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## THE BENEFITS ACCRUED BY FARMERS AND CONSUMERS FROM UZHAVARSANDHAI AT NILGIRIS DISTRICT

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"The world with many occupation depends mainly on agriculture. Hence though physically tasking it is the best of all occupation".

-Thirukkural

The agriculture sector play a major role in the field of socio-economic development of the nation. Promoting the agricultural sector is one of the essential parts of our economic development and also for the food requirement of our country. For ensuring growth of the agriculture sector a remunerative price to the farmers for their produce is a powerful drive.

For the successful endeavour "A good farmer has one eye on the plough and the other on the market". This was true when agriculture is mainly for survival, but now "good farmer has only his hands on the plough but both the eyes are on the market". Thus, sound marketing helps the farmers, especially small and marginal farmers, isolated and weaker ones to sell their produce at most remunerative prices and to procure the agricultural inputs at most fair prices at quickest possible time. This action ultimately leads to the betterment of their economic standard.

The majority of Indian farmers are rural based poor, uneducated and remain unaware of the most of the development in the agriculture sector, usage of modern technology and marketing of the agriculture products – market size in different months and price of the products. They depend on the middlemen who derive more benefits within a short period of one or two days than the farmers who toil throughout the 365 days in a year. According to a survey in agriculture, the producers or cultivators get a loss more than 40 per cent of the price paid by the consumers. The middleman knocks off the lions share

(Sumathy & Paramasivan, 2007).

Hence, the objective of a sound marketing system should be to see that the producer gets a fair share of consumers price. This may be possible only if the produce is sold through direct marketing pattern namely the emergence of *uzhavarsandhai* (farmers market) Kisan World (2007).

Uzhavarsandhai is an innovative market mechanism that took shape in the heartland of Tamilnadu, and shows how this can be done. It is a unique farmers market model where in "informed consumers" buy the produce of poor, small marginal farmers at fair prices that induce the producers to stay in farming (<http://www.central.org/mtfc.7asp>)

The main object of *uzhavarsandhai* (farmers market) are to ensure farmers to get a better price for their produce and to enable the consumers to get fresh fruits and vegetables at a lesser price than the retail market price.

Therefore this study titled as "The Benefits Accrued by Farmers and Consumers from Uzhavarsandhai at Nilgiris District" has been taken up with the following objectives:

### Objectives

The objectives of the study are to,

1. Understand the organization and administration of *uzhavarsandhai* at Nilgiris District.
2. Know the problems faced by the farmers sellers in marketing their products and find out the economic benefits realized by them.
3. Study the benefits enjoyed by consumers in *uzhavarsandhai* and problems encountered and

4. Find out the reasons of the other farmers and consumers who do not visit uzhavarsandhai.

### Methods and Materials

It was found only three uzhavarsandhai are working at present in Ooty, Kothagiri and Conoor. The senior officials of the selected uzhavarsandhai's – Ooty, Conoor and Kothagiri were contacted by the investigator after obtaining prior permission. In order to obtain the required information an interview was found essential using a structured interview schedule. The investigator sought prior appointment from the officials of Nilgiris uzhavarsandhai and personally interviewed the officials during the specified day and time convenient to the officers. In order to understand how far these uzhavarsandhai's are helpful to the farmers, an interview was conducted among selected farmers.

The farmers from each uzhavarsandhai were selected by purposive sampling method. Selection of the sample is adjusted in accordance with the object of the enquiry, so that no significant item may be ignored. Following the above criteria 25 farmers from each uzhavarsandhai were selected making a total of 75 farmers. Interview cum observation method was adopted for collection of data. This technique is described as a two way method which permits an exchange of ideas and information. It is unique in that it involves the collection of data through direct verbal interaction (Gupta, 2000). A comprehensive interview schedule was evolved to collect the needed information from the farmers who visit uzhavarsandhai. In order to get genuine and authentic information a good rapport was established by the investigator with farmers through friendly conversation. Views of 25 farmers who do not sell their products in uzhavarsandhai was also obtained so as to find out the reasons for not selling their produce in uzhavarsandhai using a framed interview schedule.

Twenty five consumers from the selected three uzhavarsandhai were selected making a total of 75. They were selected by convenience sampling method. The consumers were interviewed with the help of an interview schedule framed for the purpose. The consumers who visited the uzhavarsandhai regularly were identified by the investigator and a good rapport was established through informal conversation. Similarly 25 consumers

who do not visit the uzhavarsandhai in the selected areas were also located to find out the reasons for not going to uzhavarsandhai to purchase vegetables and fruits using a separate interview schedule framed.

### Results of the Study

The findings of the study are given below, A. Uzhavarsandhai – Concept, Organisation and Administration. Administrative officer is the head of uzhavarsandhai helped by four assistant administrative officers. The villages within 40 km radius are located and the farmers were identified by the village administrative officer and an identification card with a photograph was given to the farmer. Among the three selected uzhavarsandhai Ooty uzhavarsandhai is located in a busy area while the rest two did not have adequate transport facilities. The uzhavarsandhai started at 7.30 AM and continued till 2.30 PM. The administrative officer checks the identity card, allots the shop, fix the price of the produce and distribute the weighing balance. Except adequate transport facility, all the facilities were provided in Conoor uzhavarsandhai. Marketing committee fix the price of vegetables everyday. Farmers welfare meeting and meetings of officials are organized regularly.

### B. Details on the farmers who sold vegetables in uzhavarsandhai

Majority farmersellers were male (73 per cent) in the age group of 40-50 (47 per cent), educated upto school level (49%), living in joint family (53 per cent), married (60 per cent) and belong to large family (80 per cent). All the farmers had registered their names in uzhavarsandhai. Majority of farmers were selling their vegetables in the local market before coming to uzhavarsandhai. The source of information on uzhavarsandhai were mainly through agriculture officers (69 per cent) and media (67 per cent). They opted for uzhavarsandhai mainly due to better profit (70 per cent). Less profit and commission to middlemen were the major problem faced by farmersellers before coming to uzhavarsandhai.

Among the surveyed farmersellers 88 per cent were cultivating vegetables in their own land. Majority of 38 per cent owned less than 5 acres of land in which 47 per cent were cultivating vegetables in less than 2 acres

of land. Majority of 86 per cent farmersellers were assisted by their family members in farm activities along with employed labourers. Other than uzhavarsandhai 46.6 per cent sold vegetables to their neighbours. All the farmersellers informed that their sales are better through uzhavarsandhai as they gain better profit due to direct sales (81 per cent). Irrespective of the selected uzhavarsandhai maximum of farmersellers transported their farm produce through their own vehicle.

Electronic weighing balance was provided for all the farmers in Ooty and Conoor. Potato, tomato, yam, onion, beans, cucumber, brinjal, cauliflower, cabbage, carrot, drumstick and raddish were the common vegetables sold by the selected farmersellers. Seventy five to 92 per cent of the vegetables brought to the market was sold by the farmersellers and the rest was stored to be sold on the following day.

They experienced demand for vegetables during marriage season (61 per cent), festival season (32 per cent) and during holiday season (59 per cent). Only 47 per cent of the consumers were homemakers while the rest were from institution and retail shopkeepers. Basket (77 per cent) gunny bag (76 per cent) and wood boxes (61 per cent) were mainly used to transport vegetables. Regarding the opinion about uzhavarsandhai direct sales and no cheating were the major advantages expressed by 84 per cent of farmersellers.

Time spent for selling the vegetables was more while percentage of time spent for personal activity, travelling for market recreation, rest and sleep was less after coming to uzhavarsandhai.

For better performance of uzhavarsandhai, extended working hours, better transport facilities, orientation programme on better farming and selling methods, establishing tiffin center and purified water facility was suggested by above 80 per cent of farmersellers.

### **C. Views of farmers who do not sell their products in uzhavarsandhai**

The farmers who do not sell their products in uzhavarsandhai reveal long distance to reach the market

as the main reason. Hence 72 per cent of them sold their products in the local market.

### **D. Details on consumers who purchased vegetables in uzhavarsandhai**

Among the selected consumers majority belonged to the age group of 40-50 years (46 per cent), with school education (40 per cent) and female, full time homemakers. Majority of consumers purchased daily (47 per cent) for less than Rs. 100/- (46 per cent). They spent Rs. 10/- to 20/- / visit to uzhavarsandhai (56 per cent) for transportation. Maximum 89 per cent of consumers stayed within a reach of 3-5 km.

Availability of all vegetables (84 per cent), correct weights and measures (72 per cent), good quality (66 per cent) and availability of fresh vegetables (61 per cent) had influenced the purchase of vegetables in uzhavarsandhai among the consumers. Facilities like transport facilities, hire vehicles, parking facilities and spacious stalls were existing in the selected uzhavarsandhai.

On an average above 1 Kg of big onion and tomato were purchased by above 90 per cent of consumers per visit. To improve the effective functioning of uzhavarsandhai better bus facility (67 per cent) few shops in the evening (36 per cent) and improved parking facility (47 per cent) were suggested by the consumers.

### **E. Views of consumers who do not make regular purchase in uzhavarsandhai**

For not going to uzhavarsandhai for purchasing vegetable lack of proper bus service was the main reason expressed by 60 per cent of the consumers. All the surveyed homemakers were aware of uzhavarsandhai and its functioning through their relatives (60 per cent) and friends (40 per cent). All of them felt that the cost of the vegetables in uzhavarsandhai is reasonable and correct weights and measures are used in uzhavarsandhai.

### **Conclusion**

Uzhavarsandhai is one of the best marketing strategies of agricultural product. The uzhavarsandhai in general, has done a laudable job in making the marketing easy for the farmers and consumers.

## NEED FOR INCULCATING LIVING VALUES AMONG SCHOOL CHILDREN

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*Endurance is my mother, contentment my father,  
Truth by which I have subdued my heart my uncle,  
Love for God my brother, affection my real son,  
Patience my daughter – I am pleased with rich relations  
Peace my companion, wisdom my disciple  
This is my family in whom I ever rejoice.*

- Guru Nanak

Ancient India was rich in its spiritual and intellectual attainments. The ideal of education has been very grand, noble and high. Its aim, according to Spencer (2008) is the 'training for completeness life' and the moulding of character of man and women for the battle of life. The aim of education was at the manifestation of the divinity in man it touches the highest point of knowledge. In order to attain the goal the whole educational method is based on living and high thinking pursued through eternity.

The present system of education is isolated from the society and societal needs. It provides only some factual knowledge which has less practicability. The international commission of education set up by UNESCO in 1972 stated, "Education suffers basically from the gap between its content and the living experience, its pupils, between the system of values that it preaches and to goals set up by society, between its ancient curricular and the modernity of science. The causes include modernization, westernization and materialism. We live in a fast changing world – peace less, restless, friendless, ugly, sometimes, volatile, and almost always unhappy (Anilkumar, 2008).

Pandit Jawaharlal Nehru said "I know a great India but not a great Indian". The statement sends signals about the erosion of values among individuals. Contemporary Indian society is passing through a major crisis, a crisis

of values in life. The wave of modernization is sweeping across the world, almost a typhoon of change and the current value crisis is caused by self-seeking orientation that has become prominent in the society (Ramesh, 2006).

Living values education helps us to teach the source, guiding the learner towards a more profound understanding of the true nature of self-worth, the uniqueness and the dignity of man, created or made by one God for a purpose on earth (Cristina, 2008).

Inculcating living values education is the only way of conceptualizing education that promotes the development of values – based learning communities and places the search for meaning and purpose at the heart of education. In fostering quality education, living values supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is purposeful activity designed to help humanity flourish.

Therefore, the present study is an good attempt in this directions to inculcate living values among school children with the following objectives:

- To formulate a curriculum to inculcate living value education among selected school children.
- To impart living value education to the children for their all round development.
- To evaluate the impact of living values education on children their parents and teachers.

### Methodology









The Procedure pertaining to the study on "Need for Inculcating living values among school children," comprised of the following phases.

- A. Assessing the living values possessed by the selected school children
- B. Inculcating living values among selected school children
- C. **Evaluating the impact of the educational programme conducted.**

The sample for the study comprised of 144 students from two different schools. (81 from government school and 63 from private school) studying in VI, VII, and VIII standards at the age group of 11 to 13 years.

**Conduct of the Study**

The classes were conducted twice a week, two hours per day for a period of 3 months from January to March 2009 for both Schools. Pamphlets especially 12 keys of living values were prepared taught and distributed during the educational programme. The values are Peace, Love, Happiness, Honesty, Respect, Responsibility, Simplicity, Tolerance, Humility, Unity and Co-operation & Freedom. Plate 1 represents the methods and aids used and distribution of pamphlets to the children during the training programme.

	
Using charts	Flip charts
	
Group activities	Using flip chart and puppets
	
Slide show	Silent sitting
	
Role play on inculcating unity	Distribution of Pamphlets

**Plate I**

**Methods And Aids Used And Distribution Of Pamphlets During Living Values Educational Programme**

During the programme parents were invited for the meeting on a holiday to elicit information regarding their children, and also gave before and after the training programme guidelines by giving moral stories and life examples in order to handle their children in democratic child rearing practice.

**Major Findings**

**1. Opinion of parents regarding the living values imbibed by their children**

Parents play a crucial role in every stage of childhood and can play positive role in getting the best in education. The role of parents in their children's education has always been emphasized by different groups like educators and administrators.

Table I and Figure 1 depict the opinion of parents regarding the living values imbibed by their children.

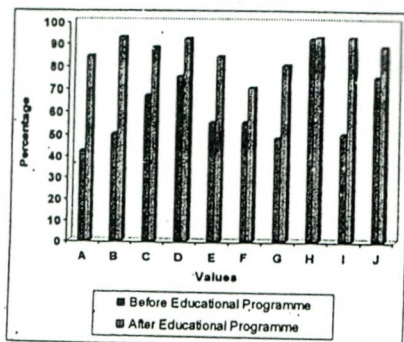
**Table - I**

**Opinion Of Parents Regarding The Living Values Imbibed By Their Children**

N=56

Values	Before educational programme		After educational programme		Mean difference Percentage
	Number	Percentage	Number	Percentage	
Active participation in school competition	23	42	47	84	12
Co-operation among siblings	28	50	52	93	43
Doing homework on time	37	67	49	88	21
Giving respect to all elders	42	75	51	92	17
Giving respect to all religion	29	35	47	84	29
Helpful in decision making	31	55	39	70	15
Interest in learning	27	48	45	80	32
Interest to pray god	51	92	52	93	1
Sharing feelings with parents	28	50	52	93	43
Sharing feelings with siblings	42	75	50	89	14

**Figure 1 : Opinion Of Parents Regarding The Living Values Imbibed By Their Children**



**Values**

- A. Active participation in school competition
- B. Co-operation among siblings
- C. Doing homework on time
- D. Giving respect to all elders
- E. Giving respect to all religion
- F. Helpful in decision making
- G. Interest in learning
- H. Interest to pray god
- I. Sharing feelings with parents
- J. Sharing feelings with siblings

It is clear from the table that the parents were enthusiastically expressed that after the educational programme there was a positive improvement among children in all aspects. Higher percentage of difference was noticed in respect of cooperation among siblings, sharing feelings with parents, active participation in school competition, interest in learning, giving respect to all religion, doing home work on time, giving respect to elders by 17 per cent to 43 per cent.

The parents were very happy for conducting such type of educational programme because they could see transformation of the attitudes of children.

**2. Opinion of teachers regarding the living values imbibed by the children**

Teachers opinion regarding living values imbibed by the school children is presented in Table II and Figure 2.

**Table - II**

**Opinion Of Teachers Regarding The Living Values Imbibed By The Children**

N=8

S.No	Opinion	BE <sup>a</sup>	AE <sup>#</sup>	Mean Difference
		(in percentage)		
1	Better co-operation among children	50	75	25
2	Doing homework on time	63	88	25
3	Active participation in class work activities	50	88	38
4	Friendly approach among children	75	88	13
5	Punctuality	63	75	12
6	Sharing feeling with us	50	75	25

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@ - Before Educational Programme; # - After Educational Programme

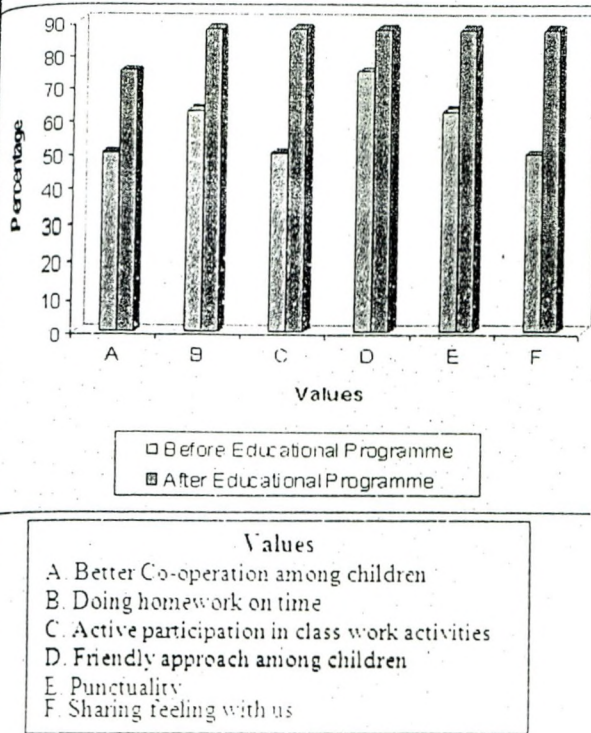


Figure 2 : Opinion Of Teachers Regarding The Living Values Imbibed By The Children

The teachers happily expressed that children were developed positive attitude through living value educational programme. Now a days the children are actively participate in class work activities, showing more interest in learning, complete their home work on time and establish better co-operation and friendly approach with others, punctuality also developed and children are sharing their feeling with us in all aspects after living values educational programme by 12 per cent to 38 per cent.

To conclude the teachers are welcoming the living values educational programme for all the students who are studying in the schools.

### 3. Suggestion of parents and teachers regarding inculcating living values educational programme among the school children

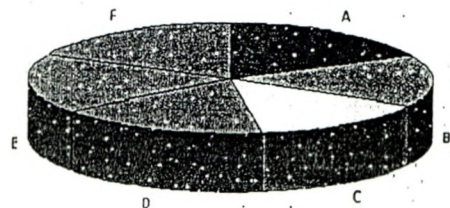
Table III and Figure 3 represent the suggestion of parents and teachers for inculcating living values educational programme

Table - III

Suggestion Of Parents And Teachers Regarding Inculcating Living Values Educational Programme among The Children

S.No	Suggestions	Percentage
1	Living values educational programme to be conducted daily	88
2	Conduct living values educational programme during every week end	81
3	Parent's meeting to be organized periodically	75
4	More social service activities to be included	86
5	Living values educational programme to be conducted in all the schools	94
6	Government may include living values education as part of the curriculum	91

FIGURE 3: SUGGESTION OF PARENTS AND TEACHERS REGARDING LIVING VALUES EDUCATIONAL PROGRAMME AMONG THE CHILDREN



Suggestions
A. Living values educational programme to be conducted daily
B. Conduct living values educational programme during every week end
C. Parent's meeting to be organized periodically
D. More social service activities to be included
E. Living values educational programme to be conducted in all schools

Ninety four per cent felt that this type of programme to be conducted in all the school. Ninety one per cent suggested to include living values as part of the curriculum. Eighty six per cent and 81 per cent suggested to conduct more social service activities and conduct the living values educational programme during every week end respectively.

All these suggestions are worth implementation by the government, educational institutions and voluntary agencies.

People in all walks of life are greatly disturbed by the erosion of values and the resultant pollution of personal life. This crisis of values in our educational system among the children is highly dangerous for development. It is therefore, being urged that the process of education should be reoriented and young children should be made to realize the importance of values in life. A coherent and an operationally viable value system would be inculcated through educational processes based on rationality and a scientific and moral approach to life.

### Conclusion

We need to inculcate living values that would help in moulding our future citizen who have the quantities of

live and let live in the democratic setup and live up to our national expectation of equality, fraternity and justice.

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[www.livingvalues.net](http://www.livingvalues.net)