CHAPTER FOUR

POPULATION EDUCATION IN INDIA AND ORISSA

Population Education in India

India's need for population planning has been recognised time and again not only by eminent leaders but also by the experts and various authoritative bodies set up by the Government. Ever since, the first census report was published in 1872, attention has been drawn to the prevailing high rates of fertility which was attributed to the traditional social structure of the country.

India is the first country in the world to adopt a policy of reducing Sponsored National Family Planning Programme in 1951. Prior to this, many social reformers and thinkers had advocated the need for adopting the children born. Sri P.K. Kattel was the first person to advocate the birth control in his book on "The Population Problem in India, published in 1916." Before independence, population education was limited to the Family Planning Education and it was ignored to give any instruction to the future parents, but after independence efforts were made to include content relating to Family Life Education, Health Education, Curriculum for various stages of education in the schools and teacher training institutions. So different types of terminology such as Family Life Education, Sex Education, Population Education have been used in this regard.
Nineteen hundred sixty six is the most important year from which population education programme is launched. In this year, the Ministry of Health and Family Planning approached the Ministry of Education for the participation of the University and College teachers in the family planning programme. The Ministry of Education referred the matter to the University Grants Commission which further set up committee representing U.G.C., Ministry of Health, Family Planning and Urban Development, Ministry of Education, Institute of Social Sciences, Bombay and selected Universities, to make known to the teachers and students the population dynamics (how it was affecting the country's economy and the welfare of the people) and the benefits of good family life.

Dr. Sloan R. Wayland, expert in Population Education, USA, while visited India in early 1968, discussed with key officials in the Department of Family Planning and Health, suggest possible measures for developing programme of population education through the educational system of India.

Contribution of Voluntary Organisations

The Family Planning Association of India in its sixth All India Conference on Family Planning in December 1968 devoted one day for a seminar for the younger generation. The aim is to create general interest in the subject and help to build up an informed opinion and to involve selected schools in Bombay in developing a programme of population education.
First National Seminar on 1969

In the year 1969, Government of India sponsored jointly through its Ministry of Health and Education convened a National Seminar on Population Education at Bombay to evolve an operational approach to impart population education by integrating in various school subjects. A large number of educationists, educational planners and administrators, policy makers, social scientists, representatives of voluntary agencies working both at the national and international levels, participated in this seminar and unanimously recommended for the introduction of population education in the entire school system. They entrusted NCERT with the task of guiding States in matters of preparing curriculum, instructional materials and taking care of teachers training at the national level.

National Population Education Project

The Government of India launched a National Population Education Project in 1980. This project is being implemented by the Ministry of Education and Culture (School Education) with the technical assistance of National Council of Educational Research and Training (NCERT), New Delhi and financial assistance of United Nations Fund for Population Activities (UNFPA). UNESCO, Regional office, Bangkok, has been acting as executive agency. In pursuance of the recommendations of the First National Seminar, a separate population unit has been set up in NCERT. The said unit of the NCERT is entrusted with the responsibility of implementing the project at the National
level and SIEs/SCERTs at the State level. Originally, this project was to run for that's (1980-81 to 1982-83) only but later on, it has been made coterminus with the Sixth Five Year Plan Phase in the year 1980-81, nine States and one Union Territory such as Bihar, Gujurat, Haryana, Tamilnadu, Punjab, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, and Chandigarh joined this project. Orissa along with six states and one Union Territory such as Andhra Pradesh, Assam, H.P., Kerala, U.P., West Bengal and Delhi stepped into the project on the first April, 1981. During phase III i.e. in 1982-83, another five states and three Union Territories joined the project taking the total tally to 21 states and five Union Territories.

School Education Project

The National Population Education Project (Formal Education system) has entered the second cycle of a five year period, launched in 1980, the project has covered areas such as (i) curriculum and material development (ii) integration of population education contents into existing process of examinations, (iv) training of teachers and other functionaries, (v) conduct of co-curricular activities, and (vi) evaluation of different components of the project. The project has been extended to the seventh Five Year Plan period, its ultimate objective is to institutionalise population education in the ongoing Indian educational system.
The project in its second cycle covered the following target groups:

(i) remaining students and teachers of primary, middle and secondary school stages;

(ii) students and teachers of plus two, senior/higher secondary school stage;

(iii) elementary and secondary teachers training institutions/colleges; and

(iv) students and instructors of the non-formal Education Centres.

Higher Education Project

Recognizing that population size and its quality have an inextricable link with the process of development and that such realisation of the critical linkage has to be promoted among youth in the reproductive age group (including those going to colleges) through interactive and participatory learning, the University Grants Commission initiated a project on Population education in the Higher Education system. The project was formulated as a measure to provide resource support to its existing scheme of Population Education clubs in Universities and colleges.

The long term goal of the project is to secure involvement of the entire higher education system in the country through a process of

(a) helping students and those in the community develop insights into inter-relationships between population growth and the process of social and economic development at the individual, family, society, national and international levels.
(b) institutionalisation of population education in the formal curricular and co-curricular system of the Universities and through their continuing education programmes; and

(c) establishing an inbuilt programme of action research having a direct bearing on population issues and to determine from time to time impact on population education in the behaviour and attitudes of University and college students as well as those in the community.

The project has set up 12 population Education Resource centres in the Department of Adult, continuing Education and Extension with the objectives of providing resource support in Training, Curriculum Development, Learning Materials (Audio-visual), Monitoring and Evaluation and Research, Documentation and Dissemination.

International Agencies

A large number of international agencies have been supporting population related projects. These include United Nations Fund for Population Activities (UNFPA), International Labour Organisation (ILO), United States Agency for International Development (USAID), DANIDA (Denmark), Overseas Development Agency (ODA) of the United Kingdom and World Bank. Other organisations include the Population Council, International Planned Parenthood Federation (IPPF) etc.
Population Education through Universities/Colleges

In 1982-83, the University Grants Commission (UGC) issued a circular recommending a foundation course in population education and establishment of population education cells or clubs in all institutions of higher learning.

FPAI had come forward with a missionary zeal to take population education to University and college levels. As far back as 1977-78, FPAI had offered population education projects to several universities in the country. The proposal was first accepted by the Population studies cell in the Adult and continuing Education, Department of Madras University. The cell has done useful work in developing considerable degree of expertise since its inception and owing to its growing reputation as a resource centre for the southern areas, it could secure financial support from April 1983 from the State Government. The cell was instrumental in developing a foundation course for under-graduate students and reading materials for village youth in population education. In 1982, a degree level course and a post graduate diploma course were introduced.

The Population Studies Cell of Utkal University, Bhubaneswar undertook many activities including training of faculty in charge of population education clubs in six affiliated colleges. It has produced a research study entitled "Population and Family Planning in Tribal Areas".

In December 1983, the University held a two-day joint seminar on "Population Development and Environment."
It is contemplated that students undertaking NSS programmes with the community be motivated and trained to create population awareness among the villagers.

Smt. Nathibai Damodara Thackersey University (SNDT) Bombay had by 1983 a very active population studies cell. It had 11 population education clubs located in affiliated colleges of Maharashtra and Gujarat states.

Population studies cell of the University of Udaipur (Rajasthan) in collaboration with the State Institute of Education, planned Population education syllabi for school and colleges levels. The cell has established four rural/tribal clubs to take the message of population education to rural areas.

Gujarat Ayurved University, Jamnagar, has established a population education cell which has evolved and is implementing a course in population education for under-graduate and graduate students and finalised a short-term programmes for schools and colleges. The cell has established two population education clubs in its affiliated colleges at Baroda and Ahmedabad.

By 1983 two more universities took the lead, one of them being Osmania University, Hyderabad. It has now a Population Studies Cell in the Department of Sociology. Seven population education clubs have been established in city colleges and three in district colleges keeping in mind the need to involve different disciplines.
Also in 1983, Jamia Millia Islamia University, New Delhi, established its population studies cell in November 1983. The cell is in its initial stage in training the personnel required.

Some Universities like Gujarat Vidyapith, Ahmedabad are integrating population education in their programme of Adult and Continuing Education. In Gujarat Vidyapitha, population education forms an integral part of the adult education programme. It is interwoven with the various aspects of the programme in all its stages of (i) basic literacy, (ii) post-literate, (iii) training of adult education functionaries, and (iv) supplementary reading. The Gujarat Vidyapith has developed a population education information centre in its library.

Prior to all this, attempts have been made in our country in the seventies to introduce population education at the university and college levels. Population Education centre, M.S. University of Baroda had produced good amount of instructional material on the subject regarding population education at the school level and also colleges of education.

The Population Studies Centre of Shre Venkateshwar University, Tirupati (A.P.) has been active for ever a decade and has succeeded in introducing population education as a subject at post-graduate degree level.

The University of Bombay has also been instrumental in introducing foundation courses based on population education for its three-year degree level.

The University Grants Commission has taken a concrete
lead in the spread of population education. The U.G.C. Chairman has been writing to Vice-Chancellors of the Universities about the critical need of population education programme. The U.G.C. has also published a "Lecture series on Population Education". This has been widely circulated amongst the Universities and colleges.

So far three national workshops on population education through Universities/Colleges have been held. The first workshop was held in March 11-13, 1983 in New Delhi. It is suggested that IUACE should take up the responsibility of centralizing and disseminating population related information in and through Universities and colleges.

The Second National Workshop held at Gandhigram in October 1983 stressed the urgent need to involve universities and colleges in organising programmes of population education for students and the general community. With its recommendations, U.G.C. prepared a scheme of Population Education Clubs through Universities and colleges with the objectives of making student community aware of the dynamic of population education and to make them understand the determinants and consequences of the population problem and also to appreciate the need for 'small family norm'. The U.G.C. scheme also proposed that Population Education clubs could function independently or as an activity of the Departments of Population Education and Extension Education or Department of Education. However, the co-ordinating responsibility should rest with one of these departments.
The Third National Workshop on Population Education through Universities/colleges held at Panaji, Goa, in June 1984. The workshop emphasized that Population education clubs should have specific activities at the institutional and community level. The usual institutional activities may comprise various types of competitions with population elements. The clubs in the colleges must also rely on traditional and oral culture programme at the community level for a better understanding of their own culture.

It is a happy sign that universities in the country have realised the gravity of the population situation and are pooling their efforts in a proper and concerted way under the joint leadership of the U.G.C. and Indian University Association for continuing Education.

Population Education in Orissa

Consideration to check rapid population growth is required to be one important factor for national progress. Orissa, due to its low rate of literate persons i.e. 12,911,905 out of the total number as mentioned in Census Report 1991, is backward in implementing various ways and means of checking population education. Because the people with low educational background and poor financial condition are not interested to understand the problems of population growth, its determinants and consequences. In order to bring a drastic change in the life pattern, population education needs to be introduced in the field of education. It was decided to
impart knowledge relating to population education to the students both in formal and non-formal sector so that the educated mass could realise the very problem.

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The major thrust of the project is to introduce and institutionalise Population Education into the existing school system. The major strategy of incorporating Population Education ideas in selected school subjects at different levels including Teacher Training Institutions are discussed in the following paragraph.
Objectives of the Project

The objectives of the project have been divided into two types. The long range objectives are to help the future citizens to realise the relationship between population growth and socio-economic development, to incorporate and infuse the ideas of population education in the formal as well as non-formal streams of education, and to develop desirable attitudes of the students towards population issues. The immediate objectives are to institutionalise administrative machinery including a population cell on full time basis for implementation of project activities at different levels and teacher training institutions to incorporate population education in syllabi in all levels and teacher education programme and to develop learning materials both for students and teachers, to create a cadre of resource persons for training the teachers of Primary, Secondary, High schools and Instructors of non-formal centres, and to conduct research and evaluation studies on the issue.

Major activities of the Project

The major activities of the project are development of curriculum and learning materials for students, preparation of instructional materials for teachers and orientation and training of teachers and school administrators. Besides, the elements of co-ordination, monitoring, research, evaluation and feedback are also implied in implementing the project.

Institutional Framework

The project is being implemented at the State level
by the SCERT on behalf of the State Government. To review the progress of work annually and to advise the SRC on all matters relating to the programme a State Advisory Board has been constituted with the members - Secretary, Education and Youth Services Department, Director (Higher Education), Director (Schools), President, Board of Secondary Education, Director, Health Services (Training) or his nominee, Director, A.I.R., Cuttack or his nominee, Chairman, Syllabus Committee of Board of Secondary Education in General Science, Social Studies and Teacher Education, Head of the Department of Population Education, SCERT and Director, SCERT.

Students of both formal and non-formal schools, student teachers, resource persons - teacher, teacher educators and supervisors, Head Master of School (Primary & Secondary), Inspector and S.I. of Schools, and Science Supervisors, Educational Administrators are the target audiences. Institutions like High, middle and Primary schools, Secondary Training Schools and Training Colleges are to be covered under this project. Instructional materials such as graph, map, chart, model, cartoon, leaflet etc. and training manual for the teachers are to be prepared.

Training Orientation

Training Orientation Programme are categorically spelt out to be performed in different resource centres for different categories of personnel in a decentralised system. The SCERT acts as the State Resource Centre (SRC) which provides
the technical and academic expertise under the leadership of its Director to the Regional Resource Centres (RRCs) and District Resource Centres (DRCs) in Population Education. Six Government Teachers' Training Colleges designated as RRCs are in charge of, at the minimum, two districts each for imparting training to the teaching from DRCs. They are - Radhanath IASE (Institute of Advance Study in Education), Cuttack (Cuttack and Keonjhar), Dr. P.M. I.A.S.E., Sambalpur (Sambalpur and Sundargarh), D.P. Training College, Berhampur (Ganjam, Koraput and Phulbani), C.T.E. (College of Teacher Education), Angul (Dhenkanal and Puri), C.T.E. Balasore (Balasore and Mayurbhanj), C.T.E., Bolangir (Bolangir and Kalahandi). Fig. 4.1 presents the National Population Education Project in Orissa: Net work of R.R.Cs. and D.R.Cs. Role to be played by the SCERT and SRC

The main activities undertaken by the SCERT and the SRC are as follows:

- Analysis of existing syllabi and textual materials used for different stages of school education.
- Selection of content materials suitable for Population Education.
- Development of integrated curriculum on Population Education.
- Preparation of learning materials, instructional materials and training manuals for the students and the teachers.
- Preparation of Teacher's hand books, source book, Lecturer cards etc.
- Development of different kinds of tools and techniques to evaluate the effectiveness of the curriculum, training, instructional materials.
- Orientation of key personnel in the field of population education.
- Promotion of research and evaluation.
- Providing technical assistance and monitoring the project proposals at the State level.

Role to be played by the RRC - the main task of RRC are

- Implementing the project at regional level.
- Organising training programmes for high school teachers and DRC Level key persons.
- Monitoring and evaluating the project at regional level.
- Organising co-curricular activities relevant to population education.

Role to be played by DRC

- Implementing the project at the district level.
- Organising and providing training to the teachers at block level as specified to them.
- Organising community safai and programmes relevant to health and nutritional status of the locality.
- Orienting people about social forestry scheme and the ecological imbalances due to heavy growth in population.
- Organising exhibition, art competition, cultural festivals etc. related to population issues and ideas.

The Project Progress Review (PPR) meeting is organised every year by NCERT where every state and Union Territory reports about the progress made in various components of the project during the year. This meeting has proved to be one of the most effective inbuilt mechanisms for monitoring and evaluation under National Population Education Project (NPEP). In the report of PPR meeting 1990, it is stated that
"During this eight years of implementation of population Education Scheme in the State, significant achievements have been made in formal sector of schooling, teacher education and to some extent in the field of non-formal education and adult education project activities have also been extended upto +2 level. Research studies covering mostly the reactions, attitudes and perceptions of the teachers, awareness of the students, content analysis of the text book having POPED elements are the important contribution of the cell. Standing first at the National level at National Quiz contest on POPED adds much credit to the unit." 15