CHAPTER 2
INITIATING THE PROJECT

From what has been discussed earlier, it is evident that there is hardly any doubt or disagreement about the relevance and urgency of the introduction and implementation of population education programmes in the country.

In the long run, population education programmes should aim at covering both school and non-school populations. So the programme for population education can be divided broadly into school programmes and non-school programmes. Each of these two programmes can be aimed at a number of target groups. The school programmes may be aimed at (i) primary and secondary school pupils (ii) higher secondary, college and university students (iii) student teachers at the primary and secondary teacher training levels, and (iv) college and university teachers. Similarly, the non-school programmes in population education may be directed towards: (i) out of school youth, (ii) industrial workers, (iii) farmers and rural workers, adults, and (v) children without schooling including dropouts.

Figure 1 represents these target groups.
Figure 1

TARGET GROUPS OF POPULATION EDUCATION

- Primary and secondary pupils
- Higher secondary, college and university students
- Student teachers at primary and secondary teacher training levels
- College & university teachers

- Out-of-school youth
- Industrial workers
- Farmers and rural workers
- Adults
- Children without schooling including dropouts
Selection and Significance of the Target Group

As stated above, the ideal thing would be to start population education programmes for all these target groups. But to do so was beyond the scope of this investigation. Hence, the investigator has selected the target group of secondary teachers under training for this investigation. He has preferred to do so because of the following important considerations:

(1) If the secondary teachers are oriented to the various facets of the population problem, they can enlighten their students about the population problems whenever they find opportunity to do so while teaching their subjects. For this, a curriculum in population education for secondary teachers under training is required. Very little has been done in this direction in India and in Gujarat and hence, the investigator has thought it proper to select the target group of secondary teachers under training.

(2) Such a programme would enable them to understand the population problem scientifically and methodically. At present there is no provision for doing so in the teacher training programme at the secondary level and as a result most of the secondary teachers are lacking in the adequate knowledge and understanding of the population problem.
(3) The curriculum in population education for secondary teachers under training would enable them to understand the problem with a double purpose - as adults for their own sake and also as makers and moulders of the future generations. Thus, the multiplying effect of the teacher orientation at the secondary level in the area of population education can be tremendous.

(4) The teacher occupies a key position for the success of any educational reform or programme and it is more so with population education. No doubt, therefore, that several national and international seminars and workshops on population education held during the last decade have stressed the importance of preparing teachers for implementing population education as a part of the country's general formal and non-formal education programme.

Mathur rightly states:

Unless and until our teachers and would-be-teachers are exposed to the problem of Population Education and unless a faith is developed in their minds about the great intensity of the problem vis-a-vis the future prosperity of the country, not much success can be achieved in the proper orientation of the school-going children... It is also a patent educational truth that the success of any educational scheme, plan or project does not depend merely on the administrators, planners at the top but
it largely depends on the efforts of the individual class teacher. And unless and until he is involved deeply in the process at all stages and levels, the urgent problem of Population Education will also remain only of ornamental value, as has been the case with so many of our schemes and projects.

(Mathur, 1972: 79-80)

While inaugurating the workshop on Health and Population Education in New Delhi on 1st December, 1969 the then Union Minister of Health and Family Planning, S. Chandrashekhar has stressed the importance of the population education for the teachers in the following words:

"Here I must emphasise the fact that the training of teachers for population education should be given the utmost attention. The teachers are the backbone of this educational movement and the success of this innovation will depend largely on the ability of these pioneers to put across the concept of the small family norm to young, intelligently and effectively. This means that teachers themselves must learn a great deal about the dynamics of the population problems and, what is equally important, must master techniques of imparting such information in an attractive and compelling manner."

(S. Chandrashekhar, quoted by Lulla, 1974: 80-81)

(5) In view of the importance of the problem, the investigator, who is working as a Lecturer in Education at a secondary teachers training college has thought it proper to develop and tryout the curriculum in population education on the sample of two hundred
trainees at his college during the academic year 1977-78 in order to carry out this investigation effectively and efficiently.

Thus, from all these scores, the selection of the target group of secondary teachers under training is well-conceived and justified.

**Definition of Terms**

As stated earlier, the investigator has selected the target group of secondary teachers under training for the purposes of this investigation.

Curriculum development is a very complex process and the word 'Curriculum' has many meanings - narrow as well as broad. But for the purpose of this investigation the word 'curriculum' is used in the sense of fixed pattern of instructional programme. Therefore, the term 'curriculum' included in the title, is used in the sense of an educational and instructional programme in population education for secondary teachers under training.

The term 'population education' has been widely and fully discussed earlier while identifying its meaning, scope and definition. It is in this context that this term has been accepted and used by the investigator.
The phrase 'secondary teachers under training' connotes the population of student-teachers receiving their training at secondary teachers training colleges of Gujarat.

The present investigation, therefore, is limited to a thorough and scientific attempt in developing a curriculum for secondary teachers under training in the context of the terms used in the title described and defined above.

**Hypotheses**

Much of the reasoning in developing teaching strategies, such as the one in this investigation, is based on certain hypotheses. It is not possible for the investigator to predict exactly what the student teachers will learn or how well they will learn as a result of this particular teaching effort. He at the best can form some hypotheses in this regard. This kind of use of hypotheses provides a means for achieving a focus in the development of teaching strategy by the investigator.

While undertaking this investigation, the investigator has formulated the following two major hypotheses for the teaching strategy that he has intended to develop:

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.
(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.

Objectives

In view of the hypotheses mentioned above, the specific objectives for the investigation can be spelt out as follows:

(1) To develop a curriculum in population education for secondary teachers under training.

(2) To select the content and the learning experiences for the curriculum and to arrange the content under specific heads of teaching-learning units.

(3) To try out the curriculum developed in the normal setting of a secondary teachers training college.

(4) To evaluate the effectiveness of the curriculum in terms of the resultant change in the knowledge and understanding, attitude and awareness of the student teachers.

Review of Related Studies and Research

The earliest research in the area of population education and communication was initiated by concerned
private foundations that began supporting demographic research. The pioneering works of Margaret Sanger, Hannah Stone, Abraham Stone, and Alan Guttmacher had created considerable interest and support for birth control research and services particularly in the U.S.A. and in Europe. The Scripps Foundations for Research in Population Problems was established in 1922 and the Milbank Memorial Fund in 1928 to provide centralized clearing houses for the review and promotion of research on demographic phenomena in the United States. The office of Population Research at Princeton was established in 1936.

In spite of this early interest in population problems and related research, the subject received only relatively minor attention until after World War II. At that time, concern over rapid population growth in the developing countries of the world, and the resulting negative consequences on their economic development efforts, once again stimulated private foundations to become active in the field. This time, however, the emphasis was on the Third World. In 1952, John D. Rockefeller founded the Population Council. The Population Council concentrated on stimulating governmental awareness of population matters and on fostering training and research in the demographic and biomedical fields.

The early 1960's really marked the promotion of population research to the status of a field of widespread
interest and involvement. National family planning programmes with the explicit objective of reducing population growth rates were started in India (1952), Pakistan (1960), and Korea (1961). The United States Agency for International Development (USAID) in 1965 and the United Nations in 1967 began active promotion and support of population control activities after realizing that their development efforts and money in the Third World were being negated by rapid expansion of population.

The initial phase was characterised by a clinical approach to the organization and provision of family planning services and by a demographic approach to population research. This period also witnessed the conduct of many KAP surveys, which attempted to measure the levels of knowledge, attitudes, and practices of population related to contraception and family size norms. These studies showed that people were ready for vigorous family and population planning programmes. But experience proved otherwise; and criticism of the usefulness of these studies for planning action strategy and specific interventions began to mount.

The second important phase in the area of population research was the extension education and field campaign phase. The Taiwan study of the early 1960's established new standards of experimental research as suggested by Freedman
and Takeshita (1969). Rogers (1973) characterizes this phase as the period of diffusion and innovations approach in family planning. This approach explored new techniques of active recruitment of family planning acceptors through educational and persuasive efforts of various change agents and media campaigns.

Since the introduction of family planning programmes in India, about 2000 researches have been published only on the behavioural science aspects as reported by Pareek and Rao (1974). The results of these researches have significant implications for organising and designing population education curricula. These researches are in the areas of attitudes and beliefs, socio-economic status and religion, family structure variables, community and culture, cognitive development, student attitudes and motivation, family size and family planning, teachers' attitudes and family planning behaviour, tribal education, etc.

Some significant researches have recently been started at the Delhi University and also at the S.V.University Tirupati with support from the Family Planning Association of India.

At the M.S.University of Baroda, Baroda several studies have been undertaken in the area of population education. Baxi (1971) has made a study of population
awareness among the mothers. Similar studies have been repeated by Patel, V.R. (1971), Patel, P.B. (1971) and Pathak (1971).

Kalyan (1975) has conducted a study of population awareness among school students in Goa as well as teachers and parents. He has also investigated reactions to the inclusion of population education in the school curriculum in his Ph.D. thesis.

Dayal (1973) has undertaken an exploratory study of the knowledge of school teachers about family planning. He has also included their reactions to a population education curriculum.

This survey of researches and studies in the area of population education conducted in India and elsewhere reveals that very little research is available which has direct implications for developing population education curriculum for secondary teachers under training. But it is very heartening to note that there is a remarkable awakening in the area of population education recently.