CHAPTER 7

CONCLUSIONS

Now, when the whole process of developing a curriculum in population education for secondary teachers under training is virtually over, it is proper to look back and see what has been achieved rather than what it would have been. The content of this chapter then, deals with retrospect to ascertain the achievements of the present investigation, its uses and suggestions for further research.

The Retrospect

In the preceding chapters, the entire process followed by the investigator to develop a curriculum has been thoroughly described. Needless to say, the whole process has been scientific in its design, methodical in its approach and systematic in its implementation.

As the first step, need for population education was identified, evolution of its concept described, its meaning, scope and definition clarified and its activities reviewed.

While initiating the project, the investigator selected the target group of secondary teachers under training because of its importance and significance. The hypotheses were constructed and the objectives were formulated. This was followed by the review of related
In the present investigation the hypotheses constructed by the investigator were: (1) It is possible and practicable to devise, introduce and implement a curriculum in population education for secondary teachers under training at secondary teachers training colleges, and (2) it is possible to bring a considerable positive change in the knowledge and understanding, attitudes and awareness of the secondary teachers under training as regards the population problem by giving them a well-planned programme in population education. But a hypothesis remains simply guess with little explanatory value, until empirically verifiable evidence is produced to support it. Thus, after constructing a hypothesis, the investigator must develop a strategy for collecting facts that will either confirm or disconfirm the hypothesis.

With a view to developing such a strategy, a model for developing a curriculum in population education for secondary teachers under training was framed. This model provided a theoretical rationale to the whole process. Its six phases were: Diagnosis, Formulation of objectives, Selection of content, Selection of learning experiences, Organisation of content and learning experiences and Evaluation. All these phases were gone through and the curriculum was developed.
The curriculum thus developed was tried out for the whole academic year. The research design followed was Single group pre test post test design: $T_1 \times T_2$. For the pre test post test measurement, an attitude scale and an achievement test were constructed following their scientific procedure.

The statistical analysis of the pre test post test results of the attitude scale and the achievement test has clearly indicated that the sample of 200 secondary teachers under training on whom the curriculum was tried out made substantial progress, both in improving their attitudes as well as their achievement in the subject. Similarly, the assessment of the curriculum by the student teachers and the investigator-teacher has also shown the efficacy of the curriculum in making the student teachers aware of the problems and issues relating to the population problem.

A hypothesis is not confirmed unless the factual evidence collected in the empirical tests corresponds with the consequences. The tryout of the curriculum and the measurement and the assessment of its impact confirm the hypotheses. It is equally encouraging to note that all the four objectives spelt out while initiating the project are fulfilled to a great extent. This justifies a sense of achievement for the investigator.
On the basis of the tryout and its evaluation, the curriculum was given the final form of the curriculum package.

Uses

The curriculum package, thus developed, can safely be used for various purposes besides its main use for the secondary teachers under training.

The curriculum package can be used for secondary teachers who are already in service as an in-service orientation programme in population education which may be organised by secondary teachers training colleges and or State Institutes of Education.

The curriculum package, with suitable minor modifications, can also be utilised for other target groups such as primary teachers under training, primary teachers in service, college and university students and teachers.

National, foreign and international agencies involved in the work of population education can also make use of the curriculum package.

Those universities who desire to introduce population education as a part of the B.Ed. theory syllabus may use this curriculum package too.
Besides the uses of the curriculum package given here, the others are left for exploration by the more imaginative and adventurous minds.

**Suggestions for Further Research**

No investigation is worth the name which claims to be final, exhaustive and perfect. This investigation, thus, opens doors and paves way for further research in the area. Therefore, it would be in the fitness of things to suggest problems for further research, which may be undertaken. They are listed below:

1. Such curricula in population education can be developed for primary teachers and college teachers.

2. The investigations could be undertaken for developing curricula in population education for school going pupils at the primary, secondary, higher-secondary and college levels.

3. Such curricula in population education can be developed for non-school target groups such as out-of-school youth, industrial workers, adults, children without schooling etc.

4. The present investigation was undertaken following one group Pre test - Post test design of research. Other designs such as Randomized control group Pre test-Post test Design, Randomized Solomon Four group Design,
Randomized Control-group Post test - only Design,
Non randomized Control-group Pre test Post test Design
can also be tried out for developing curricula in
population education for various target groups.

In the present investigation, the curriculum was
developed following a separate subject approach.
An attempt can also be made to develop it following
an integrated approach so as to ascertain the
propriety of the better approach.

In fine, the investigator most humbly shares the
feeling expressed by Bhatt:

The end of a research is the beginning of
another and probably many more; for the
done, that is always small, appears to be
insignificant, as compared against the
vast undone. There can be, a sense of
achievement, but never of perfection.

(Bhatt, 1961: 278)