CHAPTER VII

FINDINGS AND DISCUSSION
This chapter describes the findings based on responses obtained from teacher and student samples. Later on, the 't' values of teachers and students have been discussed, and comparison between responses of teachers and students have been made. In the end a summary of results has been presented and a discussion of results based on foreign and Indian studies have been described and serialized.

**FINDINGS OF TEACHER POPULATION:**

Firstly, the findings of 'Opinion about population and population growth are:

On the first statement, 10.2% non-tribal teachers and 7.2% tribal teachers are of opinion that for females in India, suitable marriage age is to be 21 to 25 years age-group. Here non-tribal teachers' opinion in this respect is much sound than tribal teachers.

On second statement, 19.6% non-tribal teachers and 21.5% tribal teachers indicate towards the suitable marriage age 21 to 25 years for male persons in India. The tribal teachers' opinion is more sound than non-tribal teachers.

The statement number three 26.1% non-tribal and 35.5% tribal teachers are of opinion that one child is suitable for a family earning less than Rs. 500/- per month. On this statement opinion of tribal teachers is more sound than non-tribal teachers.

The fourth statement, 21.7% non-tribal and 19.5% tribal teachers expressed their opinion regarding the ideal number of children for a family
earning from Rs. 501/- to Rs. 1000/-, in favour of two children. But non-tribal teachers' opinion is much better than tribal teachers.

The fifth statement talks about the ideal number of children for a family earning Rs. 1001/- to Rs. 2000/- per month and in this context, 13.6% non-tribal and 9.6% tribal teachers have favoured two children as an ideal number for the said family. The opinion of non-tribal teachers is much better than tribal teachers.

The sixth statement is about the ideal number of children for a family whose income is from Rs. 2001/- to Rs. 3000/- and 4.2% non-tribal and 4.4% tribal teachers have given their favour to two children as an ideal number for the said family. Tribal teachers slightly higher than non-tribal teachers in their opinion.

The seventh statement, the finding is that 0.9% non-tribal teachers are of opinion that only one child is an ideal number for a family whose income is more than Rs. 3000/-. Here tribal teachers because of nil frequency have been neutral on this statement.

The statement number eight only 0.2% non-tribal teachers could express their opinion towards the suitable figure of population of India and their responses are in favour of 60 to 80 crores population. Whereas tribal teachers could not express their opinion and they have been neutral on this statement as there is no response.

The findings of part third 'Knowledge and Awareness towards Population' are:

The first statement is related with the most populated province in India and in this context that 0.4% non-tribal and 4.0% tribal teachers have recognised this statement in a right way. The tribal teachers seem to have more knowledge and are aware of the Population problems than non-tribal teachers.

The Second statement, 3.4% non-tribal and 14.7% tribal teachers indicates towards the finding that this much population have sound knowledge about the total percentage of population reside in the rural area. The difference of relative frequency shows that tribal teachers
possess more sound knowledge than non-tribal teachers.

The third statement, 5.2% non-tribal and 13.1% tribal teachers are good in knowledge of group who possess more number of people in country. The tribal teachers' performance is better and are more aware towards population problems than non-tribal teachers.

The fourth statement is the addition of persons in country's population every year. The finding is that 13.9% non-tribal and 9.6% tribal teachers have shown their correct knowledge that one to one and half crores people are added to country's population every year, which shows their awareness also. The non-tribal teachers have more sound knowledge and awareness towards population problems than tribal teachers.

The fifth statement, 16.9% non-tribal and 9.6% tribal teachers were found good in respect of knowledge about the percentage of less than 15 years age-group in our country, who responded in favour of 40% of the total population lies in the said age-group. The non-tribal teachers have better knowledge than tribal teachers.

The sixth statement is concerned with 'expected population in next twenty years if present growth rate continues' and 21.0% and 18.3% non-tribal and tribal teachers have shown their correct knowledge which also indicates towards their awareness about population problems. The non-tribal teachers are more alert than tribal teachers.

The seventh statement, 24.9% non-tribal and 19.1% tribal teachers have shown their awareness towards present population of the country i.e. 68 crore population is too much for our country. Non-tribal teachers are more aware towards the country's population than tribal teachers.

The eighth statement which talks of the 'opinion about the growth rate (2.5%) of population of our country' and in this context 0.2% non-tribal teachers could express their opinion in a right way which show their awareness towards the problem. Whereas tribal teachers have been neutral as there is no frequency on their part.

The ninth statement, 3.3% non-tribal teachers indicates their awareness towards the serious nature of population problem which will give
birth to some problems, while tribal teachers could not react correctly on this statement as there is nil frequency. They have been neutral in this respect.

The tenth statement is 'awareness towards socio-economic progress of the country, affected due to population growth' and on this point 0.1% non-tribal teachers are aware whereas tribal teachers have been neutral as there is nil frequency.

The findings of 'Thoughts on Population Education Programme' are interesting:

The first statement, 5.6% non-tribal and 0.8% tribal teachers wish to introduce population education at school level as well as at adult education level by including it in school curriculum. The finding is that very few teachers in both the groups are in favour to introduce population education at school level or adult education level by including it in school curriculum. Non-tribal teachers' thoughts are better than tribal teachers.

The second statement is related to the teaching of population education, at what stage they will teach if it will be introduced at school level' and in this context 12.7% non-tribal and 24.7% tribal teachers have expressed their thoughts in favour of secondary level. The finding is that sufficient percentage of tribal teachers and less percent of non-tribal teachers prefer to teach population education at secondary level. Tribal teachers are better in their thoughts than non-tribal teachers.

The third statement, 22.4% non-tribal and 21.5% tribal teachers wish to teach population education at primary school level by integrating it with some specific subjects. The finding is that sufficient percentage of non-tribal as well as tribal teachers have thoughts in favour of integration with some specific subject to teach population education at primary school level.

The fourth statement, 26.5% non-tribal and 20.7% tribal teachers have shown their thoughts about 'the type of arrangement they would prefer to teach population education at secondary level' in favour of 'integration
with some specific subjects'. The finding is that sufficient percent of non-tribal and tribal teachers favour 'integration with some specific subject' to teach population education at secondary level. Non-tribal teachers put better thoughts than tribal teachers.

The fifth statement is concerned with the type of arrangement for the teaching of population education at college/university level. 15.2% tribal and 19.9% non-tribal teachers possess thought that Population Education should be taught as an independent subject at College/University level. This indicates that sufficient percent of non-tribal and tribal teachers recognize Population Education as suitable independent subject at College/University level from the teaching point of view. Non-tribal teachers' thoughts are better than tribal teachers.

On the sixth statement, 9.0% non-tribal and 5.6% tribal teachers have shown their thoughts on the statement, 'to make the concept of small family practicable under population education, which fertility control method will be the best', in favour of 'NIRODH or LOOP' as the best method. The finding is that few percentage of non-tribal and tribal teachers possess thoughts in favour of Nirodh or Loop as the best method and on this statement non-tribal teachers are better in their thoughts than tribal teachers.

On the seventh statement 2.5% non-tribal and 0.4% tribal teachers have expressed their thoughts in favour of 'NASBANDI' or 'STERILIZATION' as a best method for family planning about which they know well. The finding is that very few percent of non-tribal and tribal teachers know about family planning methods. The non-tribal teachers are proved better than tribal teachers.

The eighth statement 'source of information through which they know about family planning or concept of small family' and it is found that 0.3% non-tribal teachers have shown their thoughts in favour of newspapers, while nil response of tribal teachers indicates that they have been neutral towards this statement. The finding in this respect is that less percent of teachers receive the information about family planning or concept of small family through mass media.

The ninth statement talks about the 'family planning centres
which are best known to the respondents' and it is found that 0.2% non-tribal teachers have shown their thoughts in favour of Hospitals or Primary Health Centres, while tribal teachers have become neutral on this point. The finding shows that very few percent of non-tribal teachers know Hospitals or Primary Health Centres as a good source for the concept of small family.

The tenth and eleventh statements are the items which are applicable to teacher population only. As both the items could not get any frequency in frequency distribution which shows that teachers have not considered them much useful or important. However, findings are drawn on the basis of value based frequency distribution.

The tenth statement is 'how the population education programme would be arranged if it will be made a part of Adult Education?' Out of four responses, 41.1% teachers have preferred to arrange it at different educational levels through school curriculum, while 37.6% teachers wish to organise it through mass media and 17.6% teachers are interested to organise the same through out-door school activities. While 3.6% teachers could not decide about it.

'When National Population Policy is started?' is the eleventh item and found that 68% teachers have responded that some years ago it is started, whereas 18.2% teachers have found that since long back it was started, 9.1% teachers do not have any knowledge and 4.7% teachers are of opinion that there is no such policy in the country.

The fifth part of the tool is 'Attitude towards population growth and Its Effects', and it has thirteen statements. Some interesting findings are:

On the first statement, 0.1% non-tribal teachers have got positive attitude towards the item, 'in India, present growth rate should be reduced essentially'. But tribal teachers' nil frequency indicates that tribal teachers are neutral in this respect. The finding is that very few percent of teachers realise and possess positive attitude.

The second statement 'Land in our country is sufficient for growing population' and 12.5% non-tribal and 24.7% tribal teachers have
expressed their negative attitude towards this item. The finding is that sufficient percentage of tribal teachers and less percent of teachers are against this statement. Tribal teachers' attitude is somewhat more favourable than non-tribal teachers.

The third statement is, 'Economic Development of India is possible by the increased population' and in this context, 0.3% non-tribal teachers possess negative attitude towards this item, while tribal teachers' nil frequency indicates that they are neutral. The finding is that very few percent of non-tribal teachers have got attitude against this item.

The fourth statement talks about 'the rapid population growth in India has become a problem'. Non-tribal and tribal teachers both have relative frequency of 0.4% which indicates that very few teachers possess positive attitude towards this item.

On the fifth statement, 1.3% non-tribal and 3.2% tribal teachers possessed negative attitude. The item is 'educational planning will not be affected seriously by the population of children'. The finding is that less percent of non-tribal and tribal teachers have negative attitude. Tribal teachers' attitude is better than non-tribal teachers.

In response to the sixth statement, 1.1% non-tribal and 2.8% tribal teachers have expressed their positive attitude towards 'family of less children is more happy than family of more children'. The finding is that very few non-tribal and tribal teachers possess this positive attitude. On this point, tribal teachers' attitude is more favourable than non-tribal teachers.

The seventh statement, the relative frequency of non-tribal teachers is 1.0% whereas of tribal teachers' frequency is 4.8%. The finding in this context indicates that although both have positive attitude towards 'people should be encouraged to adopt small family norm in practice'. But their percentage is very low, however, tribal teachers' attitude seems better than non-tribal teachers.

The eighth statement is concerned with 'rapid population growth is good for the country, as the country needs more people for the work' and is found that 2.0% non-tribal and 22.7% tribal teachers have expressed
their negative attitude, which mean less percent of non-tribal teachers are against this item, whereas sufficient percent of teachers have negative attitude towards this item.

The ninth statement, 'Population of our country is increasing so rapidly that in next twenty years natural resources will not be sufficient' and 4.2% non-tribal and 7.2% tribal teachers possess positive attitude towards the said item. The finding indicates that few percent of teachers have got positive attitude. Tribal teachers' attitude is more favourable than non-tribal teachers.

On the tenth statement, 6.9% non-tribal teachers and 11.2% tribal teachers possess negative attitude towards the statement, 'nothing should be done to solve population problem, as it will be balanced under natural process'. The finding show that less percent of teachers are against this item. The tribal teachers' attitude towards this item is better than non-tribal teachers.

On the eleventh statement, 19.1% non-tribal teachers and 10.0% tribal teachers have expressed their negative attitude towards the item, 'Unemployment will not be a serious problem, even if the rapid population growth is there'. The finding is that sufficient percent of non-tribal teachers and less percent of tribal teachers are against this statement. Non-tribal teachers are better in their attitude than tribal teachers.

The twelfth statement is related with the 'raising of the average educational standard of people, population should be increased'. In this context, 30% non-tribal and 22.7% tribal teachers possess negative attitude towards this statement. The finding towards this item shows that sufficient percent of teachers are against this statement. On this item, non-tribal teachers are better in their attitude than tribal teachers.

On the thirteenth statement, 33.0% non-tribal and 15.1% tribal teachers have shown their negative attitude towards the statement, 'generally in India, living standard of people is satisfactory'. The finding shows that sufficient percent of non-tribal teachers and less percent of tribal teachers do not agree with this statement. The non-tribal teachers' attitude is favourable than tribal teachers.
The findings of 'participation in population education activities' are noteworthy:

On the first statement, 5.1% non-tribal and 2.4% tribal teachers have heard about population education through mass-media which indicates towards the finding that less percent of teachers in non-tribal and tribal groups have heard about this subject. Non-tribal teachers' percentage is higher than tribal teachers in this respect.

The second statement, 6.7% non-tribal and 6.8% tribal teachers have shown their positive attitude towards the statement, 'would they apply for the training course in population education if it will be organised'? The finding is that less percent of teachers possess positive attitude in this respect.

On the third statement, 12.0% non-tribal and 13.9% tribal teachers have expressed their positive attitude towards the item 'to attend or hear lectures on Population Education'. The finding is that sufficient percent of teachers possess positive attitude towards this item. Tribal teachers' attitude is somewhat more favourable than non-tribal teachers.

On the fourth statement, 35.6% non-tribal and 39.8% tribal teachers have shown their positive attitude towards the statement, 'to listen or hear lectures relating to population education on television or Radio'. The finding is that sufficient percent of teachers have positive attitude towards population education. Tribal teachers possess better positive attitude than non-tribal teachers.

The fifth statement is related with the literature of population education if it will be provided, to read or utilise, 32.8% non-tribal and 27.5% tribal teachers have expressed their positive attitude towards this item. The finding is that sufficient percentage of teachers have positive attitude in reading or utilising the literature if it will be provided. Non-tribal teachers are found better in their attitude than tribal teachers.

On the sixth statement, 6.4% non-tribal and 9.6% tribal teachers have shown their positive attitude towards the item 'to integrate the
knowledge of population education in their subjects, if government will not include population education in school curriculum. The finding is that less percent of teachers possess positive attitude towards this item. But tribal teachers are better in their attitude than non-tribal teachers.

On the seventh statement, non-tribal and tribal teachers have shown nil frequency towards this item. This mean that both are neutral towards the item, 'if you would be appointed teacher in a school to teach population education, would you like to bear this responsibility. This indicates that neither they are in favour nor against this item.

The findings on 'Opinion about Population Education' which are revealing:

The first statement is related with the concept that 'presently the teaching of population education is not an immediate need on which concentration is to be made' and 2.0% non-tribal and 4.0% tribal teachers have shown their attitude in negative form towards the statement. The finding is that very few teachers do not agree with the statement and consider the teaching of population education as an immediate need. On this point tribal teachers have better attitude than non-tribal teachers.

On the second statement, 10.2% non-tribal and 11.6% tribal teachers show their negative attitude towards the statement 'without any financial gain inclusion of population education in school curriculum will be an extra burden'. This indicates the finding that few percent of teachers possess negative attitude. Tribal teachers possess more negative attitude towards this statement than non-tribal teachers.

On the third statement, 28.9% non-tribal and 31.5% tribal teachers possess positive attitude towards the item 'population problems can be solved only through population education'. This denotes the finding that sufficient percentage of teachers are agree with the statement. The attitude of tribal teachers is more positive than non-tribal teachers.

On the fourth statement, 51.5% non-tribal and 44.2% tribal teachers have expressed their negative attitude towards the statement, 'with the teaching of population education, there will be fall of morality among students'. This indicates the finding that sufficient percent of
teachers do not agree with the said item. Non-tribal teachers possess more favourable attitude than tribal teachers.

On the fifth statement, 6.8% non-tribal and 8.0% tribal teachers have shown their positive attitude towards the statement, 'teachers should encourage children/youths to study population education as it is useful for their future'. The finding indicates that less percent of teachers are agree on this statement. Tribal teachers are found better in their attitude on this item than non-tribal teachers.

The findings of the fourth part of the tool 'Religious, Social, Economic Beliefs about Population Education' are:

The first statement, 0.2% non-tribal teachers have shown their positive belief towards 'small family norm is supported in your religion', while tribal teachers have not shown their belief in this respect as there is nil frequency. It means they are neutral on this point.

The second statement, 0.4% non-tribal teachers indicate their religious belief towards the statement, 'maximum marriages in a particular religion abolish the concept of small family', whereas tribal teachers' nil frequency shows that they did not express their belief. Perhaps they are neutral.

The third statement is the 'religious beliefs will not be disturbed by providing population education to school students', 0.6% non-tribal and 0.8% tribal teachers have shown their positive attitude. The tribal teachers' belief is somewhat higher than that of non-tribal teachers.

The fourth statement, 0.9% non-tribal and 0.4% tribal teachers have shown their religious belief towards the item, that 'old persons of society can powerfully oppose population education on religious grounds'. Here non-tribal teachers' belief is more favourable than tribal teachers' belief.

The fifth statement, 'larger family gets more respect in the society', and found that 2.8% non-tribal and 1.2% tribal teachers have expressed their negative belief. It shows that only some teachers are
opposed to the large family.

The sixth statement on 'small family in the society is seen with hate'. Here 4.7% non-tribal and 21.1% tribal teachers show the negative social belief, which indicates that very few percent of non-tribal teachers are against, whereas in case of tribals more teachers possess negative belief towards this statement than non-tribal teachers.

The seventh item, 'socially youths are more attracted or devoted towards 'small family, happy family', 7.4% non-tribal teachers and 13.5% tribal teachers possess this social belief. It means very few non-tribal teachers and few tribal teachers are in favour of this social belief. The social belief of tribal teachers is somewhat satisfactory than non-tribal teachers.

The eighth statement about 'larger family is still considered beneficial/healthy by the old persons of the society' and is found that 15.0% non-tribal and 17.5% tribal teachers have shown their negative social belief. It means less percentage of non-tribal and tribal teachers possess negative social belief towards this statement. The tribal teachers have more sound negative social belief than non-tribal teachers.

On the ninth statement, 27.1% non-tribal and 23.5% tribal teachers have shown their negative belief towards, 'families of higher income group should leave the concept of small family'. It means sufficient percentage of teachers possess negative economic belief. The non-tribal teachers have more sound economic belief than tribal teachers.

The tenth statement is 'families of limited income group should follow the ideal of small family'. In this context, 26.7% non-tribal teachers and 16.3% tribal teachers possess positive economic belief. It means sufficient percent of non-tribal teachers and less percent of tribal teachers have got positive economic belief. Non-tribal teachers' economic belief is more sound than tribal teachers.

On the eleventh statement, 12.0% non-tribal and 4.8% tribal teachers have shown their negative belief towards families of middle class should get liberty to decide about the number of family members.
It shows that few percent of non-tribal and very few percent of tribal teachers possess negative belief, and non-tribal teachers' belief is more sound than tribal teachers.

On the twelfth statement, 2.1% non-tribal and 0.8% tribal teachers possess negative belief towards the item, 'low income group families should be allowed to have more members in their family'. But very few percent of non-tribal and tribal teachers have got negative belief in this respect. The non-tribal teachers' belief is more satisfactory than tribal teachers.

**FINDINGS OF TEACHER POPULATION ON THE BASIS OF 't' TEST:**

The partwise findings on the basis of 't' test in respect of teacher population have been presented here:

As, 'opinion about population and population growth of the urban male teachers (N = 394) and female teachers (N = 141) are interesting. The Mean and S.D. of male teachers are 3.17 and 1.50 while of female teachers are 3.66 and 1.53 respectively. The 't' value is 3.31 which is significant. The urban female teachers have more favourable opinion about population and population growth than urban male teachers.

The rural male (N = 322) and female teachers (N = 142) show interesting result. The Mean and S.D. of rural male teachers are 2.96 and 1.43, whereas those of rural female teachers' are 3.05 and 1.42. The 't' value is 0.65 which is non significant. It means both groups do not differ in opinion towards population and population growth. As per Mean difference, neither rural female teachers nor their counterpart male teachers are better. Also it indicates that rural male teachers' opinion about population growth does not differ from rural female teachers' opinion.

The urban and rural male + female teachers (N = 535 and N = 464 respectively) display interesting findings. The Mean and S.D. of urban male-female teachers are 3.31 and 1.53 while those of rural male-female teachers' are 2.99 and 1.43. The 't' value 3.33 is significant. The Mean differences show that urban male-female teachers possess good opinion about population and population growth than rural male-female teachers.
The N of total male and female teachers is 716 and 283. The Mean and S.D. of males are 3.08 and 1.47, whereas those of female teachers' are 3.36 and 1.51 respectively. The 't' value 2.69 is significant. The Mean and S.D. difference indicates that female teachers possess better opinion about population and population growth than male teachers.

On 'knowledge and awareness about population the findings of 't' test are:

The urban male teachers (N = 394) and female teachers (N = 141) show interesting trend. The Mean and S.D. of urban male teachers are 5.96 and 1.65, whereas those of the female teachers' are 5.67 and 1.94. The 't' value 1.67 is not significant. The difference between Mean of urban male teachers about knowledge of population and awareness of population problems is more or less the same as female teachers.

The rural male (N=322) and female teachers (N=142) depict imaginative findings. The rural male teachers' Mean and S.D. are 6.17 and 1.57 whereas those of the Mean and S.D. of female teachers are 5.51 and 1.66. The 't' value 4.11 is significant. The Mean difference indicates that rural male teachers possess better knowledge and are more aware of population problems than female teachers. It becomes evident that female teachers have better knowledge of population and are more aware of population problems than male teachers.

The urban and rural male + female teachers (N = 535) and (N = 464) respectively display interesting result. The Mean and S.D. of urban male-female teachers are 5.88 and 1.73 while those of rural male-female teachers' are 5.96 and 1.62. The 't' value 0.78 is non-significant. This shows that both the groups possess similar knowledge and are aware of population problems. The difference of means shows that none of the two groups are better than another.

The total number of male (N = 716) and female teachers (N = 283) show interesting result. The Mean and S.D. of male teachers are 6.05 and 1.61 while those of female teachers' are 5.59 and 1.81. The 't' value 3.94 is significant. The difference of means shows that male teachers possess better knowledge and are more aware of population problems than
female teachers. It is indicated that female teachers are better in knowledge and are more aware of population problems than male teachers.

The findings of 'Thoughts on Population Education Programme' are quite revealing.

The total number of urban male and female teachers are 394 and 141 respectively. The Mean and S.D. of urban male teachers are 3.99 and 1.46 while those of female teachers' are 3.60 and 1.35. The 't' value 2.81 is significant. The Mean and S.D. difference indicates that urban male teachers possess more favourable thoughts on Population Education Programme than urban female teachers.

The rural male and female teachers' are 322 and 142 respectively. The Mean and S.D. of rural male teachers are 3.89 and 1.52, while those of rural female teachers' are 3.24 and 1.53. The 't' value 4.21 is significant. The mean difference shows that rural male teachers have more favourable thoughts on Population Education Programme than rural female teachers. It also denotes that rural female teachers possess more healthy and positive thoughts on population education programme than rural male teachers.

The total number of urban male+female and rural male+female teachers are 535 and 464 respectively. The urban male+female teachers' Mean and S.D. are 3.89 and 1.44 whereas those of rural male+female teachers are 3.69 and 1.54. The 't' value (2.10) is significant, which indicates that both groups have favourable thoughts Population Education Programme. The mean difference indicates that rural male+female teachers have more favourable thoughts towards population education programme than urban male+female teachers. It also shows that urban male+female teachers are better in their thoughts on population education programme than rural male+female teachers.

The total number of male and female teachers are 716 and 283. The Mean and S.D. of male teachers are 3.94 and 1.49, while those of female teachers' are 3.42 and 1.45. The 't' value 5.07 is significant. The Mean and S.D. difference denotes that male teachers have more favourable thoughts on population education programme than female teachers.
The fifth part is the 'Attitude towards population growth and its effects' and the findings of teachers on the basis of 't' test are:

The urban male and female teachers' total number is 394 and 141 respectively. The Mean and S.D. of urban male teachers are 11.41 and 2.04 while those of female teachers' are 11.21 and 2.09. The 't' value 0.96 is non-significant. The finding is that both groups have unfavourable attitude towards population growth and its effects'. The mean difference shows that urban male teachers' attitude is no better than that of urban female teachers.

The rural male and female teachers are 322 and 142 respectively. The Mean and S.D. are 11.67 and 1.69 while of females, Mean and S.D. are 11.42 and 1.82 respectively. The 't' value 1.41 is not significant. This mean both groups do not possess favourable attitude towards population growth and its effects. The difference of mean indicates that rural male teachers are no better in their attitude than rural female teachers healthy.

The urban and rural male+female teachers number are 535 and 464 respectively. The Mean and S.D. of urban male+female teachers are 11.36 and 2.05 whereas those of rural male+female teachers' are 11.59 and 1.73. The 't' value 1.95 is not significant, which means that both groups do not possess favourable attitude towards population growth and its effects. The difference of means shows that rural male+female teachers do not indicate difference in attitude than urban male+female teachers.

The total number of male and female teachers are 716 and 283 respectively. The Mean and S.D. of male teachers are 11.52 and 1.89 while those of female teachers are 11.32 and 1.96. Here the 't' value 1.55 is not significant which denotes that both have unfavourable attitude. The mean difference shows that male teachers do not have more healthy and positive attitude towards population growth and its effects than female teachers.

The findings about 'Participation in Population Education Activities' are quite relevant.

The urban male and female teachers are 394 and 141 respectively.
The Mean and S.D. of males are 5.02 and 1.37 while of female teachers are 5.51 and 1.68. The 't' value 3.57 is significant. The mean difference between the two groups shows that urban female teachers posses more favourable attitude towards participation in population education activities than urban male teachers. It also indicates that female teachers have better attitude than male teachers.

The rural male and female teachers are 322 and 142 respectively. The rural male teachers' Mean and S.D. are 5.21 and 1.06 whereas of rural female teachers are 4.57 and 1.51. The 't' value 5.68 is significant. The Mean and S.D. difference indicate that rural male teachers have better attitude towards participation in population education activities than rural female teachers.

The urban and rural male+female teachers are 535 and 464 respectively. The Mean and S.D. of urban male+female teachers are 4.89 and 1.47 while of rural male+female teachers are 5.05 and 1.26. The 't' value (1.92) is not significant which denotes that both groups do not possess positive attitude towards 'participation in population education activities'. The mean difference between the two groups shows that rural male+female teachers do not have better attitude towards 'participation in population education activities than urban male+female teachers.

The total male and female teachers are 716 and 283 respectively. The male teachers' Mean and S.D. are 5.13 and 1.24 whereas of female teachers are 4.54 and 1.60. The 't' value 6.22 is significant. The difference of Means between the two groups indicates that male teachers have better attitude towards participation in population education activities. It also shows that female teachers are favourable in their attitude than male teachers.

The findings drawn from teacher population in respect of 'Opinion about Population Education' are revealing.

The total numbers of urban male and female teachers are 394 and 141. The Mean and S.D. of urban male teachers are 3.50 and 0.83, whereas of the female teachers are 3.31 and 0.98. The 't' value (2.25) is significant. The difference of means shows that male teachers are better in their attitude towards opinion about population education than urban
female teachers. It also indicates that female teachers possess better attitude than urban male teachers.

The rural male and female teachers are 322 and 142 respectively. The rural male teachers' Mean and S.D. are 3.62 and 0.84, while of female teachers are 3.35 and 0.99. The 't' value (3.04) is significant. The difference of Means between two groups denotes that rural male teachers are better in their attitudes towards opinion about population education than rural female teachers. It also shows that rural female teachers possess better attitude than rural male teachers.

The urban and rural male+female teachers are 535 and 464 respectively. The urban male+female teachers' Mean and S.D. are 3.45 and 0.87, whereas the Mean and S.D. of rural male+female teachers are 3.54 and 0.90. The 't' value (1.68) is not significant, which means that both the groups do not possess positive attitude towards opinion on population education. The Mean and S.D. difference between the two groups indicates that rural male+female teachers do not have better attitude towards opinion about population education than urban male+female teachers.

The total male and female teachers are 716 and 283 respectively. The Mean and S.D. of male teachers are 3.55 and 0.84 while of female teachers are 3.33 and 0.98. The 't' value 3.66 is significant. The Mean difference between these two groups denotes that male teachers are better in their attitude towards opinion about population education than female teachers. It also shows that female teachers have more favourable opinion about population education than male teachers.

So far as the 'religious, social and economic beliefs of population education' are concerned, the findings of teacher population are presented on the basis of 't' test.

The total number of urban male and female teachers is 394 and 141 respectively. The urban male teachers' Mean and S.D. are 8.94 and 1.82 while the Mean and S.D. of female teachers are 8.86 and 1.54 respectively. The 't' value 0.44 is found insignificant. The difference between Mean and S.D. indicates that urban male teachers do not possess sound Religious, Social and Economic Beliefs about Population Education than urban female teachers.
The rural male and female teachers are 322 and 142 respectively. The Mean and S.D. of rural male teachers are 9.02 and 1.72 whereas of female teachers' Mean and S.D. are 8.51 and 1.68. The 't' value 2.92 is significant. The Mean difference indicates that rural male teachers' religious, social and economic beliefs about population education are more sound than female teachers.

The urban and rural male+femailte teachers, are 535 and 464 respectively. The Mean and S.D. of urban male+femailte teachers are 8.92 and 1.75, whereas rural male+femailte teachers' Mean and S.D. are 8.86 and 1.72. The 't' value 0.44 is not significant. The difference of Mean and S.D. show that urban male+femailte teachers do not possess better religious, social and economic beliefs about population education than rural male+femailte teachers.

The total male and female teachers are 716 and 283 respectively. The Mean and S.D. of male teachers are 8.98 and 1.78, while those of female teachers are 8.68 and 1.61. The 't' value 2.35 is significant. The difference of Mean and S.D. indicates that the male teachers' religious, social and economic beliefs about population education are consistent and sound than those of female teachers.

Now, in the following pages, the findings drawn from student population shall be discussed.

The first statement, 17.7% non-tribal and 17.1% tribal students have found that '18 to 21 years as a suitable marriage age for girls in India'.

The second item, the relative frequency of non-tribal (26.2%) and of tribal students (28.9%) show that '21 to 25 years as a proper marriage age for males in India'.

The third item which is concerned with the ideal number of children for a family earning less than rupees 500/-, non-tribal students in 24.4% and tribal students in 27.4% have opined in favour of two children as an ideal number.

The fourth statement gets favourable response from 13.9% non-tribal and 14.1% tribal students on the issue of ideal number for a family
earning Rs. 501/- to Rs. 1000/- and found only one child as an ideal number for the family. The tribal students’ opinion is slightly healthy than that of non-tribal students.

On the fifth item, 9.4% non-tribal students and 6.8% tribal students report that two children are ideal number for a family whose monthly income is from Rs. 1001/- to Rs. 2000/- per month. The opinion of non-tribal students is much stronger than tribal students.

On the sixth statement 2.3% non-tribal and 1.1% tribal students consider two children as an ideal number for a family earning Rs. 2001/- to Rs. 3000/- per month. Here nontribal students' opinion is more sound than tribal students.

The seventh item, shows that only 0.4% non-tribal students have found two children as an ideal number for a family whose monthly income is more than Rs. 3000/-, whereas tribal students' no frequency indicates that they are not definite on this item. It means non-tribal students' opinion is much better than tribal students.

On the eighth statement, only 0.3% non-tribal students could express their correct assessment in favour of 60 to 80 crores population as the suitable number for India, whereas tribal students' nil frequency denotes that they are not definite on this point and they have been neutral on the said item.

The findings on the statements of the part 'Knowledge and Awareness about Population' are:

There are six non-tribal and three tribal students who have neither knowledge of population nor awareness about population problems as their responses are 0.6% and 1.1% respectively.

On the first statement, 4.4% non-tribal and 8.7% tribal students show correct knowledge regarding most populated province of India. It means very few students are conversant with knowledge of population. The tribal population is perhaps better than non-tribal population on knowledge of population.
The second statement of persons residing in rural areas of India. The response of 8.5% non-tribal and 15.6% tribal students shows that they have no correct knowledge. Very few students have any correct knowledge. Again tribal students are found somewhat better than non-tribal students in the area of knowledge of population.

"Which group possesses more number of people in our country" is the third item and it is found that 15.5% non-tribal students and 19.8% tribal students are good in knowledge on this third item. On this statement, again tribal students prove themselves better than non-tribal students. The population having correct knowledge on this third statement can not be called satisfactory.

On the fourth statement, 18.9% non-tribal students and 21.3% tribal students possess correct knowledge regarding the addition of persons in country's population every year i.e. one to 1.5 crores population is added every year in country's population. On this item, tribal students are found much better than non-tribal students, which mean they are good in knowledge of population. But the percentage show that students' knowledge of population is far from satisfaction.

On the fifth statement, 18.6% non-tribal and 14.4% tribal students knew that 40% of the total population of India belong to 0-14 years age group i.e. below 15 years, which is a correct answer. This percentage indicates towards the respondents having correct knowledge of population, which is less satisfactory. Here non-tribal students prove themselves much better than tribal students.

On the sixth item, 18.2% non-tribal students and 12.2% tribal students have correct knowledge about the possibility of population in next twenty years, if present growth rate continues and they expressed that 90 to 100 crores will be the population of the country. This indicates that few students possess correct knowledge about population. Here non-tribal students are found much better than tribal students.

On the seventh statement which is related with the opinion about country's present population, and found that 11.0% non-tribal students and 6.1% tribal students opinion on this statement is satisfactory. Non-
tribal students' opinion is found much better than tribal students. It means very few students are aware about country's population.

On the eighth statement 3.1% non-tribal students and 0.8% tribal students have found that 2.5% present growth rate of population is too rapid. It shows that very few students are aware towards fast growing population. In this context, non-tribal students are found much better than tribal students.

On the ninth statement, 1.0% non-tribal students are aware towards the serious problems arose in future due to the increased population, whereas tribal students' nil frequency show that they are neutral on this point. It means they are not much aware. Similarly, non-tribal students are also not aware towards this item.

On the tenth statement, 0.2% non-tribal students are aware towards the serious problems arose due to population growth in respect of socio-economic progress. The nil frequency of tribal students show that they are found neutral in this respect. This mean that very few students are serious about the problems effecting socio-economic progress of the country.

The findings relating to the statements of part sixth titled as 'Thoughts on Population Education Programme' are described here in the following manner:

The first statement is related to the 'how the population education be started?' and in this context 20.0% non-tribal and 24.0% tribal students have expressed their right thoughts in favour of 'at different educational levels with the inclusion in school curriculum'. Here tribal students' thoughts are more sound than non-tribal students.

The second statement, it is found that 29.4% non-tribal and 27.8% tribal students possess thoughts towards the statement, 'At what stage, they would like to study population education, if it will be introduced at school stage', in favour of 'secondary stage'. It means both have found secondary stage a suitable stage to study population education, and non-tribal students are found more sound in their thoughts than tribal students.
'At primary school stage, how they would like to study population education' is a third statement, 25.3% non-tribal and 24.3% tribal students have shown their thoughts towards integration of it with each subject'. It denotes that both have rightful thoughts in this respect. But non-tribal students proved them better than tribal students.

On the fourth statement what type of arrangement they would prefer to study population education at secondary level, 12.7% non-tribal and 14.8% tribal students have reacted their thoughts in favour of 'integration of it with some specific subjects'. This shows their genuine thinking in this direction. Tribal students are found better than non-tribal students regarding their thoughts on the said item.

On the fifth statement, it is found that 5.2% non-tribal and 6.5% tribal students have expressed their thoughts in favour of 'As an Independant subject' in response to the statement 'What arrangement they would prefer to study population education at College/University level'. This indicates their right thinking in this respect. Tribal students are found better than non-tribal students on this point.

Regarding the sixth statement, 1.7% non-tribal and 0.8% tribal students thoughts towards the statement, 'to make the concept of small family practicable under Population Education which fertility control method will be the best' are observed in favour of NIRODH or LOOP as the best method. This indicates their information or knowledge, although their percentage is very low. Non-tribal students' knowledge or thoughts proved better than tribal students.

It is found that only 0.5% non-tribal students have shown their thoughts on the seventh statement, which family planning method they know in good manner' and in response to it 'Loop' or 'Nirodhn' is found most popular method, than NASBANDI or sterilization gets second place. Here tribal students' nil frequency indicates that they are neutral.

'Source of information about family planning or concept of small family' is the eighth item and is found that both non-tribal and tribal students have shown their neutral thoughts towards this statement. However findings on value-based frequency in respect of non-tribal students are

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given, that 46.9% students have shown their thoughts in favour of Radio, Television and Films, while 27.7% have chosen Newspapers for this, whereas 17.9% students have heard about it through their teachers and also from lectures, while 7.5% students have not heard about family planning from any source.

The ninth statement is related with the source of information regarding family planning centres and is found that 67.7% non-tribal students know about hospitals or Primary Health Centres, 12.3% know of District Health Offices, 6% students know about Mid-wife Centre, while 14.0% don't know about any source. These findings are value based findings.

'Attitude towards Population Growth and Its Effects' is the fifth part of the tool and the findings are as under:

The first statement is 'present growth rate should be reduced essentially in India' and findings are that 0.5% non-tribal and 0.4% tribal students possess positive attitude towards this item. The difference of frequency among non-tribal and tribal students is very small. It proves that very few students have got positive attitude.

The statement number two, 0.8% non-tribal and 1.9% tribal students have expressed their negative attitude towards the statement 'land in our country is sufficient for growing population'. It shows that very few students possess negative attitude in this respect. Tribal students' attitude is found much better than non-tribal students.

The third statement, 2.4% non-tribal and 6.5% tribal students have shown their negative attitude towards the statement 'Economic Development of India is possible by increased population' which mean very few students possess right attitude in this direction. The difference of frequency among non-tribal and tribal show that tribal students possess right negative attitude than non-tribal students.

'The rapid population growth of India has become a problem' is a fourth statement and the finding is 4.6% non-tribal and 8.7% tribal students have expressed their positive attitude. The frequency difference of non-tribal and tribal students show that tribal students possess more
positive attitude than non-tribal students. This shows that very few students have a right positive attitude.

The fifth statement is 'educational planning will not be affected seriously by the population of children'. The finding is that 6.2% non-tribal and 17.1% tribal students have shown their negative attitude towards this item which is a right step. This indicates that very few non-tribal and sufficient tribal students possess correct attitude. Tribal students are found much better in their attitude than non-tribal students.

The sixth item, 5.6% non-tribal and 9.1% tribal students possess positive attitude towards the item, 'family of less children is more happy than family of more children'. The frequency percentage shows that very few students possess right positive attitude. Tribal students' attitude is much satisfactory than non-tribal students.

'People should be encouraged to adopt small family norm in practice' is a seventh statement and is found that 8.8% non-tribal and 11.0% tribal students have reacted their positive attitude towards this statement, which shows that few students have got right positive attitude. Tribal students are found much better on this point than non-tribal students.

The eighth statement talks on 'rapid population growth is good for the country, as the country needs more people for the work', 9.7% non-tribal and 8.4% tribal students have shown their negative attitude towards this item, which proves that less percent of students have got right attitude. Non-tribal students are found better than tribal students.

On the ninth statement, it is found that 8.9% non-tribal and 8.0% tribal students expressed their right positive attitude towards 'population of the country is increasing so rapidly that in next twenty years natural resources will not be sufficient'. The frequency difference among non-tribal and tribal students is very little, hence it is proved that both possess positive attitude.

'Nothing should be done to solve population problems as it will be balanced under natural process' is tenth item and is found that 10.6% non-tribal and 9.9% tribal students have reacted their negative attitude
towards this item. Non-tribal students' attitude is more favourable than tribal students. It means both possess negative attitude.

On the eleventh statement, 12.2% non-tribal and 7.6% tribal students have shown their negative attitude towards the statement, 'Unemployment will not be a serious problem even than the rapid population growth is there'. It means both have right negative attitude, but non-tribal students are found more better in their attitude than tribal students.

Regarding the twelfth item, it is found that 16.4% non-tribal and 5.7% tribal students expressed their negative attitude towards the statement 'to raise the average educational standard of people, population should be increased'. This has shown that both have expressed right negative attitude, and non-tribal students' attitude is proved much better than tribal students.

The thirteenth item which is a last one, 13.1% non-tribal and 5.3% tribal students have reacted their negative attitude towards the statement, 'living standard of people is satisfactory in India'. It means very few tribal students and few non-tribal students possess right negative attitude on this item. Here non-tribal students are proved better than tribal students.

The findings obtained from student population in respect of part seven titled as, 'Participation in Population Education Activities' are presented in the following manner:

'Source through which they have heard about Population Education' is a first statement and is found that 4.0% non-tribal and 2.6% tribal students have shown their interest towards Mass Media. This indicates that both are ready to participate in Population Education Activities at every level. Here non-tribal students have more favourable attitude than tribal students.

The second statement which talks on 'Would you apply for training course in population education, if it is organised', it is found that 6.8% non-tribal and 12.5% tribal students have expressed their positive attitude in this respect. It means both are ready to participate in
population education activities. The frequency difference show that tribal students are more enthusiastic than non-tribal students.

The third statement is, 'the consent of respondents to attend or hear lectures on Population Education, if they are organised' and is found that 10.8% non-tribal students and 37.3% tribal students possess positive attitude towards this item. It indicates that although both are ready to attend or hear lectures on Population education but percentage of non-tribal students is too low, whereas tribal students' percentage is somewhat satisfactory.

The fourth statement, it is found that 57.6% non-tribal and 35.4% tribal students have got positive attitude towards the statement, 'to listen or hear lectures relating to Population Education on Television/Radio'. This indicates that both have got sufficient and satisfactory attitude. Non-tribal students percentage is more higher than tribal students which influence their positive attitude.

The fifth statement, 26.8% non-tribal and 12.2% tribal students have expressed their positive attitude towards the item, 'if literature regarding the population education will be provided, would they prefer to read or utilise'. This mean that both are ready to read or utilise the literature relating to population education and it reflects their positive attitude. Here non-tribal students' attitude is more positive than tribal students.

The findings regarding the last eighth part titled as 'Opinion about Population Education' are drawn from student population which are as under :-

The first statement which is related with the 'teaching of population education is not an immediate need presently, on which concentration is to be made', and it is found that 25.4% non-tribal and 27.8% tribal students possess negative attitude towards this item. It means they consider teaching of Population Education is an immediate need. On this point the attitude of tribal students is much favourable than non-tribal students.

'Without any financial gain, inclusion of population education
in school curriculum will be an extra burden' is the second statement. It is found that 54.6% non-tribal and 52.7% tribal students possess positive attitude towards this statement, which mean both consider inclusion of population education in school curriculum will be an extra burden without any financial gain. Non-tribal students get more positive attitude than tribal students towards this item.

The third statement is population problems can be solved only through population education. It is observed that 14.6% non-tribal and 14.8% tribal students have favourable attitude towards this statement. It means both are agree with the idea that population education will be helpful in solving the population problems. Here the difference between non-tribal and tribal students is too less which shows their favourable attitude in this respect.

The fourth statement, 'with the teaching of population education, there will be fall of morality among students, no relative frequency is found among non-tribal and tribal students. It means both are neutral towards this statement in respect of their attitude.

Similar position is found in case of statement number five, which talks on 'Teachers should encourage children/youths to study population education as it is useful for their future'. In this context no relative frequency is found either from non-tribal or from tribal students which mean both are neutral on this item in respect of their attitude.

The statement number one 'small family norm is supported in your religion' is an item related to the religious beliefs. In this context, 0.4% non-tribal and 1.1% tribal students have expressed their positive beliefs towards this statement. It means very few students have accepted this statement. Tribal students' frequency show that they possess more sound belief towards this item than non-tribal students.

The statement number two, 1.2% non-tribal and 1.1% tribal students have shown their positive beliefs towards 'maximum marriages in a particular religion abolish the concept of small family' which mean, very few students believe that maximum marriages of a particular religion abolish the concept of small family norm'. Non-tribal students are found slightly better than tribal students in this respect.
The third statement talks about 'religious beliefs will not be disturbed by providing population education to school students', 2.3% non-tribal and 5.3% tribal students' beliefs indicates that very few students have positive belief in this respect. Here tribal students' religious belief is more good and balanced than non-tribal students.

The fourth statement, 5.4% non-tribal and 8.0% tribal students possess positive belief towards the item 'old persons of the society can powerfully oppose population education on religious grounds'. This mean that less percentage of students believe in this statement. Tribal students again prove themselves better on this statement than non-tribal students.

'Larger family gets more respect in the society' is the fifth statement and is found that 10.7% non-tribal and 10.6% tribal students have expressed their social belief towards this negative statement. This indicates that both non-tribal and tribal although in less percent are against this social belief.

The sixth statement 'small family in the society is seen with hate', 12.8% non-tribal and 25.5% tribal students have reacted themselves on this social belief. It means, non-tribal with less percentage and tribal with satisfactory percentage have shown their negative belief towards this item. Here tribal students' negative social belief is found much satisfactory than non-tribal students.

On the seventh statement, 17.5% non-tribal and 17.9% tribal students have expressed their positive beliefs towards the statement, 'Socially, youths are more attracted or devoted towards 'small family happy family norm'. This denotes that both non-tribal and tribal students with slight difference possess positive belief towards the said statement.

The eighth statement is concerned with the 'concept of larger family is still considered beneficial/healthy by the old persons of the society' and is found that 17.2% non-tribal and 13.7% tribal students possess negative belief towards this statement, which shows that few non-tribal and tribal students believe or think against this social concept. Here non-tribal students' beliefs are found much better than tribal students.
In the ninth statement is related with the economic beliefs, 18.5% non-tribal students and 9.1% tribal students have negative belief towards the statement, 'families of higher income-group should leave the concept of small family'. It means few non-tribal and very few tribal students believe or think against this item. On this point non-tribal students' economic belief is found much satisfactory than tribal students.

Regarding the tenth statement, 10.1% non-tribal and 5.3% tribal students have shown their positive belief towards the item, 'families of limited income group should follow the ideal of small family'. This means that few non-tribal and very few tribal students possess positive belief in this respect. Non-tribal students' economic belief is proved better than tribal students' belief.

The eleventh statement, 3.3% non-tribal and 0.8% tribal students have shown their negative belief towards the statement, 'families of middle class should get liberty to decide about the number of family members'. This indicates that very few teachers possess negative belief towards this statement. On this point non-tribal students' belief is much satisfactory than tribal students.

The twelfth statement talks about 'Low income group families should be allowed to have more members in their family' and the finding is that 0.2% non-tribal students have shown their negative belief, while nil frequency of tribal students show that they are neutral. This proves that very few students possess negative belief towards this statement.

**FINDINGS OF THE STUDENT POPULATION ON THE BASIS OF 't' TEST:**

The partwise findings of student population on the basis of 't' test are presented here:

The part second deals with the 'Opinion regarding population and population growth'. The finding in this respect is urban male students whose N is 339, Mean and S.D. are 2.57 and 1.34 respectively, whereas urban female students whose N is 204, Mean and S.D. are 3.26 and 1.59 respectively and the 't' value 5.42 is significant. The finding is that urban female possess more sound opinion towards population and population growth, than urban male students.
The rural male and female students, males are 374 whose Mean and S.D. are 2.32 and 1.32 while rural female students are 83 and their Mean and S.D. are 2.95 and 1.87 respectively, and the 't' value 3.95 is significant. This indicates that the rural female students possess more good opinion regarding population and population growth than rural male students.

The urban (male+female) students, it is found that urban males+females having 543 in number, have got Mean and S.D. 2.83 and 1.48 respectively, whereas rural male+female students whose number is 457, and Mean, S.D. 2.43 and 1.46 respectively. The 't' value 4.30 is significant. It denotes that urban male-female students possess more good opinion towards population and population growth than rural male-female students.

The findings from the total male and female student population, the N of male students is 713 and their Mean, S.D. are 2.44 and 1.33 respectively, whereas N of female students is 287 and their Mean 3.17 and S.D. 1.68 are observed. The 't' value 7.29 is found significant. It means, total female students possess more good opinion about population and population growth than total male students.

Part third is concerned of 'Knowledge and Awareness about Population' and findings on the basis of 't' test of student population is as under:

The urban male and female students, are 339 and 204 respectively. Urban male students' Mean is 4.68 and S.D. is 1.78, while urban female students' Mean and S.D. are 4.04 and 1.84. The 't' value 4.04 is significant. The Mean difference show that urban male students' knowledge about population is good and are aware of population problems. Also it shows that urban female students are more good in knowledge of population and are aware towards population problems than male students.

The rural male (N = 374) and female (N = 83) students are there. Male students have a Mean of 4.83 and S.D. 1.75 while female students possess Mean 4.43 and 2.14 S.D. The 't' value 1.77 is not significant. The finding is that both rural male and female students do not possess good knowledge of population and are aware towards population problems.
It also indicates that rural male students are not better than female students.

The urban (male+female) and rural (male+female) students are 543 and 457 respectively. The Mean and S.D. of urban students are 4.44 and 1.83, whereas rural students' Mean and S.D. are 4.75 and 1.83. The 't' value 2.69 is significant. The finding is that as per Mean and S.D. difference rural male-female students have good knowledge of population and are aware towards population problems than urban (male+female) students.

From the total male and female student point of view, male students' number is 713 and females are 287. The Mean and S.D. of male students are 4.76 and 1.77 while female students have found Mean and S.D. 4.15 and 1.94 respectively. The 't' value 4.77 is significant. The finding on the basis of Mean and S.D. difference is that male students are more good in knowledge of population and are aware of population problems than female students. It becomes also clear that female students are better than male students about the knowledge and they are aware about population and its problems.

The findings regarding 'thoughts about Population Education Programme' on the basis of 't' test are drawn and presented in the following manner:

The urban male and female students are 339 and 204 respectively. The Mean and S.D. of urban male students are 2.44 and 1.33 and of female students are 2.40 and 1.33 respectively. The 't' value 0.32 is not significant. The Mean and S.D. difference show that urban male students are not better in respect of 'thoughts about Population Education Programme', than urban female students.

The rural male and female students, are 374 and 83. The Mean and S.D. of rural male students are 2.47 and 1.36, whereas rural female students' Mean and S.D. are 2.63 and 1.36. The 't' value 0.96 is not significant. This indicates that both groups do not possess sound thoughts on Population Education Programme. The Mean and S.D. difference show that rural female do not possess better thoughts on Population Education Programme than rural male students.
The urban (male+female) and Rural (male+female) students are 543 and 457 respectively. The urban (male+female) students' Mean and S.D. are 2.42 and 1.33, while of female students' Mean and S.D. are 2.50 and 1.36 respectively. The 't' value 0.84 is not significant. It means both groups do not possess sound thoughts on 'Population Education Programme'. The Mean and S.D. difference indicates the finding that rural (male+female) students are not found better in their thoughts on Population Education Programme than urban (male+female) students.

The total male and female students are 713 and 287. The Mean and S.D. of male students are 2.45 and 1.35 while of female students' Mean and S.D. are 2.47 and 1.34. The 't' value 0.13 is not significant. Both groups do not possess good thoughts on Population Education Programme. The Mean difference indicates that female students are not better on thoughts of Population Education Programme than male students.

The urban male and female students are 339 and 204 respectively. The Mean and S.D. of urban male students are 9.31 and 2.95 whereas urban female students' Mean and S.D. are 9.17 and 3.40 respectively. The 't' value 0.53 is not significant. This means that both groups do not possess favourable attitude towards population growth and its effects. The Mean difference shows that urban male students' attitude is not better than urban female.

The rural male and female students are 374 and 83 respectively. The male students have got Mean 9.22 and S.D. 2.72 while the Mean and S.D. of female students are 8.59 and 3.26. The 't' value 1.84 is not significant. This denotes that both groups do not have favourable attitude towards Population Growth and its effects. The rural males are not better in their attitude than rural female students as per the mean difference.

The urban (male+female) and rural (male+female) students are 543 and 457 respectively. The Mean and S.D. of urban (male+female) students are 9.26 and 3.13 while of rural (male+female) students are 9.11 and 2.83 respectively. The 't' value 0.79 is not significant. This means that both groups do not have favourable attitude towards Population Growth and its effects. As per the Mean and S.D. difference, urban (male+female) students are not better in their attitude on this part than rural (male+female) students.
From the total male and female students point of view, the findings about 'Attitude towards population growth and its effects' are drawn. The total number of male and female students are 713 and 287. The Mean and S.D. of male students are 9.26 and 2.83 while of female students are 9.00 and 3.37. The 't' value 1.27 is not significant. It means both male and female students' attitude towards population and growth and its effects is not favourable. The Mean difference show that male students' attitude is not much favourable than female students.

The urban (male+female) students are 339 and 204 respectively. The Mean and S.D. of urban male students are 3.86 and 1.15 whereas urban female students' Mean and S.D. are 3.87 and 1.04 respectively. The 't' value 0.12 is not significant. This mean that both groups expressed their unfavourable attitude towards 'Participation in Population Education Activities. The Mean difference show that urban female students are not better in their attitude towards participation in population education activities than urban male students.

The rural male and female students are 374 and 83 respectively. The rural male students' Mean and S.D. are 3.93 and 0.97, while of rural female students' Mean and S.D. are 3.94 and 0.82. The 't' value 0.08 is not significant. It means both the groups have no favourable attitude towards 'Participation in Population Education Activities. The Mean difference indicates that rural female do not possess better attitude than rural male students.

The urban (male+female) and rural (male+female) students are 543 and 457 respectively. The Mean and S.D. of urban (male+female) students are 3.86 and 1.11 while of rural (male+female) students' Mean and S.D. are 3.93 and 0.94. The 't' value 1.10 is not significant. This indicates that both the groups do not have favourable attitude towards 'Participation in population education activities'. The Mean difference is that rural (male+female) students do not possess better attitude than urban male+female students.

The total male and female students, are 713 and 287. The Mean and S.D. of male students are 3.89 and 1.06, while of female students' Mean and S.D. are 3.89 and 1.98 respectively. The 't' value 0.09 is not
significant in this context. It means both the groups do not possess favourable attitude. The Mean difference indicates that male students' attitude is not much better than female students.

The findings regarding 'Opinion about Population Education', on the basis of 't' test are:

The urban male and female students are 339 and 204 respectively. The male students' Mean and S.D. are 1.78 and 0.77 while of female students' Mean and S.D. are 1.76 and 0.75 respectively. The 't' value 0.28 is not significant, which indicates that both groups do not have positive attitude towards opinion about Population Education. The Mean and S.D. difference denotes that urban male students do not possess more positive attitude than urban female students.

The rural male and female students are 374 and 83 respectively. The Mean and S.D. of rural male students are 1.81 and 0.74 while of rural female students' Mean and S.D. are 1.72 and 0.79. The 't' value 1.02 is not significant. It means both the groups do not possess favourable attitude on this part. The Mean difference shows that rural male students' attitude is not better than rural female students.

The urban (male+female) and rural (male+female) students are 543 and 457 respectively. The Mean and S.D. of urban (male+female) students are 1.77 and 0.76 whereas of rural (male+female) students' are 1.80 and 0.75. The 't' value 0.56 is not significant. This means that both the groups do not have good opinion towards population education. The Mean difference indicates that rural (male+female) students' opinion about population education is not better than urban male-female students.

The total male and female students are 713 and 287. The Mean and S.D. of male students are 1.80 and 0.75 whereas of female students' Mean and S.D. are 1.75 and 0.76. The 't' value (0.93) is not significant. The Mean difference shows that male students' opinion about Population Education is not better than female students.

The findings regarding 'Religious, Social and Economic Beliefs of Population Education' are quite interesting:
The urban male and female students' \( N \) is 339 and 204 respectively. The urban male students' Mean and S.D. are 7.29 and 2.09, while the Mean and S.D. of urban female students are 7.42 and 2.53. The 't' value 0.61 is not significant. It means both groups do not possess good religious, social and economic beliefs about Population Education. The Mean and S.D. difference show that urban female students do not possess more good religious social and economic beliefs about population education than urban male students.

The rural male and female students are 374 and 83. The Mean and S.D. of rural male students are 7.33 and 1.80, whereas rural female students' Mean and S.D. are 6.65 and 2.03. The 't' value 3.03 is significant. It means both groups possess sound religious, social and economic beliefs about population education. The Mean difference show that rural male students have better religious, social and economic beliefs about population education than rural female students. It also indicates that rural female students' religious, social and economic beliefs are better than rural male students.

The urban and rural (male+female) students' \( N \) is 543 (urban male+female) and 457 (rural male+females). The Mean and S.D. of urban (male+female) students are 7.34 and 2.27, while of rural (male+female) students' Mean and S.D. are 7.20 and 1.86. The 't' value 1.02 is insignificant. This indicates that both groups do not possess positive religious, social and economic beliefs about population education. The Mean and S.D. difference show that urban (male+female) students are not found better in their beliefs than rural (male+female) students.

The total male and female students are 713 and 287 respectively. The Mean and S.D. of male students are 7.31 and 1.94, while of female students' Mean and S.D. are 7.19 and 2.42. The 't' value 0.80 is not significant. This mean that both the groups do not have positive religious social and economic beliefs about population education. But as per the Mean difference, male students do not possess sound belief towards population education from the religious, social and economic point of view.
FINDINGS OF TEACHERS AND STUDENTS: A COMPARISON

A comparative study of the findings of Teacher and Student samples has been made and presented in the succeeding paras:

Teachers and students had been compared on population and population growth on the basis of 't' test and is found that the 't' value obtained from urban teachers (3.31) and students (5.42) is significant, the 't' value of rural (male & female) teachers and students is 0.65 and 3.95. Here 't' value of teachers is not significant while of students is significant at 0.05 level. Likewise of urban (male+female) and Rural (male+female) teachers and student population, the 't' values are 3.33 and 4.30 respectively and both are significant. Similarly, total male and female teachers' and students' 't' values are 2.69 and 7.29 which are significant at 0.05 level.

Thus comparison between teacher and student population shows that 't' value of student population is higher than the teachers' 't' value. It indicates that students have more favourable opinion about population and population growth.

The knowledge and Awareness about population is tested comparatively on the basis of 't' test obtained from teachers and students. Urban male and female teachers' 't' value is 1.67 which is not significant but the 't' value of students (4.04) is significant. The 't' values of rural male & female teachers and students are 4.11 and 1.77. Here teachers' 't' value is significant but of students is not significant. The teachers and students of urban (male+female) and rural (male+female) have obtained 't' values 2.10 and 0.84. The previous 't' value is significant while the later one is not significant. Total male and female teachers and students' 't' values are 3.94 and 4.77. Both are significant.

The comparison between teachers and students indicates that students have more sound knowledge and are aware towards population problems than teachers.

Teacher and student samples have been compared on 'Thoughts about Population Education Programme' on the basis of 't' test.

The 't' values 2.81 and 0.32 are observed in respect of urban
male and female teachers and students. In case of rural male and female teachers and students the 't' values are 4.21 and 0.96 respectively. The urban (male+female) and Rural (male+female) teachers and students have obtained the 't' values 2.10 and 0.84. And total male and female teachers' and students' 't' values are 5.07 and 0.13.

In this comparison, 't' value of teacher population is significant, while of students is not significant. This shows the findings that teachers have favourable thoughts on Population Education Programme than students.

'Attitude towards Population Growth and Its Effects' is comparatively tested in the context of 't' test between teachers and students. The 't' values of urban (male and female) teachers and students are 0.96 and 0.53; and the 't' values of rural (male and female) teachers and students are 1.41 and 1.84. The urban (male+female) and Rural (male+female) teachers and students have 1.95 and 0.79 't' values. The total (male and female) teachers' and students' 't' values are 1.55 and 1.27 respectively.

The comparison denotes that no 't' value is significant at 0.05 level either of teachers or of students. The finding is that neither teachers nor students possess favourable attitude towards population growth and its effects.

The 't' values of teachers and students have been compared in respect of participation in Population Education Activities'. The urban (male & female) teachers and students have obtained 3.57 and 0.12 't' values, whereas rural (male and female) teachers' and students' 't' values are 5.68 and 0.08. In case of urban (male+female) and Rural (male+female) teachers and students, the 't' values are 1.92 and 1.10 respectively. The 't' values 6.22 and 0.09 are observed in respect of total male and female teachers and students.

On comparison, it has been found that the 't' values of teacher population are significant at 0.05 level except of urban (male+female) population, whereas, 't' values of student population are not significant. It shows the finding that teacher population possess more favourable attitude towards Population Education Activities than student population.
A comparison of 't' value among teacher and student samples has been also made in respect of 'Opinion about Population Education' in the following manner:

The urban population of teachers and students have 2.25 and 0.28 't' values, and rural population of teachers and students possess 3.04 and 1.02 't' values. In both the 't' values teachers' 't' values are significant, whereas of students, they are not significant. In urban (male+female) and Rural (male+female) teachers and students, the 't' values are 1.68 and 0.56 which are not significant. From the total male and female point of view, teachers' 't' value 3.66 is significant, while of students' 't' value 0.93 is insignificant.

The findings on the basis of comparison of 't' values among teachers and students show that except urban (male+female) and Rural (male+female) teachers, every group has a favourable attitude towards the opinion about population education, but no group of student population has shown favourable attitude towards opinion about population education.

On religious, social and economic beliefs of population education, the 't' values of teacher and student population are comparatively assessed in the following order:

The urban male and female samples of teachers and students have 0.44 and 0.61 't' values which are not significant, whereas rural male and female population of teachers and students possess 2.92 and 3.03 't' values and both are significant at 0.05 level. The urban (male+female) and Rural (male+female) population of teachers' and students' 't' values are 0.44 and 1.02. These are not significant, but the total male and female teachers and students have 2.36 and 0.80. Out of these two, previous one is significant, but the later one is not significant.

The finding, after comparing 't' values of teachers and students, is that, only rural population of teachers and students and total male and female teachers possess favourable religious, social and economic beliefs towards population education and rest sub-groups of teachers e.g. urban male-female and urban (male+female) and Rural (male+female) teachers do not possess positive beliefs towards population education. Similar position is found with student population in which urban male-female,
urban (male+female); Rural (male+female) and Total male, female student sub-groups do not have favourable religious, social and economic beliefs about population education.

On the whole, it can be said that, the teacher and student samples possess sound knowledge and awareness about population. There is not much significant difference.

In respect of attitude, the teacher sample has been compared with the student sample. It has been observed that they have favourable attitude towards population education, but students do not have such a favourable or positive attitude. Here some difference is found between teachers and students.

So far as the religious, social and economic belief is concerned, teacher and student population have not much difference in their beliefs towards population education. Even then teacher population have much favourable beliefs than students.

**SUMMARY OF RESULTS**

Teachers are of opinion that 21 to 25 years age group is suitable for marriage of females in India, while students consider 18 to 21 years as a suitable marriageable age. Non-tribal teachers and students' opinion is found better than tribal population.

Suitable marriageable age for males in India, teachers and students both have found 21 to 25 years age as a suitable age. Tribal teachers and students are found better than non-tribal population.

Except the income group Rs. 500/- and Rs. 3000/- and more, every income group is considered good for two children by teachers and one child is found as an ideal number for income group of Rs. 500/- and below as well as Rs. 3000/-. But students expressed that one child as an ideal number is good for income of Rs. 500/- and below, and two children are good as an ideal number for other income group e.g. from Rs. 501/- to Rs. 3000/- and more. The opinion of non-tribal and tribal population of teachers and students are observed as a balanced opinion.

For suitable population of the country, teachers and students
both have shown that 60 to 80 crores population is good for India. Non-tribal teachers and students are better than tribal population on this point.

Teachers' opinion about population growth has been proved significant, whereas opinion of student population in this respect is not significant.

As regards the knowledge of the population, teachers and students both possess less satisfactory knowledge. Tribal population of teachers and students are proved better than non-tribal teachers. Similarly, teachers and students are not much aware about the problems arose due to over population. Non-tribal population of teachers and students are comparatively more aware than tribal population.

The knowledge and awareness about population and its problem, teacher population are significant better than student population.

The results relating to thoughts on Population Education Programme show that teachers wish to introduce Population education at school as well as adult education level while students favour it at different levels of education. Non-tribal in case of teachers and tribal in respect of students have proved themselves better than tribal teachers and students.

Both teachers and students wish to introduce population education at secondary stage. Tribal teachers and non-tribal students' thoughts are better than non-tribal teachers and tribal students.

To teach population education at primary, secondary and college levels, teachers and students both have expressed their thoughts in favour of integration with some specific subject at secondary stage and at college level as an independant subject. But at primary level, teachers wish to teach it by integrating with some specific subject while students like to study it by integrating with each subject. Thus teachers and students differ only on this point.

Teachers and students both have found NIRODH or LOOP as one of the best mean to make small family-happy family practicable. Similarly
NASBANDI or sterilisation is also considered a suitable method for family planning by teachers as well as students, but students consider it less important than teachers.

Newspapers are considered as the best source of information of family planning by teachers and students, but students considered it less important, while they prefer radio, television as the information sources of family planning. This difference may be due to the maturity of teachers.

Both teachers and students have found hospitals or primary health centres as the source of family planning centres.

Teachers wish to arrange population education as a part of Adult education at different educational levels through school curriculum.

On National Population Policy teachers have found that some years ago, it was started. This results the thoughts of teachers on Population Education Programme.

The ideas of teachers on Population Education Programme are significant, whereas of student population, the ideas are not significant.

The attitude of teachers and students towards reduction of growth rate is found positive, although their percentage is less.

Teachers and students both have expressed their negative attitude towards the sufficient land for growing population, but teachers' attitude comparing to students is more better than students. Tribal teachers and non-tribal students are better in their attitude than non-tribal teachers and tribal students.

Attitude of teachers and students towards economic growth of India through increased population is found negative, although percentage is very low. Non-tribal teachers and tribal students' attitude is found better than tribal teachers and non-tribal students.

Both teachers and students have expressed their positive attitude towards rapid population growth is possible by increased population. But the percentage of teachers is very small as compared to students. Tribal students have been found better in their attitude than non-tribal students and the teacher population.
The negative attitude of teachers and students towards economic planning will not be affected seriously by the population of children, has been observed, though the percentage of teacher sample is less than that of students. And in students, the tribal sample has better scores than non-tribal students on the attitude.

Although, teachers and students have expressed their favourable attitude towards family of less children is more happy than family of more children, but again teachers' percentage is lower than students. In both the cases, tribal students' attitude is found better than non-tribal teachers and students.

Again positive attitude is shown by teachers and students towards people should be encouraged to adopt small family norm in practice. The difference of percentage is again observed in teachers as compared to students. In both the cases, tribal population of teachers and students are better than non-tribal population in respect of their positive attitude.

Teachers and students both have shown their negative attitude towards rapid population growth is good for the country. But again the difference is found between teachers and students. The attitude of tribal teachers is found greater than non-tribal teachers, students and tribal students.

The positive attitude is expressed by teachers as well as students towards natural resources will not be sufficient in next twenty years for the rapid increase in population. The percentage of teachers and students is less satisfactory. The attitude of tribal teachers and non-tribal students is found better than non-tribal teachers and tribal students.

Both teachers and students have shown their negative attitude towards nothing should be done to solve population problem as it will be balanced under natural process. The percentage of teachers and students is not much satisfactory. The tribal teachers and non-tribal students are found better in their attitude than non-tribal teachers and tribal students.

Again teachers and students both have shown their negative
attitude towards unemployment will not be a serious problem, even if the rapid population growth is there. The percentage of both the groups is sufficient/satisfactory. Non-tribal population of teachers and students are proved better in their attitudes than tribal population.

The negative attitude of teachers and students towards raising of average educational standard of people, population should be increased is observed and the percentage of teachers is satisfactory as compared to students. Non-tribal population of teachers and students has been proved better in their attitude than tribal teachers and students.

Teachers and students both have expressed their negative attitude towards living standard of people in India is satisfactory. The percentage of teachers and students is satisfactory. Again non-tribal teachers and students are found better in their attitude than tribal teachers and students.

The significance of attitude towards Population growth and its effects is observed and found that neither teachers nor students have positive/favourable attitude in this respect.

The attitude of teachers and students towards 'Participation in Population Education Activities' has been examined and following results are obtained:

Very few percentage of teachers and students have heard of the population education and that is also through mass media. Both have shown their favourable attitude in this respect. Non-tribal population of teachers and students are better in their attitude than tribal population.

Both teachers and students have shown their positive attitude towards training course in population education, if it will be organised, and to attend lectures on population education. Although the percentage of both the groups is small but in some respect satisfactory. In both the cases tribal population of teachers and students possess favourable attitude than non-tribal population.

As regards the listening/hearing of lectures relating to population education on television and Radio, both teachers and students have expressed their favourable attitude and their percentage are also
satisfactory. Tribal teachers and non-tribal students are proved better in their attitude than non-tribal teachers and tribal students.

Similarly, teacher and student samples have got positive attitude towards reading or utilising the literature on population education, if it will be provided. The percentage in both the cases is satisfactory. Non-tribal population of teachers and students have better favourable attitude in this respect than tribal population.

The attitude of teachers towards the integration of the knowledge of population education in the subjects, if government will not include population education in school curriculum, is found favourable but percentage of such teachers is low. It means majority of teachers do not have favourable attitude in this respect. Tribal teachers in comparison to non-tribal teachers possess positive attitude.

Teacher samples have shown their neutral attitude towards, if they will be appointed teacher in a school to teach population education, they bear this responsibility. It shows that no teacher has either positive or negative attitude in this respect.

The significance of attitude towards participation in population education activities are examined and found that teachers' attitude is significant but students' attitude is not significant.

The results obtained from teacher and student samples on the attitude towards 'Opinion about Population Education, are presented in the following manner:

Both teachers and students have shown their negative attitude towards the teaching of population education is not an immediate need on which concentration is to be made. The percentage of students is more satisfactory than teachers. Tribal population of teachers and students are better in their attitude than non-tribal population. Teachers have got positive attitude in this respect.

The attitude of teachers towards inclusion of population education in school curriculum will be an extra burden without any
financial gain is found negative, although the percentage is low, but students' attitude in this respect has been positive and their percentage is also satisfactory. Tribal teachers compared to non-tribal teachers and non-tribal students as compared to tribal students are better in their attitudes.

Teachers and students both have expressed their positive attitude towards population problems which can be solved only through population education. The percentage of teachers is more satisfactory than students. Tribal sample of teachers and students are proved better in their attitude than non-tribal population. It means every group accepts population education as a mean to solve population problems.

The attitude of teachers is found negative towards, there will be fall of morality among students due to the teaching of population education. The percentage of teachers is satisfactory, while students have been neutral in this respect. It means neither they possess positive nor negative attitude in this respect. Non-tribal teachers have been proved better in their attitude than tribal teachers.

Teachers have shown positive attitude towards teachers should encourage children/youths to study population education as it is useful for their future, whereas students are found to be neutral. It means, they neither possess positive nor negative attitude in this respect. The attitude of tribal teachers is found better than non-tribal teachers.

The significance of attitude towards opinion about population education, is examined and the result is that teachers' attitude is significant whereas the attitude of students is not significant.

The attitude of teachers and students towards religious, social and economic beliefs about population education has been examined and the results are:

Very few percent of non-tribal teachers and students have shown their positive beliefs towards small family norm is supported in your religion, while tribal teachers have been neutral. The result is that large majority of teachers do not favour this statement.
Both teachers and students have expressed their positive belief towards maximum marriages in a particular religion abolish the concept of small family. Although their percentage is too low. Tribal teachers have been neutral e.g. neither possess negative nor positive attitude. It means that large majority of non-tribal teachers and students do not favour this belief.

The belief of teachers and students towards religious beliefs will not be disturbed by providing population education to school students, is found positive, although their percentage is low. Student samples possess better belief than teacher samples. This shows that majority of teachers and students do not favour this statement.

Less percent of teachers and students have shown their beliefs in a positive way towards old persons of society can powerfully oppose population education on religious grounds. It means majority of teachers and students do not have positive belief in this respect. Students have been more strong in their beliefs than teachers. Non-tribal teachers and tribal students possess more positive belief than tribal teachers and non-tribal students.

The negative belief towards larger family gets more respect in the society, is found among teachers and students. Teachers have less percent while students possess sufficient percent in this respect. This shows that some teachers and some students still believe in larger family. Students' belief has been proved better than teachers. Non-tribal teachers and tribal students' negative belief is more higher than tribal teachers and non-tribal students.

The negative social belief towards 'small family in the society is seen with hate, is found among teachers and students. Sufficient percentage is observed in tribal teachers, and non-tribal, tribal students. But non-tribal teachers' percentage compare to other three groups is much lower. On this statement students possess more negative belief than teachers. Similarly, belief of tribal teachers and students is more better than non-tribal teachers and students.

The teachers and students have shown their positive/favourable belief towards socially youths are more attracted or devoted towards small
family, happy family. Their percentage is also satisfactory. The belief of tribal teachers and students is better than non-tribal teachers and students.

A sufficient percentage of teachers and students have expressed their negative social belief towards larger family is still considered beneficial/healthy by the old persons of the society. Tribal teachers and non-tribal students as compared to non-tribal teachers and tribal students are found better in their beliefs towards this statement.

The negative belief of teachers and students is observed towards families of higher income group should leave the concept of small family. Both groups have satisfactory percentage in this respect. Non-tribal population of teachers' and students' belief is better than tribal population.

The teachers and students have shown their positive economic belief towards families of limited income group should follow the ideal of small family. The percentage of teachers is found more satisfactory than students. The non-tribal teachers and students are proved better in this respect than tribal teachers and students.

Except non-tribal teachers, other three groups e.g. tribal teachers and non-tribal, tribal student with less percentage have expressed their negative economic beliefs towards families of middle class should get liberty to decide about the number of family members. It means no group want to give liberty to decide about number of family members. The economic belief of non-tribal teachers and students is more better than tribal teachers and students.

Very few teachers and students have shown their negative belief towards low income group families should be allowed to have more members in their family. It means majority of teachers and students wish to allow low income group families to have more members in their family. Non-tribal teachers and students are found better in their belief than tribal teachers. Tribal students have become neutral in this respect.

The significance of religious, social and economic beliefs is examined and found that teachers' and students' beliefs are partially
significant and partially not significant.

On the whole, it can be said that the results of this study are not only revealing and relevant but also significant and satisfactory.

**DISCUSSION OF RESULTS:**

The suitable marriage age for girls according to teachers it is 21 to 25 years whereas according to students it is 18 to 21 years.

Poelman and Rao (1970) have also found the suitable age of girls as 20.5 years and 21.4 years. Teachers both urban and rural have considered mean age 18.6 and 19.6 years as a suitable marriageable age for girls. Singh (1983) in his doctoral study found that teachers considered ideal marriageable age of girls as 18.79 years and they favoured early marriage of girls. Reddy (1984) found 18 years as the ideal age for marriage of girls according to teachers.

The suitable age of marriage for males in India, according to the present investigation is age range 21 to 25 years according to both teachers and students.

Poelman and Rao (1970) have reported that 25.5 years and 26 years has been considered suitable by rural and urban female teachers. Similarly urban male and female teachers considered mean age of marriage for males 24.4 and 26.6 years. Singh (1983) found median age of marriage for males as 23.88 years. Reddy (1984) has found 22 years as the ideal age of marriage for boys.

The ideal number of children for a family earning less than Rs. 500/-, finding of this study is, that two children are considered as an ideal number by teachers and students consider one child as an ideal number. Regarding the family whose income is Rs. 501/- to Rs. 1000/- teachers and students both preferred two children as an ideal number.

Punjafongse (1974) finds that teachers believe that a Thai family with an income less than Rs. 1000/- Baht should have one to two children. Trocki (1977) also prove that most of the Teachers' college teachers and Teachers' college students choose 2-3 as their ideal number of children. In this study economic base is not included for ideal number.
of children. Maheshwari (1974) finds in his study that majority of school teachers preferred two sons and one daughter. Pamnani (1984) also finds that maximum male and female teachers as well as students prefer one or two children in a family. Mishra (1985) finds that all students have expressed their opinion that there should be two or three children in a family.

No research study has given findings on ideal number of children for families earning Rs. 1001/- to Rs. 2000/-; Rs. 2001/- to Rs. 3000/- and Rs. 3000/- and more. It shows that researchers might not have included this earning group in their studies. Teachers' opinion is based on their maturity, whereas students' opinion is reflected due to the effect of mass media on their thinking.

On optimum population of India, no researcher has shown any opinion. This is due to non-coverage of such item in their study. Teachers' as well as students' opinion on this item is not much satisfactory. The reason may be the absence of their interest and unawareness towards country's population.

The present study leads to the finding that teachers and students both possess knowledge of the maximum populated province in India, persons living in rural areas, percentage of less than 15 years age-group in India; expected number of increased population in next twenty years; opinion about 68.5 crores population of India; present growth rate of population etc.

Kim and Cho (1970) have reported that more than 8 out of 10 teachers felt that population growth in Korea is too rapid. Punjaphongse (1974) has concluded that male teachers had significantly more knowledge about the basic facts of population matters in Thailand. The findings of the study by Iloilo (1978) are that secondary school teachers and students in all types of schools had adequate knowledge of population concepts and facts on population topics. Poffenberger (1970) also found that 96% of boys and 100% of girls agreed that population of India was growing too rapidly.

The findings of awareness of population problems are seemingly consistent. The socio-economic progress of the country all respondents have reported depends on population growth. The teachers and students
both are aware of the nagging influence of population on social and economic development.

Punjaphongse (1974) found that most of the teachers believed that increase in Thai Population would lead to serious problems of social and economic development of Thailand. Park and others (1975) found that high school teachers as a whole were highly aware of the importance and seriousness of the population problems. Korean Educational Development Institute, Seoul (1977) arrived at the conclusion that: (i) the knowledge of social problems caused by population increase in teachers of the higher secondary level and are higher than that of students. (ii) the students in general are more aware of the population problems. Education Division of the Ministry of Education and Religious Affairs of Bangladesh (1979) found that teachers at all levels are conscious about the severe consequences of rapid population growth in Bangladesh. Sandhu and Bharadwaj (1968) have found a very high awareness of the population problem in India amongst teachers. Poelman and Rao (1970) found that 98% teachers accept over population as a problem in India. Almost all (95%) males and 75% females consider rapid population growth as a serious problem.

Likewise, Poffenberger (1971) found that the village secondary school students were aware of the population problem. Maheshwari (1972) found that the teachers had very high awareness of the population problem faced by the country and the world. Srivastava (1973) also found that majority were aware of the population problem. Salkar (1974) found that teachers were sufficiently aware of the population problem of the country as a whole. Patel (1974) found that students in general were aware of the population problem faced by the country. Deshmukh (1979) found that—(1) the general awareness of students of population problem was found to be moderate i.e. 55% were aware of population problem; (ii) Boys were found to be much more aware of the population problem than girls. Kalavati (1983) found that post-graduate teachers have slightly higher awareness than trained graduate teachers, but the difference is not statistically significant. Mishra (1985) found that population problem is a severe problem of the world. Mishra (1987) found that teachers, students and different professional groups in general are aware of the population problem.

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No research study has shown the findings on most populated province in India. It is just due to non-coverage of the item in research studies. Students' knowledge has been proved better than teachers. The reason is the impact of mass media on students, while teachers seem to be ignorant and disinterested in it.

Similarly, on expected population in next twenty years, if present growth rate continues, no finding is observed either in foreign or in Indian studies. It is due to the non-inclusion of such item in their research study. Teachers are found more aware than students towards this item. It is just due to their social maturity and life experiences.

On, how population education be introduced? the finding of this study is that students want that population education be introduced at different levels. The introduction in school curriculum has been advocated by teachers and students. The teachers have pleaded that it be included in adult education and higher education in curriculum with equal importance. These findings are in tune with the results of the previous studies.

Punjaphongse (1974) found that most of the teachers believed that population education should be introduced in both school and adult education curricula with equal weight. Pamnani (1984) found that 39 males and 20 female teachers opined that population education should be introduced at Adult Education stage as well as at school stage. Undoubtedly the male and female teachers have opined that population education should be started at different levels of school, adult and higher education curricula.

On, at what stage you would like to teach/study population education, teachers and students both showed interest to teach/study population education at secondary stage. This finding was also consistent and clear.

Trocki (1977) found that the respondents (teachers and students) preferred the inclusion of population education at the secondary, college and out of school levels. Salkar (1974) found that teachers were in favour of introducing population education in the school curriculum, whereas parents felt that population education should be introduced in schools.
Prabhakar (1975) found that the students both boys and girls were of the opinion that the introduction of population education at the secondary school level was necessary. Further on, the students of each age-group expressed favourable opinion on the introduction of population education in schools. The students of all religious backgrounds favoured the introduction of population education at the secondary school level. Gopal D. Rao (1976) also concluded that teachers favoured the introduction of population education in schools. Evidently enough the present study confirms the conclusions of some known previous studies of India and abroad.

On at primary school stage, how you would like to teach/study population education and at secondary level, what type of arrangement you would prefer to teach/study population education, the findings are that teachers showed preference to teach it only by combining and coordinating it with some specific subjects, while students preferred to study population education by integrating it with other subjects.

Punjaphongse (1974, 1975) found that at primary and secondary levels teachers felt that population education should be taught through integration with the existing subjects. Bala Subramaniam (1970) found that 49% teachers felt that it should be integrated with other subjects. Maheshwari (1972) found that majority of teachers favoured the idea of integration. Srivastava (1973) also found that respondents were in favour of integration with existing school subjects especially the social studies course. Gopal D. Rao (1976) found that it should be taught as an integral part of the school curriculum. Vaswani and Kapoor (1977) found that 47.2% school teachers felt that population education should be integrated with other school subjects.

On what arrangement teachers and students prefer for teaching or studying population education at college and university levels. Both teachers and students wish that it should be developed as an independant subject specially at the higher education stage.

Punjaphongse (1974) found that for the college or University level Population Education should be introduced as a new subject. The study of Bangladesh, Dhaka (1979) established that, an overwhelming majority of the teachers agreed that population education should be
included in the formal education system and college teachers should take a high position.

Making the concept of small family-happy family acceptable and popular in population education is liked by the respondents. They have advocated the use of different fertility control methods. The teachers and students both have considered Nirodh/LOOP as a suitable method. These results are quite relevant and consistent.

Katti and Koteshwar (1973) also found that Condom was popularly known method (92%). Punjaphongse (1974) also reported that most teachers knew condom for men as an effective contraceptive. Akhtar and others (1972) found that knowledge and use of condom ranked first among the male respondents. Mishra (1987) observed that large majority of engineers were in favour of family planning and the use of contraceptive methods.

Which method of family planning is better known, both teachers and students reported that NASBANDI was the most effective method for family planning. Katti and Koteshwar (1973) also reported that about 36% teachers were practicing birth control, of whom 32% had accepted sterilisation. Punjaphongse (1974) found that sterilisation was the most well known method of family planning among the respondents.

The findings on, who gave the respondents information about family planning and concept of small family are quite interesting. Teachers largely learnt about it from newspapers whereas the students received the information about family planning and small family norm through mass media e.g. radio, television.

Punjaphongse (1974) found that magazines and newspapers were the most common sources of family planning for the teachers. Deshmukh (1979) found that listening the radio talks and watching television had a significant bearing on the level of population awareness of the students. According to Poffenberger (1971) students largely gained knowledge about population awareness through mass media particularly newspapers and extension education efforts of the family planning programmes such as film shows, exhibitions and the like.

The teachers and students both found Hospitals and Primary Health
Centres (PHCs) were the family planning centres best known to them. This is consistent with the observation of Punjaphongse (1974). He found that hospital was the most known family planning service centre in Thailand.

No findings are observed either in foreign or in Indian studies relating to introduction of population education at Adult Education stage. This may be due to the delimitations of the research studies. Teachers' ideas on this item show their maturity and awareness of this issue.

Also, there is no research findings are observed in any foreign or Indian studies on, When National Population Policy is started? This might be due to non-coverage of item in such research studies. Teachers' responses show their awareness towards national population policy, due to their academic interest and social awareness.

The findings of attitude towards population growth and its effects are clear and concise.

The teachers and students both respond positively on present population growth rate in India should be reduced.

Ramchandran (1974) reported that the majority of teachers agreed that it was necessary for the country to control its population growth. Pmnnani (1984) found that both teachers and students are clear that presently India has high population so the growth of population need be reduced.

The rapid population growth of India has become a problem is a statement which stimulates both teachers and students.

The findings of the study of Division of Ministry of Education and Religious Affairs of Bangladesh, Dhaka (1979) are that teachers at all levels are conscious about the severe consequences of rapid population growth in Bangladesh.

Poffenberger (1970) found that 96% of boys and 100% of girls agreed that the population of India was growing too rapidly. Srivastava (1973) found that if the growth of population is not checked, the economic development of the country will be hampered. Pmnnani (1984) found that teachers and students know that presently India has excess population so
the growth of population needed control and reduction. Mishra (1987) found that the majority of advocates felt that the rate of population growth of the nation was too fast. It is a serious problem of the nation and retarded social and economic development.

The teachers and students both believe that rapid population growth led to unemployment be a devious problem. Bala Subramaniam (1970) found that the teachers believed that unemployment was due to over population. Maheshwari (1972) found that 92% school teachers said that unemployment was mainly due to over population. Srivastava (1973) found that the consequences of over population were unemployment, under-employment and frustration.

The present study clarified that in India, living standard of people is satisfactory. The teachers and students both have got negative attitude in this respect. Both did not agree with the idea that living standard of people is satisfactory in India.

Pamnani (1984) found that teachers and students both believed that living standard of people in India is not satisfactory.

No research findings either in foreign or in Indian studies have been observed on, land in our country is sufficient for growing population; economic development of India is possible by the increased population; educational planning will not be affected seriously by the population of children; family of less children is more happy than family of more children; people should be encouraged to adopt small family norm in practice; rapid population growth is good for the country, as the country needs more people for the work; Population of our country is increasingly so rapidly that in next twenty years natural resources will not be sufficient; nothing should be done to solve population problem, as it will be balanced under natural process; raising of the average educational standard of people, population should be increased. Students' attitude compared to teachers is found better. The reason behind this difference is that students' attitude might have been influenced by their family, social experience and of mass media. While teachers' attitude shows the lack of impact of mass media on them and lack of social awareness among them.
Both teachers and students have gathered/or heard the information about population education through mass media.

Punjaphongse (1974) also found that the largest proportion of teachers in training believed that population awareness should be provided through mass communication channels such as newspapers, radio and television. Poffenberger (1972) found that village school students gained this knowledge through the mass media, particularly newspapers, film shows and exhibitions.

The teachers and students both have shown their readiness to read or utilise the literature regarding population education if supplied and provided at regular intervals.

Akhtar and others (1972) also found that 10% of male and 9.5% female teachers reported reading family planning literature regularly while 78% and 71% female respondents read them either occasionally or rarely. Evidently enough the respondents enjoyed reading such material if supplied at regular intervals.

The sampled teachers in majority (77.5%) were willing to bear the responsibility of teaching population education in schools. Only (22.5%) less than one fourth had got negative attitude.

Pammani (1984) found that male and female teachers were ready to bear the responsibility of teaching population education in schools. Subba Rao (1988) found that male and female teachers did not differ in their attitude towards Population Education.

There is no research findings observed either in foreign or Indian studies relating to the consent for the training course in population education; to attend or hear lectures on Population Education; to listen or hear lectures relating to population education on television or radio; to integrate the knowledge of population education in their subjects if government will not include population education in school curriculum. The attitude of teachers and students on these statements have been almost favourable. The reason behind this that both are influenced to form their positive attitude from social and family experiences.
The respondents i.e. the sampled teachers and students both have shown their positive attitude towards population education which will be helpful in solving population problems.

Kyung Sik (1975) found that the majority of professional students believed that population education was a better approach to help in solving population problems. Ilolio (1978) found strong agreement among all respondents on inclusion of population education in the curriculum to provide them with opportunities to help and solve population problems. Another study University of Assumptions (1979) found that both teachers and students possessed positive attitude towards population education. According to Mehta (1974) parents opined that the concept of small family happy family is not only desirable but also achievable through population education.

Both teachers and students were affirmative that population education be taught for the future of the nation.

Srivastava (1973) found that the best way of checking over population is by educating the younger generation. Ramchandran (1974) also observed that population education was necessary for developing responsible parenthood among the youths.

No research findings either in foreign or in Indian studies are observed towards the attitude, on the teaching of population education is not an immediate need; inclusion of population education in school curriculum will be an extra burden without any financial gain; with the teaching of population education, there will be fall of morality among students. Students' attitude compared to teachers' attitude is found better. This shows that students are influenced by mass media and family as well as social environment.

The findings of the present research study are consistent with the aforementioned results:

The concept of small family norm is known to teachers and students. The findings of the present study show that teachers and students both have negative attitude towards large family idea. The teachers and students approve small family norm. All respondents are
attracted to small family, happy family idea and both have positive attitude. The teachers and students both are in favour of small family, happy family norm.

The findings of Lee (1975) are consistent and congruent with the aforesaid results. Lee (1975) found that more female students desired a smaller family (the two child family), while more male students desired three children. The male medical group desired a two child family; (ii) students from the large metropolitan cities of more than one million population were found to desire a small family (the two-child family). The findings of the study of the Korean Educational Development Institute, Seoul (1977) showed that both teachers and students opted for the nuclear or small-sized family, viewing a large-sized family as having negative effects on the family members. Trocki (1977) found that the majority of the respondents in each group preferred the nuclear family to the extended family. Poffenberger (1970) found that the respondents (college students) favoured a small family norm propagated by the Government of India in the interest of the nation, while few favoured a small family motivated by the welfare of the individual families. Poffenberger (1971) found that the students voted in favour of a small family.

Maheshwari (1972) also observed that 80% agreed that a small family is advantageous, 40% of them said that it enabled the people to have higher standard of living, 24 per cent said that it led to a happy form portable life. Nagda and others (1974, 1975) found that 90% teachers felt that a small-sized family would lead to happy and comfortable life. Kalavathi (1983) found that all the teachers have positive attitude towards small family norm. Religion did not influence the attitude of teachers. Pamnani (1984) found that large member of teachers and students expressed their opinion in favour of small family and happy family.

The findings of economic beliefs of teachers and students show negative attitude on families of higher income group should leave the concept of small family.

Mehta (1974) reiterated that parents' high income group were more favourable to create the right attitude towards small family size.

On religious, social and economic beliefs, except three
statements i.e. larger family gets more respect in the society; small family in the society is seen with hate; and families of higher income group should leave the concept of small family, no research findings either in foreign or Indian studies are found in respect of small family norm is supported in your religion, maximum marriages in a particular religion abolish the concept of small family, religious beliefs will not be disturbed by providing population education to school students; old persons of society can powerfully oppose population education on religious grounds, socially youths are more attracted or devoted towards small family, happy family; larger family is still considered beneficial, healthy by the old persons of the society; families of limited income group should follow the ideal of small family; family of middle class should get liberty to decide about the number of family members; low income group families should be allowed to have more members in their family. Teachers and students both have expressed positive/negative beliefs according to nature of statements. This is due to the effect of their religious, social and economic environment on which their beliefs are dependent. The findings hence in short are realistic, relevant and revealing.

The foregoing description and discussion convince every one that the results of this study are concise, clear and consistent. They are largely in tune with the findings of the known previous studies in India and abroad. Though they do pinpoint certain gaps and inadequacies and highlight some problems and issues in the field of Population Education.