CHAPTER - I

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Rationale:

“Development is not just about factories, dams and roads; development is basically about people. The goal is the people’s material, cultural and spiritual fulfillment. The human factor, the human context, is of supreme value. We must pay much greater attention to these questions in future,” once remarked Mr. Rajiv Gandhi, the then Prime Minister, in the foreword to the Seventh Five-Year Plan document. Development can never be equated with material-development *per se*. It includes human resource development which would usher in prosperity. And Education provides the potential power to the human resource to achieve development in all spheres of life.

All plans and programmes for the development of the nation is nullified due to unprecedented population growth. Population problem is the most crucial in modern times, affecting the countries and the people all over the world. No other phenomenon casts a darker shadow over the prospects of international development than the staggering growth of population. The overgrowing population has its deleterious effects on the quality of life and is closely linked with the development of the nation. The earnest endeavour to ensure quality of life for the people is being jeopardized.

Population growth has direct bearing with education in the Indian context. The International Conference on Population and Development (ICPD) at Cairo in 1994 has thrown new lights on population policies and programmes for sustainable development. This issue has its origin in the World Conference held at Bucharest in

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1974. The remark of the then Indian Minister of Health Dr. Karan Singh that “development is the best contraceptive” was revived well, and forcefully reiterated after 20 years of Cairo Conference.

“Sustainable development” and “literacy” are considered as two sides of a coin. Development occurs when education lays foundation for development. Education creates awareness out of which knowledge is obtained. In other words, literacy educates people and creates awareness in them to function as useful and creative citizens of the society. Education is not only a key factor to development but also an essential component towards well being; and it means to allow individuals to achieve access to knowledge. From knowledge comes application that brings out development. Education shows proper path for development. Besides, education brings attitudinal changes in the individuals. It modifies the behaviour pattern too. Out of this, the narrowness and conservatism, as well as prejudiced views, are wiped out giving way to a national and scientific outlook.

Eradication of illiteracy has been one of the major national concern of the government of India since independence. The need for a literate population and universal primary education for children in the age group 6-14 years was recognized as a crucial input and was given due weightage in the successive five year plans. A number of significant programmes have been taken up since independence to eradicate illiteracy among adults. But success up to expectation could not be achieved due to unabated population growth and failure of universalization of primary education.

Article 45 of the Indian Constitution directed states to endeavour to provide within a period of 10 years of the commencement of the constitution free and compulsory education to all children up to the age of 14 years. This resolve to be fulfilled by 1960 was not realized due to socioeconomic problems of the country.
has further revised the target date to the end of twentieth century. While determined efforts are made to universalize elementary education, educational facilities were extended to adult population to remedy their educational deprivation. Universalizations of elementary education and of adult education are mutually interdependent.

In the field of education it is difficult to provide education for all. As such the problem of literacy is getting momentum from time to time. In order to tackle the problem of illiteracy, Govt. of India has launched several plans and programmes in the field of formal, nonformal and adult education sectors. If the problem is tackled nation’s self-reliance will be developed by bringing a sustainable change in the socioeconomic field. The socioeconomic development of a nation primarily depends upon adult education and adult literacy.

In this respect, Prof. Rao (1966) has rightly stated:

"Without adult education and adult literacy, it is not possible to have that range and speed of economic and social development which we require, nor it is possible to have the content or quality to our economic development that makes it worthwhile in terms of values and welfare".

As such literacy plays a vital role in the field of social and economic development and makes a substantial contribution in terms of values and welfare of people of India.

In this connection, challenge of Education Policy Prospective (1985) states:

"Undoubtedly much efforts in the field of elementary and adult education programme is nullified by a high rate of growth of population. If there is no change in the rate of and growth of population, and the spread of literacy, there would be 500 million illiterates in India in the year 2000 A.D."
It is therefore a matter of great concern to wipe out illiteracy from the country. Unless and until illiteracy is removed from the country, it would neither make progress nor control the population growth which are essential for its development.

The **National Literacy Mission** was launched in India on 15th May 1988. Its aim is to eradicate illiteracy and to provide functional literacy to 30 million illiterates by 1990, and 50 million illiterates by 1995.

Literacy is an indispensable component of human resources development. Promotion of literacy has been identified as one of the five national missions with a view to utilizing technology and scientific research for the solution of some of the basic problems which have been defying solutions so far. It is expected that with intervention of the National Literacy Mission in integrating population education messages in the Adult Literacy Programme and the implementation of Universal Elementary Education, the number of illiterates in the age group 15 to 35 will be progressively reduced.

Garg (1996) has rightly stated:

"Adult Education and Population Education have direct impact on quality of life at the micro and macro levels. If properly woven they can ensure sustainable and around development. Their linkage can effectively break the vicious circle of poverty and unemployment. How meaningfully they can be linked is an endeavour being made through the project on integration of population education with adult education. The rational and responsible attitude could be developed if the message effectively reaches the beneficiaries".

In 1986 population and development concepts were integrated in Adult Literacy Programme in order to expose the target, adult non-literates and neo-literates, towards various population related concepts and to improve the quality of life of the
people at grassroot level. It was substantially strengthened with the launching of National Literacy Mission in 1988 as literacy is the channel through which population education moves. Literacy shows the way and population lays operational structure for a better standard of living. It aims at serving the fundamental clue of the mass involvement and mass movement out of which the successes will emerge. But to what extent the population education concepts have been imparted through literacy programme for the realization of best results is a matter of empirical evidence and study.

**Need and Significance of the Study:**

In the ongoing literacy programme population education plays an important role for the dissemination of population education concepts. Besides, population education helps in development of logical reasoning among the minds of the learners towards different problems of the country and the world at large. But the effectiveness of the programme depends on the nature of implementation on which it is designated. In this connection Suchdeva (1995) states:

“"The population programme is to be designed to make people aware of the process of population changes as these are affected by various biological and sociocultural factors, and these changes affect the many aspects of life then in turn determine the quality of life at the micro and macro levels. It means that through this process no readymade decisions and courses of action have to be accepted by the beneficiaries. They have to choose their own decisions and courses of action after they have analyzed the population situation and problems in the light of the various factors that can change the national and individual quality of life.”

Further, the present society faces a lot of crisis in bringing up their children. Child rearing is an arduous task, and couples often fail to perform their roles as
responsible parents. In this connection The State of the World's Children have rightly stated:

"Parent education is a felt need of the time in India. Today, the function of parents have radically changed. Parenting has become more difficult and complicated owing to a variety of factors. Lack of education among the non-literate couples affect a child's development both physically and mentally".

The need to educate the neo-literates in bringing up their children is met through integration of population education in adult literacy.

Besides, women are considered key to population growth and contribute significantly towards the development process. But little opportunity is provided to them in determination of size of the family. They have also a little access to education. In such a situation, there is a little chance of success of population programme in the interest of country.

In the words of Sadik (1991):

"Women are not only key to pattern of population growth, but are central to the development process itself. Unless women are allowed to decide and plan the size of their families and have access to education, population programme will fail and development itself will be threatened".

In addition to the above, there is something else called sustainable development. In this connection, UNESCO (1996) critically examined the linkage between population and environment, and states:

"Each additional person on earth is an added increment to the demand on the environment which contributes much to environmental degradation. Unless the issues and problems of environment are properly addressed and viable solutions are sought, developmental policies and programmes directed towards sustainable development are likely to fail."
Human beings require food, water, shelter, fuel and energy to sustain themselves. But all these basic needs are quite often difficult to be met by the poor people particularly living in rural and tribal communities. Deforestation for agricultural purpose results in ecological imbalance. Besides, man’s needs have increased and too much of natural resources have been used. This has polluted the environment and caused a situation of crisis. For sustainable use of resources and effective protection of the environment, awareness aspect draw sufficient attention to meet the basic learning needs of the neo-literates.

In addition, certain beliefs and values in Indian societies create a number of other problems too. As such many superstitions like early marriage have entered into the mainstream of beliefs and traditions and is deep rooted in the minds of common mass. In a country like India, child marriage still takes place and the custom of universality of marriage is still prevalent. The information on marital status is usually presented for persons above a minimum age usually based on the lower limit of age at marriage. In this connection Bhande and Kanitkar (1993) have rightly remarked:

“In India it is observed that though the legal age at marriage for female is 18 and for males 21, a sizeable number of marriages do take place below this minimum legal age”.

As early marriage affects fertility, infant mortality and maternal mortality, etc., the neo-literates need to be evaluated on the aspects of marital status of a girl and a boy.

Education influences both directly and indirectly the reproductive behaviour of the couples. The importance of reproductive health has been scientifically
stated in the International Conference on Population and Development (1994) as follows:

"Reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive systems and to its functions. It implies that people have the capacity to reproduce and the freedom to decide about when and how often to do so. The right of access to health care services will enable women to go safely through pregnancy and childbirth."

But in India there is no significant effort to meet the health needs of people particularly the rural segment of the country's population. Basic rights of the couples have also not been realized in the free choice of children and spacing. In India there is a need to meet the health needs of our population, especially in the area of reproductive health and to evolve a system of relationship and convergence of programmes for better implementation of population education programme. Chatterjee (1996) has very aptly observed:

"In India we need to evolve a relationship that is strongly committed to meet the health needs and in particular reproductive health needs of our population. Only then will we be able to mobilize a sustained natural commitment and to make population and development programme successful. What needs to be reaffirmed is the basic right of all couples and individuals to decide freely and responsibly the number and spacing of their children and to have access to the required information."

As such it emerges from the foregoing discussions that reproductive health is a deliberate intervention into the existing system of adult and continuing education. Therefore, in literacy programme deliberate attempts have been made to include reproductive health components in the primers and post-literacy books.

Moreover, the introduction of AIDS education is of the major thrust area in the National Population Education Project. The modes of transmission of HIV/AIDS to human body are not clear to adult learners.
Gayatri (1998) points out:

“AIDS and population control programmes are more efficiently a single programme with several objectives. Young adults need urgently AIDS education which responds to provide them comprehensive knowledge necessary in relation to a healthy lifestyle.”

**Sex education** do not lead to more frequent or earlier sex. Therefore, accurate and relevant information about AIDS including full information about the risk of acquiring AIDS and to avoid it is to be provided through adult education programme. Through posters, mass media and street plays, wall writings, etc., the hazards of ‘AIDS’ -- the fatal disease -- is being integrated in population education. But to what extent the learners are aware of AIDS are also subject to critical examination and analysis in the interest of the programme. It has also been revealed by the status study report (1995) that the content of population education in the basic literacy and post literacy materials though have been given adequately, yet they lack uniformity and scientific approach without meeting the needs of the target audience. As such the remarks of the status study report (1995) deserves a mention. The study states:

“The content of population education in the curriculum of basic literacy and post literacy materials vary considerably without any uniformity and it appears that a well defined approach on the content areas on population education in the adult education have not been adopted, keeping in view the needs of the target audience.”

Further, Suchdeva (1995) has rightly observed:

“Though in many of the primers and post literacy materials population education is included as a part of the curriculum but still a lot remains to be done to make it more effective and meaningful. The primers should effectively communicate the messages. There is a need to orient the writers so as to effectively convey the message of small family norm. The messages that both boys and girls are equal is to be strongly emphasized as the desire for a
son continues to be a great hurdle in adopting small family norm. The prevailing bias against the girl child should be removed”.

From the foregoing discussions, it emerges out that the effectiveness of population education in Adult Literacy Programme depends upon the adult learners' perception about family size and small family norm, responsibilities exercised by parents in bringing their children and their access to knowledge. Most important aspect is the level of awareness of adult learners towards various population related issues and problems.

As the primers and post literacy materials play a vital role in effective communication of population education messages, it needs to be evaluated as to what extent they are used by the target audience in achieving effective communication of population related ideas and concepts.

The experimental project on ‘Population Education’ with the ongoing Total Literacy Campaign was initiated in the year 1991 in Ganjam District of Orissa. This project was financed by United Nations Fund for Population Activities (UNFPA).

But to what extent the population programme for Ganjam district of Orissa in particular has produced viable and effective results is a matter of research for future planning and improvement of such type of programming in the district as well as in the state of Orissa.

In the light of the backdrop mentioned above, the researcher has undertaken a study to know the effectiveness of population education in Adult Literacy Programme in Ganjam District of Orissa state.
Statement of the Problem:

As per the discussion made under the Rationale of the Study, the researcher finds it imperative on her part to state the study as "Effectiveness of Population Education in Adult Literacy Programme".

Objectives of the Study:

In keeping with the statement of the problem, the researcher has outlined the following objectives for the study.

- To know the demographic aspects and concerns of population education in relation to adult education.
- To ascertain the adult learners' perception about family size and small family norm.
- To know the responsibilities exercised by parents in bringing up their children.
- To assess the opinion of the target group about their knowledge and preferences of marriageable age of son and daughter.
- To find out the knowledge and awareness about population growth, its consequent effect on resources related problems and issues.
- To study the effects of population messages in terms of traditional sociocultural values, blind beliefs and population related problems.
- To assess the conceptual understanding of the relationship of rapid population growth and protection of environment and preservation of resources.
- To study whether the learners have developed a positive attitude towards gender equality.
- To ascertain the meaning and concept of reproductive health.
• To find out how far the learners have developed the meaning of the concept of AIDS education.

• To analyze the IPCL primers, TLC and PLC teaching-learning materials in order to assess the content of the core messages.

Scope and Delimitation of the Study:

Due to constraint of time and resources the scope of the present study was confined to the Adult Literacy Programme in Ganjam District. The District covers twenty-two blocks. As the scope of the study was vast the investigator confined the study to ten blocks where the learners are declared as literate.

For the effective communication of population related concepts to the neoliterates three primers such as *Ama Katha Part - I, Ama Katha Part - II, Ama Katha Part - III* and two post literacy books named ‘*Nua Dunia*’ and ‘*Sukhi Sansara*’; developed and utilized by *Bhanja Saksharata Parishad* (district literacy society), were taken for the study by neoliterates.

Methods of the Study:

Methods are inevitable in a research problem they are of utmost importance in the research process which describe various steps of the plan of action to be adopted in solving a research problem. This includes the manner in which the problems are formulated, the definition, the validation of data gathering tools, analysis and interpretation of data, the process of drawing inferences and generalization.

The selection of a method in investigating a Research Problem depends upon the nature of the problem and upon the kind of data that the problem entails. However, the method selected has to be in harmony with the scientific principles and need to be adequate enough to lead to dependable generalizations. The researcher has gone thorough details of research methodology with particular references to its strengths.
limitations, applicability and appropriateness which helped her to carefully plan the steps in the research process.

The present study was of survey nature and descriptive type. The precise purpose of the study was to examine the effectiveness of the population education programme on the literacy campaigns and awareness of the target audience.

**The Sample of the Study:**

Sampling is the process by which a relatively small number of individuals, objects or events are selected and analysed in order to find out something about the entire population from which it was selected. Sampling helps to reduce expenditure, save time and energy, permits measurement of greater scope of accuracy.

Ganjam district consists of 22 Rural Blocks and 18 pockets of Urban areas. The urban areas include 17 NACs and one Municipality which are taken as Urban Blocks for the purpose of the present study.

Out of 22 Rural and 18 Urban Blocks (17 NACs and one Municipality), 10 blocks were brought under the purview of this study. Systematic random sampling was used to select 500 respondents from these 10 blocks, 5 each from urban and rural blocks of the district. The sample was selected on the basis of three variables like area, sex and caste.

The respondents were adult learners who attended the adult education sessions regularly before the commencement of this study.