CHAPTER - IV

POPULATION EDUCATION PROGRAMME
CONTENT ANALYSIS
&
IMPLEMENTATION
Population Education Project in Ganjam:

Ganjam is one of the thirty districts of Orissa and situated in the southern part of it. It is one of the coastal districts on the eastern sea board of India within the altitude 28 meters to 57 meters above sea level.

Ganjam in Orissa is the only district where UNFPA sponsored Population Education Project is being implemented since 1991 integrated with the Adult Literacy Programme (Report of Bhanja Saksharata Parishad, 1992). It was executed by Bhanja Saksharata Parishad and was financed by the UNESCO's Principal Regional Office for Asia and the Pacific, Bangkok (Annual Report of SRC, Orissa 1993). The project was exclusively for adult learners -- the potential population actors for age group 15-35.

The total literacy campaign in the district was started since 5th September 1991. The objectives of the project were:

- To educate the people about the fact of population growth and its psycho-socio-economic consequences.
- To enlighten the people about population issues for improving the quality of life.
- To integrate population education in Total Literacy Campaign.
- To ensure better planning of health services. (Report of B.S.P. 1992)

The report of Bhanja Saksharata Parishad (Gupta, 1996) indicates that there is a lot of promise in TLC for integrating population education through the medium of...
literacy and with the content of population education included there in, in order to make aware the illiterate mass for achieving betterment of life.

The project reflects the priorities of the 135 districts, identified as demographically weak districts by Ministry of Health and Family Welfare, Government of India. In Orissa four districts such as Ganjam, Puri, Cuttack and Balasore districts come under the purview. Therefore, the project in Ganjam specifically tried to tie-up the literacy campaign, with high infant mortality rate, high female illiteracy, low mean age at marriage and high birth rate, so that there is a convergence of efforts for promotion of literacy and reduction of population related issues.

Before executing the total literacy campaign in the district the following steps have been undertaken for smooth implementation of the programme.

1. Survey
2. Organisational infrastructure
3. Environment building
   3.1. Rallies
   3.2. Reach out activities
   3.3. Audio-visual programmes
   3.4. Publicity
4. Training
5. Resource Procurement

Survey:

Survey for actual identification of illiterates and potential volunteers are important components for the success of the programme. Enumerators were engaged to conduct the survey of illiterates within the age group 9-14, 15-35, and 35-45. After the household survey, the detailed list was prepared.
Any willing person with qualification Class-VIII and above were taken as resourceful volunteers (Siksha Sevak). The identification of volunteers was entrusted to the village level committees. The teachers, students, government servants and non-governmental workers, retired persons, social workers, freedom fighters and anybody with the inclination of such service was to be taken as a volunteer. Any unemployed or employed youth willing to devote two hours in a day has been accepted as a volunteer.

Survey was conducted for 3,87,665 household blocks of the district. Persons engaged in survey and identification of volunteers have interacted the people in order to convey the messages of population education.

**Organisational Infrastructure:**

A network of organisational infrastructure has been set up for smooth flow of action and feedback. Committees have been set up starting from district level down to village level to provide all possible assistance and guidance for the programme. The committees so formulated were as under:

1. District Level Committee
2. Sub Divisional Level Committee
3. Municipality Level Committee
4. N.A.C. Level Committee
5. Block Level Committee
6. G.P. Level Committee
7. Village Level Committee

In the District Level Committee the Collector and District Magistrate is the Chairman of the Committee. Similarly, in the Sub-Divisional Level, Sub-Collector is the Chairman and in the Municipality level/N.A.C. Level, the Executive Officers, Municipality/N.A.C. serve as Chairman. In the Block Level the Block Development
Officer, in Grampanchayat Level the Extension Officer, and in village level the Headmaster of local high schools were taken as Chairpersons of the respective committees. At each level there are members in order to track the programme in a coordinated way.

**Environment Building:**

The success of population education project in the adult literacy programme in Ganjam district depended primarily on the involvement of the people. From the beginning, mass involvement and publicity media were geared up and took steps for environment of building.

Environment building in favour of Total Literacy Campaign is pre-requisite for launching of the programme. Mass participation is one of the essential criteria for success of the programme. Once the urge to become functionally literate is created among the illiterates and the feeling of social responsibility is generated, the programme can be executed successfully.

On this aspect Pandey (1996) states: “Once various aspects of population educational areas are discussed, there develops an appreciation of the urgent need to introduce it. It is, therefore, desirable to conduct awareness building activities”.

As such environment building was created in an integrated way both for literacy and population education through sincere efforts of the functionaries to achieve the objectives of population education. In the environmental building stage following activities were undertaken to generate a congenial atmosphere for the success of the project. The following activities have been undertaken to motivate the people, and to involve the social activists in the noble programme.

**Rallies:**

At the Sub-divisional level and Block level, Rallies, Cycle rallies, Pada Jatras were being organised to create enthusiasm among the common mass. The
sub-divisional level rallies have been completed by September 1991. The Block level rallies have been over by December 1991. The rallies were attended by school and college students, teachers, voluntary organisations, youth clubs, mahila samities, Government Officials, members of Political Parties and Social Workers. At the Gram Panchayat level and village level rallies were held simultaneously so as to activate the people at the grassroot level.

**Reach out Activities:**

Any educational programme do not just end up by holding classes and do not remain confined to teaching-learning processes only. Other co-curricular activities and reach out activities were organised in various parts of the district, particularly in rural areas and slum settlements. Population education messages were being conveyed through folk media like Palla, Ghudki, Street Corner Plays and Songs, etc.

**Audio and Video:**

For effective integration of population education project, a number of projective and non-projective materials were developed for the purpose. Audio and video cassettes on population education have been developed for mass mobilisation and motivating the learners. A full-fledged film on population education was exhibited for motivational purpose. The Bhanja Saksharata Parisad utilised a video fitted vehicle for the purpose in the project area covering more than 3000 villages.

The Public Relations Department of the State Government and the Field Publicity Department of Government of India were being utilised to arrange public shows of documentaries on eradication of blind beliefs relating to population issues. As a result, a large number of learners seemed to be receptive to change and were ready to modify some of their traditional values which are known to affect fertility behaviour.
Publicity:

Public speeches, multi-colour poster displays, highlights in All India Radio, Doordarshan, new items and articles in the Newspapers and Journals, population art exhibition, recitation of literacy poems and slide shows in cinema halls were the various means through which adequate publicity was accomplished.

Debate, Essay, and Painting competitions were also arranged at Gram Panchayat level. Speech competition on utility of population education was arranged among the villagers.

All local festivals were used for mass mobilisation in favour of literacy and population education.

Training:

Naik (1997) in a paper on Training and Orientation of Adult Education functionaries recommends:

An integrated approach has to be adopted for imparting training and short orientation in Population Education under the Adult Education Programme. This training should incorporate in its curriculum field work to supplement the theoretical knowledge of population related subjects. For this the team training approach may be asserted so as to meet the requirements of pre-service and in-service training programme of Adult Education functionaries to equip them with the requisite knowledge, skill to impart population education effectively.

In order to give a proper shape to this concept the existing training design has been revised and population education concepts were incorporated. During 1991, 350 Key Resource Persons, 5000 Master Trainers and 61,000 Volunteer Instructors were trained.

Resource Persons:

Experts from State Resource Centre for Adult Education, Orissa; Directorate of Adult Education, Orissa; Directorate of Teacher Education and State Council of
Educational Research Training, Orissa; Bharat Gyana Vidyana Sanstha (BGVS); a team of doctors and a few professors; imparted the training (Report of Bhanja Saksharata Samity, 1992).

**Core Trainers:**

The resourceful persons drawn from Municipality, NACs and Blocks, selected by respective committees, and trained at district level, are termed as Core Trainers. The resource persons impart training to the core trainers. About 40 Core Trainers were drawn from each Block, 12 from Berhampur Municipality, 4 from each Notified Area Council. In total 960 core trainers were trained in 24 batches. The duration of training was seven days.

**Master Trainers:**

The Master Trainers were selected at the Sub-divisional level. The training of Master Trainers (MTs) was conducted by the Core Trainers in the institutions situated within the Block, Municipality, and NAC areas. The duration of training was 7 days. The master trainers were to train the volunteers.

**Volunteers:**

Training of volunteers was conducted at Gram Panchayat level and village level. In Ganjam District 10,000 master trainers were supposed to train 2,00,000 volunteers. The project has created a vast human resource reserve with large number of volunteers. The volunteers were identified village wise. The volunteers are the real persons who come in direct contact with the learners.

In order to judge the effectiveness of the training, an Evaluation Committee consisting of the trainers and experts was constituted at each level. Those who were found below the standard were given an extra dose of training.

**Tagging of Volunteers with Learners:**

Each volunteer has been tagged with 10 learners. Tagging of 6-14 age group learners and tagging of 15-45 age group were made with different volunteers. Proper
care was taken while tagging the volunteers with the learners. As each volunteer has to make 10 learners functionally literate, the success of the project solely depended on the acceptability of volunteers by the learners and understanding between volunteers and learners. In the teaching-learning process the population education messages were imparted as a part and parcel of literacy.

There has been no provision of any honorarium for the volunteers. So the volunteers were sufficiently motivated to utilise their leisure time in the literacy programme.

### POPULATION OF GANJAM DISTRICT BY AREA AND GENDER

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>27,04,058</td>
<td>13,48,044</td>
<td>13,56,014</td>
</tr>
<tr>
<td>Urban Population</td>
<td>4,23,753</td>
<td>2,18,211</td>
<td>2,05,542</td>
</tr>
<tr>
<td>Rural Population</td>
<td>22,80,305</td>
<td>11,29,833</td>
<td>11,50,472</td>
</tr>
</tbody>
</table>

Sources: Census of India, 1991

### Literacy Scenario of Ganjam District:

The literacy rate of Ganjam district by gender and by urban and rural category is presented as follows:

### Literacy Rate:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36.68%</td>
<td>52.72%</td>
<td>24.72%</td>
</tr>
<tr>
<td>Urban</td>
<td>59.38%</td>
<td>69.09%</td>
<td>49.07%</td>
</tr>
<tr>
<td>Rural</td>
<td>34.83%</td>
<td>49.55%</td>
<td>20.37%</td>
</tr>
</tbody>
</table>

Sources: Census of India, 1991

The literacy scenario of the district as per 1991 census was not encouraging. About 37% of the total population were literate as compared to state average of 49.09%. The urban literacy rate, both in case of male and female, is higher than that of rural male and female literacy rate.
Illiterate Population:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16,58,145</td>
<td>6,37,383</td>
<td>10,20,762</td>
</tr>
<tr>
<td>Urban</td>
<td>1,72,110</td>
<td>67,440</td>
<td>1,04,670</td>
</tr>
<tr>
<td>Rural</td>
<td>14,86,035</td>
<td>69,943</td>
<td>9,16,092</td>
</tr>
</tbody>
</table>

Target Illiterate population age group (9-45):

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7,82,631</td>
<td>3,07,535</td>
<td>4,75,096</td>
</tr>
<tr>
<td>Urban</td>
<td>85,146</td>
<td>33,496</td>
<td>57,650</td>
</tr>
<tr>
<td>Rural</td>
<td>6,97,485</td>
<td>2,74,039</td>
<td>4,23,446</td>
</tr>
</tbody>
</table>


As per the Survey Report of Bhanja Saksharata Samittee (1991-92), the targeted total illiterate population within the age group of 9-45 of the district is 7,82,631. The male illiterates within the age group (9-45) in absolute number is 3,07,535 and that of females is 4,75,096.

Population Education Messages:

Population Education messages are expected to be integrated in IPCL Primers and in supplementary materials. The messages have been identified by UNESCO (1974), National Policy of Education (1986) and National Literacy Mission (1988). They are as follows.

**UNESCO 1974:**

- Family Size and Family Welfare
- Delayed Marriage
- Responsible parenthood
• Population and Resource Development
• Population related Beliefs and Values
• Status of Women

**NPE 1986:**

• Observance of small family norm
• Removal of social barriers
• Development of scientific temper
• Protection of environment
• Equality of sexes.

**NLM 1988:**

• National integration
• Conservation and improvement of the environment
• Women’s equality
• Observance of small family norm

**New Thrust Areas:**

In the third phase (1997-2001) the following thrust areas has been identified for integration in Adult Education Programme as stated by Gupta (1996).

• Reproductive Health and Reproductive Rights
• Care for aged and helpless
• Gender equality, equity and women’s empowerment
• Adolescent reproductive health and sexuality education.
- Family life education in changing life style
- Preventive and Curative Education for STD and AIDS
- Violence against women and children
- Sustainable development and quality of life
- Rural migration to urban slums

The Ministry of Human Resource Development, Government of India, has changed population Education to Population and Development Education (PPR Kodaikanal, 1996). Therefore, due emphasis is to be paid on the needs of the state, district for a common strategy of integrating elements of population education in the IPCL Primers and Post-literacy books.

Here, the investigator has made an attempt to identify effectively the elements of population education contents integrated into on-going syllabi and text books. The literacy campaign in Ganjam was expected to adopt the messages according to their specific needs and requirements.

**Resource Procurement:**

The Bhanja Saksharata Parisad has developed a literacy kit consisting of reading and writing materials like slate, chalk, pencil, charts, maps, 3 primers and work book as per the norms of National Literacy Mission. The materials have been developed through a process of consultation with State Resource Centre for Adult Education, Orissa, Voluntary agencies like Bharat Gyana Vigyan Sanstha (BGVS) and representative bodies connected with Family Planning and Family Welfare education.

The Primers were designed by the Resource Development Sub-committee and was approved by the District Committee. It was prepared locally in order to
ensure timely supply of kits to the learners. Each learner has been provided with literacy kit.

**Primers:**

The basic learning materials includes three integrated pace and content of learning (IPCL) Primers, such as:

1. Ama Patha -- Volume - I
2. Ama Patha -- Volume - II
3. Ama Patha -- Volume - III

**Follow-up Books:**

Besides these three primers, three follow up books were also produced. They are:

1. Sukhi Sansara -- A happy family
2. Nua Duniya -- The new light

**Sukhi Sansara:** Sukhi Sansara is exclusively prepared on population education. All the core messages of population education including reproductive health are highlighted in this book.

**Nua Duniya:** In Nua Duniya besides population education messages other areas of National Literacy Mission has been covered.

**Swechha Sevi Sahayak Pustika:** This is a guide book used during training which help in conveying ideas and informations on messages related to population education.
Posters:

Five posters on Population Education have been developed and distributed in the field. The title and theme of the posters are:

<table>
<thead>
<tr>
<th>Title</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Ame Sabu Jebe Heba Sakshara</strong>&lt;br&gt;Chhota Kariba Ama Paribara</td>
<td>Small Family&lt;br&gt;(We shall be literate and make our family size small)</td>
</tr>
<tr>
<td><strong>2. Ame Dui, Amara Dui</strong>&lt;br&gt;(We are two, ours two)</td>
<td>Family Size</td>
</tr>
<tr>
<td><strong>3. Patha Padhaile Jhia ku</strong>&lt;br&gt;Bali jiba sie Pua ku</td>
<td>Status of Women&lt;br&gt;(Educated daughters can bit the sons)</td>
</tr>
<tr>
<td><strong>4. Santana Nuhain Daiba Dana</strong>&lt;br&gt;Ichha Kale Pila Heba Janama</td>
<td>Population related&lt;br&gt;(Children are not God's gift, we can have a child when we want)</td>
</tr>
<tr>
<td><strong>5. Pua tharu Jhia kam nuhan</strong>&lt;br&gt;(Daughters are not inferior to sons)</td>
<td>Gender equality</td>
</tr>
</tbody>
</table>
Analysis of IPCL Primers and Follow-up Books in the light of integration of Population Education Core messages in the Literacy Programme:

The study and strategies of preparation of basic literacy material in India has a long history. It began in 1930, when autonomy was granted to the provinces. Numerous pedagogic methods have been experimented with various degree of success. Improved pace and content of learning is a pedagogical concept. According to IPCL approach learning would be qualitatively better.

The primers developed by Bhanja Saksharata Parisad, and basic literacy materials included in a literacy kit and a three part IPCL materials are the Amakatha Volume - I, Ama Katha Volume - II, Ama Katha Volume - III, have been depicted chapterwise. Besides the IPCL Primers two books such as ‘Sukhi Sansara’ and ‘Nua Duniya’ have been developed with great care following the guidelines of National Literacy Mission.

The purpose of the investigation is to analyse the population education messages integrated in the primers and the two follow up books, ‘Sukhi Sansara’ and ‘Nua Duniya’ within the pedagogical dimension of literacy and post literacy.

In order to the know the adequacy of population education messages the researcher developed a format for content analysis of the core messages incorporated in the Integrated Pace and Content of Learning Primers, and Supplementary Books.

The very purpose of the study was to assess the effectiveness of the population education programme of the neoliterates of Ganjam. So a threadbare analysis of the content was done carefully by the researcher. The researcher requested 10 population education experts in order to judge the format for analysis of population education messages. The population education experts suggested for some changes. After
necessary changes the population education experts fully agreed with the format, meant for content analysis. The format developed have four subheadings such as serial number, unit number and title, core content main area and sub content specific area.

*Ama Patha Part I*

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Unit No. and Title</th>
<th>Core content Main Area</th>
<th>Sub content Specific Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My Little House (P.20-22) Chhota Mora Ghara</td>
<td>Family size and Family Welfare</td>
<td>-- Small family, a happy family -- we are two our's have two</td>
</tr>
</tbody>
</table>

There are eleven lessons and 32 pages in this primer out of which only one lesson covers with population education core messages, i.e. family size and family welfare. In rest of the content no *POPED* messages have been integrated.

*Ama Patha Part II*

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Unit No. and Title</th>
<th>Main Area</th>
<th>Specific Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>IV Hills and Mountain (Page No.16-18) (Ama Pahada Parbata Katha)</td>
<td>2. Protection of Environment</td>
<td>2.1. Trees brings in rain 2.2. Deforestation causes Soil erosion 2.3. No timely rain fall 2.4. Planting trees is an urgent need</td>
</tr>
</tbody>
</table>

*contd...*
|   | 3. Poverty, hunger, poor health.  
3.4. Negligence of children 
3.5. Lack of Family Planning practices brings in more children |
|   | 3.1. Status of Women  
3.1.1. Gender discrimination 
3.1.2. Family Planning 
3.1.3. Have babies by choice not by chance 
3.1.4. Mother’s education help in making planned family |
| IX | Let us keep our life safe from the beginning page (42-46) Janma ru jibana Kariba Raksha |
|   | 4. Responsible parenthood  
4.1. Safe motherhood 
4.2. Timely Immunisation 
4.3. Mother’s milk is the best food for child. 
4.4. Superstition to be avoided. |
|   | 5. Population related beliefs and values  
5.1. Sex bias to be removed 
5.2. Man and woman-equal wings of society 
5.3. Inter spouse communication |
|   | 4. IX Let us keep our life safe from the beginning page (42-46) Janma ru jibana Kariba Raksha |
|   | 5. Son or daughter equal in all respect Page (47-49) Pua Jhia Sabu Saman |

There are 10 lessons and 56 pages in this primer. Core messages like responsible parenthood, protection of environment, family size and family welfare, status of women and population related beliefs and its sub-messages are integrated in this primer.
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Unit No. and Title</th>
<th>Main Area</th>
<th>Specific Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I Come my friend, on my darling Page (2-3) Asa Sangata Asa go Mita</td>
<td>1. Status of Women</td>
<td>1.1. Men and women are equal in all respect 1.2. Women education helps in Socio-economic change. 1.3. It helps in decision making.</td>
</tr>
<tr>
<td>2.</td>
<td>II Chanchala brings about a radical change (Page 06-10) Chanchala Phanda Bhandura Kala</td>
<td>2. Status of Women</td>
<td>2.1. Equal work, equal pay. 2.2. Discrimination against women is unjust and analogical 2.3. Demand for equal status 2.4. Formation of Mahila Mandal</td>
</tr>
<tr>
<td>5.</td>
<td>VII Nutritious food for healthy living (Page 33-36) Uttama Swasthya Pain Khadya</td>
<td>5. Reproductive health</td>
<td>5.1. Care of Pregnant women 5.2. Nutritious food 5.3. Cost effectiveness of food 5.4. Locally available vegetable</td>
</tr>
</tbody>
</table>
The Third Primer consists of 12 lessons and 65 pages. In lesson I and II core message ‘Status of Women’ has been fully emphasised. Specific areas like equality of sex, women education, decision of couple for planned family, formation of Mahila Mandal for social and economic status have been covered.

In third, fourth, seventh lessons core messages like Right Age at Marriage, Population and Resource Development and Reproductive Health have been incorporated, respectively. In Sixth Lesson, Population and Resource Development was repeated. In Lesson Eleven there is no particular core message. But many aspects of population education, such as causes of rapid population growth, rise of prices, unemployment and pollution have been integrated.

**Analysis of Supplementary book — ‘Nua Duniya’:**

The book ‘Nua Duniya’ developed by Bhanja Saksharata Parisad is on population education. Here the core messages and specific areas are repeated several times so that the neoliterates might have developed a positive attitude towards population related problems.

The book consists of 11 lessons and 64 pages. The population related messages are identified and discussed in the book.
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Unit No. and Title</th>
<th>Main Area</th>
<th>Specific Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Unit - IV</strong></td>
<td></td>
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</tr>
</tbody>
</table>
|       | This is our way of life. 'Ei Ama Dunia' Page (29-31) | 1.1. Quality of life | 1.1.1. Prohibition of drug  
|       |                   |           | 1.1.2. It ruins health  
|       |                   |           | 1.1.3. It affects sense organs.  
|       |                   |           | 2.1.2. Trees cause rain  
|       |                   |           | 2.1.3. To plant trees is wise  
|       |                   |           | 2.1.4. To cut trees is in human  
|       | 1.2. Fourth Stanza | 1.3. Status of women | 1.3.1. Women literacy is a status symbol  
|       |                   |           | 1.3.2. Education women know their rights  
|       |                   |           | 1.3.3. Spacing between two children.  
|       |                   |           | 1.3.4. Reproductive health  
|       |                   |           | 1.3.5. Low female literacy results in high fertility  
|       | 1.3. Sixth Stanza | 1.4. Family size and Family Welfare | 1.4.1. Small family norm  
|       |                   |           | 1.4.2. Big family makes life miserable.  
| 2.    | **Unit - VII**    |           |               |
|       | A letter from Ashanani to Rama Ramaniku Asha Nanikna Cithi (Page 34-35) | 1. Status of women | 1.1. Son preference for old age security  
|       |                   |           | 1.2. Daughters are treated as family burden.  
|       |                   |           | 1.3. Only Education can eradicate such discrimination.  
|       |                   |           | 1.4. An educated mother is a good guide for their children's education  
|       |                   |           | 1.5. Violence against women to be eradicated.  
| 3.    | **Unit - VIII**   |           |               |
|       |                   |           | 3.2. Legal age of marriage to be maintained.  

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In the book ‘Nua Duniya’ there are three topics exclusively on population awareness. In Unit - VI, quality of life, prohibition of drugs, Environmental Protection, Women’s Literacy, Reproductive Health and Planned Family, and Spacing are integrated in poetic form.

Lesson VII deals with Son preference, Old age security, Gender discrimination and Violence against women.

In Lesson VIII, messages like Right Age at Marriage and sub messages such as child marriage and legal age of marriage were integrated.

**Analysis of Supplementary book -- ‘Sukhi Sansara’:**

The book *Sukhi Sansara*, developed by Bhanja Saksharata Parisad, consists of six lessons and 32 pages. It deals only with population related issues including demography. Population messages particularly reproductive health and focus on girl child have been integrated as indicated below.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Title Unit No.</th>
<th>Core and Main Area</th>
<th>Specific Area</th>
</tr>
</thead>
</table>
1.2. Education of girls is sacrificed in favour of boys.  
1.3. She is deprived of equal socio-cultural status.  
1.4. She is bound to submissive as she has no autonomy.  
1.5. Family Planning Practices to be followed to make family size small either with one or two irrespective of gender. |

contd..
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Title Unit No.</th>
<th>Core and Main Area</th>
<th>Specific Area</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>
2.2. Pro-natal beliefs affect the Status of women.  
2.3. Pre-matured Pregnancy: unmatured death.  
2.4. Marriage in ripe-age keeps maiden healthy and glaze. |
|       |                |                    |               |
|       | Unit - III     | 3. Population and Resources | 3.1. It affects heavily pubic transport.  
3.2. Over crowded growth does not permit to provide health services to all.  
3.3. High birth rate and decline death rate results in rapid population growth.  
3.4. Poverty and population are positively interlinked.  
3.5. Quality of life declines in big family. |
|       |                |                    |               |
4.2. Unplanned house with filthy surroundings: Use of Barpali latrine.  
4.3. Family Planning services and sterilisation brings a stop to family size. |

contd...
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Title Unit No.</th>
<th>Core and Main Area</th>
<th>Specific Area</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Unit - IX</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5.    | This is our life (Page 13-14) | 5. Family size and Family Welfare | 5.1. Family is the source of happiness.  
5.2. Smaller is the family: happier is life  
5.3. We are two ours is two call of today.  
5.4. Big family -- Low per capita income. |
6.2. Types of vaccines  
6.3. Mother and child care  
6.4. Use of contraceptive  
6.5. Danger’s of Pregnancy  
6.6. Caution for medical check up  
6.7. When to take precaution  
6.8. Diet for pregnant mother  
6.9. Drugs must be avoided for pregnant mothers.  
6.10. Regular health check up  
6.11. Mother’s Milk full of colostrum  
6.12. Abortion is legalised  
6.13. Oral pills and contraceptives to be used  
|       | **Unit - X**   |                    |               |
| 7.    | Call of the time 'Ahwana' | 7. Family size and Family Welfare | 7.1. Small family is happy family  
7.2. Superstitions and blind beliefs create problems.  
7.3. Population and Development are interlinked. |
### Table 1. Identification of Population Education Messages in Primer -I, Ama Patha - I.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Unit No.</th>
<th>Page</th>
<th>Title</th>
<th>Topics</th>
<th>Core Content</th>
<th>No. of sub-content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>II</td>
<td>20-22</td>
<td>Ama Patha Part - I</td>
<td>My Little house Chhotamora Ghara</td>
<td>Family size and Family Welfare</td>
<td>3</td>
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</tbody>
</table>

### Table 2. Identification of Population Education Messages in Primer II, Ama Patha - II

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Unit No.</th>
<th>Page</th>
<th>Title</th>
<th>Topics</th>
<th>Core Content</th>
<th>No. of sub-content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>III</td>
<td>7-10</td>
<td>Ama Patha Part-II</td>
<td>Oral Rehydration Tarala Jhada Ku, Sarala Ousadha.</td>
<td>Responsible Parenthood</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>IV</td>
<td>16-19</td>
<td>Ama Pahada Parbata Katha Protection of Environment</td>
<td></td>
<td>Protection of environment</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>IX</td>
<td>42-46</td>
<td>Let us keep our life safe from the beginning Janmaru Jibana Kariba Raksha</td>
<td></td>
<td>Responsible Parenthood</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>X</td>
<td>47-49</td>
<td>Son or daughter equal in all respect. Pua Jhia Sabu Saman.</td>
<td></td>
<td>Population related beliefs and values</td>
<td>3</td>
</tr>
<tr>
<td>Sl.No.</td>
<td>Unit No.</td>
<td>Page</td>
<td>Title</td>
<td>Topics</td>
<td>Core Content</td>
<td>No. of sub-content</td>
</tr>
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</tr>
<tr>
<td>1.</td>
<td>I</td>
<td>2-3</td>
<td>Ama Patha Part - III</td>
<td>Come my friend on my darling. Asa Sangata, Asa go Mita</td>
<td>Status of women</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td>6-10</td>
<td>Chanchala brings about a adical change. Chanchala Phanda Bhandur Kala</td>
<td>Status of women</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>III</td>
<td>11-13</td>
<td>Ambika’s determination Ambikara Dambha</td>
<td>Rightage at marriage</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>IV</td>
<td>14-16</td>
<td>Trees -- Our friends Bruksha Amara Bandhuu.</td>
<td>Population and Resources</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>VII</td>
<td>33-36</td>
<td>Illustrious food for healthy living Uttama Swasthya Pain Khadhya.</td>
<td>Reproductive health</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>XI</td>
<td>54-55</td>
<td>Why all these happening. Kahin Kire bhai kahinki</td>
<td>Population and Resource.</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
State Resource Centre for Adult Education, Orissa:

In Orissa, State Resource Centre (SRC) for adult education serves as the academic support for smooth conduction of adult education programme in the state. The source book on population education covering seven core messages, as identified by UNFPA, was supplied to Bhanja Saksharata Samiti for distribution. As BSP has not developed any printing materials on AIDS so far the learners are exposed to the materials developed by SRC on AIDS.

1. Poster -- AIDS Eka Maratmaka Roga (AIDS is a fatal disease)
2. Book -- Bata Bana (loosing the way)
3. Folder -- on AIDS

What is ‘AIDS’

Why ‘AIDS’

How AIDS

As AIDS is a comparatively new and fatal disease the learners are provided with the basic knowledge of AIDS.

Formulating an appropriate curriculum is crucial to the success of any educational programme. If the population education aspects of the project is not integrated in the core curriculum, the result may be irrelevant.

In this respect the Report of Regional Literacy Workshop (1979) states:

The main reason for adult education programme not making a headway in the past has been that the curriculum was not suited to the needs and interests of the learners. More particularly the content of the curriculum has very little regard for the learners background and interests.
The core messages and submessages are well integrated. There are also repetition of the messages so that the learners would remember it and apply in their life situations. Therefore, due emphasis has been paid to thrust areas like Reproductive Health, Drug abuse and Interspouse communication. The other aspects of new thrust areas such as care of aged, adolescent education, AIDS & STD, violence against women, sustainable development, rural migration and reproductive rights need to be integrated into the ongoing syllabi and text books while in revision.