CHAPTER - V

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Awareness:

The aim of population education is to increase knowledge, and to develop understanding and awareness to achieve wisdom in the conduct of our lives. Population education in this research study deals with society at the micro levels. A study of this nature would serve to develop an informed citizenry capable of understanding population characteristics and processes.

"Population Awareness" refers to factual knowledge about population dynamics required to understand the nature and magnitude of the burden imposed by rapid population growth. With such a broad connotation, education for population awareness can encompass within its scope all efforts to inform the population about this problem.

Awareness means critical understanding of social conditions in which the learners live and work. It is the cognitive aspect of the adult learners. This involves understanding of the factors contributing to rapid growth of population and its problems and finding ways to solve them for betterment of life.

These are small family, parenting, environmental protection, status of women, resource development, right marriage age, use of contraception, and population related beliefs and values.

Family Size and Family Welfare:

The size of the family is a very important factor for the welfare of the family. It is matter of common sense that smaller the family size the larger the share of
resources for each individual member of the family, be it food, material, space or love. Different studies around the world show that the three factors: small family, economic, and education are interlinked. One of the objectives of population education in adult literacy programme is to develop a rational attitude towards adopting the small family norm and the family planning devices.

**Family Planning** or **Family Welfare** aims at enabling the family members to live a happy life by means of proper management of incomes and other resources. The management of a modern family must be done scientifically. Excellent relationships among family members and the balance between the number of people and the availability of resources can enhance the family for a friendly, healthy and scientific way of life.

To be sure, the acceptance of small family norm is essential in case of people living in India. The Union Minister of Education and Youth Services pointed out the danger of creating children feeling of disaffection for their parents and hatred for brothers and sisters in case they constitute a large family.

To strengthen the relationship among family members, population education can provide with ideal living conditions for welfare of the family and the society.

There are four family patterns in India.

**The nuclear family:** Such a family is made up of a couple and their offsprings. Families with only the parents and one child or two children are also considered as nuclear families. In modern social structure nuclear families are found in India.

**Trunk family:** A trunk family consists of at least two generations and each generation is composed of at least one couple, a wife and a husband. Some families may have 3 or 5 generations. In most of the rural areas of India and particularly in Orissa there are trunk families.
**Integrated family:** An integrated family has more than 2 couples, husbands and wives of the same generation. That is, several nuclear families of brothers and sisters live together. For example, in such a family parents live with several married offsprings or married brothers or sisters and their nuclear families live together to form a large family.

**Single member family:** A single member family refers to a family with one person living alone. Such families are rather rare in India.

The family is an essential unit in the society. In India through marriage the family serves as a social community composed of husband, wife and offsprings. People must be aware of family planning and birth control for making a planned family.

**Responsible Parenthood:**

The theme of responsible parenthood is reflected in this study as it is one of the core message of population education. Now-a-days the functions of parents have radically changed. Parenting has become more difficult and complicated owing to a variety of reasons. Child rearing is not the task of the mother alone. Appropriate means of educating the parents in bringing up their children with balanced diet, adequate clothing, sufficient shelter, proper education and proper medical attention are very important dimensions of awareness for a better civic life and civic responsibility. It is therefore important that a couple has to decide during the early days of marriage when to have first child, how many children to have and spacing between the children. Education helps effectively in making responsible decisions about their lives. Lack of education does not lead only to a state of ignorance but also to life styles that are harmful to a child’s growth. In our educational system parenting is not in practice. There is paucity of such literature in our country.
However, in the IPCL Primers and follow up books on childcare, immunisations, breast feeding, spacing and decision making have been integrated in terms of responsible parenthood.

**Core Messages:**

It means a set of basic population concepts or contents, deemed crucial in helping people realize the goals of population education programme. This has a special reference to the present disastrous world situation owing to rapid population growth. The guideline for core messages of population education has been presented by UNESCO in the following manner.

In 1984, UNESCO Regional Workshop recommended six sets of core messages of population education:

1. Family size and Family Welfare
2. Right Age at Marriage
3. Responsible Parenthood
4. Population Change and Resource Development
5. Population related Beliefs and Values

Later on, with the change of the concept and new thrust areas like reproductive health and reproductive rights, adolescence education, AIDS and STD education, interspouse communication, care of aged, etc. were benchmarked as core messages.

The researcher found the above six core messages and reproductive health content in the materials developed by Bhanja Saksharata Parisad as per IPCL and post-literacy norms and conditions.
Population and Environment:

The rapid growth of population and environment concerns are the major problems of our development policy. The unabated population is putting heavy pressure on the environment. Major environmental problems included in the study are deforestation, soil erosion, flooding, excessive ground water exploitation, etc. The increasing human demands result in environmental degradation. To protect environmental plantation of trees is an essential effort to improve the quality of environment and conservation of environment as well.

Population Related Beliefs and Values:

Traditions and blind beliefs put tremendous impact on the aspects of women’s status position in society. Son preference is very much prevalent in India. Sex differences and negative attitude towards women in various spheres is bound to create a poor self image in a woman’s mind. She has to accept the subordinate and inferior roles from the very childhood. Female children are neglected in both poor as and rich homes. Sex discrimination starts even before the technology of amenocentisis. The impact of this negative effect has a great impact on quality of life. In many cases some parents give birth to daughters until they get a son. Son is believed to perform the funeral ceremony. These attitudes are to be changed. Sons and daughters should be equal in all respect, and must be treated equally in respect of food, health, education, resource allocation, and so on.

Right Age at Marriage:

To prevent early marriages and their ill effects, the Government of India has passed a law fixing the minimum age of marriage. According to the Child Marriage (Amendment) Act 1978, the marriage of a boy below 21 years of age and that of girl below 18 years of age is a legal offence. Those who arrange these marriages are also liable to punishment. The neoliterates are provided with this knowledge.
Population Education develops awareness among people about the dangers of early marriage. Medical research proved that a woman’s body continues to develop and mature till the age of 18. Her bone structure and internal organ development are ideally suited for child bearing between the age of 20 and 30. The birth of a child before or after this age can prove harmful to the health of both mother and child. Keeping all these in mind, the learners are provided with the knowledge that girls should not be married below the age of 18. Motherhood before this age may result in abortion, premature delivery and death of mother. In most cases their education is not complete and they are not mentally matured enough to understand the responsibilities of family life.

Male careers are generally not settled before the age of 21 years. Economically most men will find it difficult to provide for a family before this age. An early marriage can put too heavy a burden upon the family relationship. By the age of 21, the physical development of the boy is complete and he is mentally matured enough to understand the responsibilities of a family. So in the changed situation now the social thinkers have suggested to enhance it from 18 to 20 for girls and from 21 to 25 years for boys.

**Population and Resources:**

There are more than enough people in India as well as in the State. Population growth rate has been so rapid that our earth is under a heavy burden. As a result, our environment is being destroyed and natural resources are being plundered. The soil, rivers, and lakes are being polluted. The temperature has been rising causing ozone layer around the earth to be damaged. Due to deforestation fields and grass lands are becoming deserts. Soil erosion is causing flood. The number of people is increasing and available living space is decreasing.
As the population is large and growth rate is high, consumption of natural resources is high, resulting in higher risks of a damaged ecological imbalance and environmental degradation. Resources are most important aspects for development. There is therefore a relationship between population and resources. Natural resources are to be used rationally.

**Status of Women:**

Women play a central role in family life and in population and development activities. Women are partners in the development process. Population education, which is one intervention towards attaining development, must address women’s roles and functions in development.

Women’s status have direct bearing on population trends. It helps lowering their fertility. The level of their educational attainment and participation in educational social, economic, and political opportunities creates favourable conditions to the pursuits of population goals. Women’s education leads to better quality of life for the family, better hygiene, nutrition, medical care and education for her family and the community.

**Reproductive Health and Reproductive Right:**

Reproductive health covers all aspects of human sexuality. Knowledge on prevention of unwanted pregnancy, safe abortion, maternity care and child survival, prevention of reproductive morbidity, reproductive tract infection and sexually transmitted infections are the basic contents of Reproductive Health.

Reproductive health and population issues have similar characteristics. Pregnancy and child bearing have direct impact on women’s health. It is not confined to diseases. It includes the whole reproductive system. Reproductive health implies that the people are at liberty to decide if they are in proper physical condition for
reproduction. This is the right of every men and women. Reproductive right is connected with reproductive health. Careless sex life leads to unwanted population growth. Men and women need to be informed about acceptable methods of family planning.

**AIDS:**

AIDS is a fatal disease. In order to aware the people at grassroot level provide the cause and consequences of the disease have been through print and non-print media.

**UNFPA:**

United Nations Fund for Population Activities (UNFPA) is primarily a funding organisation. It supports population related projects and programmes which are implemented by recipient governments. It began operation in 1969. It is the largest internationally funded source of population assistance. In this project the UNFPA funded programme in adult literacy seek a balance among people, resources and the economic development. Population goals are closely related to other development goals. The project is designed to increase the participation of the adult learners in the development process.

UNFPA Programme provide technical assistance, training and equipment and support for research and information activities, geared to meet the need. It promotes self reliance for solution of population related problems.

**Fertility:**

Fertility refers to actual reproductive performance. The growth of the population depends entirely on fertility. In population dynamics, fertility is a positive force through which the population expands.
The general fertility rate may be defined as the ratio of total life births in some specified year in a particular area to the number of women in the child bearing age, multiplied by 1000 (Bhende and Kanitkar, 1993). It may be computed as follows.

$$\frac{B}{P_1} \times K$$

Where,

- $B$ is the number of life births during a year
- $P_1$ is the mid year population of women between age 15 to 44 or 49 and
- $K$ is 1000

**Fecundity:**

Fecundity refers to the capacity of a man or a woman or a couple to participate in reproduction. It refers to the maximum fertility level.

**Crude Birth Rate:**

The Crude Birth Rate is an important measure of fertility. The Crude Birth Rate is the ratio of the total registered live births in some specified year in a particular area to the total mid year population of that area multiplied by 1000.

It is computed as

$$\frac{B}{P} \times K$$

Where,

- $B$ is the total number of births during a year.
- $P$ is the total population in the middle of that year
- $K$ is 1000
Mortality:

Mortality play a dominant role in determining the growth of population. Decline in mortality rate rather than rise in fertility rate have been responsible for bringing about a rapid growth of population.

Crude Death Rate:

The Crude Death Rate expresses the frequency of death in an entire population as a single number. It is the ratio of the total registered deaths of a specified year to the total mid year population, multiplied by 1000.

It is computed as: \[ \frac{D}{P} \times K \]

Where,

- \( D \) is the total number of deaths registered during a calendar year (January 1 to December 31)
- \( P \) is the total population at the middle of the year (July 1)
- \( K \) is 1000.

Crude death rate provides one of the bases for natural increase in population. In the population of a given year ....

Crude Birth Rate – Crude Death Rate = Net Growth Rate.

Literacy:

Literacy here is not confined to 3Rs but the ability to read, write and to do simple arithmetic as an essential part of adult education. Those who have completed three primers are considered as literate. National Literacy Mission elaborates literacy to functional literacy which includes acquiring skills to improve the economic status, imbibing the values of national integration, conservation of the environment, women’s equality and observance of small family norm. It concentrates on the people
of 15-35 age group. Awareness and functionality are the basic principles of literacy. Ability to read and write is accompanied by a process of understanding in order to improve their quality of life.

**Functionality:**

It means the practical aspect of the knowledge that the adult learners gain. Though the term functional literacy has been used long since, a broader connotation of functionality is determined by National Literacy Mission. Functionality would mean that whatever information or knowledge is transferred would be utility oriented or of practical value. The learners should be able to use it in their daily life or work situation in the immediate future for personal and social development.

**Total Literacy Campaign (TLC):**

The National Literacy Mission, launched in 1988, emphasised on the campaign approach instead of centre based approach. Its main aim is total eradication of illiteracy from a compact area. This is popularly known as Total Literacy Campaign. It is area specific, time bound, volunteer based, cost effective and outcome oriented.

In the total literacy campaign the Collector of a district is the Chief Executive Officer. Under TLC in Ganjam district endeavour was made to provide education to all children and adults who have been denied the opportunity. Special focus was on women and girls and SC/STs. The objective was to achieve 80-85% literacy in each target group in 22 Rural Blocks and 18 Pockets of Urban areas. The Urban areas included 17 NACs and one Municipality which are termed as Urban Blocks for the purpose of present study.

**National Literacy Mission (NLM):**

The National Literacy Mission campaign is a historical event. It was launched on 5th May 1988 with the objective of imparting functional literacy to 80 million adult illiterates in the age group 15-35 by 1995. According to the NLM document functional literacy implies.
1. Imbibing the values of National integration
2. Conservation of the environment
3. Women's equality
4. Observe of small family norm.

The investigator takes literacy that goes far beyond the limits of 3Rs. Literacy teaching is absolutely oriented towards development.

National Literacy Mission plays the key role of dissemination of information, mass mobilisation and people’s effective participation in various developmental activities.

National Literacy Mission is a Technology Mission. It means that the inputs of science and technology and pedagogical research are to be fed into the process. The programme of curriculum planning, material development and production, instruction and communication are taken into account.

Teaching-learning process in the campaign has created and reinforced an awareness of the needs, rights and obligations. This awareness has manifested itself in terms of enrolment and retention of learners, immunisation of pregnant mothers and children, health, hygiene, environmental sanitation, maternity protection, child care, and small family norm, etc. Another strength of this campaign is that women are participating in the teaching-learning process in much larger in number with greater enthusiasm than men.

In Orissa 15 districts are covered under Total Literacy Campaign (TLC). Ganjam is declared as fully literate on 5th September 1992. A total of 14,803 persons have been made literate through TLC after reaching NLM’s expected proficiency.
Population Education:

It means learning experiences in population related issues. Such experiences allow the learners to acquire knowledge, attitudes and values necessary for the understanding and evaluation of the prevailing population situation. The dynamic forces of effectiveness of population education can be known from present and future quality of life and involvement of people in developmental programme. In addition, the learners should be able to make informed and responsible decisions for development.

The term ‘Population Education’ has been changed to ‘Population and Development Education’ by UNFPA. Therefore ‘Development’ is the key concept of population education.

Quality of Life:

Quality of life refers to the level of well-being of the society and the degree of satisfaction of a number of needs. It aims to equip leaners with that essential knowledge, attitude, values and skills to enable them to improve quality of life as individuals and as members of community.

The concept ‘quality of life’ is viewed from two related perspectives. The first is a national perspective which is generally concerned with the idea of standard of living. The second is a personal perspective which involves considering the degree of excellence in one’s lifestyle.

Quality of life improvement programmes are educational programmes designed to enhance the well-being of the neoliterates. It aims at sustainable development. Quality of life stresses that present generations should ensure sustainable development of natural environment and natural resources for future generation. This can be achieved through small family norms.
Integration:

Integration is the first and foremost device in population education. It is integrated with the adult literacy programme. The core messages of population education has been incorporated in IPCL Primers at the proportion of more than 30% of the contents. Specially in this study integration seems plugging of population education messages into the literacy programme as a whole.

Content Analysis:

Here the term ‘Content Analysis’ refers to the critical integration of population education messages in IPCL primers and supplementary books. Through content analysis one can evaluate how far the learners understand the contents and how they influence their daily life situation.

IPCL:

IPCL (Improved Pace and Content of Learning) is envisaged as an exercise in improving the motivation and quality of participation of learners and teachers.

IPCL is a pedagogy and facilitating the learners through:

-- Integrated and basic learning package
-- Effective instructor
-- Improved methods
-- Visibility of results of learning, and
-- Assured post literacy and continuing education.

The core content of IPCL determined by NLM are:

-- National integration
-- Women’s equality
-- Population education
-- Conservation of environment
-- Development of scientific temper

Besides core contents, the IPCL curriculum also covered with locally relevant contents.

**Primer:**

The word ‘Primer’ is just the synonym of ‘Text Book’. IPCL Primer is only meant for the adult non-literates. Books for the beginners is divided into three levels: Level I, Level II and Level III. Learning content at each level corresponds to predetermined norms of attainment. As per NLM norms, all these are to be covered in about 200 hours.

Each lesson in the Primer is divided into two major sections, a learning section and a practice section. There have to be three tests in each part of the primer at regular intervals. The tests are denoted by Capital T and written at right hand top corner. Broadly speaking, the last test of a part of a primer is summative in the sense that it covers all the learning points given in all the lessons. The coverage of each test can be seen in the diagram at the bottom of the page. It may be noted clearly that while T-3 and T-6 covers Primer-I and Primer-II, T-9 covers all the parts.