SUMMARY CONCLUSION AND RECOMMENDATIONS

Introduction

Emphasizing the consumer movement former vice president of India Hidayatullah (1984) expressed:

"Why have milk price gone up so much? In olden days the mother milked the cows, the daughter set it out in pans to separate the cream, one of the son sold it in the market. But today the agricultural department is mobilized, the cow sheds are immunized, the milk is homogenized, the supplies are motorized, the dairies are organised, the milkman are subsidised, the political leaders are energized and the result is Indian consumers are victimized". (Reader Digest, November 1984)

The story of consumption and consumerism starts from the day one, today as soon as women conceive the baby varieties of supplement are been prescribed for the development and it becomes embryo consumer. This process of consumption ends with life. Hence it can be said that ...

"Consumption and consumerism is continuous process from cradle to grave"

The ages have been passed till now when society was self-dependent because the weavers wove clothes, the blacksmiths supplied iron/steel goods and washer men washed the clothes. The city village or society had small-scale production, scanty resources and limited consumers. The life was simple and interdependent with less cheating. But due to so-called progress in industrialization the average condition have tremendously been changed from one side of a coin to the other side. The wants are unlimited and prices are not constant. Products are not reliable; the market is overflowing with similar kinds of products. Consumers are indirectly and psychologically forced to go for conspicuous purchase. Therefore, the consumer must be wise buyer and directly in contact with the utilities and uses of the product so that they can get a clear cut opinion about the commodity they want to buy and make an
intelligent difference for the malpractice in the market frauds, burglary, inadequate quantities and inferior qualities of any particular product or consumable item.

These points cannot be adopted in habit instantly in this random environment and thus it surely needs a better education. Since children are becoming young consumers at an early age, children must learn to obtain information about goods and services, understand the psychology of selling and advertising, learn to shop wisely and distinguish between wants and needs.

Children are spending more of their leisure time watching television at the cost of other pursuit such as reading or sports. With the introduction of a number of specialized satellite channels televisions enjoy a large viewership base consisting of children. Exposure to the market place as young shoppers has made most children aware of the different kinds of products that are available. Advertisements are no doubt an important source of information as they help to inform consumers about the availability of different products before making their choice. A majority of the advertisements are aimed at young children today, especially those covering food products, beverages and cosmetics (such as toothpaste / fairness creams). So the food preferences and habits of children are being affected to a large extent by advertising.

The researches on younger children have focused on how children learn about purchasing and consumption task and the parent-child interaction in the purchasing process. Researches on adolescent have been directed toward the relative influence of parent and peer groups in teen-age purchasing decisions. This focus was due to general belief that children rely more on parents for norms and values when they are younger; they rely more on their peer group as they grow older.

It, then, becomes very important for children to be taught to Shoppe wisely and a few simple precautions will ensure that they choose the right product at the right price.
Realizing this need, schools must incorporate consumer education into school curricule, as it is important to impart practical skills and critical ability needed to cope with social and economic changes.

Teaching technology involves the mechanism of instructional process in the classroom situation. It has three components 1) Method 2) Material 3) Media.

In the traditional approach to school teaching, most class time was spent with the teachers lecturing and the students watching and listening. The students work individually on assignments, and cooperation is discouraged. Such teacher-centered instructional methods have repeatedly been found inferior compared to instruction that involves active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class that is cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability. This applies understanding of content, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Today it is the believed that education must be based on the principle that humans are social animals who learn best in real-life activities with other people. Given this view of human nature, the most progressive teacher desires to provide not just reading and drill, but also real-world experiences and activities that center on the real life of the students. A typical progressive slogan is "Learn by Doing!"

What I hear I forget, what I see I remember, what I experience, I know. To make hearing permanent and effective, plain talking and lecturing is not enough, it has to be accompanied by practical experience and exposure. The educator must provide opportunity. Actual involvement by learner so that they can see, practice, gain confidence, ask question and apply to real life situation.
Keeping this philosophy in mind, the researcher in present study has developed three educational media in order to test the efficiency of educational media for imparting consumer education and to equip the children with critical awareness regarding consumerism and in a participatory process attempt to discover ways of strengthening their response towards the media. The entire event invited full or partial participation of the students and stimulated their thinking.

The study assumes all pervasiveness since every child in the society is a consumer of tomorrow. The study seeks to enlighten the rights and responsibilities of consumers against the notorious and various unfair trade practices indulged in by producers and middlemen. It also teaches wise use of money and possession and effective complaining to encompass a countervailing notion of sustainable consumption. It teaches a value system which goes beyond purchasing skills. The study will be innovative instructional strategy for imparting consumer education to the students, which will motivate the students to take more interest in learning. Hence it is significant.

Figure 23 shows the perceived Link between the Components of Consumerism.
CHAPTER FIVE

Objectives

The theme of the study is to enhance the level of awareness regarding consumerism among secondary school students through intervention program using participatory, semi-participatory and non-participatory media.

I. To study the awareness level amongst school going students regarding consumerism.

II. To develop an intervention program for enchantment of level of awareness regarding consumerism among the selected secondary school students.

III. To develop participatory, semi-participatory and non-participatory educational media for imparting consumer education to the selected students.

IV. To study the effectiveness of the developed educational media for imparting consumer education to the selected students.

V. To study the effectiveness of intervention program on enhancement of awareness level regarding consumerism among the secondary school students.

Limitation

1. The study was limited to the schools which had not established consumer club.
2. The study was limited to the schools which was receiving government grants.
3. The study was limited to the schools which had co-education.
4. The study was limited to the schools which had English as medium of instruction
5. The study was limited to teenagers of ninth standard only.
6. The study was limited to 96 rural and 96 urban respondents of selected schools of Anand district only.
7. The study was limited to general awareness regarding consumerism, awareness regarding problematic situation of market place, awareness regarding consumer protection laws, awareness regarding redressal mechanism, awareness regarding buying behavior, awareness regarding advertising gimmicks and awareness regarding certification marks.

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HYPOTHESIS

The present study makes the following assumption:

**HO1:** There exists no significant difference in the pre-test and post-test scores of the selected students exposed to the intervention program for consumerism.

**HO2:** There exists no significant difference between the scores acquired by children of school situated in rural area and the children of school situated in urban area after imparting intervention program for consumerism.

**HO3:** There exists no significant difference between the scores acquired by female respondents and male respondents after imparting intervention program for consumerism.

**HO4:** There exists no significant difference between the scores acquired by students from different income after imparting intervention program for consumerism.

**HO5:** There exists no significant difference in the effectiveness of the participatory, Semi-participatory and non-participatory media on the enhancement level of awareness regarding consumerism among the selected students.

Methodology

The current study was focused on teenagers of ninth standard of rural and urban area of Anand district, examining the level of awareness regarding consumerism and effect of educational technology on enhancement of level of awareness regarding consumerism as a step towards developing effective educational media for better consumerism.

Children are important target group for advertising as they are influential to the buying decision of their parents and have own pocket money at their disposal. It is believed that meditations opens the “third eye” likewise, consumer education should help to open the “consumer eye” of consumers Consumer education teaches a value system which goes beyond purchasing skills, wise use of money and possessions and effective complainer to encompass a countervailing notion of sustainable consumption. It includes care for the
environments, duties and obligations as well as rights, concern for the disadvantaged, and awareness of the finite resources of the economy. As learning is a cumulative acquisition of attitudes and skill is knowledge that occurs by building upon what one has previously understood.

**Research design:** The research design used for present study has two pronged approach. A descriptive survey with pre-tested, validated interview schedule was used to acquire the information needed for knowing the awareness among the students regarding the consumerism. After the survey an intervention program (need based) was designed to enhance the level of awareness among the selected respondents, thus the most suitable design for the present study was a combination of descriptive cum experimental method sandwiched with again the descriptive survey method for post test.

**Variables:** There were two sets of variables selected for present research. They are as follow:

**I. Independent variables**

- Gender of the respondents
- Situational variable : The place of origin
- Educational media (Participatory, Semi-participatory, and non-participatory)
- Family Income of the respondent

**II. Dependent variables:**

- Awareness regarding consumerism
- Enhancement of knowledge regarding consumerism.
Data Collection

➢ Locale of the study:

The survey was conducted on ninth standard school going teenagers of Vallabh Vidya Nagar and Dharmaj. The schools were government granted English medium schools, where consumer clubs were not established. (According to census 2008 of India Vallabh Vidya Nagar is considered to be urban Anand whereas Dharmaj is considered to be Rural Anand)

Sampling procedure:

The objective of this step was to gather data among school going teenagers in systematic way. By using stratified random sampling; the sample was selected from schools of rural and urban area of Anand district.

➢ Sample selection criteria:

- The school should not have established consumer club.
- It should be government granted school.
- It should have co-education.
- As per the planning, three types of media exposure program required minimum 32 students in each group, thus the selected school should have at least 96 students in standard ninth.
- The preferred medium of instruction was English.

Meeting the pre decided criteria, only two schools were found in Anand district viz:

1. I.B. Patel English teaching school at Vallabh Vidya Nagar was selected from urban area.
2. H.M. Patel English Medium School at Dharmaj was selected from rural area.

The total sample size consisted of 192 teenagers from both the schools. The selected sample was again divided into three groups per school.
A) Group of students with exposure to participatory media (32)

B) Group of students with exposure to semi-participatory media (32)

C) Group of students with exposure to Non-participatory media (32).

Research Tool: Interview schedule was considered as appropriate tool to collect data. An interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method is suited for the intensive researches.

According to the objectives of the study, the interview schedule was designed which was divided into eight sections covering in the following areas.

A. Background Information of Respondents: This section had a set of questions to elicit the real backgrounds of respondents which include their age, gender, type of family, and family monthly income.

B. General Consumer Awareness: This section of interview schedule had total 48 statements which included a list of nineteen terminologies of general awareness, twenty-two related to rights and responsibilities, and seven related to certifications marks which teenagers should know as a consumer in day-to-day life. The respondents had to indicate their answers in term of whether the statements are true, false or don’t know about the statement.

C. Awareness Regarding Problematic Market Situations: This section of interview schedule contained a set of ten questions regarding problematic situation that consumer faces in the market place. To know whether they are aware of such situations, the statements were asked in form of match A with B.

D. Awareness Regarding Consumer Protection Laws: This section of interview schedule contained a set of ten questions regarding consumer protection laws. To know whether they were aware of the laws, the statements were asked in form of match A with B, where the students had to match the problem with law that could be implemented.
E. **Awareness Regarding Redressal Mechanism:** This section contained a set of six questions regarding problems faced by consumers and a set of four statements regarding awareness of Redressal mechanism. To know whether they were aware of problems faced while purchasing and whether they know about Redressal mechanism, they were asked to answer their question in terms of YES or NO.

F. **Awareness Regarding Buying Behavior among Teenagers:** This section assessed the awareness regarding buying behavior among teenagers with reference to general awareness regarding consumerism. The questions were stated in form of twenty statements of awareness regarding good and poor buying behavior. The respondents were asked to indicate their responses in terms of always, sometimes and never.

G. **Awareness Regarding Advertising Gimmick:** This section of interview schedule contained a set of six statements regarding advertising gimmicks; two alternatives were given under each condition. The respondents were asked to choose an alternative amongst two which they felt appropriate.

H. **Awareness Regarding Certification Marks:** This section was the last section in the schedule which contained a set of ten questions in form of symbols which the respondents had to recognize and were asked to write their name and its use.

**Method of Data Collection:** Given the extensive nature of interview, it was considered essential to send a preliminary notification to interviewees, requesting their participation in the survey through interview schedule.

**Data Analysis**

**Coding:** A coding plan was developed and code numbers were given to code the data. Statistical Package for Social Science (SPSS) was used for easy and fast coding.

**Categorization:** The data was categorized into different gender, income group locale and level of awareness as well as enhancement in level of awareness for easy interpretation. The interview schedule was framed using close-ended questions and scale depending on nature of questions. Ordinal scale was used for mutually exclusive
and collectively exhaustive categories. Interval scaling was used to measure the extent to which various aspects of the study were applicable or important.

A two point ordinal scale was used to score the responses in terms of **YES** and **NO** regarding redressal mechanism. A three point ordinal scale was used in which the responses regarding basic consumer awareness were scored and counted in terms of **True**, **False** and **Don't know**. Similar pattern for scoring the awareness regarding buying behaviors was scored in terms of **Always**, **Sometimes** and **Never**.

**Statistical analysis:** Statistical analysis was carried out to test the relationship between selected variables and hypothesis postulated for the study.

- Analysis of variance (one way ANOVA) was computed to determine statistical relationship between pre-decided, dependent and independent variables such as correlation between the family income and level of awareness among the respondents, correlation between locale and level of awareness among the respondents and exposure to different media and enhancement in level of awareness.
- Paired-'t-test' was computed to find out comparison of the level of awareness regarding consumerism between pre-test and post-test.
- Independent t-test was computed to find out comparison of the level of awareness regarding consumerism between gender, locale and family monthly income of the respondents.
- Least Significance Difference was computed to find out effectiveness between the treatments given to the respondents.

**Major Findings**

**Background Information of Respondents:**

- Each group consisted of 32 girls and 32 boys, giving equal opportunity to the girls and boys for enhancement of level of awareness regarding consumerism.
• More than one third (36 percent) of the respondents belonged to lower middle income group having family monthly income below Rs.15000/-

Assessment of level of awareness regarding consumerism:

• Majority of the rural and urban respondents had acquired better mean scores (83.12 and 88.95) regarding general consumer awareness in pre-test.
• 4.33 and 4.46 mean scores were acquired by the rural and urban respondents respectively regarding redressal mechanism which were poor scores.
• 8.29 and 8.66 mean scores were acquired by the rural and urban respondents respectively regarding advertising gimmicks.
• 54.17 mean scores were acquired by the rural respondents regarding the problems faced by consumers in market place, shows the level of awareness up to certain extent.
• Cent percent of the urban respondents were unaware of the problems faced by consumers in market place.

Assessment of enhancement in level of awareness regarding consumerism:

• 49.31 mean scores were acquired by the Participatory group, 43.50 mean scores were acquired by Semi participatory group and 32.25 mean scores were acquired by Non- participatory group belonging to urban area in enhancement regarding general consumer awareness which was the highest mean scores achieved.
• 56.62, 27.75 and 36.10 mean scores were acquired by the Participatory group, Semi participatory group and Non- participatory group respectively regarding general consumer awareness which was the highest.
• 17.31 mean scores were acquired by Participatory group, 13.40 scores were acquired by Semi participatory group and 9.16 mean scores were acquired by Non- participatory group belonging to urban area scored second highest in enhancement regarding buying behavior.
• 18.40 and 9.06 mean scores were acquired by Participatory group and Non-participatory group respondents respectively, belonging to rural area, regarding
buying behavior which was second highest; whereas respondents exposed to semi participatory media showed negligible enhancement (0.1 mean score).

- Regardless of the locale majority of the respondents showed major change in awareness regarding advertisement misleading consumers and problem of product and services; whereas problems of weights and measures, cheating by shopkeeper showed fewer enhancements in awareness in spite of intervention.

- Cheating by educational institute and problems of redressal mechanism were totally neglected aspects by the majority of respondents even after intervention.

- Majority (66 percent) of urban respondents acquired good awareness regarding consumerism after imparting intervention program as compared to (46 percent) rural respondents.

Testing of hypothesis:

- There is a significant difference between the pre-test achievement scores and post-test achievement scores of the selected respondents, as t-calculated was greater \((t_c, 16.410 > t, 1.96 \text{ at 5% level of significance})\) than t-tabulated.

- There is no significant difference in the enhancement of level of awareness with reference to locale of the respondents as t-calculated was less \((t_c, 1.742 < t, 1.98 \text{ at 5% level of significance})\) than t-tabulated.

- There exists no significant difference between the scores acquired by female and male respondents as t-calculated was less \((t_c, .376 < t, 1.98 \text{ at 5% level of significance})\) than t-tabulated.

- There is no significant difference amongst the mean scores achieved by the respondents belonging to different income groups as \(F_{\text{cal}}\) was 2.543 which is less than the \(F_{\text{tab}}, 2.60\) at alpha 0.05.

- There is a significant difference amongst the three mean net gain scores of the respondents taught with varying educational media as the \(F_{\text{cal}}\) is 41.287 which is greater than \(F_{\text{tab}}, 2.99\) at alpha 0.05.

- Regarding media effectiveness Participatory Media was the highest \((1.0087_{\text{LSD}})\) amongst the rest educational media; whereas Semi-
Participatory Media scored (0.6616 \textit{LSD}), coming on the second position. Non Participatory Media scored the least (0.4321 \textit{LSD}), stood on the third position.

Conclusion

Current trends indicate that teens have a large amount of disposable income but are not knowledgeable about consumerism. Students love money, but do not usually enjoy being told how to spend their money. Consumer education has an important role to play in supporting those with less developed consumer knowledge and skills. Empowered consumers are conversant, confident, assertive and self-reliant. Consumer education programmes focused on stimulating, relevant issues can engage the interest of consumers and help equip them with the skills and knowledge to make informed decisions, and resolve problems, or know where to find help when things go wrong.

Student's motivation and engagement are ongoing challenges for classroom tutors especially when dealing with monotonous and procedural subject like consumerism. To adequately teach students about consumerism, activities must be relevant to them and the items they consume. It should be intrinsic and motivational. It should be enjoyable, promote participation, help students set personal goals related to consumerism, and provide positive feedback to the students. With careful, creative planning, consumerism in the classroom can be a rewarding experience for the students, both today and in the future.

Promoting intrinsic motivation to become wise consumers, it requires following three strategies. First, the tutor must eliminate threats and stress in the classroom. Learning activities that are fun and encourage participation can help the students learn and retain an increased potential for continued behavioral change. Second, helping the students set meaningful goals (both long- and short-term) will assist them in transferring classroom learning into practical application. Finally, feedback is a great source of intrinsic motivation. It is essential that activities promote success and acknowledge student achievement. It is also helpful to create activities that provide automatic feedback so that students are encouraged to strive towards success (Jensen, 1998).
Keeping in mind these concepts, three educational media were developed to teach core content of consumer education to the respondents. Amongst which participatory media (interactive activities) found the best compared to rest of two education media.

The result of present study describe that regardless of gender and income there is a significant difference in enhancement of level of awareness regarding consumerism between different educational media group. The group exposed to participatory media (Games and activity) showed the evident difference in enhancement of level of awareness than the other groups exposed to semi-participatory (telefilm followed with group discussion) and non-participatory media (lecture method). Minor difference was observed in enhancement of level of awareness in the group which was exposed to non-participatory media.

It can be concluded from the major findings of the present study that using interactive activities and games in teaching encourage active learning as well as collaboration. The most important point of participation in an activity requires the use of content by the learner; thus ensuring students are working with the ideas that are being taught, and applying them. In lecture situations students are assumed to be doing this on their own (Reuben, 1999).

In addition to memory and performance benefits, games and interactive learning method have important social benefits for students. Students need to have learned the content and to be supported in the social norms of applying it, therefore for students to transfer what they have learnt, they also need to practice the skill of abstracting what they know and applying it (Alexander and Murphy, 1999). Students often have particular difficulty in far, transfer tasks, where they have to use information in context very different from the learning environment. Interactive activities and games promote transfer because they require student's participation and active involvement with the core content. Creating opportunities for students to practice applying the content, such as games or stimulation, can bridge the distance between learning concepts presented in classroom and using that information to solve a problem met in their real situation.
Implication of the Study

Major findings of the investigation recommend a number of points, which is believed, would aid the development of consumer education initiatives. There are a small number of key enablers, which we believe should be considered if the recommendations are to be implemented successfully.

For the Policy Makers/NGOs/consumer activist

In India, consumer club scheme was launched in 2002, according to which a consumer club shall be set up in each Middle/High/Higher Secondary school/college affiliated to a government recognized Board/University. This scheme has been decentralized and transferred to the Governments of States/UTs with effect from 1.04.2004. All interested NGO/VCOs had to apply to the Nodal Officer in the Food, PD and Consumer Welfare Department of the respective States/UTs. This scheme was launched with a view to sponsor research and evaluation studies in the field of consumer welfare to provide solution to the practical problems being faced by the consumers, to sponsor seminars/workshops/conferences on the consumer related topics, and to have necessary inputs for the formulation of policy/program/scheme for the protection and welfare of the consumers. A grant of Rs 10,000 per Consumer Club for each school/college is admissible under this Scheme.

But are they effective? Does the responsibility of government sum up here itself? What is done with this grant? What kind of monthly, half yearly, yearly activities are been conducted in schools running consumer clubs? Who is the qualified teacher that teaches Consumer Education? Are the teachers able to run clubs effectively? What if the government stops funding? We talk about right to consumer education, then what about the children of the schools not receiving grant? And many unanswered question goes on

If the subject has to be incorporated in the curriculum effectively, policy makers should make consumer education as a compulsory subject at primary level as well as secondary level in government and non government schools.
Secondly, Policy makers lobbying for the importance of Consumer Education have to make sure that they involve both individual teachers and their organizations. Teachers can play an advisory role. Their involvement can help prepare better materials, which are more easily accepted by other teachers and education officials. Enthusiastic teachers can be important allies; in most countries few teachers have been specifically trained in Consumer Education. If the subject is to be integrated in the curriculum, teachers will have to receive appropriate training — in consumer problems as well as in teaching methods. There are two main objectives in the education of teachers:

a. Consumer Education teachers must themselves be skeptical and assertive consumers;

b. Training courses must include skills in teaching, concept learning, and developing Consumer Education materials. There is also a need to differentiate learning requirements of different ages, abilities and subjects.

However, the objectives for promoting consumer education in the schools can vary from state to state, but the dimension of consumer education and mechanics of establishing a partnership and taking action will probably be similar. Dimension of consumer education can be recommended as shown in figure 24.
Figure 24: Dimensions of Consumer Education
Figure 25: Action Mechanism for Effective Consumer Education

Figure 25 shows suggest the action mechanism for exercising effective consumer education.

1. Organize Action Group.

Since change is most likely to be achieved as the result of a cooperative effort, the first step for catalyst leaders is to establish an action group. Desirable members or persons who:

- Have a commitment to consumer education
- Have influence as leaders or decision makers
- Understand the principles of management required to accomplish the objectives.

An early decision must be made as to the optimal size of the group. Establishing a large planning group from the beginning is best to ensure all concerns are considered in some states. Those who view a large group as unwieldy and difficult to manage may prefer an alternative — a smaller group of key individuals and organizations that will reach out to others for more specific actions. Participation in decision making is a key whether a small
group or a large. The more that people feel they are part of the decision process, the higher their level of commitment will be.

At the initial gathering of the action group, the leaders must have a clear understanding of how the meeting will be organized and what they hope to accomplish. While it is important to hear the concerns of the heterogeneous membership, it is also critical that the group focus on assessing the current situation and establishing a clear agenda for action.

2. Assess Current Situation.

Early in the organization process, it is crucial that group members explore how consumer education fits into the state's social, political, and economic systems.

Assessment of current policies and political factors must occur simultaneously with the formation of the action group as it will influence the composition of the partnership and how the action group will function.


Once there is a clear understanding of the environment, it is time to think strategically.

- Formulate objectives for the short and long term which are both realistic and optimistic.
- Identify activities that will achieve your objectives.
- Check this plan against the resources available. Will this support be available in the future? Can other funds be raised?
- Develop a strategy to evaluate the success of the plan in advance.
- Decide how you want to work. Identify personnel to do task identified.
- Consider timing. When is the best time during the year to initiate action? When will tasks be completed?
- Inquire if allies are prepared to support your activities?
4. **Implement Plan.**

Coordination of efforts is critical to success. Those persons who oversee implementation are responsible for checking progress and making adjustments when needed to accomplish the objectives. Facilitators also assist the progress by ensuring good communication among group members.

5. **Follow-up.**

Evaluation after completion of the plan is a check on whether objectives were achieved and on the effectiveness of the plan. Suggested methods for measuring success include competency tests, questionnaires, observations, and interviews.

Analyze change that occurred with respect to policies, behavior, knowledge, skills and attitudes. Consider not only the impact on students but also how the work has affected teachers, administrators and other members of the community. Gather information from action group members regarding the planning and implementation process.

Evaluations also serve as a basis for further work. Consider whether a new action plan is needed and whether the action group will continue to function. Perhaps this group will become an ongoing advisory panel.

A second important aspect of follow-up is communication. The group might prepare a final report of accomplishments to be distributed to supporters and policy makers. A newsletter can reinforce and extend the impact of group actions by regularly updating participants and encouraging new individuals to become involved. A newsletter is also a valuable tool for sharing new information with consumer educators as it becomes available.
Recommendations for Further Studies

- Consumer education is very important at all stages of life. There has been some research on the consumer education of high school students and assessing their consumer knowledge. However, there has been far less research on those students who are in the primary school. A study needs to be designed to investigate how much, where, and from whom are the younger consumers receiving consumer training.

- Consumer clubs have been launched by the government of India but funds are provided only for one year. In such cases, it's very difficult to conduct consumer clubs activities. A study should be designed to check the effectiveness of consumer clubs running in various schools of the state with special reference to funding problems.

- A study could be designed to check the level of awareness regarding consumerism among the teachers appointed for the consumer clubs activity in the school running consumer clubs and in-service refresher course for them could be developed.

- A longitudinal study of students who receive consumer education versus those who do not could be designed. The researcher would then have to relocate the participants in a couple of months to see how having or not having formal consumer education has helped or deterred them along their lifetime.

- Studies on “Development of consumer education resource center at national level” could be designed so that schools may be provided with latest material on current issues related to market and advertisement.

- The Consumer Education Project focused on sound buying practices. Comparison shopping, understanding warranties and contracts and methods of evaluating product quality, could be encouraged through activities that get the youth involved in the market-place with special reference to the rural children.
Power is the root word of empowerment. Consumer educators have always been concerned with helping consumers have power in the marketplace. This has traditionally meant that education programmes tended to give consumers information and advice, teach them how to make rational, efficient choices, and sensitize them to their rights (relative to businesses) and the protection of these rights that governments have entrenched in law.

This form of education tries to balance the power between the seller and the buyer but does not question why the power existed nor does it examine the negative impacts of this power relationship. This approach to consumer education may have served people in the past, but the marketplace has changed profoundly. We now face uncontrolled consumerism, global markets and deep disconnections between the people living in the consumer society, and the rest of the world and the environment. Consumer education has to keep pace with these global changes. One way is to move from seeing the empowered consumer as someone who is trained to serve his/her own self-interest to preparing citizens who are critical of their role in a consumer society, a different Sort of power. In this case, power, still the root of empowerment, refers to inner power freed up because of inner reflection, deep examination of the power relationships in our consumer society and emancipation in one's role as a global citizen acting in one of many roles, including a consumer. The result is new social power to change the system rather than just change individual behavior in the current system.

Once learned, it cannot be unlearned. This form of critical, sustainable consumer empowerment is the preferred direction for the future of consumer education and that is really a consumer movement.

*No horse gets anywhere until he is harnessed.*

*No steam or gas ever dries anything until it is confined.*

*No Niagara is ever turned into light and power until it is tunneled. No life ever grows great until it is focused, dedicated, disciplined.*

_HARRY EMERSON FOSDICK, D.D._