Chapter – 5

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This study aims at finding:
(a) trends of population growth in district Varanasi with reference to State and National level.
(b) status of knowledge, Attitudes and Practices relating to different aspects of Population Education of the people of Varanasi.
(c) different Educational Interventions being provided by various agencies in the district of Varanasi; and
(d) the impact of these Educational Interventions on the community people.

Educational tools to assess the Knowledge, Attitude and Practices relating to Population Education were employed to collect the relevant data. After a careful analysis with help of statistical technique like Mean, S.D., T-test, Chi-square test, Percentage etc., the data were analysed. The finding and results so arrived have been discussed in chapter 4. Although the finding are somewhat complicated in some places slightly inconsistent, yet the broad conclusion arrived at are being summarized as given below under different sub-headings:
1. Testing of hypotheses
2. Broad conclusions of the study.
3. Recommendation to develop population awareness among people of Varanasi.
4. Suggestions for further researchers in the field of Population Education.

1. **Testing of Hypotheses**:

   There was significant difference Urban and Rural people of Varanasi about different dimensions of Population Education as well as over all basis. The level of significance was 0.01 in all the cases, status of knowledge about Population Education of Urban People was higher than the people of Rural community.

   As regard status of knowledge of Male and Female people of Varanasi about different dimensions of Population Education the difference was significant at 0.01 level in favour of Male people about all the dimensions of Population Education as well as all basis.

   Hence the hypotheses 1 and 2 framed in chapter 2 is rejected. The Attitude of Urban people was higher than the Rural people about different dimensions of Population Education as well as over all basis. The difference was significant at 0.01 level as regard Male and Female population, attitude of Male was more positive than Female about all the dimensions of Population Education as well as over all basis.
Hence the hypotheses 3 and 4 is rejected.

As regard practices relating to different activities under different dimensions of Population Education, a significant difference was found between the people of Urban and Rural community at 0.01 level. In the case of only one activity i.e. “More children due to mortality” (activity no. 2) the people of Rural community felt more favourable than the people of Urban community.

Hence the hypothesis 5 is rejected.

Though in varying amount, but a positive impact of Educational interventions was clearly seen on the knowledge, Attitude and Practice (change in behavior) dimensions of population education. The results were more in favour of Urban male rather than other categories of people i.e. Urban female, Rural Male and Rural Female. Impact of Educational Interventions on different Dimensions of population Education was different. Thus the hypotheses 6 i.e. there is a positive impact of Educational Interventions on the knowledge, Attitude and practices domain relating to Population Education is retained.

2. **Broad Conclusions of the Study**

1. The growth rate of population of Varanasi district is 10.42 which is less than growth rate of India, and UP as a whole.
2. The growth rate of Varanasi district has decreased by 4.94 in the census of 1991 in comparison to earlier census 1981 in which the growth rate was 15.36.

3. The number of Female in Varanasi district is more than number of Male since 1991. This trend of sex ratio is different than National, State and Regional level. At national, state and regional level the number of Males is more than the number of Females.

4. The density of Population in Varanasi district is less than the India and U.P.

5. The trend of Urban and Rural Population in Varanasi district is same as at National and State level but per but percentage of Rural population in Varanasi is higher than that of India of and U.P.

6. Status of knowledge of Urban people about different dimensions of Population Education i.e. Population Situation, Environment and Resources, Development and Quality of Life, Health and Nutrition and Family Welfare as well as over all basis was significant by higher than the Rural people of Varanasi.
7. Status of knowledge of Urban people as well as Rural people was maximum about Family Welfare and least for development and quality of life.

8. While comparing status of knowledge of Male and Female population of Varanasi, it was significantly higher in case of Male population than Female population about different dimensions of Population Education i.e. Population Situation, Environment and Resources, Development and Quality of life, Health and Nutrition and Family Welfare as well as over all basis.

9. Male and Female population of Varanasi have maximum knowledge about Family Welfare whereas they have least knowledge about development and Quality of life.

10. Urban and Rural people of Varanasi have highest amount of positive attitude about the dimensions of Health and Nutrition whereas in case of Urban people, attitude was least about Family Welfare and in case of Rural people it was least about the dimensions of Population Situation.

11. While comparing the attitude of Urban and Rural people of Varanasi the difference was significant about all the dimensions of Population Education i.e. Population Situation, Environment and Resources, Development and Quality of Life, Health and Nutrition and Family Welfare
11. The attitude towards Population Education was higher among Urban people rather than Rural people.

12. Comparing the attitude of Male and Female population of Varanasi, it was significantly higher in case of Male rather than Female about all the dimensions of Population Resources Development and Quality of Life, Health and Nutrition and Family Welfare as well as overall basis.

13. Attitude of Male as well as Female of Varanasi Population Awareness was maximum about the dimensions of Health and Nutrition whereas it was least about Family Welfare in case of Male and about Population Situation in case of Female.

14. The people or Urban communities felt that all but one activities related to Population Education are being practiced more than the Rural Population, only in case of one activity i.e. more birth due to fear of death, the perception of Rural people is more than the Urban people.

15. More than 50 percent people of Urban communities felt 14 activities are being practiced always in their families. These activities are as follows:
(a) Number of children in the family being reduced generation-wise.
(b) Family members migrating to towns due to lack of facilities in the village.
(c) Better case of children by literate mother rather than illiterate.
(d) Decreasing tendency of live stock.
(e) Use of smokeless chulla in the house.
(f) Population Growth and its effects on employment opportunity for family members.
(g) Look after the children of family regarding their education.
(h) Lack of consumer’s community from the Government grain shop according the need of family.
(i) Consultation with doctor instead of local treatment during illness of family member.
(j) Necessary immunization for children.
(k) Use of O.R.S. during diarrhoea.
(l) First breast feeding at the time of birth of intent.
(m) Cleaning the hand before taking food.
(n) Vaccination of T.T. for pregnant women.
16. In case of 5 activities of Population Education more than 50 percent people of the Rural Communities felt that these activities are being practiced always in their families. These activities are as follows:
   (a) Better care of children by literate mother rather than illiterate.
   (b) Decreasing tendency of live-stock.
   (c) Population growth and its effect on employment opportunity for family members.
   (d) Problem of space for family members.
   (e) Lack of consumers commodity from the Government grain shop according the need of family.

17. More than 50 percent people of Rural Communities felt that 6 out of 25 activities of Population Education are never being practiced in their families. These 6 activities are as follows.
   (a) Use of non-conventional sources families. These domestic purpose.
   (b) Plantation to check erosion of land in rainy season.
   (c) Use of smokeless chulla in the house.
   (d) Use of O.R.S. during diarrhoea.
(e) Celebration on the occasion of girl child birth in the family like Male baby birth.

(f) Involvement of women in decision-making at family level.

18. Educational Institutions G.I.C., G.G.I.C., BHU University etc. provided Educational Interventions related to Population Education maximum in their Institutions as well as nearly Rural Communities. These Interventions were Debate, Essay writing, Quiz, Poster making, Symposia, Training, Exhibition etc.

19. It was found that Government Hospitals, Primary Health Centres, Block Development Offices, Information and Publicity Department Forest Department, Non-Government Organization also organized various Education Interventions in their areas to provide Population Awareness among people.

20. Educational Institutions, Publicity, Forest and Information Department gave highest priority to develop knowledge related Population Education among their clients whereas Primary Health Centres, Government Hospitals, Block Department Offices and Non-governmental organizations gave equal emphasis to all the three objectives i.e.
Knowledge, Attitude and Practice in their activities related to Population Education.

21. Male and Female members of both the communities participated in diversified population activities organized by different agencies. Urban Male participated more in extension lectures whereas female Population participated more in symposia and exhibition. Male members of Rural communities participated maximum in symposia whereas female members participated more in extension lectures.

22. A good impact of Educational Interventions was found on the awareness of people of both the communities i.e. Urban and Rural about different dimensions of Population Education.

23. As a result of Educational Interventions an impact on status of knowledge rather than change in attitude and behavior was noticed more in all the categories of people.

3. **Recommendations to Develop Population Awareness among people of Varanasi**

1. It is recommended that there is need to strengthen the Population Education programmes in the Rural as well as Urban areas of Varanasi district.

2. It is recommended that the Population Education should be integrated in the curriculum both at the under graduate and post graduate levels. So as to get trained manpower to impact Population Education.

3. It is recommended that Population Education should be taught as an integral part of the school curriculum. It should classes. Information about population dynamics can be taught to schools students for improving their level of knowledge. It would develop right attitudes concerning family life among younger generation.

4. it is recommended that an action oriented programs in Population Education Should have the following component at the college and University level.

   (a) Demographic trends and their determinants and consequences.

   (b) Social and economic and development .

   (c) Environment Pollution.
(d) Population policy of nation.
(e) Small family norms.
(f) Human reproduction and family life education.
(g) Quality of Life.
(h) Family Welfare

5. It is recommended that Debate, Posters making, Essay writing, Extension Lectures and Symposia are appropriated methods for creating Population Awareness among the students community. These activities should be organized by the different Education Institutions in the school and colleges.

6. It is recommended that Educational Intervention related to Population Education should be reached in Rural areas where the group of population is least aware of Population Education.

7. It is recommended Institution, Block Development offices, Primary Health Centres, Non-government Organizations etc. should organize programs related to Population Education in rural communities more frequently.

8. It is recommended that exhibitions, Film show, Extension Lectures, Demonstrations, Health Campus, Symposia are appropriate methods for creating Population Awareness among the Rural community people.
9. It is recommended that literacy is a very important tool for communication of ideas and knowledge pertaining to population related issues. So literacy drive program should be organized in the community especially for rural community people.

10. It is recommended that status of women should be improved through proper education health and living condition. Because it essential for their development and awareness.

11. It is recommended that there should be mobile library system related to Population Education to create awareness among the Rural community people.

12. It is recommended that video cassettes related to different population issue should be among the both Rural and Urban people.

13. It is recommended that audiocassettes related to Population Education should be played among the Rural community people,

14. It is recommended that cultural activities related to population Education as drama play should be organized especially Rural people. So as to develop right type of awareness and attitude among them.
15. It is recommended that there should be involvement in the social service activities related to Population Education. It can play effective role to improve the level of Population Awareness of the community people.

16. It is recommended that all young girls and boys adolescents should be educated about family and reproductive health. Young couples should have information about family planning services through different Education Intervention.

4. Suggestions for Further Researches in the Field of Population Education

1. It is suggested that studies regarding knowledge and attitudes of exclusively college students towards Population Education should be undertaken by the researchers.

2. It is suggested that studies regarding of teaching methods towards the introduction of Population Education in school curricula should be taken up, so that proper knowledge and attitude about Population Education could be inculcated in students.

3. It is suggested that comparative studies of population awareness school students as well as teachers and parents should be taken up.
4. It is suggested that studies regarding knowledge, attitudes and practices of the woman towards small Family norm should be taken up.

5. It is suggested that action research studies need to be undertaken to find out the difficulties involved in the integrated approach to the teaching Population Education.

6. It is suggested that studies are needed to find out how certain personal variables such as age, experience and training and psychological variables such as attitudes and value regarding family size affect students learning Population Education.

7. Studies of developing a conceptual model of the curriculum in the health and Population Education should be taken up.

8. It is suggested that studies regarding effect of teaching Population Education on the awareness of the secondary school students should be taken up.

9. It is suggested that a comparative study related to population awareness and practices being adopted among people residing in hills and plains could be conducted.

10. It is suggested that studies related to different dimensions of Population Education could be taken up separately for in-depth study.