched India of its riches, freedom and peace; and Chinese of their discretion and wisdom by poisoning them with opium. The novel opens in a remote village devastated by these circumstances. Deeti, watches her inert husband yield to addiction; he collapses at the opium-packing factory where glazed workers move 'as slow as ants in honey'.

A host characters in *Sea of Poppies* assembles in Kolkata to board on Ibis ship at Hoogli. They belong to numerous races and people of differing castes, creeds and sexes. Ghosh's copious and deft detail makes the reader intimately familiar with the characters and their respective cultures and heritage. The novel exhibits a dozen of major characters like Ibis, Deeti Singh, Burnham Brothers, Kalua, Zachary Reid,

Serang Ali, Putli, Jodu, Mauritian, Raja Neel Rattan Halder, Baboo Nob Kissin, Ah-Fatt etc.

Ibis is a slave-trading ship and it is pressed into service to transport *girmitya*, indentured laborers, to plantations on the island of Mauritius. It has a British captain, an American, second mate, Indian troops to maintain law and order, and a crew of lascars. Among its passengers are people of all nationalities, backgrounds and beliefs, some crossing the seas to tide over the crises at home, some being transported as convicts. As they sail down the Hooghly and into the Indian Ocean, their old familial ties and traces are washed away and they begin their lives afresh:

“Slowly, as the women’s voices grew in strength and confidence, the men forgot their quarrels: at home too, during village weddings it was always the women who sang when the bride was torn from her parent’s embrace – it was as if they were acknowledging through their silence, that they, as men, had no words to describe the pain of a child who is exiled from home.” (*Sea of Poppies*, page 366)

The sea becomes their new nation as the shipmates form new bonds of empathy. They leave behind the strictures of caste, community and religion; rename themselves as *jabaṅ-bhais* and *jabaṅ-babens*. Singing and ritualistic performances become their sole source of sustenance from the colonial reality and the uncertainties awaiting them in the remote islands of Mareech. The ship ultimately becomes the epicentre for a wide variety of characters.

Ghosh also exposes the dilapidating plight of women in ancient and colonial India who are subjected to suffer numerous persecutions at the hands of men who have been treating women only an object of quenching carnal desire and household maidservants. Enforcing protagonist Deeti Singh to sit on her husband’s funeral pyre and commit sati; and the life which her six-year-old daughter must expect including her marriage in another three or four years, diffuse staunch smell of gender biasing.

Zachary Reid is a young sailor from Baltimore who has left America because professional jealousy has led him to constant harassment by other American sailors. With the support of the lascars and Serang Ali, the leader of the lascars, Zachary Reid has raised his soul above his station and the potential to progress to officer status, something impossible for him at home. Though Reid’s own background is not so different from that of the lascars, he is a foreigner, a man who has no known caste within Indian society, and Serang Ali treats him as a superior to the lascars. His likely soul mate is Paulette Lambert, the educated daughter of a French republican freethinker and horticulturalist in Calcutta, who was adopted by Burnham after her parents died and was raised by a Bengali wet nurse.

Benjamin Burnham is an unscrupulous British merchant and he owns the *Ibis* and engages in the opium trade, which his family controls in Ghazipur, fifty miles east of Benares. Since the slave trade has been officially ended, Burnham has kept the *Ibis* intact and simply switched to the transport of exiled prisoners and coolies. Though Burnham is the son of a Liverpool tradesman, his willingness to finance and manage these exploitative trades has led to enormous wealth and a lavish lifestyle impossible for him in England

Neel Rattan Halder is a Bengali landowner and profiteer in the opium trade. He is materialistic, decadent and promiscuous. He has to pay the price for refusing to sell his estates to Burnham. He is framed for forgery and dispossessed from his royal

estate by a British jury. Not only that he is driven out of his palace, separated from son and wife and made to share a room with a stinking convict Ah-Fatt and now aboard the Ibis.

Jodu is the son of the wet nurse and foster-brother and childhood companion of Paulette Lambart. He is a poor fisherman and his boat is struck by the Ibis and he finally finds employment aboard. Ah-Fatt, beastly and inhuman character, is a bastard child of a Parsi father and Chinese mother. He looks for his father who spurns him to avoid social ignominy. He is on trial in India and left in stinking state into a dark cell. He shares his cell with Neel Rattan Holder. Initially they are at loggerheads but gradually they come closer to each other and this intimation and friendship makes the novel most enchanting and delightful journey. Baboo Nob Kissin is accountant, treasurer and personal assistant of Benjamin Burnham.

The inclusion of Lascars in the novel by Ghosh is revealed by the truth that they worked in the very worst and shabby conditions on East India company ships, and died disproportionately on ships during the first and second World Wars. And they've hardly been given their due and recognised in official naval chronicles. The novel is replete and reverberates with the pidgin used by the lascar.

For the slave ship and the people aboard, suddenly unborn destiny is born. Catastrophic cloud hovers in the sky, sea darkens and storm doesn't want to keep anything for tomorrow. Indentured labourers and lascars have no sigh of relief as predicaments, one after another, roll upon. The novel closes with the Ibis in mid-ocean in a storm. Serang Ali, leader of the lascars, has deserted ship, along with the convicts and the condemned; of the kingpin characters only Deeti, Paulette, Nob Kissin and Zachary could survive, watching from the deck the drama of doom and devastation played by Nature on the doleful stage of the sea.

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SOLAR ENERGY FOR SUSTAINABLE DEVELOPMENT

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ISSN 2277-7733
Volume 6 Issue 3,
December 2017

Abstract

Energy has always been the key to the man's greatest goals and to his dreams that lead to better quality of life. In India energy problem is very serious and main objectives is move to find solution to match demand and supply of energy source. In our world today we have two lagging resources – energy and water. The need for conserving energy and developing alternative energy is a must and also to bring about change in the mind to focus on renewable resource of energy. To get power, the promising option is to make more extensive used of the renewable sources like sun. This paper is an attempt to make aware of the global energy problem and leading role of the alternative energy sources for future survival and to encourage students and young generation to give innovative ideas.

Keywords: *energy, solar energy, development, sustainable development*

All education spring from the images of the future and all education create the images of future. Alternative energy source is the subject of global attention. It is essential that awareness about energy system should be brought in the mind of the people so that they will become conservative and start adopting the new technologies. Unless more and more people start using these in near future, the energy scarcity may reach alarming levels. India is a country having over 300 sunny days a year and solar system can prove a boon. Energy is a crucial input in the process of economic, social and industrial development. Energy consumption the developing country is increasing at a faster rate. As conventional energy sources are depleting they by day utilization of alternative energy sources is the only solution. India has made rapid strides towards economic self reliance over the last few years. On the energy demands and supply site, India is facing severe shortages. To overcome energy crisis, government has developed related to alternative energy sources. The new agricultural technologies can be developed base on non-conventional energy sources.

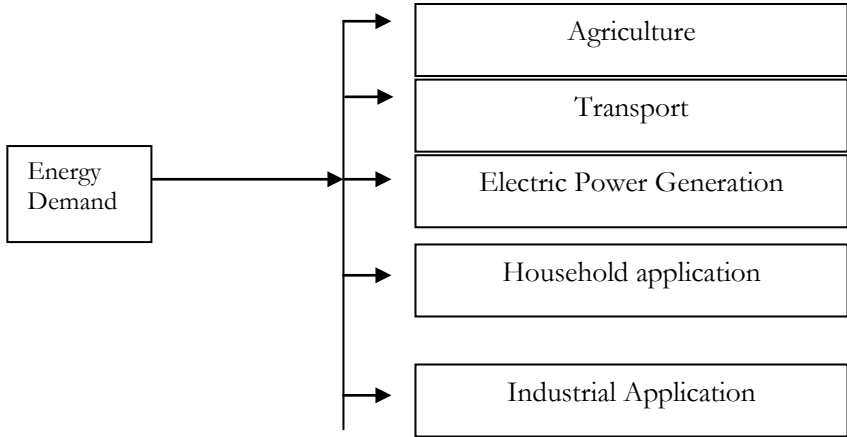
Research and development by few established companies have provided good results. However, the total contribution of energy through these alternatives means still less than four percent of the total energy generation as of today. The increased power demand depleting fossil fuel resources and growing environmental pollution have led the world to think seriously for other alternative sources of energy. Basic concept of alternative energy relates to issues of sustainability, renewability and pollution reduction. In reality alternative energy means anything other than deriving energy via fossil fuel combustion. In this paper an attempt has been made to project the dynamics of solar energy resources prevailing in our country for sustainable development. The generation of awareness at the grass root levels is the need of the hour.

Energy supply and demands

Our energy requirements have increased in the years following the industrial revolution. This rapid increase in use of energy has created problems of demand and supply. It this growing world energy demand is to be met with fossil fuels, there will be no more available for producing the energy after few years. It is a need of today's

world to concentrate on renewable energy source to satisfy the demand and conserve our finite natural resource for the generation to come.

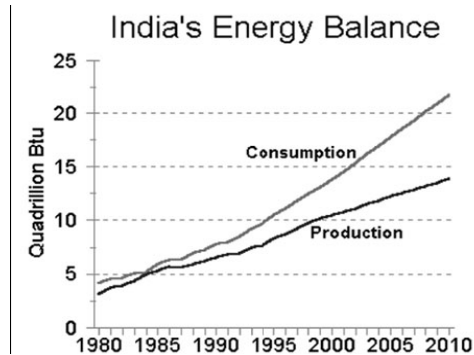
An overview of the concerns about energy demand and supply-Demand



Demand and supply forecasts for power in India.

Table.No.I

YEAR	PEAK LOAD	INSTALLED CAPACITY	PEAKING CAPABILITY
2001/02	95.76	126.04	88.92
2006/07	130.94	181.1	129.81
2011/12	176.65	242	146.67



Source: U.S. Energy Information Administration

Solar Energy

Solar energy is one of the most resourceful sources of energy for the future. One of the reasons for this is that the total energy we receive each year from the sun is around 35,000 times the total energy used by man. However, about 1/3 of this energy is either absorbed by the outer atmosphere or reflected back into space.

Solar energy is the energy force that sustains life on the earth for all plants, animals and people. The sun's warmth can be stored to produce energy. Mirrors and glass

were used to collect heat in ancient times, but the first houses to use solar heating were not built until 1955. Solar energy is becoming more popular and the technology is getting better all the time. The world's largest solar energy generating plants are in the Mohave Desert, California, U.S.A. They are designed to use the sun's rays to heat oil which drives a generator. It creates enough electricity for a small town.

Top Energy Users

These countries guzzle more energy than any others in the world. The figures below show the amount of gas, coal or other power needed to produce the same amount of energy as a total tonne of oil. This is the standard way of comparing energy produced and consumed from different sources.

Table 2 Energy Consumption 2004

Country	Oil	Gas	Coal	Nuclear	HEP*	Total
USA	937.6	582.0	564.3	187.9	59.8	2,331.6
China	329.9	37.1	963.5	11.3	74.2	1,410.0
Russia	128.5	361.8	105.9	32.4	40.0	668.6
Japan	241.5	64.9	120.8	64.8	22.6	514.6
India	119.3	28.9	204.8	3.8	19.0	375.8
Germany	123.6	77.3	85.7	37.8	6.1	330.4
Canada	99.6	80.5	30.5	20.5	76.4	307.4
France	94.0	40.2	12.5	101.4	14.8	262.9
UK	80.8	88.2	38.1	18.1	1.7	226.9

Sources :- Whitakers World of Facts, 2007

Table 3 Top Coal Producers

Country	2004 production (tones oil equivalent)
1. China	989,800,000
2. USA	567,200,000
3. Australia	199,400,000
4. India	188,800,000
5. South Africa	136,900,000
UK	15,300,000
World Total	2,732,100,000

Sources :- Whitakers World of Facts, 2007

Solar energy is a renewable resource that is in exhaustible and is locally available. It is a clean energy source that allows for local energy independence. The sun's power flow reaching the earth is typically about 1.000 watts per square water (w/m²), although availability varies with location and time of year. Capturing solar energy typically requires equipment with a relatively high initial capital cost. However, over the lifetime of the solar equipment, these systems can prove to be cost-competitive, as compared to conventional energy technologies. The key to successful solar energy installation is to use quality components that have long lifetimes and requires minimal maintenance.

Electricity from sunlight

Most of the all renewable energy comes directly or indirectly from the sun. The three main types of energy system comes from solar energy can be classified into passive, active and photovoltaic. Sun differentially heats the atmosphere, causing winds, evaporates water and recycles it as rain, which lets our river flow and thus hydropower and wind power is also derived from sun. Potentially sun is the most abundant source of energy and even if a small portion of this energy were harnessed, it could solve many of our current energy requirement problems.

Electricity can be produced from sunlight through direct heating fluids to generate steam for large scale centralized electrical generation (solar thermal electrical generation) electricity can alternatively be produced from sunlight through a process called photovoltaic (PV) which can be applied, in either a centralized or decentralized fashion. Photovoltaic solar cells, which directly convert sunlight into electricity are made up of semi conducting materials. The simplest PV cells – power watches and calculator, which more complex systems can light houses and provide power to the electrical grid.

PV is relatively new and unknown technology, which offers a new vision for consumers and business as to how power can be provided.

PV technology is already proving to be a force for social change in rural areas in less developed countries. The unique aspect of PV is that it is a radical or disruptive type of technology as compared to conventional power generation technologies.

PV is a technology that does not build from the old technology base, but rather replaces that base from the bottom up.

PV allows people the opportunity to ignore traditional electrical power supply structures and meet their own power needs locally. In rural region of the world today, where there are no power companies offering electricity, PV is often the technology of choice.

The best performing renewable energy electrification system are those that meet the expectations of the users. It is important to satisfied the basics needs of the users in order to insure acceptance of renewable energy system. Ownership and subsequent accountability is the key to the system sustainability for PV.

Application of common Photovoltaic

(1) Residential power: Over 500,000 homes worldwide use PV power as their only source of electricity. In Texas, a residence located more than a mile from the electric grid can install a PV system more inexpensively than extending the electric grid. A Texas residence opting to go solar requires about a 2 kW PV array to meet its energy needs, at a cost of about Rs. 675,000. The first rule with PV is always energy efficiency. A PV system can provide enough power for an energy efficient refrigerator, lights, television, stereo, and other common household appliances.

(2) Water Pumping: Pumping water is one of the most competitive arenas for PV power since it is simple, reliable, and requires almost no maintenance. Agricultural watering needs are usually greatest during sunnier periods when more water can be pumped with a solar system. PV powered pumping systems are excellent for small to medium scale pumping needs (e.g., livestock tanks) and rarely exceed applications requiring more than a 2 hp motor. PV pumping systems main advantages are that no fuel is required and little maintenance is needed.

(3) Telecommunications: This was one of the early important markets for PV technologies, and continues to be an important market. Isolated mountaintops and other rural areas are ideal for stand-alone PV systems where maintenance and power accessibility makes PV the ideal technology. These are often large systems, sometimes placed in hybrid applications with propane or other type of generators.

(4) Gate Openers: Commercially available PV powered electric gate openers use wireless remote controls that start a motorized actuator that releases a gate latch, opens the gate, and closes the gate behind the vehicle. Gates are designed to stop if

resistance is met as a safety mechanism. Units are available that can be used on gates up to 16 feet wide and weighing up to 250 pounds. Small PV modules of only a few watts charge batteries. Digital keypads are available to allow access with an entry code for persons without a transmitter. Solar powered gate-opening assemblies with a PV module and transmitter sell for about Rs.31500.

(5) Commercial Lighting: PV powered lighting systems are reliable and a low cost alternative widely used. Security, billboard sign, area, and outdoor lighting are all viable applications for PV. It's often cheaper to put in a PV lighting system as opposed to installing a grid lighting system that requires a new transformer, trenching across parking lots, etc. Most stand-alone PV lighting systems operate at 12 or 24 volts DC. Efficient fluorescent or sodium lamps are recommended for their high efficiency of lumens per watt. Batteries are required for PV lighting systems. Deep cycle batteries specifically designed for PV applications should be used for energy storage for lighting systems. Batteries should be located in protective enclosures, and manufacturer's installation and maintenance instructions should be followed. Batteries should be regulated with a quality charge controller. Lighting systems prices vary depending on the size.

(6) Electric Fences: PV power can be used to electrify fences for livestock and animals. Commercially available packaged units have maintenance free 6 or 12 volt sealed gel cell batteries (never need to add water) for day and night operation. These units deliver safe (non-burning) power spikes (shocks) typically in the 8,000 to 12,000 volt range. Commercial units are UL rated and can effectively electrify about 25 to 30 miles of fencing.

(7) Remote Site: PV is best suited for remote site application that have small to moderate power requirements, a small power consuming application were the grid is in existence.

Benefits of Alternatives Energy

Energy is a crucial input in the process of economic, social and industrial development. As conventional energy sources are depleting day by day, utilization of alternative energy source is the only solution. Alternative energy options enable local institutions to manage their own energy needs and thus provide rural development opportunities. In addition, dissemination and popularization of energy – efficient devices and alternatives to conventional fuel can do the following:

Enhance income: Alternative energy sources can provide local employment opportunities through direct use of energy in small-scale industry and agriculture, through construction, repair, and maintenance of energy devices, or through the sale of energy to local utilities. In India, for example, the use of solar water-heating systems to meet the hot-water demand of hotels and hospitals.

Provide better lighting: Better lighting enables the poor to stretch their period of economic activity; their children can help them in daily chores and then study in the evenings.

Benefit women: Lower dependency on fuel wood and other household fuel sources reduces the drudgery of women by shortening or eliminating the distances they travel for fuel collection. The improved cook stove, for example, has been associated with an average net annual saving of seven person-days of labour a year in India.

Help the environment: Efficient use of conventional sources of energy or use of renewable energy helps save the environment from further degradation and gives it an opportunity to regenerate.

Benefit human health: Use of improved cook stoves and biogas plants, for example, helps reduce or eliminate health problems associated with using conventional cook stoves, including respiratory diseases and eye problems.

Provide sustainable fuel systems: Afforestation and agro forestry, combined with the introduction of energy-efficient devices, can help to create a sustainable fuel-use system within the rural community and sustain the ecological balance of a region.

Achievements and Activities of MANIREDA

Manipur Renewable Energy Development Agency (MANIREDA) has made the following contributions for the villagers of Manipur and the projects under progress are given in Table No. IV, V, VI.

Table 4 Activities of Manireda

Sl.No	Particulars	Qty. (Nos)	Power Output (KW)	Remarks
1.	Electrification of remote/difficult villages through solar lightning systems.	140 villages		136 villages by solar systems, 3 villages by Biomass Gasifier and 1 village through small hydel project.
2.	Solar water pumping systems	28	27.00	26 Nos. of 900 watts and 2 Nos. of 1800 watts systems.
3.	SPV Systems installed	18,801	846.15	8152 HLS Model- V 3220 HLS Model-II 1300 HLS Model – I 225 Street Lights 5904 Solar Lantern
4	Energy awareness cum educational parks	3		
5	Solar water heater (100 LPD)	25		For demonstration purposes.
6	Box type solar cooker	250		For demonstration purposes

B. Projects under progress

Table 5

Sl.No.	Particulars	Qty.(Nos)	Power output (KWH)	Remarks
1.	Romte villages electrification (1074 nos. of HLS Model – II and 101 nos of SLS)	14 villages	47.11	Targeted for completion by 31/6/2008
2	SPV demomstration programme 2006-07 1000 solar lantern, 350 HLS Model-II	1350	22.95	Targeted for completion by 31/6/2008
3	Energy Awareness cum Educational Park	7		Ar seven educational Institutions

C. Project in Pipeline

Table 6

Sl. No.	Particulars	Qty.(Nos)	Power output (KW)	Remarks
1	Remote village electrification	441 villages		Targeted for completion by 31/3/2012.
2	SPV Power plants	11	145	50 kW at Ceper public Hospital, 25 kW at State Academy of Training and 10 kW each one at MANIREDA office and one each in 7 Districts.

Conclusions

Energy is the backbone of technology and economic development. The future is bright for continued PV technology dissemination around the world. PV technology fills a significant need in supplying electricity, creating local jobs and promoting economic development in rural areas, while also having the positive benefits of avoiding the external environmental costs associated with traditional electrical generation technologies. Solar energy means a fossil fuel saving, emission free environment, contribution to energy conservation better economy and modern life style with clean and cheap renewable energy. Solar energy is presently being used on a smaller scale in furnance for homes and to heat up swimming pools. Protection of environment and climate and their preservation for the generations to come is a demanding social, scientific and economical task. Utilization of renewable energy, efficient conversions of fossil fuel are not only environmentally and climatically beneficial, they also preserve the finite energy sources. Efforts should be made to find renewable sources of energy to minimize the ever growing environmental as well as social problem. In this emerging trend of finding alternative sources of energy the state of Manipur has developed the potential to utilize solar energy to supplement energy production, solar energy has become a recent trend in Manipur to check health hazard and environment problem. Solar Energy Projects being implemented the most is in developing nations. More specifically we find them in Asia, Africa, Latin America. Research is in underway for new fabrication techniques. Today oil companies for example, are aware of the renewed interest in solar power. They are diversifying their holdings in other forms of energy.

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READING FRAGMENTATION: CONCERNS AND ISSUES

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ISSN 2277-7733

Volume 6 Issue 3,

December 2017

Abstract

The progress of technology is bilateral for it brings us not only convenience but also trouble, we enjoy our mobile phones, laptops and convenient transport, but also suffer from the lack of time, the lack of happiness and environmental troubles at the same time. Reading fragmentation is one of the common problems come up with the development of high-technology, people live with high- technologies have less time to read even a full book earnestly, due to the lack of time which is caused by endless work or entertainment. There is no need to discuss how important books are for human, we can easily conclude that we human can't develop without the help of books throughout our history, so it's necessary for us to think over what we should do when we face the reading fragmentation?

Keywords: Reading, fragmentation, Concerns, Issues

The process of education of man begins when he is in the womb of his mother. At that time, he has a kind of environment and he has to adapt himself to another than environment as soon as he is born. The outside environment is very much extensive than the womb of the mother and as such it needs more adaptation after birth. As the child grows up, his environment becomes more and more complex and accordingly the needs of adaptation also increase. This activity of adaptation is a part of his education process. So, in order to prepare himself for adaptation or develop himself man requires a systematic education and systematic learning. Learning includes Reading fragmentation which is one part of information fragmentation.

What is Reading fragmentation?

Reading fragmentation is one part of information fragmentation, which is caused by development of technology and puts vital effect on our intellectual construction. As for a modern people, it's unnecessary to make any effort to get our wanted information. With the help of digital machine, the quantities of information are like volcanic erupting that covers every single corner of our lives. Every spreading revolution leads to monstrous altering in the field of thinking and knowledge, so the way we get information or news nowadays, will undoubtedly, change the mode how we interact with the world, like what printing had brought to the history.

But unfortunately many researches blame that reading fragmentation leads to the understanding disability or even handicap. For instance, The last National Assessment of Adult Literacy from 2003, which is a bit dated though, offers a picture of Americans' ability to read in everyday situation. (Of those who finished high school but did not continue their education). From this survey we can reap a result that even one person can read, he (she) can be functionally illiterate for they are unable to catch the articles' intent accurately which is required in the process of reading.⁽¹⁾ Other researches also announce that we can rarely focus on studying with whole attention, we can hardly read serious proses or articles, which shows we are gradually losing the ability of thinking deeply. And some scholars say that compared with one century before, in which the gain of information or knowledge is not so easy, we are more

likely to forget since we can acquire and save them with one click on our mobile phones. Miserable fact that we put so much to turn ourselves odd.¹

That's quite reasonable because if we spend too much time and energy to digest every information we meet, then how can we make it possible to invest our time in those magnificent books which are always long, tedious and requires a lot of time for understanding? I am not suggesting that we should violate the wave of era, but if we want to gain success in our subsequent lifetime, then we ought to know the importance of traditional reading, which is sometime tortuous. Also, the ability of thinking independently, deeply and rationally is ever more important for us. It's a normal phenomenon that in the Internet most of netizens are easily to be incited and motivated by the boasting propaganda or gossip news, which have nothing to do with our mental development.

Conclusion

That is to say, we should train ourselves acquire the ability to comprehensively mix the information up to a useful knowledge chain, in the same time to prevent ourselves form being ruled by incomplete segments. And make full use of reading fragmentation so that it could engender some complementary help at the way we study. Saving energy from meaningless and thoughtless noises is also integral.. Like Dickens said: It is the best of times, it is the worst of times, it is the age of wisdom, it is the age of foolishness.

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CREATING NEW SPACES ON INDIA-CHINA INTERACTION IN YUNNAN

ISSN 2277-7733

Volume 6 Issue 3,

December 2017

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Abstract

Seminars, conferences and journals provide opportunity to exchange ideas. Visiting a foreign country is something special. We come to know about the attractions of that country. All or any people known to me has a lot of great memories with India, always missing her, my second hometown. Today many of our students are working in various Indian states, they also have very special feeling with India. So proud of them, because we're all serving for India and China. To elaborate on it, I will discuss about how Yunnan plays a very important role in India-China historical exchanges; highlight educational exchange and cooperation between India and Yunnan as well strengthen the research and promote the Yunnan-India cooperation in some major fields.

Keywords: *new spaces, India, China, India-China, Yunnan, Interaction in Yunnan*

Yunnan plays a very important role in India-China historical exchanges. India and China are naturally a pair of sister countries. Their similarities and their association are great, numerous. And intimate. Looking over the geography and history of all the nations in the world, we find there are not any other two nations that can be compared to our two countries. This is true from every respect and from every standard of observation and judgment. Our two countries, both situated in the bright and glorious continent of Asia. India to the south-west and China to the north-east, spread out lordly in different direction but yet are linked up at the main line, just like the two wheels of the carriage or the two wings of a bird, and the two hands and feet or the two ears and eyes of a person. More than 2,000 years ago, the southern silk road from Yunnan became the link of trade, culture exchanges between China and South and Southeast Asian countries. Yunnan has historically shared a border with India for a long time. The state in the western part of Yunnan was connected with the ancient state of India. In ancient times we called it Shuailao Kingdom, which is now the Baoshan area of Yunnan. By 69 AD, the king Liuniao of the Shuailao who follow the imperial government, and Yongchang county was set up by the Eastern Han Dynasty. In the Tang Dynasty, Yunnan used sea shells imported from the coast of India and Myanmar as currency in large quantity, and its measurement method was basically consistent with that of India, Myanmar and Thailand, indicating that the trade had reached a considerable degree at that time. If national migration and cultural exchanges are traced, the history of exchanges may be even older. After Esoteric Buddhism spread to Dali from India, it evolved among the Bai people and eventually reached its pinnacle during the period of Nanzhao and Dali Kingdom. It became the religion of the Bai ancestors, which had a profound influence on the history and culture of the Bai people. And the city symbol of Kunming-Jinma Biji Archway, according to the legend, the two sons of the king Ashoka of ancient India in pursuit of the god horse to came to Jinma and Biji mountain by the Dianchi Lake, they didn't go back.

The history of the exchanges of Yunnan-India goes back to more than 2,000 years, which makes it a major channel connecting the two thematic cultures and the mainstream economy of China and India. Yunnan is undertaking an important mission of being a relay transmitter among them. And this Channel has played a significant role in promoting the development of Yunnan's economy, science, technology and culture, thus making Yunnan to become the first important region in China for direct Sino-India exchange. In ancient times, through this channel, the communication between China and India was realized in the aspects of rice planting culture, building technology, smelting technology, tea cultivation, silkworm cultivation, astronomical and calendar measurement. As early as the pre-Qin, Han and Jin dynasties, Indian traders did a lot of business in this area. In the modern times, this channel has become active again, forming a trading circle of Yunnan, Burma, India and Tibet, where commodities such as Yunnan's tea, medicine, gold, silver and India's cotton and cloth were circulated. In the Anti-Japanese War period, the Stilwell road, Hump route and China-India oil pipeline were opened here, and a large amount of materials were passed through. The reason that this channel has been able to excel in such a long period of time, and which will remain forever, shows a tenacious internal vitality, and because it has the strong support of the two huge markets behind it.

In recent years, under the framework of India-China strategic and cooperative partnership which has been driven by cooperation mechanisms such as BCIM regional economic cooperation forum, the relations between India and Yunnan have witnessed substantial development. The two sides have increasingly frequent interactions, which has strengthened contact and cooperation in the areas of economy & trade, culture, education and tourism. Yunnan and the eastern areas of India, including west Bengal, our relations start from neighbor to partner, and now we are good friends.

Highlights of education exchange and cooperation between India and Yunnan

The first India-China Yoga College has settled in Yunnan: The MOU concerning co-building Yoga College of Yunnan Minzu University between Yunnan Minzu University and the Indian Council for Cultural Relations (ICCR) was officially signed in the Great Hall of the People on May 15th, 2015 by our former President Peng Jinhui and ICCR Chief Minister under the witness of prime ministers of both countries, marking the first Yoga College built by India in China to officially settle down in Yunnan Minzu University. The establishment of India-China Yoga College has been written in article 21 of the joint declaration of the People's Republic of China and the Republic of India, and leaders of both sides welcome Yunnan Minzu University and ICCR to develop cooperation.

India and China have always been good neighbors and partners. The establishment of the India-China Yoga College will support a wider cultural and education exchange platform between India and China. The India-China Yoga College has been built in the Yuhua campus of Yunnan Minzu University, aiming to cultivate professional talents in various levels of yoga. Each year, at least two professional teachers will be sent to China to teach and offer international yoga courses by ICCR. The yoga major students can also come to India to exchange study. The Indian ministry of yoga will test students at Yunnan Minzu University and issue internationally recognized yoga certificates. This is the deepening of the education exchanges and cooperation

between Yunnan and India, a new window for the cultural exchanges between China and India, a new platform for education cooperation and a carrier for the Chinese and Indian people to enhance friendship

The Co-Building Indian research centre has got fruitful results: Since its establishment, the Indian research center of Yunnan university and Yunnan University of Finance and Economics has had close academic exchanges with Indian universities and abundant research achievements. The center for Indian studies of Yunnan university has undertaken five projects related to Indian research under the national social science fund, published "Sino-Indian relations", "the Sino-Indian boundary issue" and other 10 book on China and India research and teaching material, more than 100 research papers published articles, become important India research base in southwest China.

The Indian Ocean regional research center of Yunnan university of finance and economics successfully held five international seminars on the joint development of China and the Indian Ocean region, which greatly enhanced the academic exchanges between China and India and established a new platform for the substantive exchanges of scholars between the two countries

Be active in “going out”and communicating frequently: Since June 2011, Yunnan Minzu University has provided undergraduate curriculum of Hindi language. Yunnan Mizu University has become the first university to open Hindi language course in Southwest China. Hindi language of Yunnan Minzu University is the first one among other universities and colleges in Southwest China which fills the gap of South Asian languages, and serves as a platform to provide talents for cooperation & exchange between Yunnan and India. Till now the university has produced 90 graduates, and 72 undergraduates.

Yunnan Minzu University is the only “government exchange scholarship program” undertaking college that has Hindi language students recommendation quota, the only one getting Indian government ICCR scholarship authorization in Southwest China, and meanwhile the only one developing “3+1” school-running model with Indian universities among nationwide counterparts with Hindi language specialties. Hindi language specialty implements “3+1” school-running mode, and students will study in India for a year as juniors. In addition to improving language competence, they could also get to know the objective country’s history, culture, politics, economy, traditional customs, etc. We are keeping good school-level exchange and cooperation with famous universities like Jawaharlal Nehru University, Delhi University, Indian Central Hindi Language Institute, Gujarat University, Entrepreneurship Development Institute of India, Calcutta University, Visva-Bharati University, etc. Experts and scholars from the universities above go to our university to develop teaching, scientific research, academy and other exchange activities throughout the year. In September 2014, Chinese President Xi Jinping met 17 Hindi language majors of our university sponsored by China Scholarship Council during his visit in India. And President Xi Jinping kindly enjoined them to be cultural messenger of China and India.

Youth exchange between India and Yunnan is of great significance: Since 2010, Yunnan normal university affiliated high school built the cooperative relationship with Shendiver School of Calcutta , the two schools send 4 teachers and 10 students to

visit each other's school for 10 days, till now, it has been successfully held 11 times. The activity forms of eating, living and studying together enable the teenagers to deeply learn about each other's culture and customs, forged a profound friendship. Since the establishment of the cooperative relationship between the Chinese school in Calcutta and Yunnan ethnic middle school in 2012, also has been sending teachers and students to exchange with each other every year, carrying out various activities in the form of national dance, Indian dance and Chinese language, Hindi language. Up to now, the school has sent 45 teachers and students to visit India and received 40 Indian teachers and students to visit Yunnan. Youth exchange is an indispensable part of deepening understanding and enhancing friendship between India and China. Strengthen the research and promote the Yunnan-India cooperation in some major fields: Prime Minister Modi once told President Xi Jinping that China and India are "two bodies, one spirit", which exactly revealed the common nature of pursuing peace and kindness and the intrinsic soul connection of the two ancient civilizations of China and India. Both Chinese and Indian think-tanks have played the roles of producing ideas, guiding public opinion, involving in decision-making, educating the public and carrying out Track 2 Diplomacy and shouldered the important task of providing intellectual achievements to promote the economic development and social progress of the two countries.

Suggestions:

Enhancing educational cooperation for further Yunnan cooperation with India. Education is the foundation of all communication and co-operation. When communication and cooperation in the educational field is carried out, when the language and culture of associated states is studied, and when people with ability in regional cooperation are cultivated, then further communication and mutual understanding will be achieved. Only through full understanding and trust can deeper communication and cooperation of regional humanity be carried out. As one of the provinces of southwest frontier, Yunnan has advantages in its geographic location and human resources. In addition, cooperation in education has attached great importance to the consideration of improving communication in the field of humanity. Suggestions for promoting education cooperation between India and Yunnan: 1. Broaden information channels, while attracting students from India, encourage and support Chinese students to study in India, particularly, to learn urgently needed subjects related to the economic and social development of Yunnan, such as IT, Biotechnology, Agricultural technology, Pharmaceutical technology, so as to form a positive education cooperation and interaction; 2. To build "China and India University Alliance". Colleges and universities in China and India according to their needs jointly carry out the following activities: faculty and administrative staff visits, student exchanges, research materials, publications, papers, and other academic exchanges of information, Academic research organizations cooperate to work on issues of common interest, the auxiliary teaching of language and culture course, as well as other academic activities for the benefit of both the teachers and students; 3. Formulate relevant policy, add the government scholarship for Indian students, encourage schools and social enterprises to set up the fund. To give the necessary preferential policies to these schools which engaged in this cooperation and exchange. At the same time, actively seeking support from the central government to gain the

status as the education cooperation base between China and India, and obtaining corresponding policy and financial support; 4. Strengthen cultural exchanges, actively carry out cultural and people-to-people exchanges in various forms, and increase mutual trust and understanding. Jointly organize cultural series, hold Yoga and Tai chi week, film festivals, book exhibition, photography exhibition, tourism exhibition, art exhibition and ethnic traditions and ethnic customs (including dance, music, food and clothing) exhibition, and train a group of "Mr. India" and "Mr. China" so that they can become the cultural messenger of bilateral exchanges.

Promoting information industry cooperation between India and Yunnan

Information software is an industry in urgent need of development in Yunnan, while it is the dominant industry in India. The cooperation between the two sides is highly complementary, and it is also an effective way for India to explore the software market in China. In addition to extensive exchanges and cooperation in information software education and talents, the two sides should focus on establishing the support system for cooperation between Yunnan and India in the information industry.

First, we will build information transmission network hardware in Yunnan, including the construction of an international cable transmission line connecting Yunnan with South and Southeast Asian countries and become an international information channel. Second, the construction of Kunming information port will make Kunming as a hub for information exchange between Asia-Pacific economic circle and South and Southeast Asia. Third, establishing the "Indian software park" in Yunnan, attracting Indian software enterprises, talents and technologies to enter Yunnan. Fourth, building e - commerce platform, realize e - commerce to provide comprehensive service unified system.

Promoting the further development of bilateral trade and expand channels of bilateral trade contacts

The commerce and trade departments of Yunnan province and related enterprises as well as government organizations in border areas can use all sorts of opportunities extensive contact with the Indian counterpart departments institutions, active to visit India, sending Yunnan business cards to India to let more Indian friends know and know about colorful Yunnan, also invite Indian guest come to Yunnan, enlarge the contact area, deepen mutual trust relationship between the two sides. Then make efforts to promote and invite Indian businessmen come to Yunnan to attend the Kunming's import and export commodities fair. At the same time, we should actively carry out research on the Indian market, and make in-depth and detailed understanding and analysis of India's economic structure and market situation, policies and regulations of India's economic system, port transportation import and export management and other aspects. Setting up an effective mechanism for people-to-people trade between Yunnan and India so that it can develop on a larger scale.

Creating our own unique business card - Media cooperation plus Tourist cooperation

At present, tourism has become a booming industry in Yunnan and is developing towards to neighboring countries. China and India have officially signed a tourism cooperation agreement, India is also a popular destination for tourists, therefore, tourism can be an important area to develop the economic relationship between Yunnan and India. Through the media of both sides, we can co-host different themes

of the Yunnan-India trip, for example, Yoga spiritual tour, tai chi health tour, friends' graduation tour, couples' honeymoon tour, family tour, etc. Through this journey of Yunnan-India comprising different themes and making into a tourism film, we can give the world a card full of memories.

Conclusion

China and India are close neighbors connected by the same waters; bilateral exchanges of the two sides have a long history and a rich content. We sincerely hope the friendship between the two countries in the city of perpetual spring where trees remain green throughout the year and birds are singing all the time will flower fabulously and bear rich fruit.

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