CHAPTER I

INTRODUCTION

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1.0 INTRODUCTION

The problem of population explosion is one of the most burning problems for developing countries. It is not the problem of our country alone, it has become a worldwide problem. Eminent thinkers all over the world are deeply concerned about the thought of the prospective evil effects of uncontrolled and ever increasing world population as against our limited resources to sustain human life. It is told by some thinkers that if a satisfactory and effective solution to this problem is not found out, the very existence of human civilization and culture which we have developed will be in danger.

Noel David Burleson of Harvard University has warned and said:

The history of twentieth century becomes more and more a race between numbers and the quality of life. If we are to utilise our intelligence in our present population dilemma, we must make our educational system relevant. Participants and those who are about to become participants
in the vital revolution, then will require an education that includes population education.¹

Today, the most significant and crucial problem is overgrowing population. The over population is one of the causes of problems such as poverty, unemployment, illiteracy, nutrition etc. Today the rate of population is quite alarming. Population growth directly or indirectly effects the development of the country or the prosperity of the country. Generally, the economic development of the country is measured by per-capita income. The total population of the country is a deciding factor of per-capita income. The higher the per-capita income, the country is called developed and prosperous and the lower the per-capita income, the country is called developing or underdeveloping. Thomas Malthus said:

In the developing countries the population is increasing with geometrical progression and the resources are increasing with arithmetical progression.²

On the course of time, the resources exhost as the population growth over powers the natural resources which are essential for better human life. Therefore the country which do not pay attention to this hard fact, become poorer and poorer.

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1.1 THE POPULATION OF THE WORLD

The United Nations estimated that the world population was growing at the rate of two percent per year. As a result of this the world population gets doubled at an interval of every 35 years.

The population growth of the world is given in Table 1.1.

**TABLE 1.1**

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Era</td>
<td>250 millions</td>
</tr>
<tr>
<td>1650</td>
<td>500 *</td>
</tr>
<tr>
<td>1850</td>
<td>1 billion</td>
</tr>
<tr>
<td>1930</td>
<td>2 *</td>
</tr>
<tr>
<td>1960</td>
<td>3 *</td>
</tr>
<tr>
<td>1975</td>
<td>4 *</td>
</tr>
<tr>
<td>1986</td>
<td>5 *</td>
</tr>
</tbody>
</table>

The table reveals that the first billion mark in the world population was achieved in 1850. The second billion mark in the world population was noted in 1930 and thus it took approximately 80 years to add another billion population. The third billion mark in the world population was reached in 1960 and thus it took 30 years to add another


billion of population. The fourth billion mark was observed in the year 1975. Thus it took only 15 years to add the another one billion of population. The fifth billion of the world population was noted in 1986. Thus it took only 11 years to add the another billion of population. If the population of the world will go on increasing at this rate, it will be around eight billions in another 35 years. Population of the world is roughly increasing by 72 millions per year, by 1,97,260 per day, by 8,219 per hour, by 136 per minute. Therefore, this rate of growth of population is quite alarming.

1.2 PRESENT POPULATION OF INDIA

India has secured second position in the world in population. Every seventh person of the world is an Indian. The fifteen percent of the total population of the world, is in India alone, while it has only 2.4 percent of the total land of the world. The population of the U.S.A. and the U.S.S.R. are less than Indian population. The rate of growth of population in India is 2.5 percent per year which is quite alarming. The population during christian era is presented in Table 1.2.
TABLE 1.2

POPULATION OF INDIA IN CHRISTIAN ERA

<table>
<thead>
<tr>
<th>YEAR</th>
<th>POPULATION IN MILLION</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 B.C.</td>
<td>100-140</td>
</tr>
<tr>
<td>1600 A.D.</td>
<td>100</td>
</tr>
<tr>
<td>1800</td>
<td>120</td>
</tr>
<tr>
<td>1834</td>
<td>130</td>
</tr>
<tr>
<td>1855</td>
<td>175</td>
</tr>
<tr>
<td>1867</td>
<td>194</td>
</tr>
<tr>
<td>1871</td>
<td>255</td>
</tr>
<tr>
<td>1881</td>
<td>250</td>
</tr>
<tr>
<td>1891</td>
<td>279</td>
</tr>
</tbody>
</table>

It took 5000 years to reach the mark of 25 crore of population in India. Another 25 crore of population was added in 65 years and it will take only 14 years to add yet another population of 25 crore. If the population will increase at the present rate, the population would be 100 crore by the end of this century. There has been a continuous growth in the population since 1921. This could be seen in Table 1.3.

TABLE 1.3

THE PICTURE OF POPULATION BEFORE AND AFTER INDEPENDENCE

<table>
<thead>
<tr>
<th>Year of Census</th>
<th>Total Population in crore</th>
<th>Difference of addition in decade</th>
<th>Ten Yearly rate of growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>23.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1911</td>
<td>25.2</td>
<td>+1.4</td>
<td>+5.75</td>
</tr>
<tr>
<td>1921</td>
<td>25.1</td>
<td>-0.1</td>
<td>-0.31</td>
</tr>
<tr>
<td>1931</td>
<td>27.9</td>
<td>+2.8</td>
<td>+11.00</td>
</tr>
<tr>
<td>1941</td>
<td>31.8</td>
<td>+3.8</td>
<td>+14.22</td>
</tr>
<tr>
<td>1951</td>
<td>36.1</td>
<td>+4.3</td>
<td>+13.31</td>
</tr>
<tr>
<td>1961</td>
<td>43.9</td>
<td>+7.8</td>
<td>+21.51</td>
</tr>
<tr>
<td>1971</td>
<td>54.9</td>
<td>+9.0</td>
<td>+24.8</td>
</tr>
<tr>
<td>1981</td>
<td>68.3</td>
<td>+13.4</td>
<td>+24.75</td>
</tr>
</tbody>
</table>


The population of India was 68.38 crore according to the Census report of 1981. Between 1971 and 1981, there was an addition of 13.4 crore in Indian population.

In India at every 1.5 second, one child is born, every minute 40, every hour 2400, every day 57,600, every month 17,28,000 and every year 2,10,00000. Every year 80 lakh people die. As a result of this the net growth of population is 1.30 lakh every year. In other words it can be said

that every year approximately one Australia is added to India. This addition of population exercises a great pressure on basic amenities and the supply of essential commodities.

"For this growth in our population every year, we need additional 1,26,500 schools, 3,72,500 teachers, 25 lakh buildings, 1,87,00,000 metre cloths, 1,25,00,000 kg. food and 40 lakh employment chances." 7

This explosion has aggravated many of our problems. It has created the negative effects on economical growth of the country and the standard of living of the country. It has also spoiled the public health. These problems in turn have created many social and economical evils. It is high time for us now to control this Mydralite problem.

1.3 NEED AND IMPORTANCE OF POPULATION EDUCATION

Education is an effective means of change in society. Therefore with the help of education we can make our country as we want. We are second in the population in the world. It is high time to think on controlling the growth of population. In the developing country like India, the illiteracy ratio is approximately 64 percent. This is one of the reasons for increase in population. It has been studied

that there is a correlation between education and size of family.  

The higher the education, less is the number of children and the lower the education, the higher is the number of children. Only government cannot do anything because there is a poor co-ordination between government and public on this issue. But educational institutes are the link between these two. And they carry out the programmes framed by Government successfully.

In developing countries about 45 percent of its population is below the age of 15 years, and they are the potential parents. Therefore, they should be made aware of the problems and bad effects of population explosion on development and progress of the country. Moreover from this section a significant number will become adult within a few years. With this in view, it is quite essential to provide the knowledge of population education to this age group of students. If this be done the pupil will develop a positive attitude towards population problem such as size of the family, standard of living and quality of life. Their right decisions in the next three decades will not only be vital for our progress and prosperity but also for our very existence. It is through population education that the area of commitment may be strengthened and enhanced towards checking

population growth by developing proper and positive attitudes among the vast population which has yet to enter the fertility age group.

It has been decided to provide population education right from the primary education to college level. It is not to be taught as a separate subject at primary level but it is to be integrated with the teaching of the school subjects like science, mathematics, social studies and languages.

The success of this programme naturally depends upon the insight and attitudes of the teachers teaching the school children. Therefore, it is in this context that the present problem has been taken up for study.

1.4 STATEMENT OF THE PROBLEM

A study of the Impact of Instructional Material on Population Education on Attitude Development Towards Population Education of Primary Teacher Trainees of Kheda District

1.5 DEFINITIONS OF THE TERM

The following terms which are used in the wording of the problem needs to be defined.

(i) Study

(ii) Instructional Material

(iii) Population Education

(iv) Attitudes

(v) Primary Teacher Trainees

(i) **Study**

(a) Application of the mind to a problem or subject.

(b) A branch of learning.

(c) an investigation of a particular subject, or the published findings of such an investigation. 10

(ii) **Instructional Material**

Anything used for teaching purpose including textbooks, supplementary reading materials, workbooks, visual aids and material of specimens with which to conduct experiments. 11


11. Ibid.
For the present study the instructional material includes the following items.

(a) 80 slides prepared by The State Institute of Education, Raikhad, Ahmedabad.
(b) 24 Charts prepared by the State Institute of Education, Raikhad, Ahmedabad.
(c) Adjunct Programme on population problem prepared by the investigator.
(d) An Audio Cassette on population problem and suggestions for solving the problem.

(iii) Population Education

Attempts have been made to define population education by Berelson (1969), Rao (1970), Viderman (1970), Wayland (1973), Stenger (1970), Fanueff (1970), and Simons (1970). But no clear and commonly accepted definition has been formulated for population education yet. For the present research, the definition given by Regional workshop on population and family education, Bangkok, Unesco-1970 is accepted which is as under.

"Population Education is an educational programme which provides for a study of the population in the family, community, nation and world with the purpose of developing in the students rational and responsible attitudes and behaviour towards coping with that situation."  

(iv) **Attitude**

The term 'attitude' is defined by various psychologists and others. They are:

- Allport (1935)
- Merris (1951)
- Stephens (1951)
- Remmers (1955)
- Guliford (1954)
- Nunally (1954)
- Edwards (1954)
- Freeman (1963)
- Russel (1959)
- Skinner (1964)
- Brown (1965)
- Fowler (1968)

Thurstone and Chave define attitudes in an altogether different way. According to them, "Attitude means the sum total of man's inclination and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic."¹³

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

"A psychological object means any symbol, phrase, ..."

slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect.  

The definition of an attitude used for this investigation is Thurstone's definition which is as under.

"All these beliefs, favourableness and acceptance are the expression of an attitude."

(v) **Primary Teacher Trainees**

The students who are enrolled in primary teachers' training colleges for their training as primary school teachers are called the Primary Teacher Trainees.

1.6 **SIGNIFICANCE OF THE PROBLEM**

The researcher has chosen the stage of primary education because it covers a large area. It also reaches the interior backward and rural areas for spreading the message of population control. Moreover the number of primary teachers is larger than at any other stages of Education. Therefore, they can cover more students who are potential parents and others who live in the society and coming in the contact with these teachers. The researcher has chosen the student teachers because they can adopt new ideas very easily and therefore they can build up certain positive attitudes.

14. Ibid. P.3
regarding the population education. Consequently this would enable them to develop proper positive attitudes among the students and other members of the rural society.

The reasons for selecting primary student-teachers are as under.

(i) They can reach the core part of the society.
(ii) They have got a respectable status in the far rural areas.
(iii) They are real agents to bring about social change in the society.
(iv) They can play an important role to spread the message of population control among the ignorant, superstitious and orthodox people.
(v) The message thus, spread would save money, labour and resources.

The young teachers would play a role of little elderly peer group to the potential parents between the age-group of 5 to 14. This age group constitute 42 percent of the total population of the country. Hence the training to would be teachers, while they are in the training colleges, pertaining to the population education would go a long way. Keeping in view these reasons the researcher decided to select the trainees of the primary teachers colleges as the subject for the experimentation. Keeping this in view, the reading and listening material are prepared for student-teachers of primary training colleges.
The objectives of the present study are:

(i) to prepare the programme for attitudinal development towards population education for student teacher of primary teachers colleges.

(ii) to construct and standardize an attitude scale for measuring attitudes towards population education.

(iii) to study the effect of the instructional programme on the development of attitudes towards population education.

(iv) to study the effect of instructional material on the development of attitudes of male and female teacher-trainees towards population education.

(v) to study the effect of instructional material on the development of attitudes among teacher-trainees coming from small families and large families towards population education.

(vi) to study the effect of instructional material on the development of attitudes among teacher-trainees coming from urban and rural areas towards population education.
1.8 LIMITATIONS OF THE STUDY

The limitations of the present study are:

(i) The study is confined to the student-teacher of primary teacher training colleges of Kheda district only.

(ii) Attitude scale prepared and standardized for the group of the student-teacher of primary teacher training college is used to know the attitude of the students of primary teacher training colleges.

(iii) The use of attitude scale for population education is limited to Gujarati speaking students only.

(iv) The instructional material prepared is limited for the student-teacher of primary teacher training colleges.

1.9 SCHEME OF CHAPTERIZATION

The second chapter deals with the review of related literature. In this chapter studies that were done in foreign countries, India and Gujarat have been described.

The third chapter describes the construction and standardization of the attitude scale. The Likert method has been used for the construction of the scale. The methods of determining the reliability are also discussed and reported in this chapter at length.

The fourth chapter deals with the preparation of