Chapter – 1

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“Although the problem of population growth has been a matter of social concern for quite some time, the Potential of education as an effective Intervention Strategy to cope with it was realized only in the latter half of 1960s. ‘Population Education’ has ever since been given due recognition and is acclaimed as an important input into national efforts towards ensuring a better quality of life for all its people-health, Nutrition, family welfare, education and employment” Seshadri (1991) Population Education should be judged in terms of the extent to which it helps user groups in understanding the interrelations between the different variables affecting knowledge, attitudes and behaviour towards population phenomena and the relative effectiveness of different intervention strategies in achieving the objectives of Population Education. Considering that Population Education was introduced in the educational system in a national scale only from the commencement of the NPEP in 1979, Population Education research in our country can be said to be still in its infancy. There is heavy concentration of exploring studies involving knowledge, attitudes and perception of students, parents and teachers. Further, one would also accept research to take firmer root and produce
fresh information on the relationship between the different variables affecting Population Education and the effectiveness of the different intervention strategies and the overall impact of the programmes.

K.A.P. studies continue to dominate the population education research several correlation studies covering awareness, knowledge of population phenomena and attitudes towards population, family size, consequences of population increase and their dependent on variables like educational level of target Population, Scio-economic status and demographic factors. K.A.P. studies should be conducted with reference to different target groups’ youth studying in colleges and universities, unemployed educated youths in urban and rural setting, illiterate adults and youth in villages.

An intervention through communication input is a particularly appropriate means for affecting behaviour change. This is basically awareness study which is based on K.A.P.

In the present study knowledge, awareness, attitudes and practices are being measured with reference to basic demographic data and concepts and also the interrelationships between population with that of development aspects like environment, economic, educational, health and nutrition, family welfare and quality of life.
Global Scene of Population

“Population is a code word for the study of man and demographics, the popular understanding of population unfortunately has been that it is about birth control and family planning. ‘Population’ means much more – it includes topics that determine how people’s lives are changed, health care, aging, migration, urbanization and women’s education and social politics. Population provided a sort of umbrella handle to look into the things affecting developing societies the most over population, infant mortality, urbanization and migration”. (Guptey 1984)

Table 1.1

Growth of World Population

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (in billions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1850</td>
<td>1 billions</td>
</tr>
<tr>
<td>1930</td>
<td>2 billions</td>
</tr>
<tr>
<td>1960</td>
<td>3 billions</td>
</tr>
<tr>
<td>1975</td>
<td>4 billions</td>
</tr>
<tr>
<td>1986</td>
<td>5 billions</td>
</tr>
<tr>
<td>1991</td>
<td>5.5 billions</td>
</tr>
<tr>
<td>2001</td>
<td>6.5 billions</td>
</tr>
</tbody>
</table>

(Population planning and development 2002)
The table 1.1 shows that the first billion was added in 80 years from 1850 and 1930, the second, in 30 years from 1930 to 1960, the third in 15 years from 1960 to 1975 and the fourth will be in 11 years from 1975 to 1986. At this rate the population of the world will be around eight billion in another 35 years than expected and there will be 8.5 billion people by the year 2005 instead of 6.1 billion predicted in 1986. By the year 2005 these will be 8.46 billion people inhabiting this planet. The world’s population is now increasing at the rate of 1.75 percent a year, or a doubling time of a little over thirty years. But the poor countries are increasing their population at a much faster rate at 2.5 percent annually, or a doubling time of less than thirty years. Birth and death rates vary dramatically around the world. In Kenya 65 babies per every 1,000 of the population are born each year, by contrast, in most of the west the birth rate is barely 10 babies per 1,000 of the population. The death rate is highest in Chad, with 23.2 people per 1,000 of the population dying annually while this rate it lowest in Fiji, with 4.2 people per 1,000 dying each year. Most developed countries have an annual rate of between 8 and 13 per 1,000 of the population. The figure for the average expectancy of life also vary dramatically between the developed and the developing countries, in the developed countries, life expectancy is around seventy two years, in the Third World, it is about fifty seven years, the lowest being in child forty years. The annual population growth rate for the developed countries is barely 0.68 percent and for the Third World the figure is 2.5 percent. Guptey (1984)
Africa is likely to continue to be the ‘trouble spot’ in population growth. The current population of 470 million will swell to 853 million by the year 2000. In fact the highest death rates anywhere in the world are to be found in the African continent.

“Asia is likely to be the bellwethers region for population trends. It is not only the most populous of all regions. Asia is also home for the largest proportion of the world population. From 1.4 billion persons in 1950, the Asian population has continuously climbed to 2.6 billion in 1980 and is expected to rise to 5.6 billion in the year 2008. The most sensational progress in birth control has been China, where through rigidity imposed system of economic and other penalties, the annual natural rate of population increase has been brought down in the last decade from 35 babies per 1,000 of the population to 15 per 1,000. China now has officially adopted a one-child family policy”. Guptey (1984)
What is happening in the world today is that, although the overall population growth rate is showing down/current net additions too many national populations are still higher than, say thirty years, ago? This tendency is likely to accelerate so that by the year 2000 the world in fact will add more people to its rolls each year than it does today, which is to say that the world annual population increase will be to the order of some 90 million to 100 million. Thus whatever the nature of efforts undertaken now to lower the world’s annual being added to the world’s population each year will increase by almost 50 percent by the end of the century. And of this increase of some 2 billons people, more than 90 percent will take place in the impoverished third world the United Nations says part of the reason that the Third World will experience such a huge increase in numbers is that is already has a large people base to begin with another is that decreasing mortality rates means that people live longer and add to this people base.

Most of the population in the Third World now consists of children and young people, the nearly 40 percent of the total population of the Third World is now below the age of thirty. Authoritative studies such as the World fertility survey have shown that the average number of children born to women in developing countries in 4.64 compared with 2.05 children per women in the industrialized nations.

“An alarming consequences of such population growth will mean that by the end of the century there will be eleven
countries with populations of over 100 million each – China, India, Soviet Union, The United States, Indonesia, Brazil, Pakistan, Bangladesh, Nigeria, Mexico and Japan. Just thirty years ago, there were only four members of the “Hundred million plus Club” China, India, the Soviet Union and The United States. Twenty two nations currently have annual population growth rates in excess of 3 percent, or almost double the world rate, according to the U.S. Census Bureau – Kenya, Saudi Arabia, Syria, Nigeria, Iraq, Rwanda, Malomi, Tanzanaia, Zambia, Zimbabwe, Ghana, Ivory Coast, Niger, Senegal, Algeria, Ecuador, Venezuela, Bangladesh, Iran, Uganda, Zaire and Morocco. By the end of this century, more than half of the world’s population will live in large cities. In 1950 there were only six cities with populations of 5 million and over, and their combined population was only 42 million. By 1983, the number of the 5 million-plus cities had risen to twenty-six with a combined population of 252 million. And by the year 2000, says the United Nations, the number of the mega-cities those having at least 5 million people each will climb to sixty, with a combined population of at least 650 million”. Guptey (1984)

**Indian Scene of Population**

“India’s population is increasing at a very fast rate from 683 million in 1981, it is increased to 844 in 1991 and in 2001. And increase of 160 million in ten years is shocking. Every sixth person in the world is now an Indian.

India share in the world population stand at 16
percent as compared to 15.2 percent in 1981 with only 2.4 percent of the total area”. Sachdeva (1994)

Table 1.2

Growth of India’s Population 1891-1991 (in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1891</td>
<td>235.9</td>
<td>---</td>
</tr>
<tr>
<td>1901</td>
<td>238.3</td>
<td>2.4</td>
</tr>
<tr>
<td>1911</td>
<td>252.1</td>
<td>13.8</td>
</tr>
<tr>
<td>1921</td>
<td>251.4</td>
<td>0.7</td>
</tr>
<tr>
<td>1931</td>
<td>279.0</td>
<td>27.6</td>
</tr>
<tr>
<td>1941</td>
<td>318.7</td>
<td>39.7</td>
</tr>
<tr>
<td>1951</td>
<td>361.1</td>
<td>42.4</td>
</tr>
<tr>
<td>1961</td>
<td>439.2</td>
<td>78.1</td>
</tr>
<tr>
<td>1971</td>
<td>547.4</td>
<td>108.2</td>
</tr>
<tr>
<td>1981</td>
<td>683.8</td>
<td>136.4</td>
</tr>
<tr>
<td>1991</td>
<td>844.3</td>
<td>160.5</td>
</tr>
<tr>
<td>2001</td>
<td>1027.0</td>
<td>183.3</td>
</tr>
</tbody>
</table>

The above Table 1.2 illustrates clearly that India’s population was growing at a very slow rate up to 1921 but it started gathering momentum from that year; 1921 is therefore, described by demographers as the year of ‘big divide’.
However, it is noted from the table above that the population growth was even negative during the decade 1911-21. This is obviously due to the influenza epidemic in 1918 which took a heavy toll of 15 million lives. The table shows the growth of the population actually grew by 15.5 million only compared with the increase in the succeeding decade 1921-31 of 27.6 million. The year 1921 thus stands as a turning point in the history of population rise in the country. From 1921 to 1951 the actual growth was as much as 109.7 million which nearly equal to the population addition of 108.2 million in a single decade of 1961-71. And the figures for 1981 indicate slight slowing down in population.

The population has been increasing very fast in the decades of 1981, 1991 and 2001. Population of India is greater than the population of Europe. India’s population is equal in size to the population of U.S.A., the U.S.S.R. and Japan put together.

**Problems of Rapid Population Growth**

“The population of a country is its main asset. If its growth remains unstemmed, it runs the risk of reaching a point where it ceases to be an asset and becomes a liability. Rapid population growth and illiteracy are among the crucial problems faced by many developing countries, including India. According to the ‘2001 census’, the total population of the country was 1027.0 million with a growth rate of 2.1 percent during 1991-2001. Although there has been a marginal decline of 0.09 percent in the rate of growth from 1991-2001 decade and 0.11 percent in the rate of growth from 1971-1981
decade. It was 2.22 percent in 1981 and came down to 2.15 percent in 1991 and to 2.11 percent in 2001. The percentage is still very high compared to the average population growth rate 1.7 percent or the world and 1.75 percent for the Asia and Pacific region. If the population growth continues at the present rate, the country’s population will be doubled by the year 2025. This rapid growth of population is one of the major obstacles in achieving the cherished goal of better quality of life of the people. Population growth has effect on various aspects of socio-economic development, which is concern of inhabitants of any country, and this is more particularly so in India for the simple reason that despite the national family welfare programs, which has been implemented for almost 3 decades, the birth rate has not fallen to the desired extend and remains much higher than the planned target. The current population growth continues to be an impediment in the rapid socio-economic development of the country”. Ahmed (1986)

“The rapid population increase poses a serious threat to development efforts of the less developed countries. The task of providing food, school, employment, health facilities, housing etc. for the increasing numbers is staggering. The population question is not merely quantitative but also qualitative in nature as the implication of population growth upon the quality of life and the well being of the people are vitally important”. Agarwal (1985)
What is rapid population growth at national level becomes a large size family with many children at micro level. The backdrop of a country with over 80 percent of its population living in rural areas, majority of them dependant on agriculture. As a result of these and several other factors, rural families have more children than urban. Large size families without adequate income adversely affect the physical and mental growth of population. It is both appealing and tragic that 40 percent of all death in India are among children below five years of age, of these deaths half are children below one year. For every thousand babies born in India about 90 die during the first year. Every month approximately 1,00,000 children die as a result of malnutrition. About 25 million children suffer from severe Vitamin A deficiency and are likely to become blind. The greatest disadvantage of rapid population growth has been the pressure it imposes on social services especially education and health both basic to human development.

“The growth rate of population in our country is almost in geometrical ratio of 2, 4, 8, 16, 32, 64 etc., where as food production is an arithmetical ratio of 2, 4, 6, 8, 10 etc. it shows that our population is increasing more rapidly when compared with the growth of population in the developed countries owing to this factors the people of our country are unable to get adequate food, shelter and clothing.” Mathus (1987)
Increase in the birth rate is not the only factor contributing to the growth rate of population decrease in the death rate is yet another factor, advancement in science and technology has also reduced the death ratio in our country. As a result there is wide gap between birth rate and death rate. The birth rate in India is 25 per 1,000 and the death rate 8 per 1,000. Thus there is an increase of 13 per 1,000 in our population every year.

The country in food production has increased by leaps and bounds. But population is increasing more rapidly than food production. This is a threatening problem, which people have to face. Our country can progress only if we control the growth of population.

Uttar Pradesh is the most thickly populated state in our country. The population of UP was constant during the period 1901 to 1931. Since 1941 the growth rate of U.P. is steadily increasing, and it was decreased in 1951 which was 11.82. Again in 1981 there was slightly higher growth than the past decade i.e. 1971. According the 2001 census the growth rate of population of U.P. was 25.16.

The trend of population in district Varanasi is different in comparison to National, State and Regional level. As per 1991 census the growth rate of district Varanasi was 16.42. whereas at National, State and Regional level it is 23.25, 25.16 and 25 respectively.
The more adverse effects of a growing population on children is to be seen in such aspects as handicapped children, vagrancy and child labour. Large families with many children born at close interval accentuate poverty and parents are forced to send their children for work.

“As a consequence of high fertility a large proportion of the population is in the younger age group. On the other hand communities experiencing high mortality have a small proportion of survivors in the older age group. Decline in mortality improves the chances of survival and the result is that though at each age the number of survivors increase.” Agarwal (1985)

“At social level our population, rapid urbanization causing crowding, has adverse effects on mental health. The experiments conducted by Calboun. Lorenz, Louch, Chirstian and Shegal have uniformly brought out the adverse effects of high population density on animal populations. The experimental rates conditions of high density manifested greater aggressiveness, neglect of offspring and even killing them, increase homo-sexual behaviour. Although one can not directly extrapolated finding of animal experiments to human beings. Among human, over population could cause emotional stress. Research evidence indicates that noise levels above 90 decibels causes psychological and physiological stress and may result in higher blood pressure. Crowding results in lack of privacy and adds to stress.” Dr. (Miss) Kamla Gopal Rao (1982)
Population growth is a complex problem but its main components are birth rate and death rate. Basically population trends of any country are conditioned by the interaction of three determinants—Fertility, Mortality and Migration. Developing countries like India are now in the second stage of demographic transition with the difference that India’s growing population is at present acting as a neutralizing factor or rather as a check on her economic development plans could bring to the people. The causes of high birth rate and its reluctance to decline may be attributed to these factors:

Early marriage, Remarriage of widows, Duration of fertility union, universality of marriage, joint family system, belief in large families, preference for sons, low standard of living.

These are main consequences of a rapid population growth in developing countries, i.e. Food problem, economic development, social development, national income, Age structure, Problems of labour and employment, problem of education, problem of housing. These are major problems caused by over population growth.

The international conference on population and development at Cairo (1994) and the international conference on women at Beijing in (1995) considered adequately greater
issues in the context of population change evolved suitable plans of action. Mathur(1996)

Recent studies have shown that the rapid population growth has led to the expansion of educational sector on the world wide basis, yet has acted as a major obstacle in the attainment of educational targets both the quantitative and qualitative. Inspite of tremendous increase in the numbers of schools, primary and secondary in several countries large number of children are knocking at the doors for admissions. In some countries the absolute number of illiterates have increased inspite of appreciable increase in the percentage of literacy.

**Population Education ;Meaning**

Education is the main factor to create awareness and to solve the population problem. Some studies carried out recently to study the input of population growth and change upon educational development have indicated that a major reduction in the birth rates is vital to both quantitative and qualitative progress of education in developing countries. The population problem could be solved through only education and population education.

“Population Education also called ‘Education for population awareness’ is of very recent origin having been first mooted in the 1960’s, so far it is still for the most part, a collection of concepts and generalization which are in process of being
given a definition, a shape, content, a structure and a validity for being brought within the purview of formal teaching”. Salkar (1986)

Since population education was initiated in response to population problems and to supplement family planning programs, it sometime misunderstood, both within and outside the educational system, as another name for sex, education and or family planning education and or family planning education. The misconception has been one of the hurdles in starting Population Education programs in some countries.

“The process of Population Education should enable learners to extend their understanding of related issues, broaden perspectives, and develop appropriate skills in analyzing and defining the issues in a way which is personally meaningful and society relevant. Population Education is an integral part of the overall development efforts to improve the national and individual quality of life. The quality of life only be achieved through the actions of all people in the society rather than of a few select groups. Population Education would help people make informed alternative choices with regard to the solution of problems arising out of change in population and consumption of resources in the context of total development in the case of micro and macro levels. One important characteristics of Population Education is that it is not propaganda or indoctrination. It is an educational approach

intended to bring about an understanding of population phenomena in relation to quality of life.” Sharma (1986)
According to UNESCO Bangkok, (1970), Population Education in a broad way, can be defined as an educational program which provides for a study of the population situation family, community nation and the world, with the purpose of developing in the students, rational and responsible attitudes and behavior towards the situation.

The national seminar on Population Education held at Bombay in (1969) defined it in terms of objectives, “the objectives of Population Education should be enable the students to understand the family size is controllable that population limitation can facilitate the development of a higher quality of life in the nation and that a small family size can contribute materially to the quality of living for the individual family. It should also enable the students to appreciate the fact, that for preserving the health and welfare of the members of the family, to ensure the economic stability of the family and to assure good prospectus for the younger generation that the Indian families of today and tomorrow should be small and compact”.

Viderman defines (1986) Population Education ‘as the process by which the students investigates and explores the nature and meaning of population process’ population characteristics, the cause of population change and the consequence of these processes, characteristics and change for himself, his family, for society and for the world’.

According to Massialas (1986), Population Education is defined as the teaching and learning of reliable knowledge about the ways of inquiring
into the nature of human population and the natural and human consequences of population change.

Population Reference Bureau has given the definition as ‘Population Education seeks to bring about a realization of the individual, family, social and environmental effects of the explosive increase in human population, the rapid shifts in concentration and distribution of people, the implementations of changing age and other demographic patterns and the conceivable options that may be open to mankind to cope with the consequent problems.’

**Objectives of Population Education**

Population Education being a new field of knowledge the necessity of spelling out objectives for its teaching is even greater. In a teaching context the objectives set the directions which are to be followed to make educational process effective. Thus the objectives laid down are subject to change from time to time in the light of experience gathered in their implementation. Similarly, no permanent or fixed or common objectives can be formulated for a Population Education for all the countries of the world. This is because each country is facing population problem in a somewhat different form. Vital role of population Education is to create awareness among the people.

According to Dr. Cool (1969) the goal of Population Education is the ‘creation of society in which each individual will have the freedom, the health and the resources to full develop his own potential as a human being. Fundamentally, Dr. Cool agrees that Population Education is, but
a part of human resources development, the view that was expressed by Dr. Y. K. R. V. Rao (1969) at the National Seminar on Population Education in Bombay in 1969.

Smt. Avabai B. Wadia (1969) is of the opinion that some of the objectives of Population Education would cover the following:

1. Creating among the younger generation understanding of one of the most important phenomena in the modern world, namely rapid growth of population pits causes, trends and some of the factors affecting it and ways of regulating it.
2. Studying the influence of population trends on the various aspects of life-social, cultural, economic and political and in particular, the close interaction of population growth and the development process with particular reference to the national programs to raise the standard of living.
3. Recognizing the fact that scientific development are enabling us to get increased control over famine disease and untimely death, and similarly control over unplanned birth also. This body of knowledge has to be utilized to Correct violent imbalances between the two, and to create stability.
4. Realising the significance of population growth on individual and family life, and encouraging attitudes of responsibility and mutual help and cooperation in all aspects of personal and family cooperation in all aspects of personal living.
It can be seen from the objectives of Population Education formulated by Smt. Wadia cover all aspects of Indian life in so far as population problems is concerned.

Dr. Edlefsen (1969) has explained Population Education in terms of objectives cities the following ten specific objectives complied by Tjokrowirono (Indonesia):

1. To understand the basic principles of demography.
2. To learn about the causative factors of rapid growth of population.
3. To understand the impact of rapid population growth.
4. To understand the close relationship between the people is well-being and socio-economic development.
5. To understand the meaning and significance of environment harmony.

6. To learn family size can be controlled as opposed to fatalism.
7. To understand the significance of the small family ‘Norm’ and its relation to the quality of living.
8. To understand the far reaching consequences of population density and rapid growth to one’s self and one’s environment.
9. To realize that human behaviour has direct influence on the social structure and on social change.
10. To change attitudes and instil a sense of responsibility towards the welfare of the nation and world.
A comprehension definition of Population Education has led the experts like Dr. John Edlefsen (1972) to explain if in terms of objectives. In this sense he accepts the six specific primary objectives of Population Education complied by Bhatia in (1969).

1. To achieve basic understanding of population dynamics including the growth rate and structure of population in the country in the context of the world population.

2. Appreciation of the significance of the population characteristics for the present and future quality of life including economic development and the attainment of High level of health, educational, housing, diet and other amenities of life.

3. Realization that the size of the family can be easily planned for the benefit of individual families and that large families are not necessary in the present day.
4. Understanding of the health risks involved for the mother and the child.
5. Appreciation of the small family a setting in which a high quality of life for each person is more likely to be attained.
6. Understanding of the Government Family Planning programme in relation to the country’s needs.

UNESCO is the international agency which has taken a good deal of interest in the field of Population Education. In the second Asian population conference held at Tokyo from 1-13 November, (1972) under the auspices of UNESCO Regional Office for education in Asia, Bangkok, the objectives of Population Education has been defined as ‘To give the learner an insight into the totality of issues connected with the population, ranging from the nature, measurement causes, determinants and consequences of Population growth as well as of Urbanization both at the micro level of the family and at the micro level of the community, the nation, or the world at large to the dynamics of the reproductive process, and finally to the possibilities of planning family size and population growth’.

**Contents of Population Education**

The contents of an educational program are largely derived from the set of objectives to be attained by implementing the programme. The specific form which is the content of the
Population Education may take in a particular country depends to a great extent upon consideration of national population policy and the characteristics of the educational system of that country.

The aim of Population Education is to develop in the students right attitudes on which to base their decision regarding Population Education is found essential. The following are some important components of Population Education:

1. Determinants of population growth.
2. Consequences of population growth.
3. Demography.
4. Population policy and programs.
5. Environment and resources.
7. Sex education.


“There are variety of factors which affects the achievement of the desired quality of life. These include population dynamic, socio-political system, process of development, availability of resources and the existing levels of living of the people. Population dynamics is one of the factors affecting quality of life”. Sharma (1975)
In fact, countries with big size of population and high rate of population growth have to invest a greater share of their resources in meeting the demand of increasing population, with the result, very little resources are left for improving the quality of life of the people. Population situation affects other factors and is in turn affected by them.

**Population Policy**

Within the past three decades in particular every country of the world, vast change has occurred in many aspects of life. The most significant has been the recognition that rapid rates of population growth influence every sector of economic and social development. Three decades ago, India was the only country where the Government has developed a population policy promoting family planning.

World-wide interest in the problems evolving from rapid population growth has been promoted by two major considerations—an increasing concern about the relation between the population growth and available resources, and a growing awareness that unrestricted population growth tends to impose a strong constraints on the standard of living, happiness and even survival of mankind through the spiraling consumption of the fixed quantity of resources.

Earlier, the population policy was equated with the family planning policy. The India’s family planning program depends for its success on voluntary acceptance by the people, through a process of motivation and
education of the good that occurs to individuals practicing the small family norm.

In the early years of the family planning programme, the Government of India had adopted a ‘clinic approach’ to family planning. This approach was modified in 1962-63 to the extension approach.

The working group on population policy set up by the planning commission has recommended the adoption of the long term demographic goal of reducing the net reproduction rate (NRR) to one by 1966 for the country as a whole and by 2001 in all the states from the present level of 1.67. The implication of the police are as follows:

1. The average size of family would be reduced from 4.2 children to 2 children.
2. The birth rate per thousand population would be reduced from the level of 27 in 1991 to 21.

3. The death rate per thousand population would be reduced from about 14 in 1991 to 9 and the infant mortality rate would be reduced from 90 to 60 or less.
4. As against 22 percent of the eligible couples protected with family planning at present 60 percent would be protected.

Our latest population goals include control of population growth by reducing fertility. The family welfare programme (including family planning and mother child care) seeks to reduce fertility,
mortality and ultimately the growth rate. The overall socio-economic development seeks to provide adequate nutrition, housing, health care, education employment etc.

The seventh Five Year Plan aims at establishing the two child family norm and attaining replacement level fertility by the year 2000.

**Need and Important of Population Education**

It has now been universally recognized that education in population dynamics is quite necessary for a well rounded system of education the aim of which is to prepare young people for adult roles in future. Population awareness is therefore to be created in them at the early stage of their educational life so that they may in future accept family planning as a way of life. Thus Population Education acts as a supplementary to the family planning programme.

Harold Home (1969) states : “Population Education is a moulder of attitudes and a creator of predisposition’s favourably to the planned family of reduce size”.

The need for introduction of Population Education in the school curricula is also felt on the grounds that ‘over 45 percent of our population is under 15 years of age’.

Prof. Noel David Burleson (1971) of Harward University coined the term ‘Population awareness’ to refer to factual knowledge about population dynamics required to understand the nature and magnitude of the burden imposed by rapid population growth. It has to be recognized that such of the current interest in Population education has sprung from
the need to reduce the rate of population growth in many parts of the world where ‘Population explosion’ have taken place.

Therefore, it is necessary to know how our population problem can be tackled – how can be checked and controlled the over population. Population education is therefore an educational programme in population dynamics useful for both developing as well as developed countries though the contents or the approach to the central problem of population may take different shapes from country to country depending upon a number of socio-economic and cultural factors.

According to Viderman (1972) the characteristics of population and the changes that occur in a population touch upon all our lives, Whether we believe our country to be over population or under populated.

Whether in developing or in developed country of the world Population Education has a significant role to play. Population Education should be all pervasive if it is to be effective.

In developing countries where the role of growth of population is very high the need for small family norm is the most urgent. So, Population Education is a dire need of the moment for all the countries of the world.

**Status of Population Education**

Population Education as an educational programme has been steadily growing both in the curricular domains and in the co-curricular domains. Popular Education activities in higher
education have figured more prominently in the extension activities both on – Institutional campuses and in the communities adopted by universities and colleges for various extension programmes.

In this large gamut of educational interventions informal and formal Population Education is still a development programme. Population Education is only a recent innovation and much experience has been accumulated in any part of the world, and hence a number of exploratory studies and experiments need to be undertaken before this innovation is introduced in schools and thereafter continuous feedback

from research involving the school system, educational administrators, parents, teachers and students need to be undertaken.

**Aims of Research in Population Education**

2. To find out the effective means of integrating Population concepts in the existing school curricula.
3. To identify solutions to problems related to the implementation of Population Education programmes in
schools, colleges and teacher training institutions and for young adults and out of school youths.

4. To evaluate periodically the effectiveness of introducing Population Education at the school level.

The areas of research in Population Education are varied and vast. Most of the research areas which apply to general education, hold good as well for Population Education.

It can be said that exploratory studies need to be undertaken before the programme is implemented. Studies are needed at different levels of schools education and separately for university stage and for out of school youths.

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Utility of the Present Study

Keeping in view the importance of the problem under this study an efforts has been made to investigate and identify the level of population awareness among the people for the age group 15 and 45. The utility of the present study are following:

A. The study will be helpful to find out different aspects of population awareness which are required to give more stress in Population Education programme.

B. To give suggestions to different departments and agencies to create population awareness in those areas where educational interventions are not reaching.

C. To plan and execute educational interventions related to Population Education so that people may
be aware of the consequences of unplanned population growth on developmental efforts and on quality of life.

**Objectives of the Main Study**

Following will be the broad objectives of the study:

1. To study the trends of the population growth in district Varanasi with reference to Regional, State and national levels.

2. To find out the status of knowledge of the people of Varanasi about certain aspects of Population Education.

3. To find the attitude of the people of Varanasi towards different aspects of population problems.

4. To find out the practices relating to Population Education in the districts Varanasi.

5. To find out different educational interventions providing Population Education and their impact on the community.

**Subsidiary Objectives**

To compare the status of knowledge about Population Education of male and female of Varanasi.

1. To compare the status of knowledge about Population Education of Rural and Urban community people of Varansi.
2. To compare the attitude of Male and Female of Varansi towards population problems.
3. To compare the attitude of Rural and Urban people of Varanasi towards population problems.
4. To compare the practices relating to Population Education among Male and Female of Varanasi.
5. To compare the practices relating to population Education among Rural and Urban people of Varanasi.

Statement of the Problem

“A critical study of population awareness among people of Varanasi and the Impact of Education Interventions”.

Important Terms

Population Awareness: The term population awareness means the factual knowledge about population dynamics required to understand the nature and magnitude of the burden imposed by rapid population growth. With such broad connotation, education for population awareness can encompass within its scope all efforts to inform the population about this problem.

People: People means male and female of 15 to 45 age group residing in the district of Varanasi.

Impact: It means the effects of the process, in terms of competencies, knowledge, attitudes, skills developed and changes in human behaviour; An effort being made by Population Education.
**Educational Intervention:** Educational Intervention means different programmes and activities regarding to population problem and issues in different sector.

**Delimitation of the Study**

A. The present study will be delimited upto district Varanasi.
B. The study will be confined to find out the population awareness among 15-45 age group of both the sex.

C. The study will consist awareness of following aspects of Population Education:
   - i. Population situation
   - ii. Population growth
   - iii. Quality of life.
   - iv. Knowledge, attitude and practices. (KAP)
   - v. Family welfare.
   - vi. Conservation of resources.

D. Since 1901 till 2001 the trend of Population Growth at National, Regional and District Level will be considered.