PART ONE

CHAPTER I

OVERVIEW
The population explosion is of mammoth dimensions, but it is not the only tisklish problem. It must be set in the context of efforts to bring a decent level of living to the world's poor and to avoid exhausting in the world's resources and polluting the earth's ecosystem in the process.

Besides exporting the medical and public health revolution to the rest of the world, the Western industrialized nations have also tried, since world war II, to spread the technology of industrialization and economic development. In general the effort has perhaps not been very successful. Although the economics of the poorer nations, as measured by per capita income, have advanced, they have not been going up nearly as fast as those of the developed countries.

Contributing to the widening of the gap is the fact that population is growing fast in the poor, non-industrialized countries and not as fast in the industrialized countries. The rich are getting richer and the poor are getting, not poorer, but more numerous.
The problem of rapid growth of population in India and other developing countries during recent decades has become one of the most fundamental and gravest of all human problems.

The population issue is one of today's major & planetary problems reiterates the Istanbul Declaration (1993) towards the solution of which education must contribute, just as it contributes to the overall development of human resources and the promotion of human rights, international peace and understanding, to the advancement of the status of women, to the protection of the environment, to the improvement of health and to the safeguarding of the cultural heritage and universal common values. It seems relevant to understand the population situation in the world in general and in India in particular.

**POPULATION SITUATION**

World population has been growing at an unprecedented rate. This greatly accelerated increase started to happen just recently. Prior to 1900, the population of the developed regions of North America, Europe, USSR and the pacific was growing at a faster rate than the developing regions of Africa, Asia and Latin America. However since 1920 the population of the developing nations. The estimated population in the less developed regions rose from 2 billion in 1960 to 3.28 billion in 1980. On the other hand, the population in the developed
regions increased only from 1 billion to 1.3 billion during the same period.

The total population of the 38 countries in Asia (excluding USSR) and oceania was estimated at 2.4 billion or 55 percent of the world total of 4.33 billion in mid 1979. Six of the ten most populous countries of the world namely China, India, Indonesia, Bangladesh, Pakistan and Japan are this region.

The highest population growth rate in the world is in Costa Rica, with a birth rate of 50 per 1000, a death rate of 8 per 1000 and a population growth rate of 4.2 percent per year. The lowest population growth rate in the world is in Hungary with a birth rate of 13 per 1000 a death rate of 9 per 1000 and a population growth rate of 0.4 percent per year.

The population of the world is now growing at the highest rate in history between 2.1 percent and 2.2 percent per year and the rate is still going up. It seems certain that the population growth rate will go still higher before begins to decline. If the population growth rate should continue even at its present level, the world's population would increase from 3.4 billion in 1966 to 6.8 billion in the year 2000.
<table>
<thead>
<tr>
<th>Christian Era</th>
<th>250 millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1650</td>
<td>500 millions</td>
</tr>
<tr>
<td>1850</td>
<td>1 billions</td>
</tr>
<tr>
<td>1930</td>
<td>2 &quot;</td>
</tr>
<tr>
<td>1960</td>
<td>3 &quot;</td>
</tr>
<tr>
<td>1975</td>
<td>4 &quot;</td>
</tr>
<tr>
<td>1986</td>
<td>5 &quot;</td>
</tr>
<tr>
<td>1993</td>
<td>6 &quot;</td>
</tr>
</tbody>
</table>

Table 1.1 shows world population from the beginning of the Christian Era. So the first billion was added in 80 years from 1850 to 1930, the second in 30 years from 1930 to 1960, the third in 15 years from 1965 to 1975 and the fourth will be in 11 years from 1975 to 1986.

**POPULATION SITUATION IN INDIA**

The problem of rapid growth of population in India during recent decades has become one of the most fundamental and gravest of all human problems. The population explosion in recent times has resulted in deep and undesirable erosion in the countries economy. This has brought to the fore an urgency and immensity of the task of containing and reducing the birth rate. Immediately after India attained independence in 1947, Indian planners realised that rapid growth of population and the absolute
population size would thwart the economic development of the country. India was therefore, one of the first countries which launched upon a plan of economic development, side by side with population control by bringing about a change in family size and fertility reduction.

The Planning Commission was appointed in March 1950 and the panel of Health programme of the commission appointed a committee in April 1951 to report on population growth and family planning. A despite the Family Planning Programme, Population of India has nearly doubled during 1951-91. The growth rate has also increased from 1.26 percent to about 2.00 percent. India has got only 2.4 percent land area of the globe but its population is 15.53 percent of the world total. It has a second place in the world in terms of size of population, next only to China. Indeed there are many more countries other than India, which are hit by population explosion.

In recent year the rapid growth of population is adversely affecting the development programmes of many countries. Especially developing countries like India. The situation is indeed grim. The developing countries are making progress but their ever-increasing population almost nullifies. It has been used that the national income has almost doubled the increase in per capita income has been much less due to rapid growth of population. Similarly the production of foodgrains has
considerably increased but due to population increase the per capita foodgrain availability has remained almost the same. As a result of increase in growth rate of population, the number of children who are unproductive consumers is increasing as compared to adults. This has also hampered per capita income.

The standard of living could not be raised in developing countries despite the pains taken by respective governments. Population growth has intensified the phenomenon of acute congestion and unhygienic living. The cities have become slums and the number of such cities is increasing day by day. If this rate of growth is not firmly and rapidly checked. This country will have 1000 million human beings by the year 2000 that is in another 32 years. One result of this rapid rate of population growth is that the proportion of young dependents is very high about 42 percent of India's total population consists of children under fifteen years of age. In advanced countries this proportion is much less.

Table 1.2 shows the growth of population in India from 1901 to 2001 in millions.
### TABLE 1.2- Growth of Population in India.

<table>
<thead>
<tr>
<th>Year</th>
<th>India Population (million)</th>
<th>Decadal growth (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>238.4</td>
<td>1.06</td>
</tr>
<tr>
<td>1911</td>
<td>252.0</td>
<td>5.75</td>
</tr>
<tr>
<td>1921</td>
<td>251.3</td>
<td>0.31</td>
</tr>
<tr>
<td>1931</td>
<td>279.0</td>
<td>11.00</td>
</tr>
<tr>
<td>1941</td>
<td>318.7</td>
<td>14.22</td>
</tr>
<tr>
<td>1951</td>
<td>361.1</td>
<td>13.31</td>
</tr>
<tr>
<td>1961</td>
<td>439.2</td>
<td>21.64</td>
</tr>
<tr>
<td>1971</td>
<td>548.2</td>
<td>24.80</td>
</tr>
<tr>
<td>1981</td>
<td>685.2</td>
<td>25.00</td>
</tr>
<tr>
<td>1991</td>
<td>843.9</td>
<td>23.50</td>
</tr>
<tr>
<td>2001</td>
<td>991.5</td>
<td>-</td>
</tr>
</tbody>
</table>

### POPULATION SITUATION IN MADHYA PRADESH

Madhya Pradesh is the largest state in India in term of area. It is known as heartland of India. Its population in 1991 was 6.61 crores, 7.84 percent of country's total population growth between 1981 and 1991 was 26.75 percent, more than the all India average one fourth of the state population is urban. Sex ratio in the state 932, more in the rural population, more among the scheduled castes and scheduled tribes.

Table 1.3 shows the growth of population in Madhya Pradesh from 1901 to 2001 in millions.
TABLE 1.3- Growth of Population in Madhya Pradesh.

<table>
<thead>
<tr>
<th>Year</th>
<th>Madhya Pradesh Population million</th>
<th>Decadal growth %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>16.9</td>
<td>-</td>
</tr>
<tr>
<td>1911</td>
<td>19.4</td>
<td>+15.30</td>
</tr>
<tr>
<td>1921</td>
<td>19.2</td>
<td>-1.38</td>
</tr>
<tr>
<td>1931</td>
<td>21.4</td>
<td>+11.39</td>
</tr>
<tr>
<td>1941</td>
<td>24.0</td>
<td>+12.34</td>
</tr>
<tr>
<td>1951</td>
<td>26.1</td>
<td>+6.67</td>
</tr>
<tr>
<td>1961</td>
<td>32.3</td>
<td>+24.17</td>
</tr>
<tr>
<td>1971</td>
<td>41.7</td>
<td>+28.67</td>
</tr>
<tr>
<td>1981</td>
<td>52.2</td>
<td>+25.27</td>
</tr>
<tr>
<td>1991</td>
<td>66.1</td>
<td>+26.75</td>
</tr>
<tr>
<td>2001</td>
<td>83.0</td>
<td>+25.50</td>
</tr>
</tbody>
</table>

(Source: Population situation in M.P. 1991 J.P. Singh)
POULATION IN SAGAR DISTRICT

TABLE 1.4- Population in Sagar District in 1991.

<table>
<thead>
<tr>
<th>Population (in lakhs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population..</td>
<td>1646198</td>
</tr>
<tr>
<td>Male Population..</td>
<td>875064</td>
</tr>
<tr>
<td>Female Population..</td>
<td>771134</td>
</tr>
<tr>
<td>Urbanian Population..</td>
<td>481093</td>
</tr>
<tr>
<td>Rural Population..</td>
<td>1165105</td>
</tr>
<tr>
<td>S.C. Population..</td>
<td>322859</td>
</tr>
<tr>
<td>S.T.C. Population..</td>
<td>144716</td>
</tr>
</tbody>
</table>

Source:

Table 1.4 shows the total population of Sagar district.

The growth of population has direct implications for quality of life. The population explosion has a capacity to nullify the developmental activities of the country. Some of the problems that have emerged because of successive growth in our country are:

Seventy two percent of the population of Bombay and other cities lives in single room houses. This indicates the problem of shelter. Only 36.17 percent of our population is literate. 51 percent requires employment but the opportunities are only about 31 percent. This means unemployment has become a big problem. Though
the per capita income has been increasing the poor Indian is becoming still poorer. Only 4.12 percent of the people can take two meals a day. Though India has achieved progress through five year plans, the quality of life is still minimal. The only quality of life is still minimal. The only solution is control of population growth. With regard to the quality of life population growth has affected even the personal level. There are variety of factors are achieved and attained it may be said that the quality of life of the people is good. These factors largely depend on population and its size.

a) Health education employment, per capita income, food, shelter etc.

b) Resources- Human natural, technical, investment etc.

c) Social and cultural factors - Social systems, food habits, political systems and cultural factors.

d) Development factors - Trade and commerce, international relations and cooperation between nations.

In fact, population growth is not to be left to the natural, biological and other forces but policy intervention is needed to plan and regulate it in tune with the needs of society and economy. Therefore, for an easy arrival of that perfect 2001 A.D. for us and our future generations and to make life on earth worth living in coming countries, population growth must be checked. It can be checked by perhaps by education.
Education enables people to disorinurate between good and bad. It increase the capacity of individual to take decisions. With education one can increase one's ability to earn more money and upgrade quality and standard of life.

**THE PROBLEM : ITS FORMULATION AND STATEMENT**

This educational system based on the 19th century wisdom, is ill equipping to Indian youth to cope with the challenges in the long range complex problems that shall devolve on them in the 21st century. It can made worse if we use the tools of education to impart a complex that our population is a problem and not a resources. The knowledge does not come from one source. The type of awareness and knowledge input that was originally intended to be disseminated by the introduction of population education can be given better and more effective through the media i.e. newspapers, T.V., Radio, Films and other modes of communication. The classroom be it in the college should be used to analyse, understand and project long range future trends and possibilities. It cannot be used in democratic and free societies, to become organised centres of propaganda. Above all in an educational system, where the word future is least understood and has, in fact, no place in the syllabus presently, there is little hope, if any to create that kind of intellectual atmosphere and seek on inbuilt structure
where population education at the higher educational level will be a dynamic and vibrant opportunity to reorient one's thinking through free enquiry rather than organised Brain Wash.

One should begin with heavy emphasis on teachers training and teachers orientation programme. Today's Teachers Training Programme do not lay much emphasis either on sociological orientation or an appreciation of developments, in sciences and technology much less on population dynamics.

In the first instance extra curricular and co-curricular educational modules may be introduced embracing population education in its our fold aspects. These programmes however should be given due recognition and participation in these programmes should count towards student's assessment. We can also have optional and electives in "Population Society and Future Dynamics".

Heavy emphasis can be given to these programmes through social science research and programmes in technology and social forecasting special incentive schemes should be evolved to encourage indigenous literature on population and future. We would need sufficient indigenous literature to make meaningful educational programme. Future studies if encouraged consciously, can constitute the bonch-bearer of authentic population education in the quantitative and qualitative aspects.
A training programme in population education was organised by UNESCO Principal Regional Office for Asia and the Pacific from January 15-26, 1990 at Bangkok exclusively for 15 Indian educators. Those project in various states/UIS of the country were nominated by the Government of India to participate in the training course. A new plan of actions and strategies to implement population education programme for 1992-95 was prepared at the consultative seminar on population education held in UNESCO PROAP, Bangkok.


In 1952, the Government of India started the family planning programme to control population growth, slogans are being used to spread the messages of family planning even among the illiterate messages. Some popular slogans are:

"We two, Ours two."

"Small Family is a Happy Family."

"A Planned Family is a Blissful Family."

In future growth of our population will depend on the attitude and behaviour pattern which young groups will acquire during the period of their education. In the field of population or rather the family size is that the younger generation of the present day should have an attitude different from that of the adults. These young people will constitute the major portion of the
adult population of the world in the near three crucial decades. There is no doubt that the attitudes are formed in childhood and nurtured in this home atmosphere of the child. Gradual introduction of this new area into the educational field is the gratest national urgency. It is important to emphasize that population education is a matter of the greatest urgency to the conduct of civilized life. Whether in developing or in developed countries of the world, population education has a significant role to play. So, population education is a direct need of movement for all the countries of world. Population education being comparatively a new field of study there are no tested models anywhere in the world which can be followed by all the countries. As such each country has to evolve its own scheme taking into consideration its needs, aspirations of the people, educational system, socio-cultural background and its own resources.

**NEED AND IMPORTANCE OF THE STUDY**

Population education is only a recent innovation and not much experience has been accumulated in any part of the world, and experiments need to be undertaken before this innovation is introduced in each level of education undertaken.

Population education over the years has come to mean many things. As way back as 1937, people talked of population problems which figured as a course, in a
couple of universities. Subsequently demographers too began to recognise it in terms of the demographic trends. They pleaded that educational programme are necessary to create understanding of these trends. After world War II in some of the "eastern countries", the increase in the birth rate and the decrease in the death rate, particularly with reference, to the developing countries where birth rate continued to remain high, led to the thinking that both population growth and economic development need to be put in some kind of balance. Somehow snow-balled, into questions of birth control, small family, sex education, family education, quality of life and so on. The international organisations particularly the population education be a subject of teaching.

Population education, as it is being taught today is an incomplete argument. If it is only creating awareness for population control or emphasis on values and practice of family planning. The total concept embraces the following four things :-

a) The population dynamics in all its aspects.
b) Study of Natural, Physical and Human resources related aspects of environmental and quality of life, and imperatives of future to the population of a given society.

The university system in India is too complicated and vast besides being insular and rigid. It is not easy
to introduce a new subject at any level in the Indian education system. Any new idea is resisted by the pedagogic bureaucracy. If a break through to found out them most such ideas have to be backed up by funding for infra-structure and personnel. Where will it come from? No institution will agree to do it from within its own resources. To get the University Grants Commission support is a strongly of its own order, the less recalled the better, what than are the obvious answers and routes:

a) Can those be a single subject of instruction which looks at population dynamics, societal futures, resource futures, environmental futures, technological futures, and today and tomorrow's frontiers.

b) Can be introduced the above kind of thinking through isolated activities, the curricular extra curricular or co-curricular. The question that will arise here is do we have the right kind of trained teachers who are willing to provide the above mentioned inputs though their basic subject? Will geographer discuss the population migration and the physical talk of likely future developments in the field of science and technology and their imparts on societal values and the turbulence it can cause in the population of various countries, etc.

c) Can we futurise a school or a college (i.e. we take recourse to a comprehensive approach of many subjects
and many activities each touching at the various aspects of population dynamics and the quantity and qualitative aspects of population profile, the short term and the long term aspects included. Also study the interrelationship between population future society.

Besides the University student is going for:
(a) some basic knowledge without any idea how he is going to benefit from its;
(b) studying subjects seeking minimal knowledge (whatever that is);
(c) curriculum where social science student knows nothing about technologies and its implications to people and the technology and engineering student finds it very difficult to relate himself to society and social needs.

The areas of research in population education are varied and vast. Most of the research areas which apply to general education hold good as well for population education. How to teach: Population concepts in the classroom? What methods of instruction would be more effective? It is feasible and advantages to teach population education as separate training college subject? Studies in this area are mainly aimed at finding out the effectiveness of different instructional methods. The relative effectiveness of teaching population concepts
through lecture method and video cassette method. It is a reasonable hypothesis that each topic is not of equal value towards achieving the major objectives of population education, some in fact may have little if any relevance. At present there is no empirical evidence to justify the superiority of any particular topic. We all have to assess the material reproduced above in the light of our understanding of the objectives and content of population education. Yet a further suggestion is the inclusion of a simple unified course on population education into the teacher education curriculum.

Population education is a dire need of movement for all the countries of the world. In affluent countries of the world with a very slow rate of population growth it is not so much the population growth that is creating problems but the environmental damage caused by indiscriminate use of technological knowledge and the application of limited world resources for enhancing the standard of living that is causing the ecological imbalance. This situation has forced on them the need and importance of population education.

Lastly, from all the point, of view population education is useful and important to students for their better family life. Teachers through various teaching methods and techniques in their respective disciplines
can create an awareness among students towards the constructive programmes organised in the area of population education either by state or central governments for their policy implementation educational institutions from learning point of view.

Due to such importance the researcher has considered to study the 'Development of a video programme' and 'testing its effectiveness'

NEED AND IMPORTANCE OF STUDY

The as per need communication media and equipment and devices for education such as video programme have some strengths and weakness for education. From the viewpoint of hardware, communication media can overcome difficulties on distance, time, space and facilities.

Learners can study at any place they like whether at home or at working places and at any time they like, whether at night or at weekends, when they use printed materials, tape recorders, VTRs, videodiscs, microcomputers and telecommunication media. Moreover, school campus and building are not always required, when learners independently study at home or at working places. Those are big merits due to video programme.

As for communications technology increases both the quality and quantity of education, learners can continuously get new and high quality information because
software transmitted to learners is produced at high level by competent people and at some expense in the highly privileged central organisation for software production. This means that the educators can efficiently deliver common and necessary educational contents to every citizen nationwide.

The university should have a library and database for information of educational software and software itself. Especially the database is most useful because educators can retrieve suitable information on lesson plan, media, test items, presentation materials, readiness and performance characteristics of target learners.

Learners have a variety of backgrounds, such as economic, social, cultural and physical. According to these backgrounds, their selection of educational software and use of software must be affected. Also learners should have study skills for educational software. For example, they must be competent to understand video programmes effectively and to express their opinions after watching these programmes.

The activities in the study centers and educational institutions should be supported by the regional centers for educational technology. Regional centers should have large libraries and database for educational software from printed materials to CAI courseware and sometimes produce their own educational software.
OBJECTIVES OF THE STUDY

The two major objectives of this study are:

(i) To develop a video cassette on the prescribed course of population education of the B.Ed. level.

(ii) To determine the effectiveness of video programme developed on B.Ed. trainees.

An attempt hence has been made to develop a programme of population education for colleges of Education of Madhya Pradesh, specially for the B.Ed. who are potential prospective teachers. Further, on an effort has been made to determine the effectiveness of the developed video programme. Through the study of knowledge, attitude and related aspects of prospective teachers i.e. B.Ed. trainees.

HYPOTHESES OF THE STUDY

The present study has been carried out and conducted in two phases:

Phase I- Development of a video programme on population education for the B.Ed. trainees.

Phase II- Testing the effectiveness of the self-devised/developed video programme to determine its usability and usefulness.

Phase I - There is no hypothesis for this phase. This phase is only concerned with instructional product develop-
ment through a systematic and scientific procedure.

**Phase II** - The hypotheses formulated and proposed for testing are as follows:-

(1) The developed video programme is more effective than lecture method in changing the attitudes of B.Ed. trainees.

(2) There is no difference in the pre-test and post-test mean scores in achievement for the experimental and the control group.

(3) There is no difference in the pre-test and post-test mean score in attitude towards small family norm for the experimental and control group.

(4) There is no difference in the pre-test and post-test mean score in attitude towards population education norm for the experimental and the control group.

**DELIMITATIONS OF THE STUDY**

**Phase I** - Development of the video programme.

(1) The video programme are specifically restricted to the content area of population education of B.Ed. course.

(2) The teacher using video programme and the teacher who delivered in the class room is one and the same. This has been done so as to avoid personal errors in the instructional field.
(3) The video programme has been so designed as to delimit the total time interval to 110 minutes.

(4) For the purpose of clarity in cassette recording the investigator tried for the service of professional and mature knowledgable photographer but could not succeed in obtaining one.

(5) As a studio researcher has used technology room of college of education Sagar.

**Phase II** - Testing the effectiveness of the developed video programme.

(1) The researcher has selected Madhya Pradesh as the area of investigation Sagar, Jabalpur, Chhatarpur district covered for the comparative aspect of the study.

(2) The study has been restricted 204 subjects representing overall population.

(3) In this study researcher used only 't' test for the analysis of data.

**DEFINITIONS OF TERMS USED**

**VIDEO**

Video is a latin word meaning 'I see' similarly audio means 'I here', the two terms correspond video to light and audio to sound.

Video strictly that part of the television signal
which carries the picture information, as distinct from the audio signal carrying the sound, but by extension the term has become generally accepted to cover the electronic recording and reproduction of combined picture and sound specially in its non-broadcast application.

As a noun a 'video' is an abbreviation for a videotape, cassette, or the recorded programme itself.


VIDEO-PROGRAMME

Video, in all its forms simple portable domestic equipment to complex multi camera studios with sophisticated production facilities is being used in almost all areas of educational and industrial training with varying degrees of success.

Video programme emphasis on planning and problem solving how to go about deciding what results want from a programme, how to go about getting those results and how to overcome many of the organizational and technical problems will encounter.

Educationists categories the concept of educational technology into two approaches viz. hardware and software approaches. The hardware approach is based on the application of engineering principles for developing electro-mechanical equipment for instructional purpose
motion picture, projectors, tape recorders, television, teaching machines. Computers are called educational hardware. This approach is the result of the impact of scientific and technological development during the present century. Hardware approach mechanise the process of teaching so that teachers would be able to deal with more students with less expenditure in educating them. The software approach uses the principles of psychology for building in the learner a complex repertory of knowledge or modifying his behaviour. The programmes which such a technology produces are often called 'software'. News paper, books, magazines, educational games flash cards may also form part of software. Software approach is characterised by task analysis, writing precise objectives, selection of appropriate learning strategies, immediate reinforcement of responses and constant evaluation.

TRAINNEES

A person who has completed a professional curriculum in a teacher education institute and whose training has been officially recognised by the account of an appropriate teaching diploma.

POPULATION EDUCATION

Population education in a broad way can be defined as "an educational programme which provides for
a study of the population situation in family, community, nation and the world with the purpose of developing in the students rational and responsible attitudes and behaviours towards that situation".

Several experts have attempted definitions of population education but a universally accepted definitions is yet to be found.

Viderman (1972) defined "Population education as the process by which the student investigates and explores the nature and meaning of population processes, population characteristics, the causes of population change and the consequences of these processes, characteristics and changes for himself, his family, for society and for the world".

Population Reference Bureau (1972) observed that "Population education seeks to bring about a realization of the individual, family, social and environmental effects of the explosive increase in human population, the rapid shifts in concentration and distribution of people the implications of changing age and other demographic patterns and the conceivable options that may be open to mankind to cope with the consequent problems".

B.S. Parakh (1985) defines that "population education as a need based functional programme which emphasizes identification of the problem, comprehending its various
elements and their collective interplay discovering various possible solutions or alternatives open to individuals and in the process of developing attitudes flowing out of intellectual conviction on one hand and the spirit of human affiliation on the other.

Suzanne Mubarak (1986) defines "Population has a direct effect and vice versa, the growth of population should always be considered in relation to the availability of resources. If we look at development in its totality we must formulate our national, social and economic policies in relation to national services. This includes employment, education, health, food, production and consumption, housing and transport facilities."

Sudha V. Rao (1989) defines "Population education is a concept which deals with the impact of population growth on the social, economic and physical environment of a nation."

The above definitions cannot be said to be complete. It is difficult to reduce the content and objectives of such abroad field of learning into a concise definition.

Analysing the above definitions researcher define the population education that "The study of population problems and its related issues and share in attacking the nation's population problems and in enabling the
individual to understand the population issues confronting him and his country and deal intelligently with them."

Traditionally, population education has drawn its content from social, demography, human ecology, family and sex education. The specific details of this content and few areas of emphasis have varied among countries, in response to the particular requirements of individual cultures and population situations (Sikes Kerr, 1991).

However, according to them, the six key non-controversial concepts which can make population education more relevant are:

(1) The importance of having respect for others, specially persons of the opposite sex.

(2) The importance of developing self esteem for both boys and girls.

(3) Learners should understand that it is possible to plan a family.

(4) The importance of postponing the first pregnancy.

(5) Since individuals can usually control their behaviour, they must accept responsibility for these consequences.

(6) Learners should understand how to withstand social pressure (recognise and resist).
The definition of population education has not changed much over the years. It is generally agreed that "Population education is the process of helping people understand the nature, causes and implications of population processes as they affect, and are affected by, individuals, families, communities and nations. It focusses on family and individual decisions influencing population change at the micro level, as well as on broad demographic changes" (Sikes, 1993).

ATTITUDE

The attitude consists in assessing an individual's response to a set of social, objects or situations. This is done by observing a sample behaviour from an attitude universe is the response to a particular situation or objects in a particular manner.

Thurstone (1946) defines "an attitude as the degree of positive or negative effect associated with some psychological object".

Allport (1967) defines "An attitude is a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations, with which it is related."
ORGANISATION OF THE REPORT

The present investigation has been reported in three parts. Part first has two chapters. In the first chapter an overview of the study has been presented.

In the second chapter recent literature on population education and related issues have been reviewed and described.

In part second there are two III and IV chapters. The third chapter described the plan and procedure and development of a video programme. In the fourth chapter testing the effectiveness of the developed video programme.

In part third there are only fifth chapter. In this chapter Discussion, Conclusions and Suggestions about further research.