During the course of Chapter 3, the investigator has described the strategy and scheme of work developed and followed for the first four phases of the curriculum development - diagnosing the nature and the need of the learners, formulating the objectives, selecting the content and selecting learning experiences. In the present chapter, the investigator has described the strategy and scheme of work developed and followed by him for Phase 5 - Organisation of content and learning experiences.

**Meaning and Importance of Organisation**

The process of curriculum development does not end with the selection of the content and the learning experiences. In fact, it begins with it. In order to produce a cumulative effect, they must be so organised as to reinforce each other. Ralph Tyler very rightly suggests:

> Organisation is thus seen as an important problem in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners.

( Tyler, 1969 : 83 )
While organizing content and learning experiences, three major considerations are usually to be taken into account. They are: Continuity, sequence and integration. Continuity refers to the vertical organisation of content and experiences, sequence emphasises the importance of building each successive experience up on the preceding one. Integration refers to the horizontal relationship of curriculum, content and experiences.

Taba rightly stresses the importance of this phase of the process of curriculum development as follows:

If the curriculum is to be a plan for learning, its content and learning experiences need to be organised so that they serve the educational objectives. The type of curriculum organization followed is probably one of the most potent factors in determining how learning proceeds. Often the curriculum is ineffective not because its content is inadequate but because it is put together in a way that makes learning difficult, or because learning experiences are organized in a way that makes learning either less efficient or less productive than it might be. Chaotic content or isolated learning experiences are usually not effective in attaining any important objectives.

( Tabo, 1962: 290 )

Patterns of Organization

Just as an architect uses building materials so as to construct houses of different patterns, there can be
different patterns of organizing content and learning experiences. A study of the related literature by the investigator shows that different patterns of organization have been suggested by different authors.

Herrick and Tyler (1950:45), for instance, suggests that there are four common approaches to curriculum organization: the subject, the broad fields, the problems of living and the need approaches. Burton (1962:275-434) has made a two-fold classification along slightly different lines when he says that two general organizations of teaching materials are the assign-study-recite-test procedure and the unit. Taba (1962:382-412) distinguishes the subject organisation, the broadfields based on social processes and life functions, the activity, and the core. According to Goodlad (1963:42-47), there are three patterns of curriculum organisation. When the organizing centres which define the substance of learning are selected to develop elements drawn from a single field, a single-subject pattern emerges. When the teacher seeks to develop simultaneously diverse organising elements, a broad field or core pattern emerges. He considers the concepts, generalizations or modes of inquiry to be the organizing elements. Saylor and Alexander (1958:250) consider the school subjects, the broad fields of subject matter, the major social functions of living and the interest needs, and problems of learners to be the types of curriculum organization. Smith, Stanley and Shores (1957:
have made an intensive analysis of schemes of curriculum organisation. On the basis of certain distinctive and essential characteristics they have detailed three patterns subject curriculum, activity curriculum and core curriculum - which they call 'pure' types of organization.

The Pattern of organisation selected

There were three options before the investigator to select the pattern of organisation of content and learning experiences for the curriculum development in the present investigation. They were: (i) A separate subject pattern (ii) An integrated pattern, (iii) A combination of the two patterns - a separate subject pattern and an integrated pattern.

Several authors have suggested the integrated pattern for organizing content and learning experiences. Their main argument is that the temptation of introducing population education as a separate subject is to be avoided keeping in view the already crowded syllabus and a tight time schedule of the secondary teachers training colleges. They further argue that as population problem cuts across boundaries of various subjects and disciplines, it is natural as well as desirable to adopt an interdisciplinary approach where by the concepts of population education are integrated into various courses. Thus, it is suggested that the syllabi of the subjects at the B. Ed. level such as Philosophical and Sociological Foundations of Education, Educational Psychology,
Modern Trends and Problems of Education and Health Education can be discussed with the student teachers with a particular emphasis on the concepts of population education.

Though the integrated pattern of organization of content and learning experiences easily meets one's approval, the investigator has thought it proper to accept and use the separate subject pattern because of the following reasons:

1. If population education is not introduced as a separate subject, there is every possibility that this important subject gets either too much diluted or is almost lost in bits.

2. The attempt of integrating population education concepts with the various subjects of the B.Ed. syllabus may appear attractive or sound in theory but in actual practice, the process would be slow and far from effective.

3. Moreover, such an integrated approach presupposes the mastery on the part of the faculty members of secondary teachers colleges to teach population education concepts along with their own subjects. It is neither easy nor possible for all to do so and this would result in a futile exercise.

4. The investigator believes that the integrated pattern of organising content and learning experiences can be
more suitable and rewarding when used at the levels of secondary education or primary education. But when we are trying to convey population education concepts to the mature and grown up secondary teachers under training, the separate subject approach is more effective and useful.

(5) A careful analysis of the content of various subjects of the B. Ed. syllabus shows that there is, in fact, a very little scope of teaching population education concepts without deviation. Hence, an attempt for integration would be unnatural and artificial and, therefore, unconvincing.

(6) It is preferable to handover the teaching of this important subject to a teacher who is well oriented and better equipped so that he can do a good job with zeal, personal involvement and devotion. If the task of teaching population education is assigned to all, it would turn out to be nobody's business.

Besides this, the investigator takes note of the arguments advanced in favour of the subject centred curriculum by Saylor and Alexander, (1958: 253-257). They are summarized hereunder:

1. The subjects constitute a logical and effective method of organizing learning and of interpreting and systematizing new knowledge and facts.
2. The subject curriculum is most appropriate for developing the intellectual powers of the individual.

3. The subject type of curriculum organization is consistent with certain basic concepts of the educational process.

4. The subject curriculum best utilizes the accumulated heritage of a race.

5. The subject curriculum is backed by long tradition and is widely accepted.

6. The subject design is more readily used by present-day teachers.

7. Curriculum planning is simpler and easier in the subject-centered curriculum.

8. Evaluation of the educational programme is readily carried on in the subject-type of curriculum.

While advancing the arguments in favour of the separate subject-pattern of curriculum organisation the investigator is well aware of its shortcomings too. Such an organisation is not always a psychological organisation. Further, it is very difficult to encompass a worth-while set of desired outcomes for pupils within the subject type of design. It is also said that subject organization fractionates learning. Moreover, the subject curriculum is not based on a
functional use of knowledge and it is seriously limited in the range of the subject-matter covered. In spite of such and similar limitations the subject-organised curriculum is by far the most widely used method of organising educational experiences today and has a long tradition of centuries behind it. Hence, the investigator selected the separate subject pattern of organising the curriculum.

Formulation of Teaching - Learning Units

After selecting the pattern of organizing the curriculum, the investigator undertook the process of formulating teaching-learning units.

During the course of Chapter III the investigator has discussed the procedure followed by him to develop the contents from the specifications of the general objective from the cognitive domain. Table 5 in Chapter 3 contains the outline of the content based on each of the twelve specific objectives of the general objective from the cognitive domain. Now it was necessary for the investigator to arrange the contents under specific heads of teaching-learning units. Table 6 gives this arrangement.


<table>
<thead>
<tr>
<th>No.</th>
<th>Unit</th>
<th>Outline of the content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Population Education</td>
<td>Population education - its meaning, concept, scope, need and importance and objectives.</td>
</tr>
<tr>
<td>2</td>
<td>Population Dynamics and population situation</td>
<td>Demographic concepts such as birth rate, death rate, migration, density, sex-ratio, life expectancy. Population situation in Gujarat and India in the context of the world population situation. Factors affecting growth rate and birth rate of population.</td>
</tr>
<tr>
<td>3</td>
<td>Population Growth and Economic consequences</td>
<td>Relationship between population and production-Relationship between growth of population and standard of living-economic ills resulting from rapid growth in population.</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Outline of the content</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Population growth and Food problem</td>
<td>Population growth and growing pressure of people on land - Inadequate food production to meet the requirements of growing population. Rapid growth in population as a hindrance to green revolution.</td>
</tr>
<tr>
<td>No.</td>
<td>Unit</td>
<td>Outline of the content</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Population growth and urbanization</td>
<td>Causes of urbanization-effects of urbanization: over-crowding, poor housing facilities, inadequate supply of basic necessities like water, stress and strain on transport-poor health facilities.</td>
</tr>
<tr>
<td>8</td>
<td>Population growth and education</td>
<td>Population growth and increasing rate of illiteracy - its consequences - problem of pressure on enrolment at all levels - scarcity of school buildings and equipments. Increase in teacher-pupil ratio - problem of quantity Vs. quality.</td>
</tr>
<tr>
<td>9</td>
<td>Population growth, Family life, Health and Nutrition</td>
<td>Effects of early and late marriages on population growth - Interrelationship between family size on the per capita availability of food, clothing, shelter, educational facilities - Effects of contd.</td>
</tr>
</tbody>
</table>
A glance at Table 6 shows that the investigator has formulated units under ten heads from the contents developed by him. While doing so he has kept in mind some of the basic considerations. Firstly, care has been taken to see that the units cover the four major areas from which the contents was selected i.e. demography, determinants and consequences of population growth, population control and teacher as a population educator. Secondly, the units are formulated and arranged in such a way as to achieve continuity and sequence.
For example, Unit 1: Introduction to population education is followed by unit 2: Population dynamics and population situation wherein demographic consequences and determinants of population growth are included. Units 3 to 9 cover the consequences of population growth at the macro as well as the micro levels. Unit 10 discusses the role of teacher as a population educator. The units thus formulated and arranged are in continuity and sequence. Thirdly, in the present curriculum, the chronological organisation was neither feasible nor justified. Hence, the investigator has tried to see that the units are formulated so as to achieve increasing breadth of application, the use of description followed by analysis, the development of specific illustrations and the attempt to build an increasingly unified picture from the specific parts of the contents covered by these units.

The Element of Time

Besides the considerations outlined above, one of the most important considerations was regarding the development of curriculum in population education for secondary teachers under training in the perspective of the availability of time. The investigator was chiefly concerned with the task of developing the curriculum and its tryout during the normal working conditions of a secondary teachers training college within the stipulated time limit of one academic year. So while developing the teaching-learning units
organised on the basis of the content and learning experiences, the element of time needed to be considered as one of the basic elements.

For assessing the availability of time, the investigator made survey of the work schedule of the Secondary Teachers Training College, Ahmedabad where he is working. He referred to the records of the last five years and found that the total number of working days during the academic year (from mid June to mid February) come to 170 days on average excluding Sundays and holidays. Out of this, about 35 days are spent for practice teaching during the whole academic year. So about 135 days are available for theory lectures. Thus, the total time for theory lectures come to about 17 to 20 weeks.

Now if population education is to be introduced as a separate subject, it could be given a status of one section of a paper carrying 50 marks. It is usually a procedure to allot two periods per week for the teaching of section. This means that if the total time available for theory lectures is of about 17 to 20 weeks, nearly 34 to 36 periods could be allotted for teaching population education to secondary teachers under training. To make this estimate more modest, the investigator decided to try out the curriculum in about 30 periods of 40 minutes each. Out of these 30 periods, 20 periods were earmarked for lectures and
10 for co-curricular activities.

After taking the decision of allotting 20 periods of 40 minutes each for curricular activities and 10 periods of 40 minutes each for co-curricular activities, the next step for the investigator was to distribute these 20 periods for the units formulated by him heretofore. As all these units and the contents thereof are almost equal in importance and length, the investigator thought it proper to allot 2 periods to each of these 10 units. In this way, the rational decisions regarding the element of time were arrived at. Then the investigator began the process of trying out the teaching-learning units.

The Tryout

In Chapter 2 the investigator has spelt out the specific objectives for the investigation. To develop a curriculum in population education for secondary teachers under training was the first specific objective. The second objective was to select the content and the learning experiences for the curriculum and to arrange the content under specific heads of teaching-learning units. The investigator finished the work as envisaged in these objectives and then started to fulfil the third objective i.e. to tryout the curriculum developed in the normal set-up of a secondary teachers training college.
As stated earlier, the curriculum thus developed was to be tried out on a sample of 200 trainees receiving their training at the Secondary Teachers Training College, Ahmedabad during the academic year 1977-78. The diagnosis and description of the sample have already been discussed in Chapter 3.

The pattern selected for the tryout of the curriculum was single group pre test post test design: $T_1 \times T_2$. The process under this pattern consisted of pretesting the group, trying out the curriculum and posttesting so as to measure the change and the gain.

Soon after the opening of the college, the investigator administered an attitude scale and an achievement test specially constructed by him to measure the attitude and knowledge-understanding of the student teachers with regard to the concepts of population education. The method and procedure followed for constructing these tests are described in Chapter 5. These tests were administered on June 18, i.e. prior to the tryout of the curriculum.

For the tryout of the curriculum, it was necessary to devote a period to population education in the time table of the College. The principal of the Secondary Teachers Training College was kind enough not only to give permission for the said tryout but also allowed the investigator to
take the first period on Saturdays to teach the units on population education. The first term of the academic year 1977-78 ended on 31st October and during the course of the first term the investigator tried out the first six units by teaching for 12 periods.

The college reopened for the second term on 21st November, and the theory work lasted upto 11th February, 1978. During the course of the second term, the investigator engaged the classes in population education for 8 periods and thereby finished the tryout of the remaining four units.

The exact schedule of this tryout of ten units as well as the organisation of co-curricular learning experiences are described in the subsequent pages.

On February 4, 1978 the investigator again administered the same attitude and achievement tests which he had previously administered prior to the tryout on June 18, 1977.

On February 6, 1978, the student teachers included in the sample were asked to fill in an evaluation sheet whereby they showed their reactions and gave suggestions. The details of the pretest and posttest measurement and the assessment of the population education programme by the trainees as well as by the teacher are given in the subsequent chapters.
In this way, the investigator carried out the tryout of the curriculum developed by him in the normal setting of the Secondary Teachers Training College, Ahmedabad from 15th June, 1977 to 11th February, 1978 during the academic year 1977-78.

**Organizing Teaching - Learning Experiences**

Taba (1962: 363-368) has discussed certain rules to be observed in organising teaching learning experiences. Firstly, each teaching-learning experience should serve some definite function. Learning experiences without specific functions are a waste of students' time. Secondly, only such learning experiences should be organised which are useful in achieving objectives and efficient in the sense of serving more than one objective. Thirdly, learning experiences should promote active learning. Fourthly, they should be appropriate for the maturity level of the learners. Fifthly, care must be taken to include a variety of learning experiences. Sixthly, the teaching-learning experiences should follow a sequence which makes continuous and accumulative learning possible. This sequence involves at least three main stages: introductory, developmental and culmination. The investigator kept in mind these rules while teaching the teaching-learning units.

The investigator used the following teaching techniques while teaching those ten teaching-learning units:
(a) **Lectures and Teacher Talks**: The investigator is aware of the fact that in some circles it has been a fashion to denigrate the lecture, but the lecture has been used with success in the past, is being used with success at the present and no doubt will be used with success in the future. The investigator took care to see that each lecture is planned meticulously; that they are both clear and persuasive. For achieving this purpose he stated clearly each point and supported it with illustrations, examples etc. He also tried to add graphs, charts, pictures, tables and other aids to clarify the desired concepts. Moreover, the investigator always tried to switch over to indirect teaching by asking questions, posing problems, seeking comments and entertaining questions wherever and whenever he found opportunity to do so.

(b) **Questioning**: Questioning has been one of the most common of teaching techniques. While discussing the teaching learning units with the student teachers the investigator tried to make varied use of questions. Moreover, enough care was taken to see that the questions are simple, definite, challenging and thought-provoking. They were further adapted to the age, abilities and interests of the student teachers. The investigator also tried to create a permissive atmosphere, an atmosphere of friendly co-operation, in which the student teachers feel free to express themselves candidly and clearly. As a result, the student teachers not only answered the
questions put by the investigator but also asked questions to him.

(c) **Problem-solving**: The investigator also used the problem-solving method while discussing certain units as it leads to real understanding because it provides for the pupils' becoming really involved in their learning. For example, while discussing the social implications of population explosion, the investigator helped the student-teachers to be aware of the problem. Then they themselves were asked to define and delimit the problem. They also tried to gather evidence that may help them solve the problem. They also formed to some extent a hypothesis of what the solution to the problem is. Finally, they were helped to test the hypothesis. Of course, the trying out of this technique has had its own problems and limitations, but the investigator feels that it is worth using especially when the learners are mature and grown up student teachers.

Moreover, while teaching the units enough care was taken to see that as many learning experiences as possible from those selected as a part of the process of curriculum development and described in Chapter 3 are provided to the student teachers.

The investigator is well aware of the need and importance of using other techniques of teaching such as group discussion, seminar, workshop, project etc. but it
was neither feasible nor possible to make use of them in the class of 200 student teachers and hence, they were not made use of.

Following the principles and techniques described above, the investigator took 12 periods of 40 minutes each during the first term i.e. between 15th June, 1977 to 31st October, 1977 and 8 periods of 40 minutes each during the second term i.e. between 21st November, 1977 to 11th February, 1978. He thus taught population education concepts for 20 periods to finish the teaching of 10 units by allocating 2 periods to each of these units as stated earlier.

Table 7 gives the details of the schedule of the teaching learning units tried out.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Day &amp; date of Tryout</th>
<th>Teaching-Learning Units</th>
<th>No. of periods</th>
<th>Time in minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saturday 25-6-1977</td>
<td>Introduction to Population Education</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Saturday 2-7-1977</td>
<td>Introduction to Population Education</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Saturday 16-7-1977</td>
<td>Population Dynamics and population situation</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>Saturday 30-7-1977</td>
<td>Population Dynamics and population situation</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Saturday 6-8-1977</td>
<td>Population Growth and Economic Consequences</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Saturday 13-8-1977</td>
<td>Population Growth and Economic Consequences</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Saturday 27-8-1977</td>
<td>Population growth, environment and natural resources</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>Saturday 3-9-1977</td>
<td>Population growth, environment and natural resources</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>Saturday 1-10-1977</td>
<td>Population growth and food problems</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>Saturday 8-10-1977</td>
<td>Population growth and food problem</td>
<td>1</td>
<td>40</td>
</tr>
</tbody>
</table>

contd.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Day &amp; Date</th>
<th>Teaching-Learning Units</th>
<th>No. of Periods</th>
<th>Time in Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Saturday 15-10-1977</td>
<td>Population growth and social implications</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>12</td>
<td>Saturday 22-10-1977</td>
<td>Population growth and social implications</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>Saturday 26-11-1977</td>
<td>Population growth and urbanisation</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>14</td>
<td>Saturday 3-12-1977</td>
<td>Population growth and urbanisation</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>Saturday 10-12-1977</td>
<td>Population growth and education</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>Saturday 17-12-1977</td>
<td>Population growth and education</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>17</td>
<td>Saturday 24-12-1977</td>
<td>Population growth and family life, health and nutrition</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>Saturday 31-12-1977</td>
<td>Population growth, family life, health and nutrition</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td>Saturday 21-1-1978</td>
<td>Teacher as a population educator</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>Saturday 28-1-1978</td>
<td>Teacher as a population educator</td>
<td>1</td>
<td>40</td>
</tr>
</tbody>
</table>

Total: 20 (13 hours and 20 minutes)
Organizing Co-curricular Experiences

The concept of modern curriculum encompasses all the meaningful and desirable activities—both curricular and co-curricular. It fully and frankly recognises co-curricular activities as valuable media for realising the objectives of the curriculum. The traditional distinction between the curricular activities and co-curricular activities now seems unacceptable and the term "Curriculum experiences" is used to include both the activities related to teaching-learning situations and the co-curricular activities.

The investigator, therefore, thought it proper to organise certain co-curricular activities as a part of the process of developing the curriculum. Figure 5 present the overall view of the activities organised during the tryout of the curriculum in population education for secondary teachers under training.
ORGANISATION OF CO-CURRICULAR ACTIVITIES

Figure 5
The details of the co-curricular activities organised during the process of the tryout of the curriculum are given hereunder.

(1) Extension lectures: The investigator decided to organise extension lectures by experts and resource persons on the topics which were related to the concepts of population education.

Accordingly, on 23-7-1977, Kirtikumar Shelat, Officer, The Health and Family Welfare Training Centre, Ahmedabad addressed the students teachers on: "The Process of Human Reproduction." He explained the process by screening the films such as "Female Cycle," "Puberty and Boys", "Human Body Reproductive System", and a film strip: "Human Reproduction."

On 20-8-1977, Kamalben Naik, Principal of the Health and Family Welfare Training Centre, Ahmedabad was invited to speak on: "Family Planning Programme - Methods and Techniques." She presented her views in the context of the population problem in the world perspective.

(2) **Debates and Eloquence**: On 24-1-1978 a debate was arranged on the subject: "Education cannot be an effective instrument for population control." Twelve student teachers spoke against the proposition while three in favour.

(3) **Display of Material on Bulletin Board**: The investigator has been in contact with national, foreign and international agencies working in the area of population education and as a result has collected good amount of literature in the form of books, magazines, pamphlets, reports, research abstracts, charts, tables, posters, photographs and leaflets. Therefore, it was decided to display selected material relating to population education on the bulletin board. A big-size bulletin board was spared for the purpose and Population Education Corner was formed at the vantage position. On it the material related to population education concepts was attractively displayed on Saturdays regularly throughout the year. The student teachers showed keen interest in the arrangement and perusal of the bulletin board. They were often found taking down notes of facts and figures from the material displayed.

(4) **Exhibition**: On 9-7-1977 a small exhibition consisting of graphs, charts, pictures, posters and photographs related to the demographic profile of Gujarat, consequences of population growth and techniques for family planning and population control was held with the co-operation
Similarly, on 15-12-1977 an exhibition of the literature and material concerning population education was held in the college library. The material displayed was referred to by the students with interest and appreciation.

(5) Film and Slide shows: The Health and Family Welfare Training Centre, Ahmedabad has a very rich collection of the films and film strips which are very useful for population education. The principal and staff of the centre were kind enough to spare some films which were projected before the target group of the student teachers on 22-9-1977 and 19-1-1978.

Table 8 shows the details of the films and filmstrips shown to the target group.
From Table 8, it is clear that during the period of the tryout six films and four filmstrips were shown to the student teachers on two days. The time of the show on both the days was about 90 minutes.

Besides the filmshows, some slides depicting the need, necessity and techniques of family planning were
shown to the student teachers along with the teaching of the units. The slides were borrowed from the local branch of the Family Planning Association of India.

(6) **Miscellaneous Activities**: In addition to the activities described above, the student teachers were also provided with miscellaneous activities such as follows:

(a) **Practice teaching with emphasis on population education concepts**: The student teachers themselves exhibited the impact of the message of population education on them when they started drawing the attention of the pupils to the consequences of population explosion while giving practice lessons. Some of the student teachers even tried to give practice lessons and annual lessons based on the concepts of population education.

(b) **Listening to the tape-recorded material**: The investigator at times presented songs, plays, talks and poems based on the themes of population control tape-recorded by him from the radio broadcasts.

(c) **Participation in the assembly programmes**: The student teachers were often inspired to present talks or comments on the issues relating to the population problem before the college assembly.
(d) Wall Paper: The student teachers were guided to write on various aspects of the population problem. One student teacher had the skill of drawing cartoons. Quite a few wrote poems and stories. All such material was exhibited on the wall paper at regular intervals.

The investigator thus, tried to organise the content and the learning experiences while trying out the curriculum. He derives satisfaction from the fact that he has done his best inspite of the limitations of time, men, money and material. With this, Phase 5 of the model of the process of developing the curriculum was complete.