

Abstracts

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Fr. Dominic George S.J. Memorial Lecture

Vandana Shiva, born in Dehra Dun in India, is internationally known for her multiple roles as a physicist, ecologist, and an activist. She participated in the non-violent Chipko movement during the 1970s, which adopted the tactic of hugging trees to prevent felling. She has established Navdanya in India, a movement for biodiversity conservation and farmers' rights. Currently, she directs the Research Foundation for Science, Technology and Natural Resource Policy. Her recent books among others include *Biopiracy: The Plunder of Nature and Knowledge*, *Stolen Harvest: The Hijacking of the Global Food Supply*, and *The Violence of the Green Revolution: Ecological Degradation and Political Conflict in Punjab*. Shiva is active in both the International Forum on Globalisation and the global solidarity movement.

Euthanasia: New Emerging Ethical Implications

Paul Sunday Omoyefa, *Department of Philosophy, Faculty of Humanities, National University of Lesotho, P.O. Roma 180, Lesotho, Southern Africa (Email:omoyefa@yahoo.com)* writes that euthanasia has long caught the attention of medical practitioners, ethicists and moral philosophers alike. Euthanasia is not a new bioethical issue. Views have been expressed, positions have been taken and arguments either for or against have been advanced on this ethical theory. These various arguments and counter arguments appear to have exhausted all the ethical implications involved in euthanasia but this is not so. This paper has the aim of bringing to the fore new emerging ethical implications involved in euthanasia. In doing this, euthanasia would be distinguished from suicide. Furthermore, the premises of the arguments of the advocates of euthanasia would be used to debunk their claims. The paper also affirms that in all ramifications, euthanasia is ethically wrong and should not be practised let alone being legalised.

Poor Outreach to the Poor

Christabell. P.J., *Department of Economics, Government College, Nedumangad, Thiruvananthapuram – 695 541, Kerala, India (christabell1975@yahoo.co.in)* believe that disadvantages faced by impoverished women in developing countries are due to their relative lack of assets and their economic participation is both a reward on its own and a major influence for social change in general. As employment opportunities all over the world are decreasing, entrepreneurship is seen as one way to lift women out of poverty. Capital derived from credit and savings is a key asset that allows poor people to seize market opportunities. Since formal credit institutions rarely lend to the poor, special institutional arrangements such as microfinance have been promoted as a key strategy for reducing poverty in all its forms by agencies all over the world. Several studies brought it to light that microcredit managed and utilised by women borrowers themselves has the greatest impact

on poverty reduction. The primary objective of the innovative finance institutions like microfinance is to reach the really needy. But issues such as mis-targeting, problems relating to targeting and targeting techniques, low participation of poor women, and ineffective outreach to the poorest are prevalent in MFI/Ps working all over the world. This paper is based on a case study of a microfinance organisation in Kerala.

Some Policy Issues in University Education in Nigeria

R. A. Alani, *Department of Educational Administration, Faculty of Education, University of Lagos, Akoka-Yaba, Lagos, Nigeria (email: ayoalani@yahoo.com)* examines three issues relating to university education in Nigeria. The first is the provision of the National Policy on Education, enacted in 1977, which specifies 60:40 science/arts ratio in student admission and enrolment. The second is the student/teacher ratios recommended for the existing universities by the National Universities Commission. The last is the issue of access to university education which has always attracted global attention. The paper assesses the extent to which the universities have achieved the science/arts ratio in student admission and enrolment. It compares the actual and the recommended student/teacher ratios and points out that there is divergence between the two. The paper also argues that the demand for university education out-stripped its supply and that geographical imbalance exists in the demand for university places. The paper then highlights the policy measures taken by government to address the issues raised, makes some recommendations and concludes that the problems confronting university education must be addressed.

Transcending Developmental Binaries: Women Empowerment through Dairy Farming

Jyotirmaya Tripathy, *Department of Humanities and Social Sciences, Indian Institute of Technology Madras, Chennai, Tamil Nadu - 600 036, India (email: jyotirmaya@iitm.ac.in)* and **Dharmabrata Mohapatra**, *Department of Economics, Christ College, Cuttack, Orissa - 753 002 (email: dbmchrist@yahoo.com)* argue that the gender-centric development models are directly borrowed from First World success stories and while implementing these models policymakers tend to ignore the historicity of these frameworks and the lived experience of underdeveloped countries. Quite predictably, these theories thrive on creating and sustaining Western binaries like home/outside, feminine/masculine instead of transcending them. Gender analysis also tends to undermine the workings of culture and equates the latter with underdevelopment, thus suggesting that development can occur only outside culture. The paper examines various myths, home/outside dualism in particular, promoted by First World and some Third World experts. It pleads for a kind of rural development that takes into consideration the importance of culture in the life of rural Indian women and their socio-cultural and educational condition. While advocating appropriate rural development through dairy farming that recognises rural realities, the paper shows the difference between home and outside, and other binaries.

The Relationship between Demographic Variables and Pupils' Reasoning Ability

Adeyinka Tella, University of Botswana, Gaborone, Botswana, PB 0022, Gaborone, Botswana (tellayinkaedu@yahoo.com), **Adedeji Tella**, Department of Science and Technology and Mathematics Education, Ijebu-jesa Campus, Osun State University Nigeria (dejtell@yahoo.com); **Oluwole Majekodunmi Toyobo**, Tai-Solarin University of Education, Ijebu-Ode, Nigeria (woltosix@yahoo.com); and **L.O.Adika**, Oyo State College of Education, Oyo, Nigeria (lawadika@yahoo.com) *argue that reasoning ability of pupils is a sine-qua-non to the evaluation of their performance in learning and an indicator of their potential predictors of future performance. This study examines the relationship among demographic variables and reasoning ability of primary school pupils. It drew 400 pupils from ten (10) purposefully selected public primary schools in Ibadan, Nigeria. The age of these pupils ranged from 9-11 years. The results indicate that demographic variables like age, class, and gender correlate positively with pupils' reasoning ability and that these three variables significantly predict pupils' reasoning ability better than other variables. Based on these findings teachers and parents are called upon to see to it that they start the stimulation of children's thinking at an early age as soon as they enter school through the provision of fascinating toys, computers and stimulation games.*

Research Bureau

Impact of Group Housing Scheme among Marginalised - P. Kannappan

Review

A Journey to Robben Island: Video Documentary - Thokozani Xaba