CHAPTER IX

SUMMARY, CONCLUSIONS AND SUGGESTIONS

9.1 Summary

In India, population explosion is of mammoth dimensions. On one hand, it is contributing to the widening of the gap between poor and non-industrialised countries and on the other hand highly industrialised and advanced countries are adding to the ecological problems of the world at large in general, and of the poor countries in specific where the ecological imbalance is of high order due to exhaustion of natural resources. It is adding to the pollution of environments of all kinds i.e. air, water, ocean and so much so of noise. The result is that a good deal of change in weather is being experienced. In many advanced countries of the world like Denmark, Sweden and West Germany, the problem is of decreasing of population due to high standard of living and women liberation movement. The result is that the rich are becoming richer and the poor one's become not only poorer, but numerous. In the same way the rate of pollution is increasing at such a rate that a number of epidemics are threatening the world. The rate of increase of number of people, their distribution with respect to age, their uneven fertility as exemplified by different regional groups and socio-economic classes, the
ceaseless change of population between farm and cities and between one region and on other region, the extensive use of pesticides, and fertilizers, increasing use of automobile and industrialisation and heartless removal of green patches throughout the world - all play their role in creating social problems of the highest magnitude. It also continued to be a fact that no part of the world as well as social policy, is more profoundly affected by population change than education. The necessity of adjusting education to the needs of the changing population has made it essential for the educationists, administrators and politicians, to understand the population phenomena along with their educational implications.

A number of reasons such as, decrease in death rate, increase in birth rate, immigration, annexation of territory, high rate of illiteracy, poverty, backwardness, religious dogmas, and caste system, might be responsible for increase in population of a specific nation. In India, the rapid increase in population, has partially been, due to sharp fall in death rate when the birth rate has either been increasing or almost constant during the last few decades.

In a multi-religious, multi-cultural and multi-racial society like India, the fertility behaviour is affected by a number of factors. The task of bringing about a decline in birth rate is not an easy task, because any single method, technique or methodology does not work
well with whole of the population. Actually, the procedure involves a change in attitude, norms and values of the people in favour of small families, amongst rural and low castes, who form a big chunk of the population and whose behaviour is different from the normal population. However, the procedure of bringing about any change in the decrease of population will continue to be a complex phenomenon. In the West, the change was brought about by the industrial revolution, the expectation of high standard of living, the expansion of education, women employment and women liberation movement. As a result of these factors, the population did not increase and small family norms were established. However, with the higher standard of living, the consumption pattern had so increased that pollution increased. The fact, which is not so often denied, is that education does help in the development of right attitudes towards small family norm and also population education. Again, it is also true that education does not work in the similar way with all the groups and the behaviour of scheduled castes and scheduled tribes is expected to be somewhat different because of social, cultural and religious factors. In the Punjab, the population of scheduled tribes after its reorganisation in 1966, has become negligible, but scheduled castes are in abundance. The research worker thus decided to conduct an
investigation which should study the attitude towards population education and environmental education of scheduled castes so that some recommendations could be made to plan their education in such a way that proper desirable attitude are cultivated amongst them. This is also needed from the point of view of the control of population which is the fundamental challenge for our developmental process. A study of the related literature, however, indicated that no such problem has been studied in this area upon such population. It is also desirable that in addition to the educational level, family size of scheduled castes parents is also related and studied with their attitudes towards population education and environmental education.

**The Problem**

"A Study of the Attitudes of Scheduled Castes towards Population Education and Environmental Education in Relation to Their Family Size and Educational Levels."

**Objectives**

1. To study and compare the attitude of parents belonging to scheduled castes towards population education, at different educational levels.

2. To study and compare the attitudes of parents belonging to scheduled castes towards environmental education, at different educational levels.
3. To study and compare the attitudes of persons belonging to scheduled castes, having smaller and larger families towards population education.

4. To study and compare the attitudes of persons belonging to scheduled castes, having smaller and larger families, towards environmental education.

5. To study and compare the attitudes of scheduled castes, living in rural and urban areas, on their attitude towards population education.

6. To study and compare the attitudes of scheduled castes, living in rural and urban areas, on their attitudes towards environmental education.

Hypothesis

1. There is no significant difference in the attitude towards population education of scheduled castes, having different levels of education.

2. There is no significant difference in the attitude towards environmental education of scheduled castes, having different levels of education.

3. There is no significant difference in the attitude towards population education of scheduled castes, having smaller and larger sizes of families.

4. There is no significant difference in the attitude towards environmental education of scheduled castes having smaller and larger sizes of families.
5. There is no significant difference between the attitudes of scheduled castes towards population education, living in rural and urban areas.

6. There is no significant difference between the attitudes of scheduled castes towards environmental education, living in rural and urban areas.

Delimitations

1. The study was delimited to the revenue area of Kapurthala District of Punjab.

2. It was delimited to five levels of education i.e.
   (a) Primary pass i.e. having 5 years of schooling,
   (b) Middle pass, (c) Matric and Higher secondary
   (d) Graduates and (e) Post-Graduates.

3. The study was delimited to the population of productive age i.e. 15-45 years of age.

4. The size of the family meant husband, wife and their children only i.e. nuclear family.

5. If a man had two wives (Polygamy or a woman has two husbands (Polyandry), they were not be made the subjects of the study.

6. The areas of attitudes of scheduled castes was confined to attitudes towards population education and environmental education.

7. Only those scheduled castes were taken who had been notified as such for Punjab, by the Government of India.
8. Only municipal committees were treated as urban areas and village panchayats as rural areas.

9. The data collected from the male heads of the families.

10. Ten case studies of those parents were made, in whose case, both male and female partners had the same level of education. In such cases the females were made the subjects of the study and the data was collected from them.

**Method and Procedure**

**Sample**

A random sample of 2000 families from the rural, and the same number from the urban scheduled castes was taken from Kapurthala District (Punjab). All of them were administered the bio-data form. The illiterates, joint families, polyandry and polygamy, living separately, outside the limitation of the age group i.e. 15-45 years, inter-caste marriage, ill couples, issueless and those who felt shy of revealing to be scheduled castes, were eliminated. Out of the sample 4000, only 2120 cases were left after eliminating the above categories. Out of this sample equal number i.e. 60 from primary pass, 60 from middle pass, 60 from matric pass, 50 from graduates and 20 from post-graduates were selected by stratified sampling
method from 8 urban areas and the same number of each category of educational level from rural areas of 40 villages. In this way 500 cases, were selected. All of them were administered the attitude scales, by the research worker and his team of workers.

Tools

Two attitude scales i.e. attitude towards population education and attitude towards environmental education were constructed. The item analysis was done. The expert opinion was sought. The reliability and validity, of the scales was worked out. The test-retest co-efficient of reliability of population education was .635 and that of environmental education was .615. The split-half coefficient of correlation of reliability was .64 for population education, .69 for environmental education.

The coefficient of validity worked out with wife's opinion, friends opinion and colleague's opinion towards population education was .69, .59 and .65 and of environmental education was .62, .61 and .66 respectively. Both the coefficient of reliability and validity were found to be quite high for the conduct of the present investigation. The scales were then got translated into Punjabi and Hindi.
Administration

The scales were administered upon the sample of 500 male scheduled caste parents selected on the basis of particulars given in the bio-data form, with the help of the team of five co-workers, who were qualified practising M.A., M.Ed. teachers and were given specific training for this job. The scales were then scored with the help of the scoring keys specially prepared for this purpose.

Statistical Treatment and Tabulation

The data was then split up on the basis of educational qualifications, rural, urban family size and treated statistically so as to work out standard deviation, mean and the significance of difference between the means of the groups of comparison. It was then dressed up in different tables which were analysed and discussed as such. The objective made were achieved and hypothesis formulated were tested.

Case Studies

In all ten case studies i.e., two from every level of education, so that one at each level was urban and the other one was rural for primary pass, middle pass, matric pass, graduates and post-graduates, were made. The unstructured interview was conducted by the investigator personally. The information of case studies was then tabulated, analysed and discussed. The conclusions were drawn and reported.
9.2 Conclusions

I. Attitude Towards Population Education of Male Parents on the Basis of Educational Levels

(a) In the total group, the attitude towards population education was comparatively more developed, amongst the scheduled castes male parents who had post-graduate educational qualification when compared with primary, middle, matric and graduates in separate groups and also amongst graduates when compared with primary and middle pass parents of the investigation.

(b) Amongst the rural scheduled castes male parents the attitude towards population education of post-graduates was more developed as compared with the group of scheduled castes parents who were matriculates.

(c) In the urban scheduled castes group, the attitude towards population education was more developed amongst those who had higher educational levels i.e. comparison of primary pass group with matriculates, graduates and post-graduates separately, middle pass with matriculates, graduates and post-graduates in separate comparisons, matriculates with graduates and graduates with post-graduates.
(d) In the rural urban comparisons, the attitudes towards population education of urban scheduled castes male parents was more developed when matriculates were compared with matriculates, post-graduates with post-graduates and total group with the total group of the investigation.

II. Attitude Towards Environmental Education of Male Parents on the Basis of Educational Levels

(a) In the total group of scheduled castes male parents, the attitude towards environmental education of graduates and post-graduates was significantly more developed than the attitude of the separate groups of primary, middle and matriculates scheduled castes.

(b) Amongst the rural parents the attitude towards environmental education of primary pass parents as compared to graduates, middle pass group as compared to graduates, matriculates as compared to post-graduates, differentiated in such a way that attitudes were comparatively more developed in the higher educated groups as compared with lower educated groups.

(c) In the urban group of the sample, the attitude towards environmental education was more developed amongst graduates when compared with primary, middle and matriculate groups separately.
and amongst the post-graduates when compared with primary, middle and matriculate groups separately.

(d) The comparison of rural and urban groups depicted that in the total group, amongst graduate groups, amongst matriculate groups, the attitudes of urban male parents were more developed towards environmental education than the attitude of the urban parents of the category of the same level.

III. **Attitude Towards Population Education of Male Scheduled Castes Parents on the Basis of Family Size**

(a) No statistically significant difference existed in the total group of the scheduled castes male parents on their attitudes towards population education when the small family group was compared with moderate and large sized family group and also when moderate family group was compared with large sized family group of male parents.

(b) No statistically significant difference existed on the attitude towards population of the parents belonging to scheduled castes and living in urban areas having small, moderate and large size families.
(c) No statistically significant difference existed on the attitude towards population education of scheduled castes' parents living in rural areas, amongst smaller, moderate and large sized families.

(d) The comparison of attitude towards population education of those who lived in rural and urban areas depicted that amongst those who had smaller family size, the attitude was significantly more developed in urban group of male scheduled castes' parents as compared to the rural group of parents of the same sex and category. However, the attitude seems to be similarly developed amongst the rural and urban groups of those who had moderate families and also those who had large families.

IV. Attitude Towards Environmental Education of Male Parents on the Basis of Family Size

(a) There was no significant difference in the total group of the study separately divided on the basis of the family size i.e. small, moderate and large families on any of the three possible comparisons, on their attitude towards environmental education.

(b) There existed no significant difference between the attitude towards environmental education of
those scheduled castes who lived in rural areas
and had smaller, moderate and large families.

There was no significant difference between
attitude towards environmental education of those
scheduled castes who lived in urban areas and had
small, moderate and large size families.

The attitude towards environmental education of
those scheduled castes who had moderate families
and lived in urban areas was more positively
developed than those who had similar types of
families and belonged to similar castes but
lived in rural areas. However, the attitude of
those having small and large sized families were
developed in the similar manner and did not
record any difference in their attitude towards
environmental education.

V. Case Studies of Mothers Having Comparable Qualifications
With Husbands with Different Educational Background and
Family Sizes on Their Attitudes Towards Population
Education & Environmental Education

1. The family background of both the parents and
parents-in-law of the mothers who had different
educational background and family sizes did not
distinguish with one and other. It was large
with all of them.
2. The family sizes of both the parents and parents-in-laws, did not differ on the basis of the family size of the mothers and was large in case of all of them i.e. smaller, moderate and large families.

3. Those mothers who had lower educational background gave birth to more children than those who had comparatively higher educational qualifications.

4. Both the number of children born and alive were more with large sized families, lesser with middle sized families and still less with small sized families.

5. Ideal family size also differed with the level of education. The primary pass mothers did not have any concept of it. It was big with middle pass mothers and smallest with post-graduates. All other fell in the hierarchy.

6. Ideal family size differed with the size of the family of the mothers. It was the smallest with those who had smaller family size and large with those who had large family size.

7. The attitude towards population education did discriminate the groups on the basis of their educational level. It was minimum developed with those who had primary educational background and maximum developed with the mothers with post-graduate educational background.
9. The attitude towards population education was less developed in small sized families and more developed with large sized families of mothers.

9. On the basis of educational levels, the groups of the mothers discriminated on their attitude towards environmental education. It was minimum developed with the lowest qualified group and maximum developed in case of those who had higher educational background.

10. The attitude towards environmental education of large sized families was lesser developed than those who had moderate families and those of small sized families.

**Overall Picture**

I. The attitude towards population education of both male and female parents were found to have developed on the same lines when graduates and post-graduates were compared and graduates were compared with matriculates, in the same sex. However, the attitude of primary pass mothers, compared with middle pass mothers and middle pass mothers compared with matric pass mothers was distinctly developed so that the higher educated groups had more developed
attitude while there existed insignificant difference between those groups of comparison of male parents. The more developed attitude of female parents in these comparisons might be attributed to the equal qualification of the couple, whereas in case of male parents only the males were educated at different levels.

II. On the comparison of attitude towards environmental education, while no significant difference was noted amongst the male parents, when primary pass group was compared with middle pass group, middle with matric and graduates with post-graduates, the attitudes of female parents in all these comparisons were distinct apart from one another. This difference might be attributed to the fact that in case of female parents both the husbands and wives had the same qualifications while in case of male parents only the males were educated to that level. However, the attitude towards environmental education of male parents having graduation as educational background was more developed when compared with matriculates, while there existed no significant difference between these two groups where the husbands and wives had the same educational background.

III. The comparison of the scheduled caste male parents on the basis of family sizes of their attitudes towards population education indicated that there was no
significant differences amongst small, moderate and large
familied parents on any of the comparisons. However, in
case of female parents in which both the husbands and
wives had the same level of educational background, the
difference between small sized families and moderate
sized families and moderate and large sized families was
quite apparent and was more developed in the small familied
group as compared to moderate familied group and more
developed amongst moderate familied group than the large
familied groups. This might be attributed to the equal
educational background of the couple than the educational
background of the husbands alone.

IV. There was no significant difference between the attitude
towards environmental education of male scheduled caste
parents split up in small, moderate and large size families
and compared with each others. However, in case of female
parents, whose husbands had the same educational background,
the attitude towards environmental education of smaller
size familied group, was more developed than the attitude
of the moderate familied group and similarly that of moderate
familied group more developed than that of large familied
group. This difference in the more developed attitude of
female parents, might be attributed to the equal educational
background of both the male and female parents and that
of male parents only.
9.3 **Suggestions**

The suggestions could be of two types:

1. **Suggestions for further Investigation**
   
   1. More such studies be conducted on the sample of other districts and also at state and national levels.

   2. In Punjab, the population of scheduled tribes is only insignificant so such investigations be carried out on scheduled tribes of other states.

   3. Such investigations need to be carried out on scheduled castes and scheduled tribes at state levels and at national level too.

   4. Studies with different areas of population, i.e. population awareness, small family norms, family welfare education, etc. need to be carried out on state and national samples.

   5. There is a need that studies on population education with different tools i.e. interest, intelligence, socio-economic profiles, personality adjustment, etc. be taken up.

   6. It is also desirable that areas like family history, fertility, behaviour, demographic trends, mortality, morbidity, nuptiality, migration, urban rural distribution, people living in slums and developed areas, inter-caste marriage, different
religious groups of scheduled castes and scheduled castes of different states be explored at district, state and national samples. As it will be difficult to do so at individual levels so it will be worth considering if U.G.C., N.C.E.R.T. and I.C.S.S.R. come forward with such project and their execution.

7. Such studies should also be carried out, in which the attitudes of male and female parents with the same tools be compared on the areas of the present investigation and other areas such as small family norms, population awareness, family planning and ideal family size.

8. There is a need that the comparative studies of scheduled castes and scheduled tribes living in different areas be carried out and ways and means suggested to improve upon the total picture.

9. In the Punjab, both radio and T.V. are playing a significant role in the development of attitudes of peoples as these are common with the masses and within the reach of majority. It will be desirable if some investigations of the impact of radio and television programmes be made from the point of view of population dynamics.

10. The present investigation has been carried on, on the sample of parents. It is desirable if
such studies are conducted upon the students who are to be parents of tomorrow and steps taken to formulate more positive attitude towards such areas of national and international importance.

11. In case of scheduled caste students, special steps can be taken to eliminate superstitions, customs and traditions, so that their attitudes are formulated on educational and economic grounds rather than on irrational superstitions. For this purpose, there is a need that their case studies be made and the knowledge gained about their rituals.

12. It is not essential that educative measures in the formal channel of education are taken up to formulate more positive attitude towards such areas amongst the scheduled castes students at school and college level, but such measures need to be taken up in non-formal channels of education too. The literacy techniques of stories, dramas etc. and their telecasts can be evaluated and used as tools for the modification of the behaviour of both the students and their parents for achieving the aim of controlling the family size of the people.

II Suggestions for the Educational Implications

1. It is desirable that special attention be given to the education of scheduled caste women, as on
the whole, in many comparisons the attitudes
towards population education and environmental
education were more developed amongst those in
whole cases both the husbands and wives, had the
same educational background than those in whose case
only the educational level of the husbands, were
kept in view and considered as such. This can be
possible by providing them more facilities,
scholarships, stipends, grants, loans and reserv-
a-tions. No doubt such facilities already existed
in the society, but there is a need to increase
them further.

2. Educational level, of the males also made some
difference in the attitude towards population
education and environmental education. It is,
therefore, worthwhile that education should be
so expanded that the educational level of scheduled
castes should go up. Difference types of incentives
are already available for them. There is a need
that these should be further expanded and masses
educated to avail of such facilities. The fact
remains that in a society like India, the attitude
of the parents played more significant role in the
development of positive attitude of the youngers
tool. It is thus desirable that educational
innovations like correspondence education, open university etc. are so expanded that more scheduled castes go in for improvement of their educational background.

3. In order to make the world worth living and to have some kind of control on environmental pollution, it is beyond all doubts that the contents of such subjects be injected in the curriculum. There is also a need that educational facilities for the scheduled castes are so distributed that they form a positive attitude towards environmental education. It might be possible to do so if the scheduled castes who improve upon their educational background are given some incentives such as advance increment in service, leave for the preparation of examination etc.

4. It is easy to exploit the illiterate masses for political purposes than the educated ones, because the educated can analyse the problems more critically. In the way the remedy of democracy is more of democracy, the remedy of education is also more of education. The education of scheduled castes be so planned that they are not exploited in elections. It will be possible only if, for them, a planned adult education programme is worked out and put into practice. For the time being
in India, such programmes are more on paper than in practice.

5. It may not be possible to expand the formal channel of higher education to unlimited extent for economic reasons, it is therefore essential and non-formal and innovational channels be expanded so that scheduled castes and other non-privileged are able to improve upon their educational attainments. It is, in fact, high time that life-long process of education be adopted so that the depressed classes get a change to improve upon their academics. It is high time that multi-millionaire firms are allowed to spend on education and taxation benefits are allowed to those who go in for such services.

6. In addition to scheduled castes and scheduled tribes, there is an other depressed section of the society i.e. those who live below the poverty line. There is a need that studies with these and other variables be conducted and efforts made to provide them different types of motivations so that they also improve upon their academic qualifications. This might bring change in their attitudinal behaviour.

7. From the study of the attitudes of females who had equally qualified life partners, it has been
observed that parents with smaller families had more developed attitude towards population education and environmental education. Therefore, it is essential that along with the expansion of women education, effective steps should also be taken to keep their family size small, so that positive attitude towards these areas are developed and steps are taken to control the population explosion. This might be possible if the family welfare education programmes are taken to their door steps by the family welfare workers. This will indirectly motivate them for small family norms.

8. In India, the adult education programme, for the time being is mixed up with literacy programme. This can play a better role if literacy, environments are created, especially in rural areas. This might to some extent be possible, if in every village panchayat at least one small library, is established in which regular supply of the books and newspapers is maintained so that people develop a reading habit which might make some changes in their behaviours. In the same way community centres are established in which radio, T.V. and films having educational implications be shown to the depressed sections of the society including the
scheduled castes. This will work to initiate them in the process of education.

9. In the present investigation, it has also been revealed, by the case studies, that the attitudes towards population education and environmental education were more positive with those scheduled caste mothers, who were employed than of those, who were not in regular employment. It is thus desirable that the education of at least the scheduled caste girls is so planned that it becomes still more easy for them to go in for the jobs. This can be possible if along with the academic educated channel the technical and vocational education too is expanded. It will help them, either to go in for employment or become productive member of the society, by undertaking part time employment. In Punjab, such facilities could be poultry farming, piggery farming, dairy farming etc. This needs to be done scientifically and facilities so provided that scheduled caste ladies take it up at commercial level. The trainings, financial and other facilities need to be provided for this purpose to the scheduled caste ladies especially in rural areas.
A big push, need to be given to the scheduled castes by expanding non-formal educational facilities for them and providing them incentives in these channels so that in place of their continuing to be in separate stream, they became a part of the main stream of masses. This role is to be played by education, the facilities for which be made available to them so that they utilise it effectively.