POPPULATION AND POPULATION EDUCATION STUDIES

Population Education is a new innovation in the field of education. An alarming rate of growth of population is a challenge to economic and social planning in world. During the previous plan periods efforts have been made in this behalf through projects launched at the international, national and state level but these have not produced a dent on this vital problem, which has assumed a gigantic magnitude.

Education being a basic factor in the field of social progress and obviously one of the important features in the family planning programme pertains to population education. Population education goes a step further. It takes into account to long term relationship of man's attitudes and behaviour in determining the population situation through individual demographic decisions. The small family norm is the ultimate goal of both programme. Since the subject of population education is intimately connected with social mores and traditions, detailed curricula and text must take into account world, national and environmental characteristics. Pro-
Programmes and material for population education are in the making at international, regional and national workshops and seminars.

The UNESCO came into the picture in 1970 and made special provision for training or teacher educators at the Asian Institute for teacher educators at Queróncity in the Phillipines. 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. Another one month group training course in population education for South Asia sub-region was organised by Unesco Principal Regional office for Asia from 8 September to 7 October 1990 at Pakistan. 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.

Over a period of 20 years the NCERT has made efforts to develop the concept of population education curriculum for use in schools and teacher training colleges and has helped to disseminate the knowledge to teachers and teacher-educators in various parts of the country through a series of seminars and workshops. International Institute for Population Sciences, Bombay was entrusted with the work of conducting an evaluation study on the impact of the National Population Education
Project in India. National Population Education Documentation and Information Centre (Poped-Doc) has been setup in the Department of Library, Documentation and Information of the NCERT at New Delhi. Apart from the universities, studies have also been initiated in some population study centre. After almost a decade of the development of population education, it is timely and crucial to review the research efforts and their outcome in order to provide directions for further research and programmes. While there are many studies covering demographic, social, and methodological aspects of family planning, there are comparatively very few studies related to educational aspect of population problems. These studies can be broadly classified into the following categories.

a) Knowledge and attitude studies
b) Studies related to sex education
c) Studies related to curriculum development
d) Studies related to teaching methodology
e) Innovation and experimentation.

However, the aforementioned classification is not mutually exclusive and some amount of overlapping of the classification categories is inevitable.

In most of the exploratory studies trends have been analysed by finding out the percentages. In some studies where the rating scales have been used, the cumulative scores have been workout. In some curriculum studies
on effort has been made to determine the impact of the curriculum. On the knowledge and the attitude of the group for which the curriculum was developed. The pre and post tests have been used and the significance of the difference between the means have been computed and tested methodically. In finding-out the effectiveness of the two teaching methods, the mean achievement scores or the two groups taught by different methods have been calculated and tested statistically.

Kim and Cho (1970) studied the knowledge, attitude and behaviour of middle and high school teachers of Korea with regard to population and family planning education. They found out that the majority of teachers pleaded that family planning should be handled at an advanced or high school level. Mostly teachers stated that induced abortion should be legalized at least on a conditional basis.

The Ministry of Education, Culture and Sports of the Philippines (1974) under the population education programme studied the fertility behaviour of male and female teachers trainees. It was found that family planning method known to the participants was rhythm and the least known was breast feeding.

Lee, Sik (1975) studied the relationship between specialization and attitudes towards population related issue among professional students in Korea. He found
that the majority of the students in professional schools of education nursing and medicine definitely found family planning and future contraceptive use more female students desired a smaller family while more students desired three children.

Young Park and others (1975) studied a survey on the secondary school teachers knowledge and attitudes towards population problem, a project report. It was found standard but still effective.

Geowubul (1979) studied the "Development of population education programmed instruction on fertility for students of higher certificate of education". He found that the programmed instruction was more efficient that the standard set. It was effective in increasing knowledge gain as shown in the significant difference between the pre-test and the post-test at the 0.1 level.

Benchawong (1979) studied the "Construction of teaching package for learning center classroom on "The effect of migration" in teacher colleges population education course. He found that the effectiveness of the teaching package was lower than the set standard but accepted for effectiveness in teaching. The package significantly improved the students' knowledge.

L. Carmelita (1976) studied "on the effectiveness of the discovery approach as a teaching method for popula-
tion education". He found that the discovery approach seems to be more effective than the traditional expository approach in developing in students a favourable attitude towards the subject matter and towards the teacher.

Yong, Duck Paik (1977) studied the "A comparative study on three approaches in the teaching of population education. He found that the modular whole teachers were highly aware of the importance, and seriousness of the population problems. Attitudes toward population problems were particularly with respect to family planning and birth control. They also point out that the text books used in the present high school are insufficient and inadequate as far as the content of population education is concerned.

Panjaphongse (1975) studied the knowledge, attitudes and beliefs of elementary school teachers of Bangkok about population education. He found out that elementary school teachers of Bangkok about population education. He found out that elementary school teachers had a rather low level of knowledge concerning the rate of natural, population increase. A large majority felt that the Government should make use of population education for lowering population growth.

Trocki (1977) studied the attitudes towards family planning and population education among teachers and students of Thailand. He found out that most respon-
dents agreed that Thailand needs family planning and majority agreed that both family planning and birth control methods for adults should be advertised through the mass media.

Charanyananda (1980) studied the relationship of attitudes toward population education, quality of life, beliefs and professional commitments of Thai home economics teacher educators of Thailand. He found out that all teacher educators in home economics were already concerned about quality of life, beliefs and higher professional commitments.

Somprayon (1981) studied the Thai prospective teachers opinions toward family life and family planning indeed sex education. He found out that learned and unlearned both groups strongly supported the need for improving curriculum and instruction regarding family life and family planning including sex education in the college or education of universities.

Sinlapadech (1978) studied "construction of population education teaching packages for teacher training colleges". He found out that the teaching packages when applied in home economics class were lower than the set approach is better in acquiring knowledge in developing thinking skills, and in changing attitude than the discovery and expository approaches. The modular approach is better in retention of the acquired knowledge than
the discovery and expository approaches. Modular approach is as good as the discovery and expository approaches in retention of the developed thinking skills and changed attitude.

Detchai (1982) studied that "A comparative study of teaching outcomes in population education focusing on problems of population growth in Pratthamsuksa 6 through the inquiry method and the learning centred method. He found that there were no satisfactory significant differences between the academic achievements of the two experimental groups. The students in both experimental groups showed favourable opinions toward the two experimental teaching methodologies.

Sharma (1982) studied that "A report of evaluation of population education programme in Bangladesh. He found that the training of primary school teachers, most of the trainers and teachers felt that the contents population education are just right but found the demographic concepts as bit difficult to comprehend. The methodologies of teaching used consist mainly of lecture and discussions and very rarely were innovative techniques for training used. The population education orientation programme is a fragmentary activity of the college level education. Although some of the trained teachers are undertaking population education, they do not perform it with seriousness since it is not part of the curriculum."
Yogyakarta (1982) studied "The effectiveness of modular method vis-a-vis verbal method in teaching population education. He found that there was no significant difference in the mean of the knowledge stock of the two groups before the experiment. There was no significant differences between the effectiveness of the modular method and the verbal method in teaching population education.

MAJOR INDIAN STUDIES

Pohlman and Rao (1910) studied the views of teachers on birth planning. They found that the majority of teachers believed that more family planning propaganda would not solve the population problem and illiterate should be main causes of poverty is due to overpopulation.

Poffenberger (1970) studied the knowledge and attitudes of Indian college students, towards population related problems. He found that most of the girls approved of family planning methods than boys because they believed that the methods were unnatural and dangerous.

Maheshwari (1972) studied the receptiveness of school teachers have very high awareness of the population problem. He also found that the majority preferred two sons and only one daughter.
Nagda and others (1975) studied the survey of the perception of the students of the women's colleges towards population education. They found out that ninety percent felt a small family size family would lead to happy and comfortable and most thought that there must be a sufficient gap between two successive children is necessary for the health of the mother and children.

Salkar, K.R. (1975)—A study of population awareness among school students in Goa as well as teachers and parents and their reaction to the introduction of population education in the school curriculum. He found out that students, teachers and parents all are aware of the population problem of the country. They are in favour of teaching sex education along with population education. They were in favour of introducing population education in the curriculum. They wanted population education to be taught by teachers themselves but with some training.

Ahluwalia and Singh (1977) carried out a comparative study of attitudes of prospective and practising teachers towards family planning. They found that there was no significant differences in attitude towards family planning between prospective teacher and practising teacher.

Vaswani and Kapoor (1977) studied the school teachers' attitudes towards population education. They
found that 54.2 percent teachers had heard about population education, nearly 49 percent were of the opinion that is should be taught earlier than standard 8 and only 26.6 percent felt that it should be introduced at the college level.

Rao (1982) studied the population policy in India. Reactions of political parties. He found out that all parties stressed the importance of incentives, both individual and group those who practice family planning. All the political parties are showing favourable attitude towards National Population Policy, majority of the political parties disagreed with the statement that birth control is dangerous for the country and race.

Bhandarkar (1983), A study of population education knowledge and attitudes of secondary school students and teachers, the found that secondary school students in general possessed a poor knowledge of population education but they had a moderately favourable attitude towards its. The secondary school teachers had moderate knowledge and a favourable attitude.

Kennedy and Rao (1986) studied population awareness among college students. They found that religion of students influences their preceiving of population problem. They also found that high income families have better awareness of this population.
Gangrade (1975) studied "Population Education for University Youths - A research cum action study, the curriculum based upon the experience gained in the action cum research programme. He suggested that the, content of population education thus developed should be taught not directly but in the form of an action programme including seminars, exhibitions, film strips, lecture and debates.

Thakore (1979) studied "Developing a curriculum in population education for secondary teachers under training. She found that the curriculum model developed on the basis of this study is effective in carrying the message of population education, to the teacher trainees. The model not only helps in imparting the knowledge of population dynamics and the effect of population growth on developmental programme but also helps in developing a positive attitude among teacher trainees towards the introduction of population education in the school curricula. Thus it has been established by this study that it is possible to impart on effective training programme in population education, to the teachers under training colleges in a programme lasting for so periods of 40 minutes duration.

Parliker Uma (1981) studied "The socio-economic background of secondary school teachers and its relation to their attitudes towards small family norm and population education. She found out that Hindus have more posi-
tive attitudes towards small family norm than muslims and christians. There is no difference between the attitudes towards small family norm.

Rao N. Venugopal (1982) studied the population policy in India. Reactions of political parties. He found out that all parties stressed the importance of incentives, both individual and group those who practice family planning. All the political parties are showing planning. All the political parties are showing favourable attitude towards National population policy. Majority of the political parties disagreed with the statement that birth control is dangerous for the country and race.

Gautam, Deepti (1983) "A survey of need and usefulness of population education at higher secondary level. She founds that students, teachers and parents all are favoured small family norms. All are introduced population word.

K. Menaka (1983) "A study of the educational background and population characteristics of slum dwellers in Hyderabad city. He found that only ten out of sixty families have adopted family planning techniques. Twenty respondents pleaded ignorance, eight of them considered it as a sin, seven felt as injurious to health in respect of the cases for not practising family planning techniques.
Pamnani (1984) studied the knowledge, beliefs and attitudes towards population education of students and teachers. She found that teachers and students both are agreed that presently India has much population and their opinion is in the favour of "Small Family, Happy Family" norm.

Kennedy and Rao (1986) studied population awareness among college students. They found that religion of students influences their perceiving of population problem. They also found that high income families have better awareness of this population.

Mishra (1985) worked on "A study of graduate students of different courses towards population policy and social attitude for her M.Ed. dissertation. She found that all students are in opinion that there should be two or three children in a family. Population problem is a severe problem of the world. The means of family planning and their uses are not the interruption in the natural process, almost all the students agree with the fact.

Mishra (1987) studied that "A study of attitude towards population policy and social attitude of different professional groups. She found the teachers, students and the different professional groups in general are aware of the population problem. Teachers have a positive and favourable attitude towards population problem and are
in favour of modernity. The majority of advantages felt that the rate of population growth of the nation was too fast. It is the serious problems for the nation related to social and economic development. A large majority of engineers are in favour of family planning and the use of contraceptive method.

Subba Rao (1988) worked on the "attitude of parents and teachers from rural and urban areas towards population education". He found that the teachers and parents differ in their attitudes towards population education. Difference in education of teachers and parents have no impact on the attitude towards population education. Family size has no impact on the attitude towards population education of teachers as well as parents.

Deousker (1989) studied knowledge, attitude and beliefs of secondary school teachers and students of Bundelkhand Region of Madhya Pradesh about Population Education. He found that both teachers and students were in favour of a suitably high age for marriage. Teachers and students were aware of population and related problems. They are conversant with the need for control of population and the spread propagation and promotion of Population Education.

C.T. Fanueff (1971) studied "Action Research for the Development of a pilot model for teaching
population dynamics in the Karnataka State in India. He found that the formal and informal methods of instruction were equally effective in producing a significant information gain in the area of population dynamics. There was no difference in the information gained about population dynamics between boys and girls. The model developed for teaching population dynamics is viable and could be used with other ninth standard students in India.

R.A. Robinson (1975) studied "Effect of teaching population education on the awareness of the students of standard VII, Central School Baroda. She found that the teachers were of the opinion that the five lessons developed on population education can be easily understood by the students of standard VII. 66% of the teachers were also of the opinion that knowledge of sex and family planning should not be taught to students of standard VII. The sex, family size and parental education did not have any effect on the students' achievement in population education.

S. Parameswarappa (1975) studied "An experimental study to compare the effectiveness of Holistic method with the integrated method of teaching population education in secondary schools. He found that both the integrated and holistic methods have shown significant information gain. Whereas the control group has not shown any significant information gain. This proves that both the teaching methods are effective even though the degree
of effectiveness varies.

The population education unit of the NCERT has brought out a 30 minutes video programme population growth and environment. It has been produced mainly for orienting the teachers, teacher educators and educational functionaries. The students of secondary and senior secondary classes may also find it interesting. The video film highlights the impact of unplanned growth of population on various life supporting systems like land, water, air, and the habitat.

The foregoing critique and scrutiny of the related literature helped the researcher in evolving the theoretical rational and conceptual backdrop of the study. It further assisted her in determining the methodology of the study and in refinement of the research design. The aforesaid endeavour perhaps equipped the researchers to conduct research methodically.