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# UNIT 1 POPULATION EDUCATION: CONCEPT AND DEVELOPMENT

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## 1.0 INTRODUCTION

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We are aware that there is intricate relationship between population and development, both at micro and macro levels. Every individual, family, community and nation desires to achieve better standard of living. But, an undisputed fact is that any increase or decrease in population will have its relative impact on development in the given context – family, community, nation and the world. As you have studied in Course MAE-004, the concept of development is very comprehensive, and understanding of the relationship between population and development becomes highly complex given the qualitative and quantitative variables of development. In this context, it is appropriate for you to revisit MAE 004 “Extension Education and Development”, in particular the concept of development and the factors that influence it.

Decisions of individuals, families, communities and the nations regarding population matters will have their implications for development at micro and macro levels and overall quality of life of people. At the national level, decisions related to population change – increasing or decreasing it – are a matter of

population policy, which may be pro-natalist or anti-natalist. However, the emphases in these policies and programmes vary from nation to nation based on the political, social and cultural, environmental and other aspects. And, population education in many countries has emerged in response to population problems and issues, and in particular as part of their policies. It is an indirect means to attain national demographic goals by influencing the people's knowledge, attitudes and practices or behaviour towards such problems and issues.

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## **1.1 OBJECTIVES**

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In this Unit we, therefore, attempt to highlight the concept, significance, scope and development of population education. After going through this Unit, we expect you to be able to:

- Define the concept of population education;
- Explain the need and significance of population education;
- State the goals and objectives of population education;
- Discuss the aspects and scope of population education; and
- Describe the origin, growth and development of population (and development) education including its present status.

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## **1.2 POPULATION EDUCATION: CONCEPT AND SIGNIFICANCE**

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World population which was 300,000,000 in 1 AD took 1700 years to increase (double itself) to 640,000,000, but it took only 150 years to double itself again to reach 1,265,000,000 by 1850, and after that only 100 years to double itself to touch 2,516,000,000 figure by 1950 ([http://en.wikipedia.org/wiki/World\\_population\\_estimates](http://en.wikipedia.org/wiki/World_population_estimates)). At this stage (i.e. in 1950s), such unprecedented phenomenal growth of world population has received global attention.

When the population changes began to affect the development and quality of life of people at individual, familial, community, national and international level, debate started on problems and issues of population followed by efforts to control the same. That was the beginning of the efforts to control population both at global and national levels. Efforts to promote direct methods of population control such as adoption of family planning by people have not yielded adequate results due to lack of understanding and motivation at individual and familial levels to adopt family planning methods and techniques. Thus, population education has been identified as one of the effective interventionist strategies to influence adoption of family planning by the eligible couple and other age-groups of population through imparting necessary knowledge, attitudes, skills and practices in respect of population matters. Yet, by 1995, once again the figure has more than doubled (reached 5,760,000,000) in just 45 years. Further, it crossed 7 billion mark on 31 October 2011.

As a result, population education has acquired increasing global attention in view of its place in the overall development of the individuals, families, communities, nations and the world. It is, therefore, essential for us to understand the concept and significance of population education at national and international levels.

## 1.2.1 Concept and Features of Population Education

Population problem is a man-made problem and hence solution to it also lies in human mind and actions only. The solution becomes sound and possible by educating the people about the population issues and problems. So, population education, in simplest terms, is the education on or related to population matters. But, the term population matters is very wide and includes many things, and delimiting these matters is not an easy task. It refers to the conceptual understanding of both 'population' and 'education' and encompasses all that is related to population matters – situation, issues, problems, etc.

*Population*, in general, refers to the total number of people inhabiting in a specified geographical area, be it a village, taluk, district, country or the world as a whole; or belonging to any particular race, religion, sex, class, caste, group, community, and so on. *Education* is the process that imparts, improves or changes the knowledge, information, understanding, attitudes, skills, abilities, practices and so on of the people for their effective performance in life as an individual and as a member of the family, society, nation and the world. Having considered the two terms, 'population' and 'education' as above, deciding on what sort of education can be imparted to which section of population, on what population matters and to what extent poses a serious challenge to population educators and educationists.

Broadly speaking, the population matters include:

- a) the size, structure, distribution, density, growth, etc, of population;
- b) the trends in population change at different levels – local, state, national and global as well as the factors that determine or influence these changes;
- c) the consequences of population change on different aspects of human life – social, religious, economic, political, cultural, etc, and also on environment and ecological balance;
- d) the human reproductive system, the process of conception, the progress of pregnancy and delivery, reproductive health and rights, etc; and
- e) various measures of population control, viz. i) individual – different temporary and permanent methods and techniques of family planning; ii) national – national population policy and programmes; and iii) international – agencies engaged in providing different types of support such as financial, material and human to various population control efforts in different countries.

In fact, it clearly covers any or all matters related to population that influence(s) development, standard of living and quality of life. Thus, population matters are comprehensive and all-embracing and together form the content of population education that enables people or the target groups to take rational and responsible decisions in respect of these matters.

### 1.2.1.1 Nature and Meaning of Population Education

Population matters are not constant and keep changing. Accordingly, the concept of population education has gradually evolved by adapting itself to the changing needs, requirements and emerging issues and concerns. While promotion of the observance of the small family norm has been the basic concern of population

education, its approach has been to present to the students (the target groups) the multi-faceted aspects of population situation at micro and macro levels with clear-cut emphasis on cause and effect relationship between different aspects and factors of population.

Conceptualisation of population education is, of course, a question of emphasis, rooted in complex socio-cultural and historical differences. Since the population situation is not expected to remain static, the concept of population education also cannot be expected to remain unchanged. "Although some countries do not openly accept any kind of sex education or family planning education in schools, they do realise the need for including some content related to these areas in the population education curriculum. A number of surveys conducted in some countries in Asia vouch to this change in the perception of people and their acceptance to include sex education related contents in the framework of population education" (Sharma, 1991, p.10). In many countries of Asia and the Pacific region there is cultural and religious resistance to including any kind of family planning or sex education component in school curricula. Sex education is still considered 'untouchable' in many countries in Asia, although some countries such as the Republic of Korea and the Philippines have included family planning and sexuality as a part of population education curriculum in schools. In Fiji, sex education is a major component of family-life education. It should, however, be noted that in Latin America and to a lesser degree in francophone Africa, 'sex education' may be the most accepted term for what has been called 'population education' in Asia (Ibid, pp.9-10).

Population change and development are interdependent. Population change at any level – family, community or nation – is the result of the decisions based on certain considerations, which they consider rational in the given situation/context. Whether the decisions are rational or not depends upon their understanding of all the relevant matters at that level. This is what precisely means population education – knowledge, understanding, attitudes and practices/behaviours of people in respect of their population situation – which is intended to lead to such population change that influences their quality of life, among others, at present and in the future as well. It, thus, has bearing on population matters at micro and macro levels both at present and in the future.

Population education, therefore, means and includes all educational efforts aimed at presenting to people the population situation, its determinants, consequences and controlling measures in scientific manner with a view to developing among them the rational and responsible decision-making ability in respect of population regulation for better quality of life at present and in future for themselves and for their off-spring.

### **1.2.1.2 Definition of Population Education**

Population education, being innovative programme of education, needs to be clearly understood. Given the cultural diversities and different target groups to be educated on population matters, it may be difficult to give one definition of population education which can be universally accepted. Further, definitions may be directive or non-directive. Also, the definitions based on directive approach differ in their specific behavioural outcomes such as promotion of acceptance of a small family norm, contraceptives, etc. For instance, the assertion that 'a small family is a happy family' is not universally true for there are many instances of

bigger families being happy families. The pursuit of such an objective may have psychological implications for children who come from large families' (Sharma, 1991, p.11). While the directive definitions of population education may be controversial, non-directive definitions will be non-controversial.

In India, the first crucial attempts at defining population education and developing its conceptual framework with a scheme of contents were made in the National Seminar on Population Education held at Bombay in 1969. It was regarded as 'a motivational force for creating right attitudes to family size and the need for family planning methods' (Rao, 1969). In the same seminar, Chandrasekhar (1969) regarded population education as 'the statistics, economics and sociology of the growth of population, its distribution and relation to the standard of living, and its ultimate economic and social consequences'.

UNESCO made an attempt to define population education in internationally acceptable manner: "Population education is an educational programme which provides for a study of the population situation in the family, community, nation and the world, with the purpose of developing in the students rational and responsible attitude and behaviour towards that situation" (UNESCO, 1971, p.13). From this definition, one can understand two important attributes of population education. *Firstly*, it is an educational programme that provides for a study of population situation at different levels. *Secondly*, it is intended to develop rational and responsible attitude and behaviour towards that situation. The words 'rational' and 'responsible' are quite relative and the bases/criteria to establish a decision on a population matter as rational and responsible vary widely depending upon the context at a given level. Thus, the term 'population situation' is not amenable for any precise definition. This is so because, what is rational and responsible to one – be it individual, society or nation – may be absolutely irrational and irresponsible to others. However, reflecting on all such details in any definition will be extremely difficult task, as there cannot be any hard and fast rule in this regard. Nevertheless, the above definition of population education is accepted by the majority of countries in the world.

However, individual experts do differ and offer their own definitions. Massialas (1972, p.44) defined population education 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". This definition stresses the 'reliable knowledge of ways of inquiring' thus intends to promote skills and abilities of the target group related to researching into population matters to enable them to learn on their own about these matters.

Lane and Wileman (1974, p.10) defined population education as "the study of human population and how it affects and is affected by several aspects of life: physical, social, cultural, political, economic and ecological". This definition attempts to include the study of the repercussions of population change on several aspects of life and vice versa.

Viederman (1974, p.319) defines population education as an educational process which assists persons: a) to learn the probable causes and consequences of population phenomena for themselves and for their communities (including the world); b) to define for themselves and for their communities the nature of the problems associated with population processes and characteristics; and c) to assess

the possible effective means by which society as a whole and the person as an individual can respond to and influence these processes in order to enhance the quality of life now and in the future.

Thus, the conceptions and definitions are, on the whole, shrouded with epistemological difficulties. Several persons and institutions have conceived and defined population education in different ways depending upon their knowledge, own perceptions and points of view. Some defined it in terms of its aims and objectives or in terms of the behavioural outcomes expected of population education, while some others defined it by giving a list of its contents. They conceived it as synonymous to family planning/birth control or contraceptive education or family life education or population studies or demography. While some definitions are directive aimed at achieving the acceptance of small family norm, some others are non-directive aimed at the development of rational and responsible attitudes and behaviour towards family size and other population matters (Lakshmi Reddy, 1993, pp.9-10). We can thus notice that the emphasis in different definitions is on bringing changes in the knowledge, understanding, attitudes and behaviour or practices/response of people in respect of population situation and ways and means of its regulation or control for better quality of life.

### 1.2.1.3 Distinguishing Attributes of Population Education

Lakshmi Reddy (1994, p.47) presents the following as distinguishing attributes / features of population education.

- i) It is an *educational programme* designed to make learners understand the inter-relationship among population situation, change, development and aspects of quality of human life.
- ii) Its *ultimate goal* is to make learners contribute to the improvement of the quality of human life, now and in some future time.
- iii) It is *population problem-centred*, hence lends itself to discovery and inquiry learning processes. If the population related problems are non-existent then the question of population education does not arise at all.
- iv) It is a *value-laden subject*, hence more open to the use of values-clarification approach to learning, i.e. to pose realistic alternatives, to examine consequences of each alternative and to enable learners to make sound decisions for action on population issues. Population education, thus, is more sensitive and warrants skilful handling of it in multi-lingual, multi-religious, and multi-racial societies or nations.
- v) It is *multi-disciplinary* and derives its content from demography, population studies, biology, statistics, sociology, psychology, economics and other disciplines.

### 1.2.2 Need and Significance of Population Education

Having studied the concept of population education, we will now attempt to highlight the need and significance of population education.

### 1.2.2.1 Need

As mentioned elsewhere above, world population which was 300,000,000 in 1 AD took 1700 years to double itself, for its further doubling it took only 150 years (by 1850), for the next doubling only 100 years (by 1950), and after that (by 1995) only 45 years to double itself to reach the figure of 5,760,000,000. It is further estimated that it is likely to cross 9,352,000,000 by 2050.

China is the world's most populous country, with about 1.34 billion people in 2010. It's closest rival, India, has 1.21 billion people but is expected to have more people than China by the year 2030 as a result of having a less successful family planning policy than China. Both, China and India together account for a third of the world's population (<http://factsanddetails.com/china.php?itemid=129&catid=4&subcatid=15>). India is estimated to increase its population by about 18 million every year -- the size of Australia. While India alone is adding one Australia to it every year, the world population is likely to add one India or China to its population every decade. There is thus pressing need to spread population education in the countries like India and China and all developing countries in particular and the world in general, which suffer from the problems of ever increasing population.

The human beings, by contributing to rapid growth of their population, are endangering their individual, familial, social and national well-being. It is thus a man-made problem and effective solution should, therefore, also evolve from his rational thinking and action – rational mind and behaviour. That is possible mainly through educating people about their role in respect of population problems and issues – population education.

### 1.2.2.2 Significance

In the light of the above discussion, the significance of population education is explained below.

- 1) Many developing countries have started Family Planning programmes in 1950's and 1960's to curb their population growth rates. But, these programmes were aimed at only the population in the reproductive age group (15-44 years). Population below 14 years of age which ranges between 35-60 percent of population in many countries are left out from the purview of family planning education. This group that constitutes the adult population in the coming years (future) is a potent source of fertility. Therefore, it is the cultivation of desirable attitudes among this group of youngsters towards population matters that can provide potential and viable solution to the continuing problem. Further, the need to catch them young is thus obvious and, hence, population education becomes more relevant as an important instrument to develop in them rational attitudes and responsible behaviour towards population problems.
- 2) Like education, population education is a life-long process; it cannot be considered as co-terminus with formal schooling. To face different population problems arising from time to time, population education becomes essential at all other levels and forms of education such as non-formal education. Hence, population education has its significance at all levels of education through all forms of education.

- 3) Increasing population will continue to affect the quality of life of people leading in general to deficiency of food and inadequate facilities for education and health, among others. Further, the other social problems such as crime, violence, anti-social activities, juvenile delinquency, terrorism, etc., and environmental problems such as pollution, global warming, ecological imbalance would also increase. Population education only can provide lasting solutions to all such problems.
- 4) Population education being an educational programme is capable of influencing the knowledge, skills, attitudes and practices of people in respect of population matters. It has been shown by many investigations that knowledge influences attitudes and attitudes in turn influence practices. Population education, therefore, becomes a pre-condition for desirable practices in respect of population matters.
- 5) Every country in the world strives to increase the quality of life of its people. Over population in any country would certainly have adverse impact on the quality of life of people. Hence, either to increase the quality of life or to maintain the existing quality of life, the population must not be allowed to grow beyond its resources and, therefore, its control assumes significance. As one of the strategies, every nation is involved in educating its people in matters pertaining to population with the purpose of enabling them to take rational decisions and implement them to reduce the growth rates with a view to promote quality of life.

**Check Your Progress**

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under "Answers to 'Check Your Progress' Questions".

1) Define population education.

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2) What are the distinguishing attributes of population education?

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3) Explain the need and significance of population education

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4) What are population matters that form the broad contents of population education?

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### **1.3 POPULATION EDUCATION: OBJECTIVES AND SCOPE**

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In this section, we will focus on the objectives, goals and scope of population education.

#### **1.3.1 Objectives and Goals Population Education**

We know that the goals are broad and quite general in nature and are meant to be realised in the long term, while the objectives are narrow, precise, specific and sought to be achieved in the short term. The goals are general intentions which are abstract and intangible, while the objectives are concrete and tangible. The goals can't be validated as such while the objectives can be validated. With this clarity on the differences between goals and objectives we will now look at the objectives of population education.

##### **1.3.1.1 Objectives of Population Education**

The first 'United Nations Population Conference' held in 1954 in Rome had drawn global attention towards population problems. Subsequently, different countries began their efforts in the form of population policies and programmes, which later have been revised time and again in tune with the national and international developments. Of course, India is the first country to have official population policy during the first Five Year Plan (1951-56) itself – when National Family Planning Programme (NFPP) was launched by focussing on 'clinical approach'. But, the beginning of population education in India can be traced to the third Five Year Plan (1961-66) when NFPP was given extension-orientation with 'cafeteria approach' to family planning. Thus, population education has

emerged as an indirect means to strengthen direct intervention strategies and approaches aimed at attaining the national demographic goals.

“UNESCO’s General Conference declared in 1968 that the purpose of UNESCO’s activities in the field of population should be to promote a better understanding of the serious responsibilities which population growth imposes on individuals, nations and the whole international community. In 1970, it authorised the Director-General to assist Member-States, on request, in the elaboration of population and family planning policies; and in 1972 it recommended that the Director-General promote, by means of education and information, a clearer insight among the public into the nature, causes and consequences of demographic trends. The General Conference of UNESCO at its seventeenth session adopted resolution I.221 authorising the Director-General to pursue and undertake activities designed inter-alia for the promotion of population education” (Sharma, 1991, p.8). Thus, time and again, the focus of population activities and education has been changing around certain core contents.

Nevertheless, in view of different socio-cultural backgrounds and population policies of different countries, the specific objectives of population education may be different. In India, the following objectives have been decided at a workshop organised by NCERT (1971a, pp.9-10) which stand as the general objectives of the country even today:

- i) to develop an understanding of some demographic concepts and processes;
- ii) to develop among the younger generation an understanding of the most important phenomenon of the modern world viz., rapid growth of population and its causes;
- iii) to develop an understanding of the influence of population trends on the various aspects of human life – social, cultural, political and economic;
- iv) to develop an understanding of the close interaction of population growth and the developmental process with particular reference to development programmes for raising the standard of living of people;
- v) to develop an understanding of the evil effects of over population on the environment and the concomitant dangers from pollution;
- vi) to develop an understanding of scientific and medical advancement enabling to get an increasing control over famines, diseases and ultimately death and the imbalance thus created between death rate and birth rate;
- vii) to develop an understanding of biological factors and phenomenon of reproduction which are responsible for continuance of the species;
- viii) to develop an appreciation of: a) the small family norm as proper and desirable; b) the relation between population size and the quality of life; and c) the fact that family size is a matter of deliberate choice and human regulation rather than of accident or forces beyond human control;
- ix) to develop an attitude of responsibility and mutual help and cooperation in all aspects of personal and family living;
- x) to develop an appreciation of the relationship between the preservation of the health of the mother, the welfare of the children and the small size of the family;

- xi) to develop an appreciation of the fact that the actions of each individual member of the society affects others, and personal and national decisions concerning family size and population have long range consequences for the whole world;
- xii) to develop an awareness of population policies and programmes of the country; and
- xiii) to provide students with a basic demographic vocabulary so that they are able to read and interpret demographic material with some understanding.

“The main objective of population education should be to enable the students to understand that 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, for ensuring the economic stability of the family and for assuring good prospects for the younger generation, the Indian families of today and tomorrow should be small and compact...” (NCERT, 1971a, pp.7-8).

Depending upon the specific objectives the content, scope, etc., of population education may vary from community to community, from society to society and from country to country. “In some countries, population education was instituted in response to the recommendation of the World Plan of Action, which stated that government should consider making provision in both the formal and non-formal educational programmes for informing their people on the consequences of existing or alternate fertility behaviour for the well-being of the family, for the educational and psychological development of children and for the general welfare of society, so that an informed and responsible attitude to marriage and reproduction will be promoted” (United Nations, 1974, in Sharma, 1991, p.9).

Though the above mentioned objectives are specific to India, they are more or less like the broad general objectives that are appropriate for any country. Yet, the specific objectives of population education differ slightly or significantly from country to country. Also, they are different for different grade levels and target groups within a particular country. It will, therefore, not be appropriate here to list the specific objectives or go into the details related to different grade levels. However, in the words of Sharma (1991, p.16) although countries differ in respect of specific objectives of their population education programmes, the general objectives are more or less the same. According to him, the following general objectives could very well represent the nature of population education.

- 1) To develop awareness and understanding about:
  - a) population situation – national and world;
  - b) basic demographic concepts and theories;
  - c) processes and determinants of population change;
  - d) concept of quality of life in different socio-cultural settings;
  - e) inter-relationship between population change and different aspects of quality of life at micro and macro levels;
  - f) consumption explosion and its implications on quality of life for others;

- g) human reproduction, eugenics and family welfare; and
  - h) population policies, plans and programmes.
- 2) To develop the ability to assess the quality of life implications in relation to population change and consumption of resources, now and in the future, for oneself, one's community, nation and the world.
  - 3) To develop rational attitudes, values and skills for taking responsible decisions and actions regarding population related issues and improvement of quality of life.

Since the first UN Population Conference held in 1954 the Governments, donors and the practitioner-agencies involved in promoting the scientific knowledge and understanding on population matters popularly used the term 'population education'. The fifth International Conference on Population and Development held in 1994 came out with 10-year Programme of Action and had given due recognition to sexual and reproductive health, and reproductive rights and freedom of individuals in the overall context of simultaneously and comprehensively addressing the issues of both population and development. With increase in national measures such as national population policy and programmes, and international measures such as involvement of international agencies in providing different types of support – financial, material, human, technical, etc – to the policies and programmes of different countries, population education has become more popular as population and development education at global level. One can see the close linkages between the 10-year Programme of Action prepared by ICPD held in Cairo in 1994 and its follow-up that informed the Millennium Summit in 2000 in setting the Millennium Development Goals (MDGs). Since then, population education became an integral part of development efforts aimed at achieving the MDGs as well as the 10-year review held in 2010. Thus, 1994 International Conference on Population and Development (ICPD) was a milestone in the history of population and development, and accordingly the Governments, donors and the practitioner-agencies, in tune with the above declaration, have changed the nomenclature of 'population education' to 'population and development education'. But, the definition of 'population and development education' remained same as the definition of 'population education' and accordingly its objectives also remained the same.

### **1.3.1.2 Goals of Population Education**

The ultimate goal of population education is to enable the individuals to extend their understanding, attitudes, perspective and practices related to population matters – issues and problems – in a way that is personally meaningful and familially, socially, nationally and globally relevant.

Population policies and programmes in different countries are the result of policy makers' perceptions of and reflections on the population situation, its trends, problems, repercussions and relevance to national development at present and in future. A population policy consists of both the formulation of and articulation by the government of some population objectives or a set of objectives that maximise the public welfare and levels of living. Population policies are "measures and programmes designed to contribute to the achievement of economic, social, demographic, political and other collective goals through affecting critical demographic variables, namely, the size and growth of

population, its geographic distribution (national and international), and its demographic characteristics (UNESCO, 1974, in Premi and Saxena, 1991, p.106). It involves the commitment and manipulation of resources in pursuit of the population policy and programmes. To sum up, the major goals of population education as part of population policies and programmes include the following.

- To develop in the individuals appropriate knowledge, understanding, skills and abilities to identify, analyse, define and address the problems and issues of population and development in a way that is personally meaningful, familiarly advantageous, socially relevant, nationally progressive, developmentally sustainable and globally welfare-oriented.
- To contribute to the realisation of the goals and objectives of national population policies and programmes by affecting critical demographic variables that have significant relevance to the achievement of economic, social, demographic, political and other collective goals of the nation.

All the eight MDGs set by Millennium Summit 2000 are intricately linked to population and development matters only. The goals of population and development education have thus become the integral part of the MDGs given below.

- ✓ Goal 1: Eradicate extreme poverty and hunger
- ✓ Goal 2: Achieve universal primary education
- ✓ Goal 3: Promote gender equality and empower women
- ✓ Goal 4: Reduce child mortality rates
- ✓ Goal 5: Improve maternal health
- ✓ Goal 6: Combat HIV/AIDS, malaria, and other diseases
- ✓ Goal 7: Ensure environmental sustainability
- ✓ Goal 8: Develop a global partnership for development

In 2010, the UN system reviewed progress, identified gaps and explored ways to accelerate progress in a series of events leading up to the MDG 10-Year Review.

### **1.3.2 Scope of Population Education**

From the foregoing discussion in sections 1.2 and 1.3 it is possible to draw out the content of population education that provide us an idea of the scope of population education. To begin with, it was essentially demography-laden. In course of time, the content has been elaborated and specified to include various other concepts, thus enlarging the scope of population education.

The 1974 World Plan of Action adopted at Bucharest stressed that “educational institutions in all countries should be encouraged to expand their curricula to include a study of population dynamics and policies, including where appropriate family life, responsible parenthood and the relation of population dynamics to socio-economic development and to international relations”.

According to Mehta (1982, pp.35-39) demography (the population situation), determinants of population growth, and consequences of population growth form the core components of population education which are more or less universally accepted. To make population education more comprehensive, sex education

with two elements – human reproduction and family planning – is also added to it so as to gear it to the needs of the country. In fact, sex education as a component of population education will help a lot in removing the blind beliefs of the people regarding the birth of the child. For instance, many people in India and many other developing countries consider child birth as gift of the gods, which in fact is not correct. Once they understand the process of conception and child birth and are convinced of it, there is every likelihood of they rejecting their blind belief on child birth. Besides, there are many blind beliefs regarding sex including its determination which can also be effectively eliminated through sex education.

Although virtually all population education programmes espouse an open-ended, non-prescriptive approach in their goals and objectives, the content as well as approach is, often implicitly and sometimes explicitly, directed more towards the specific goal of promoting a small family norm. The funding agencies also want to see the effect of population education programmes on the reproductive behaviour of the target audience. This is more true for out-of-school youth and adults (Sharma, 1991, p.20).

What is even more important in the case of population education is the full understanding and appreciation, on the part of all concerned, of its nature, objectives, content and methodology and the acquisition of professional skills and competencies in its transmission to different kinds of clientele – students, teachers and other educational functionaries (Seshadri and Pandey, 1991, p.ix). Further, the content and scope of population education also differ based on the policy and programme objectives and also the target group. The family life education programme in Afghanistan is intended to ‘design and organise functional literacy programmes for the rural and urban women related to family health, better family living and family guidance, while in Malaysia it intends to strengthen family development programme by broadening the scope of its family planning component to family life education. Besides family planning, the need for the improvement of quality of life of the individual, family and community are given emphasis to contribute to the achievement of general objectives of the family development programme (Sharma, 1991, pp.14-15). Although opinions differ with regard to the nature and content of a population education programme for youth and adults, the information on sex and family life is considered to be of immediate relevance to both, youth and adults. This further widens the scope of population education so as to include family planning, sex education and population policies in it. So, broadly and in general, it can be said to include:

- i) demography (includes the determinants and causes of population change);
- ii) consequences of population growth on
  - various aspects of human life – biological, social, economic and cultural;
  - environment and ecological balance, and
  - on development and welfare programmes of the country;
- iii) family life education; and
- iv) population policies and programmes.

Nevertheless, the quality of life has increasingly been the focal aspect of population education. Consequent upon the stipulation made in the National Policy on Education 1986, it has become value-laden as well as quality of life

improvement-oriented. In view of this, NCERT (1988) has built the conceptual framework around *six major themes*. These are:

- i) family size and family welfare,
- ii) delayed marriage,
- iii) responsible parenthood,
- iv) population change and resource development,
- v) population related beliefs and values, and
- vi) status of women.

The content focussing on these themes is drawn from *six content areas*:

- i) population and economic development,
- ii) population and social development,
- iii) population, environment and resources,
- iv) population and family life,
- v) population, health and nutrition, and
- vi) population dynamics.

The emerging issues such as problems of adolescents, sexually transmitted diseases including AIDS, urbanisation and concern for the aged are woven into this conceptual framework. Further, the attitude and value-orientation of individuals are shaped by their socialisation process. Therefore, population education should provide a suitable setting for values-clarification and development of scientific temper (Parakh and Pandey, 1991, pp.31-34). Since population education is a value-laden area, one is bound to deal with many value-related issues of population even in implementing this programme. "These issues arise because of the differences in the social, cultural, religious, economic and political systems and values of the people. Most of the values are so deep-rooted in the socio-cultural milieu of the people that concerned and continuous effort is needed to change them. During the last decade or so countries with population education programmes have developed a rich experience in dealing with these issues and as a result new trends in the implementation of population education programmes are emerging" (Sharma, 1991, pp.16-17).

It is obvious from the above discussion that population education deals not only with the cognitive domain but also with the affective domain, more importantly with attitudes, appreciations and values which are not easy to assess and address. Besides these, population education content is an integral part of different subjects. This makes evaluation of population education more complicated. Further, in the absence of any reliable tool of evaluation, it would be difficult even to answer the question – whether the objectives of population education have been really achieved or not?

However, since 2000 when the goals of population and development education have become integral part of the MDGs, the content and scope of population and development education have increased very widely to include everything that has any relevance to achieving the MDGs, namely: *eradicating poverty and hunger; achieving universal primary education; promoting gender equality and*

*empowering women; reducing child mortality rates; improving maternal health; combating HIV/AIDS, malaria, and other diseases; ensuring environmental sustainability; and developing a global partnership for development.*

One of the special features of population and development education as an educational endeavour is that it lays more emphasis on objectives relating to affective domain, necessitating the selection of such contents as have a potential to initiate among learners the processes of attitude transformation and value orientation towards population issues. Moreover, the content and scope of population and development education is objective-specific, clientele-specific, location-specific, and problem-specific and the related content is not automatically available. Since population and development education is population problem-centred, multidisciplinary and value-laden educational programme aimed at improving the quality of life at present and in future, its content is to be drawn from demography, population dynamics, population studies, sex education, family planning and population policies and programmes. Its content, thus, is to be judiciously derived from several academic disciplines such as demography, sociology, geography, economics, psychology, biology, ecology, population studies, medicine, etc.

Nevertheless, it may be remembered that the objectives, content and scope of population education vary from target group to target group depending upon their educational level as well as national, local and individual needs and problems.

**Check Your Progress**

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.

5) Mention the goals of population education and the Millennium Development Goals (MDGs). Explain how the goals of population education are related to the MDGs.

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## 1.4 DEVELOPMENT OF POPULATION EDUCATION: AN OVERVIEW

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In this section, we will present you an overview of development of population education, with an emphasis on its growth and development in India.

### 1.4.1 Origin and Growth of Population Education at International Level

The origin of population education at international level can be traced to the first United Nations Population Conference held in 1954 in Rome (Italy) which has drawn the global attention to the problems and issues of population. Such effort began in the context of the world population touching 1,265,000,000 in 1950, which was just half of it 100 years ago (i.e. 640,000,000 in 1850). The second UNPC was held in 1965 in Belgrade (Yugoslavia). The first and second UNPCs were organised in collaboration with the International Union on the Scientific Study of Population (IUSSP) and comprised of technical experts aimed at expanding scientific knowledge and understanding on population issues. The third conference held in 1974 in Bucharest (Romania) and the fourth one held in 1984 in Mexico City, were organized by the United Nations alone and comprised of government representatives. These conferences benefitted from extensive preparations, scientific symposia, regional meetings, and meetings of preparatory committees involving technical experts and focused on development of policies (<http://www.rhrealitycheck.org/reader-diaries/2010/01/11/international-conference-population-and-development-icpd-a-historical-account-and-future-trajectory>). Since the first UN Population Conference held in 1954, the Governments, donors and the practitioner-agencies involved in promoting the scientific knowledge and understanding on population matters popularly used the term 'population education'. Beginning with 1954 UNPC every ten years such a conference has been held to discuss population problems and issues and to promote measures to address them at international level.

The fifth International Conference on Population and Development (ICPD) held from 5-13 September 1994 in Cairo (Egypt) had, at the end of nine days of intense debate, adopted a wide-ranging 20-year action plan that delegates and commentators hailed as opening of a "new era in population". The programme contained highly specific goals and recommendations in the mutually reinforcing areas of infant and maternal mortality, education, reproductive health and family planning. This Programme of Action has the potential to change the world with its far wide ranging effect (<http://www.unfpa.org/swp/2004/english/ch1/index.htm>). Underpinned by a commitment to human rights and gender equality, the Cairo agreement called on countries to ensure reproductive health and rights for all as a critical contribution to sustainable development and the fight against poverty, illiteracy and gender disparity, which the ICPD saw as inseparable from addressing population concerns. It is at this conference that the concepts of reproductive rights, sexual and reproductive health were officially incorporated in the programme of action to serve as a blueprint for population programmes of the United Nations and individual countries until 2015.

The 1994 International Conference on Population and Development (ICPD) was, thus, a milestone in the history of population and development as well as in the history of women's rights. The Programme of Action agreed to at the ICPD

along with benchmarks added at the ICPD+5 review informed the eight Millennium Development Goals (MDGs) derived from Millennium Summit, 2000. These mutually reinforcing development blueprints continued to guide United Nations Fund for Population Activities (UNFPA) in its efforts to improve lives, support reproductive health and rights, and advance gender equality. UNFPA, governments and development partners marked the 15th anniversary of the ICPD in 2009 by taking stock of how much has been accomplished and how much more has been left to be done. A series of expert meetings and events helped to identify gaps and challenges, to consolidate lessons learned over the last 15 years, and to come up with practical recommendations for accelerating progress (<http://www.unfpa.org/public/icpd>)

At the Millennium Summit in 2000, a framework for progress consisting of eight Millennium Development Goals (MDGs) was derived from the Millennium Declaration adopted by the world leaders from 189 Member States who agreed to help the world's poorest countries significantly by the year 2015. The MDGs serve as a time-bound, achievable blueprint for reducing poverty and improving lives agreed to by all countries and all leading development institutions. They guide and focus development priorities for governments, donors and practitioner-agencies worldwide (<http://www.unfpa.org/public/icpd>).

In 2010, the UN system reviewed progress, identified gaps and explored ways to accelerate progress in a series of events leading up to the MDG 10-Year Review of all population and development related matters. One can see the close linkages between the 10-year programme of action prepared by ICPD held in Cairo in 1994 and its follow-up that informed the MDGs. Thus, 1994 International Conference on Population and Development (ICPD) was a milestone in the history of population and development, and accordingly the Governments, donors and the practitioner-agencies have changed nomenclature of 'population education' to 'population and development education', and its definition remained the same, but, in practice, focus has shifted to matters of interrelationship between population and development.

#### **1.4.2 Growth and Development of Population Education in India**

India is the first country in the world to have a State-sponsored population policy favouring family planning to limit the size of the family. The National Family Planning Programme, initiated in 1952 during the First Five Year Plan (1951-56), adopted a "clinical" approach to family planning and opened a number of clinics with the expectation that the people would take advantage of the facilities. Faced with inadequate response, this approach was modified thereafter. The 'community extension' and 'cafeteria' approaches were followed during the Third Five Year Plan (1961-66) with an emphasis on creation of motivation among the people to respond to the family planning message and to utilise the services offered by changing popular attitudes and values to family planning. The 'cafeteria approach' in which various alternative means of family limitation (temporary and permanent) were propagated from the middle of 1960s also did not make much headway as the official emphasis remained on terminal methods alone. Later, many legislations were brought out, including on abortion (medical termination of pregnancy) and the age of marriage. 'Incentives and disincentives' scheme was introduced. Women's education, population education, child nutrition, etc and their integration with the family planning programme was

thought of. Consequently, a comprehensive National Population Policy integrated with the overall strategy of socio-economic development was evolved in April 1976 with a view to promoting family planning at a faster pace by involving in the programme the other development departments of the Government, both at the Centre and in the States. Also, all the organisations which commanded credibility and influence with the people and were interested in the public welfare were given importance in the task of promoting family planning.

Some of the important features of the National Population Policy of 1976 are (Sreedhara Swamy, 1984, pp.154-155):

- i) increase in the age of marriage from 15 to 18 years for girls and from 18 to 21 for boys;
- ii) freezing of the population figures at the 1971 level until the year 2001 for the purpose of representation in the National Parliament as well as for allocation of Central assistance, devolution of taxes, etc, to the States;
- iii) linking of a part of Central assistance to the States for their development with their performance in family planning;
- iv) greater attention to girls' education;
- v) proper place for population education in the total system of education;
- vi) involvement of all ministries/departments of the government in the family planning programmes;
- vii) increase in monetary compensation for sterilisation;
- viii) institution of group awards as incentives for various organisations and bodies representing the people at local levels, including Zilla Parishads and Panchayat Samitis;
- ix) intimate association of voluntary organisations particularly those representing women with the implementation of the programme;
- x) greater attention to research; and
- xi) greater use of motivational media, particularly in rural areas, for increasing acceptance of family planning.

The Janata Government was formed at the Centre in 1977 and the revised Population Policy was announced. While the new government, in its population policy statement, stressed the importance of limiting population growth, it emphasised the voluntary nature of the family planning programme. Simultaneously, the 'family planning programmes' were redesignated as 'family welfare programmes'. In addition to the items of the 1976 policy, this policy statement advocated a greater role for maternity and child health services, an expansion of the immunisation programme, improvement of women's education and population education, and the involvement of voluntary, youth and women's organisations. The major feature is the 'educational and voluntary approach' to family welfare. Population education as a part of normal courses of study was stressed for youth. Special attention was given to encourage necessary research inputs, alongside education, in the field. Thus, a multi-pronged strategy was evolved to attain the envisaged demographic goals and the family planning

(welfare) programme has been adopting increasingly effective approaches from time to time, i.e. from a 'clinical' approach to a 'community extension' and 'cafeteria' approaches coupled with 'incentives and disincentives' to promote family planning. Such shift in approach is rather imminent as population and development are closely interrelated and embrace a number of complex factors.

In India the concern for population planning permeates all government policies and programmes related to health, environment, energy, agriculture, food, urban and rural development, housing, etc. Success on the population front is considered crucial for securing national developmental goals (Parakh and Pandey, 1991, p.27).

The National Population Policy (2000) provided a framework for the next decade in several sectors for population development, with the objective to improve the quality of life of the people, to enhance their well-being and to provide them with opportunities and choices to become productive assets in society. Its aim is to achieve a stable population by 2045 at a level consistent with the requirements of sustainable economic growth, social development and environment protection ([http://www.ugc.ac.in/financialsupport/guidline\\_PEU.pdf](http://www.ugc.ac.in/financialsupport/guidline_PEU.pdf)).

Until 1986, when the National Education Policy was announced, population education was a part of the National Population Policy. The extension orientation to the family planning programme during the Third Five Year Plan marks the starting point of population education in the non-formal sector. Later, a number of seminars and conferences were organised by national and international organisations working in India in response to the demands of policy changes that were brought out from time to time. As a result, population education has found a place in non-formal and formal education programmes, including higher education.

The family welfare program over the last five decades with holistic approach towards population control, followed by other social factors like female literacy, age at marriage, status of women, spacing of children, immunization, health care, infant mortality, etc. have made, no doubt, significant contributions in the direction, but the necessity for the intervention of educational efforts to bring appropriate social transformations so as to promote population stabilization and ensure quality of life can never be denied. The Universities/Institutions can play a vital role by providing adequate knowledge and necessary awareness in relevant areas. To provide awareness, the Universities/Institutions need to mobilize the students as soon as they enter into the same ([http://www.ugc.ac.in/financialsupport/guidline\\_PEU.pdf](http://www.ugc.ac.in/financialsupport/guidline_PEU.pdf)).

While concerted and sustained efforts have been made since 1980 to integrate elements of population education in both formal and non-formal education systems, the adoption of the "National Policy on Education 1986" has been the most significant development. The policy reflects the magnitude of the demographic situation and all the concerns related to the causes and consequences of rapid population growth. It categorically mentions that 'the growth of our population needs to be brought down significantly over the coming decades' (National Policy on Education, 1986, para 1.13).

The policy document is imbued with issues related to the prevailing population situation. It is generally observed that 'the perception of population-related issues by an individual may vary from that desired by the community or defined by

national policies. This so happens because the national policies in respect of population issues are formulated according to the needs and requirements of the well-defined national goals, whereas individuals ... perceive the population phenomena in their own socio-cultural milieu shaped by the traditional norms and value-patterns. Unless a perceptible social change directed towards the attainment of national goals takes place, there cannot be a commonality in the patterns of perception at individual, community and national levels. With a view to including such a social change, education can play a decisive role (Pandey, 1985, pp.xvii-xix). The policy encapsulates almost all critical concerns in respect of the national system of education. 'A common core' reflected in the national curricular framework includes all those issues on which rational attitude has to be developed in each individual (National Policy on Education, 1986, p.2, para 1.10). These issues constitute more than half of the ten 'core curricular areas' mentioned in the Programme of Action of National Policy on Education (1986, pp.144-145). These are: constitutional obligations, equality of sexes, protection of environment, removal of social barriers, observance of small family norm, and inculcation of scientific temper. The National Literacy Mission (1988, p.14) document also incorporated these issues and made them an integral part of functional literacy to be imparted to illiterate adults.

For the first time in the history of the nation the 'observance of small family norm' finds a place of importance as a core element in the national education policy. This value is sought to be achieved, not in isolation, but by promoting proper attitudes, particularly in women, in respect of removal of illiteracy, interrelationship among population, environment, development and quality of life, and prevalent values and beliefs. 'Recognising the holistic nature of child development', the policy accords high priority to 'Early Childhood Care and Education (ECCE) and suitably integrates it with the Integrated Child Development Services (ICDS) programme, wherever possible' (National Policy on Education, 1986, p.6, para 5.2). This stipulation has a direct bearing on the demographic goal of bringing down the death rate in general and infant mortality rate in particular. Towards this end is the policy commitment that 'education will be used as an agent of basic change in the status of women' (Ibid, p.6, para 4.2) on which greatly depends the hope of restricting the fertility rate. The policy has itself recognised that 'the largest single factor that could help achieve this (limiting population growth) is the spread of literacy and education among women' (Ibid, pp.2-3, para1.1). It states that 'the whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age-group' (Ibid, p.9, para 4.12). The policy document simultaneously assures that 'the new thrust in elementary education will emphasise universal enrolment and universal retention of children up to 14 years of age...' (Ibid, p.11, para 5.5).

It is abundantly evident from the exposition in the preceding pages that the National Policy on Education 1986 is imbued with the demographic concerns of the nation and committed to reorient the education system so that it can help in the attainment of demographic goals. Even while making stipulations regarding the future perspectives, it states that 'the main task is to strengthen the base of the pyramid, which come close to a billion people at the turn of the century. Equally, it is important to ensure that those at the top of the pyramid are among the best in the world' (Ibid, p.29, para 12.2). Never before has the education policy lent such unequivocal support to the national population policy. *Until the adoption of this policy in 1986, population education was a component of the*

*national population policy; but since then it has become a truly educational programme drawing support from the education policy itself.*

All the above provisions provided credibility and strength to education activities being conducted with a view to institutionalising population education in the education system. As a part of institutionalising population education, various kinds of educational activities are conducted to make it an integral part of the entire education system. "A broad strategy of integration has been adopted for development of different types of materials, incorporation of population education contents into existing syllabi and textbooks, making it a part of the on-going examination system, training of teachers and other functionaries, organising curricular and co-curricular activities and evaluation of various activities" (Parakh and Pandey, 1991, p.35) in school education by National Council of Educational Research and Training. But, population education is not treated as a separate subject or a separate educational activity. Similar efforts were also made in the field of non-formal education. Thus, all possible attempts have been made at various levels to integrate the elements of population education in almost all aspects of school education. In addition, efforts at institutionalisation of population education in the Adult Education sector were made by the Directorate of Adult Education, Government of India while such efforts in the University Education sector were undertaken by the University Grants Commission. All this has been designed to institutionalise population education in the entire education system of the country and to promote functional coordination among all the sectors of education through effective institutional arrangement.

The efforts of institutionalisation of population education in all the above three sectors – school and non-formal, adult education, and university education or higher education – are dealt with in detail below.

#### **1.4.2.1 Population Education in School Education Sector**

Population education programmes in the country owe their origin to the National Seminar on Population Education held at Bombay on August 2-3, 1969 under the joint auspices of the Union Ministries of Education and Youth Services and of Health and Family Planning. The seminar recommended that population education be introduced in the curriculum of schools and colleges. It further recommended that a separate Population Education Cell be established in the NCERT in order to develop suitable curricula on population education.

During the decade 1970-80, efforts were initiated to develop curricula, teaching units and to revise teacher education programme in the country. As mentioned earlier, National Population Policies announced in 1976 and 1977 stressed the need to introduce population education in schools. The joint meeting of all the Boards of Secondary Education in the country held in New Delhi in September 1978 unanimously decided to introduce population education in schools and teacher training institutions. Sri Venkateswara University, Tirupati set up a Population Studies Centre in April 1973. The Centre, the first of its kind in the country, has been organising teaching, training, extension and research activities. Population education has been included in the curriculum of teacher training institutes and in BEd programmes of many Universities.

NCERT conducted a base-line status survey in 1979-80 and organised four regional seminar-cum-workshops before embarking upon a challenging and

prestigious National Population Education Project (NPEP). A number of curricular, textual, instructional and source materials were developed as a preparation for launching the Project in schools and other educational institutions in the States and Union Territories. The Government of India entered into an agreement with the United Nations Fund for Population Activities (UNFPA). The National Population Education Project was launched aiming at the institutionalisation of population education in the existing education system. Since then the project has run through three cycles, each of five years duration. In the first cycle the emphasis was on expansion of project activities. During the first stage, project activities were started in the States of Bihar, Rajasthan, Maharashtra, Madhya Pradesh, Gujarat, Karnataka, Tamil Nadu, Punjab, Haryana, and in the Union Territory of Chandigarh in 1980. In 1981 the activities were extended to the States of Andhra Pradesh, Assam, Himachal Pradesh, Jammu and Kashmir, Kerala, Orissa, Uttar Pradesh, West Bengal and the Union Territory of Delhi. Later they were extended further to bring into the fold 28 States and the Union Territories where activities were conducted for students and teachers of primary, upper primary and secondary stages, and for student-teachers of elementary and secondary teacher education. Consolidation of multi-dimensional project activities and further expansion to cover senior secondary stage and the non-formal education sector have been the foci during the second (1986-90) and third (1990-95) cycles.

***Reaching adolescents in educational institutions:*** The first version of this partnership was initiated in 1980 in the form of the National Population Education Project (NPEP) that was implemented in all the states of the country with a focus on family life education. Due to ongoing efforts under the program, the National Policy on Education (adopted in 1986) identified NPEP as a thrust area in school education. In the 1990s, when the focus moved towards achieving the goals set in 1994 in the International Conference on Population and Development (ICPD), Adolescent, Reproductive and Sexual Health (ARSH) was identified as an important focus-area under the NPEP. India Country Office of UNFPA has a long-standing history of working with young people through direct engagement with the Department of Education (Ministry of Human Resource Development) at the national level ([India.unfpa.org.doc](http://India.unfpa.org.doc) - UNFPA India).

UNFPA recognizes that young people's concerns extend beyond the issues of reproductive health and include issues related to their education, livelihood and citizenship. Hence, the Fund has positioned its adolescent reproductive and sexual health niche within the broader framework of the holistic development of young people. Broad strategies include supportive policy making, provision of gender-sensitive, life skills-focused education linked with youth-friendly sexual and reproductive health services driven by young people's leadership and participation. Empowerment of adolescents (both in and out of schools) and youth with the knowledge and life skills necessary for maintaining better reproductive and sexual health is one of the outputs of India's country program. At the national level, UNFPA reaches adolescents through a range of interventions and partners, like the Ministry of Human Resource Development (MHRD), the Ministry of Youth Affairs and Sports (MOYAS), Non-Government Organizations (NGOs) and other UN agencies. Several initiatives for young people are also implemented through our state offices. Overall, UNFPA provides technical support to advocacy efforts that further youth interests and contribute towards youth-friendly policies. In partnership with relevant national/state-based institutions, UNFPA is contributing

towards improving quality of adolescent outreach programs in school and out-of-school settings through a standardized curricula, prototype materials and monitoring mechanisms (Ibid).

Post 2005, in the wake of the controversy around sex education; the program was restructured as the Adolescence Education Program (AEP) that focused on enhancing life skills among adolescents to enable them to respond to real life situations effectively. Positioning AEP in the wider context of an educational approach to develop life skills to empower young people proved to be a useful strategy with a clear focus on age/experience-appropriate and culturally-sensitive information. Furthermore, National Curriculum Framework (2005) that guides the school curriculum across the country recognized Adolescence Education as an important area in school education (Ibid).

With National Council of Educational Research and Training (NCERT) as the co-ordinating agency the program works through both co-curricular and curricular formats. *The co-curricular approach* works through the three national school systems - Central Board of Secondary Education (CBSE), Navodaya Vidyalaya Samiti (NVS) and Kendriya Vidyalaya Sangathan (KVS). The program works on a cascade training approach that has created a pool of master trainers who orient nodal teachers who are entrusted with the responsibility of transacting life-skills-based education (16 hours module) to secondary school students through interactive methodologies. Nodal teachers are provided guidelines and materials to facilitate the transaction process. Advocacy sessions are organized with principals of participating schools and sensitization sessions are held with parents. *By 2010 end, at least two nodal teachers from 3500 CBSE schools, all the 919 KV schools, and all the 583 NVS schools have received orientation on adolescence education issues* (Ibid).

**Curricular Approach:** The NCF 2005 clearly outlines that rather than a stand-alone program the AEP should become an integral part of school education. *It is noteworthy that although UNFPA's current work at the national level with the MHRD has a large co-curricular component, our larger goal is to mainstream the components of adolescence education in the larger context of education and curricular formats.* In this regard, the content analysis exercise undertaken by NCERT shows that textbooks in different parts of the country have integrated adolescent education issues in various scholastic subjects. Efforts are underway for more comprehensive inclusion of adolescent concerns in the curriculum. The Council of Boards for School Education (COBSE) is involved in advocacy efforts for curricular integration of life skills in selected state education boards in India with relevant stakeholders. *Curricular interventions* also include UNFPA's ongoing support for integration of life skills in the secondary curriculum of National Institute of Open Schooling (NIOS) that enrolls approximately 400,000 learners each year. In order to maximize the reach of the integrated lessons, the most popular subjects of Home Science, Social Science, Science and Languages (Hindi and English) were identified for integration (Ibid).

In 2005, life-skills-focused adolescence education was introduced as a separate subject in the senior secondary curriculum across approximately 4500 government schools in the state of Rajasthan and the subject is now institutionalized within the government schools. Kalinga Institute of Social Sciences (KISS) in the state of Orissa reaches out to 12,000 tribal girls and boys at different stages of schooling.



Since 2009, UNFPA's Orissa office is partnering with KISS to provide the adolescents with accurate age-appropriate and culturally-relevant education and build skills on issues related to their health. Relevant resource materials have been developed and the program is working on enhancing capacities of teachers to transact the curriculum in classroom-settings. The institute has introduced life-skills-focused adolescence education in its secondary classes and is also working towards building a strong research-base on issues related to adolescent health and well-being (Ibid).

In the state of Bihar, UNFPA has entered a partnership with the Department of Human Resources Development, Government of Bihar to reach out to young people in approximately 1000 secondary schools (across 9 districts) in Bihar with information and skills for improved health and well-being. Center for Development and Population Activities (CEDPA) is the lead technical agency responsible for providing technical assistance and ensuring that adolescent concerns get institutionalized in the government system (Ibid).

In 2010, the conceptual framework that guides the program design and implementation has been updated to recognize *adolescents as a positive resource and focus on transformational potential of education* in a rights framework. The training/ resource materials have been updated to address the themes of making healthy transitions to adulthood (being comfortable with changes during adolescence), understanding and challenging stereotypes and discrimination (including abuse and violation) related to gender and sexuality, prevention of HIV/AIDS and substance abuse. *For better impact and quality, the program has been consolidated in 5 UNFPA priority states (rather than across 32 States/UTs in the country) to achieve a goal of one trained teacher for every 150 secondary school students* (Ibid).

More robust and regular monitoring mechanisms have been introduced to ensure regularity and quality in reporting. *Concurrent evaluation of the program* was fielded across 200 schools to assess the program's achievements and identify gaps for improved programming. The quantitative and qualitative data from students, teachers and school principals is being analyzed and the report should be available in April, 2011 (Ibid).

#### **1.4.2.2 Population Education in Adult and Non-Formal Education Sector**

The National Conference on Population Education conducted by the NCERT in 1971 recommended that population education should be integrated into the ongoing programmes of functional literacy and the ideas of population education be systematically incorporated in the literature being produced for neo-literates. Since then, population education has found a place in all the non-formal education programmes initiated by the Government of India. But, the major breakthrough in this regard happened after the launch of the National Adult Education Programme (NAEP) on 2<sup>nd</sup> October, 1978. The major aim of NAEP was the total development of the individual through education. In this context, population education was recognised as one of its vital components. Having recognised the need of population education in NAEP, a National Seminar on Integration of Population Education in NAEP was organised at Bombay jointly by the Directorate of Adult Education and the Family Planning Association of India on

March 3-7, 1979 which recommended the integration of population education in the overall framework of NAEP, through establishment of systematic linkages including training and material preparation and evaluation.

Later, the National Conference on Planning and Development of Population Education in Adult Education held at Tirupati on September 17-20, 1979 paid attention to how the content of population education could be incorporated in the NAEP curriculum. It recommended participatory action research projects towards the integration of population education in adult education.

The National Steering Committee on Population Education in its meeting on 14<sup>th</sup> May 1984 has recommended that “in the Seventh Five Year Plan suitable provision should be made for population education programmes in the school education, both formal and non-formal, university education and adult education sector” (Directorate of Adult Education, 1984, p.2). Accordingly, in order to take up the integration of population education in the existing adult education programme, a preparatory project on population education funded by UNESCO/ UNFPA was launched by the Directorate of Adult Education from January 1, 1985 which was followed by a Five Year Project (1986-90) during the Seventh Five Year Plan in all States in a phased manner. Under this UNFPA project, the Directorate of Adult Education organised the first “Planning and Development Meeting for Integration of Population Education in Adult Education Project” at New Delhi from 2-30 April, 1985, and prepared work plans for integrating population education contents in the existing basic literacy materials. Within a short period after the first meet, the second “Planning and Development Meeting for Integration of Population Education in Adult Education Programme” was held at Literacy House, Lucknow from 5-10 August 1985 for integrating population education in the post-literacy and follow-up materials for the learners and training materials for the functionaries – instructions, supervisors and project officers. This work was mainly undertaken with the help of the State Resource Centres and other agencies through such materials as primers, workbooks, teachers’ guides, flash cards, etc. (Lakshmi Reddy, 1994, pp.22-23).

***Reaching out-of-school adolescents:*** UNFPA and the Ministry of Youth Affairs and Sports (MOYAS) have been collaborating since 2003 and have been supporting the Adolescent Health and Development (AHD) project with the overall objective of ensuring a healthy and safe growing-up process for out-of-school adolescents. The support has also been in keeping with the focus of the National Youth Policy on the “need for youth to be equipped with requisite knowledge, skills and capabilities”. The partners involved in implementation of the project have been the *Nehru Yuva Kendra Sangathan* (NYKS), the National Service Scheme (NSS), and the Rajiv Gandhi National Institute of Youth Development (RGNIYD) (India.unfpa.org.doc – UNFPA India).

In 2011, the collaboration with the Ministry of Youth Affairs and Sports has been re-strategized with the objective of consolidating teen clubs in the 5 UNFPA priority states of Orissa, Madhya Pradesh, Bihar, Rajasthan and Maharashtra for better quality and enhanced impact. The revised strategy that will be implemented by the *Nehru Yuva Kendra Sangathan* (NYKS) proposes to provide (unmarried) adolescents with life-skills-focused experiential learning on reproductive and sexual health issues in a gender-sensitive manner, to provide them with information on education and skills-building for better employability and to

improve access to youth-friendly and gender-sensitive services in the public and private sectors (Ibid).

In order to achieve these objectives, UNFPA has engaged an NGO 'Restless Development' that will provide technical support to the Teen Clubs. 'Restless Development' will facilitate capacity building of NYKS functionaries, including the District Project Officers (DPOs) placed at the district level and the Adolescent Peer Volunteers (APVs) placed at the block level and help institutionalize accountability in the system through establishment of clear monitoring protocols. Given that teen clubs are village-based institutions, stratified plans are being proposed to reach out-of-school adolescents [in a village of approximately 1000 population, there are likely to be 25% adolescents (250). Based on recent data, nearly 60% (150) of them are likely to be out-of-school, hence potential target for the project] through different levels of engagement. *One level* of engagement is with members of the Teen Clubs, around 30 young people. It is proposed to identify 4 enthusiastic members of the Teen Clubs who will be trained to facilitate activities at the teen clubs under the close supervision of Adolescent Peer Volunteers. In order to motivate peer educators, they will be preferentially linked to education and skill-building opportunities for better employability. Certificate courses to train and accredit them offered through the Indira Gandhi National Open University could also serve as an important value addition to the Curriculum Vitae of peer educators that will be explored (Ibid).

The *second level* of engagement will be with the remaining 120 young people in the village who will be reached through mass media activities like village-based fairs that could be organized twice a year around themes related to adolescent issues. The fairs could include enter-educate activities like films, games, chat shows and stalls for youth-friendly services including health, and linkages with education and livelihood opportunities available in geographic proximity. These fairs could serve as opportunities to sensitize adolescents as well as enrol new members to the teen clubs. It is not possible to reach out to adolescents, particularly girls, without sensitizing the larger community of adults who interact with them, for example their parents, teachers, opinion leaders and others. In this context, the entire village community has been recognized as the *third level* for engagement. They could be sensitized through special stalls set up during the village fairs. Other existing village-based fora would be identified for sensitizing the community members at regular intervals (Ibid).

In order to ensure continuing, long-term engagement with young people, UNFPA will explore setting up of youth centers at district or block level as a dedicated space for organizing youth-friendly activities. It is proposed to involve National Service Scheme (NSS) volunteers and Peer Educators (PEs) to lead these youth centers. These NSS and PEs would be trained to manage the youth centers. UNFPA is particularly interested in energizing the link between young people enrolled in colleges and those in out-of-school situations (drop-outs and/or those never been to school). This particular link has immense potential in terms of creating an ongoing link between young people in urban colleges and those in rural settings so that both are able to better understand each other's realities. It is proposed that NSS volunteers may be involved in organizing the community mobilization campaign as well as jointly coordinating the functioning of youth centers along with the peer educators. UNFPA will explore the feasibility of this strategy. The above strategy will be implemented in 1860 Teen Clubs in 10 districts of the 5

UNFPA states. There will be 1500 teen clubs that will be directly implemented and monitored by NYKS. UNFPA will set up 360 additional model teen clubs (120 clubs each in the states of Rajasthan, Madhya Pradesh and Orissa) through 'Restless Development' (Ibid).

The Rajiv Gandhi National Institute of Youth Development (RGNIYD) is being supported for its Masters Programme on Life Skills Development. Focus will be on building the capacities of faculty and development of a robust methodology for research in life skills. A Community Radio program, the first of its kind in the country that is being run by young people is also being supported by the CO (Ibid).

In four blocks of four districts in the state of Rajasthan, support is being provided to an initiative for out-of-school adolescents that reaches out to approximately 20,000 adolescent girls with the objective of empowering them with knowledge and life skills for improved reproductive and sexual health. Adolescent girls clubs have been established in these blocks and awareness sessions are held every week through a village level animator. The programme also focuses on connecting these out-of-school adolescent girls to formal or non-formal education and aims to address the larger issue of early age at marriage. The experiences of the programme have been utilised for the approval of the national level out-of-school adolescents programme (SABLA) by the Government of India. The resource material developed under the UNFPA supported programme has been nationally disseminated to all the states where the SABLA programme is being implemented (Ibid).

In Sehore district of Madhya Pradesh, UNFPA is supporting a pilot (with the NGO Samarthan as the implementing partner) for empowering out-of-school adolescents and youth with knowledge and life skills for improved reproductive and sexual health. The pilot is being implemented from 2009 and attempts to develop the capacity of youth to better understand reproductive health (RH) issues, to engage them in demand generation of RH services and in planning and monitoring of utilization of key RH services by the clients. The pilot also aims to create a platform for youth to raise their issues and concerns during *gram sabhas* and at block headquarters through public dialogue. Initial results of the pilot are quite encouraging and there is marked improvement in regular organization of village health and nutrition days and uptake of RH services through demand generation (Ibid).

#### **1.4.2.3 Population Education in Higher Education Sector**

Population education has been recognized as a critical input and support for several other policy thrusts to promote extension education as the third dimension of University system of education.

**Major Objectives:** The major objectives of incorporation of Population Education within the University and from there to the Community are both academic and social. These objectives intend to provide opportunities to the University/College youth and from them to the Community for creating awareness of a relationship between the population and quality of life through access to information and transmission of knowledge ([http://www.ugc.ac.in/financialsupport/guidline\\_PEU.pdf](http://www.ugc.ac.in/financialsupport/guidline_PEU.pdf)).

**Objectives of the PE Programmes** through Universities are highlighted below:

- 1) To undertake and prepare UG/PG/Diploma/Certificate/Short courses to benefit at all levels of the Universities / Community concerned, among others, and to augment and update university curricula commensurate with national and global developments in the areas related to PE;
- 2) To integrate population education / studies in the curriculum at UG / PG / BEd / MEd level and incorporate PE in distance education as well.
- 3) To promote capsule course on core components of PE in Training / Orientation of teachers through Academic Staff Colleges for widening the base of PE among teachers and through them among students.
- 4) To make attempts to bring desirable changes in the attitude, practices and values in the society on gender related issues including equal opportunities for participation in social, economic and political processes, and in national and global developments.
- 5) To identify areas of priorities in Teaching, Research and Extension Outreach and to find out strengths and weaknesses in implementing the programme/ Scheme by the Department / Centres;
- 6) To create and develop learning materials using Audio-Visual cassettes/DVD.
- 7) To bring Universities closer to population by establishing PE Clubs, PE Cells and Population Education Resource Centres (PERCs) and to provide suitable solutions to population related issues;
- 8) To produce sensitive and quality human resources for committed meaningful roles and to play special responsibilities in different spheres including teaching, research, curriculum and training and to take up challenges in promoting values such as gender equality, secularism, socialism and democracy;
- 9) To coordinate and collaborate with various Universities/Institutions in teaching, designing and restructuring curriculum, research, and extension activities in view of inter-disciplinary nature of the population studies / education;
- 10) To create UGC Non-Formal Education Field Investigators (UNFEF) and enable them to have better understanding of population issues and problems related to the people – children, men and women (within the family, community or at the workplace) and to have close contact to deal with and to assist specific-issues/item-based solutions in the right perspective without any bias or otherwise; and
- 11) To make a survey of the status of the PE, Education Extension and Outreach to a few target groups (BPL and Educationally Backward groups) district-wise as per GOI/States declaration with the help of UGC-NFE Field Investigators and thereby to prepare further activities and programmes of practical utility or benefit of the scheme and to the cause of services of the target groups ([http://www.ugc.ac.in/financialsupport/guidline\\_PEU.pdf](http://www.ugc.ac.in/financialsupport/guidline_PEU.pdf)).

The extension of the National Population Education Project to the level of higher education in India provided population education opportunity to young people in the universities and colleges, and through them to those in the community. The commitment of the UGC to population education at the university and college levels goes back to 1983 when 92 universities and 1300 colleges were provided financial support to organize population education activities through Population Education Clubs both for college youth on campus and through them to the community. Thus, the concept of Population Education through Higher Education was introduced in selected Universities by setting up Population Education Clubs (PE clubs) as co-curricular activities. The steps taken by UGC to promote the cause of population education through universities and colleges include the following (UGC, 1986, pp.184-186):

- i) Circulation of a set of 15 lecture series on various aspects of population education for use by universities and colleges;
- ii) Inclusion of population education in the scheme of restructuring of courses at the undergraduate level in foundation and applied courses;
- iii) Strengthening of population education at the post-graduate level and provision of UGC assistance under its normal developmental programmes;
- iv) Assistance to universities and colleges for surveys / research projects on population education with particular references to small family norm, infant mortality, malnutrition, age at marriage, sex ratio, indigenous practices of population control, knowledge, attitudes and practices (KAP), etc;
- v) Population education as one of the major activities under the Programme of Adult, Continuing and Extension Education through universities and colleges;
- vi) Promotion of television series on population education; and
- vii) Institution of Population Education Clubs through universities and colleges for students and the general community.

In 1986 the UGC-UNFPA joint project on Population Education (PE) in Higher Education was launched. The financial support of the UNFPA and technical assistance of UNESCO provided further impetus to the programme for development of contents for the courses at UG and PG levels, research and extension education. The UNFPA agreed to assist the UGC for strengthening population education activities during 1986-90. UGC decided to involve all the universities and colleges in a phased manner in the programme of population education during the period April 1986 to March 1990. Though the project document had visualised the setting up of the PERCs in three phases – six in 1986, three in 1987 and three in 1988, in view of the rapid expansion of population education clubs all over the country, it was found essential to locate all the 12 PERCs in very first year. Twelve Population Education Resource Centres (PERCs), distributed all over the country have thus been set up to provide resource support to universities, colleges and adult education centres.

While the project was to see completion of its first cycle in 1991, a mid-term review was undertaken in 1989. An evaluation was also undertaken by an external agency in 1992 which submitted its report with very comprehensive recommendations regarding strengthening the management structure, human resource development, population education clubs, curriculum development,

learning materials, training, monitoring, research and evaluation, documentation and dissemination, women's programmes, and financial aspects for strengthening the institutionalisation of population education in higher education in India (Ed.CIL, 1992, pp.77-89).

Thus, since 1986 the PE program has been implemented by establishing Population Education Resource Centers (PERCs) in the Department of Adult Continuing Education and Extension in *twelve* universities, namely, Jammu, Delhi, Gujarat Vidyapeeth, SNDT Women's University, Poona, Madras, Kerala, Vikram, Burdwan, Ranchi, NEHU, Gandhigram Rural University, with the provision of faculty and other non-teaching staff on deputation by the concerned university and other full-time project staff. Of the 12, one PERC is specialised in population education programmes for women and one for rural populations. The number of PERCs was later raised to 17 in 1998 by opening of 5 PERCs in the universities at Lucknow, Bhubaneswer, Bangalore, Tirupati and Jaipur. The joint UGC-UNFPA Program was completed as per the terms of reference jointly agreed by the UGC and the UNFPA during the IX Plan (1997-2002). However, besides 17 PERCs, more than 100 Adult Education Departments in Universities and 1400 PE Clubs set up in Universities/Colleges have continued to implement various activities and programmes on population education. During the X Plan (2002-2007), 50 universities were provided funds to implement Population Education Programme. Keeping in view the expertise developed in the universities in Population Education, it is proposed to include this area as one of the important aspects of the work of the Departments of Adult Education during the XI Plan (2007-2012) (<http://www.ugc.ac.in/financialsupport/xiplan/lifelong2.pdf>).

PERC is a sub-structure created under the Population Education in Higher Education Project. Each PERC has been assigned a service area within which it is expected to provide resource support to the strengthening and extension of population education in universities and colleges. For that, UGC had provided staff and programme support to each PERC with a view to enabling it to promote implementation and overview of the programme. Each PERC receives guidance from UGC for its work. It receives support from the six Task Forces – one each in i) training, ii) curricular development, iii) learning materials (print), iv) learning materials (audio-visual), v) research, documentation and dissemination, and vi) monitoring and evaluation – constituted with a convener for each under the project.

The National Steering Committee on Population Education constituted by the Ministry of Education and Culture in the Government of India has the overall authority to coordinate the implementation of the project. There are advisory committees in universities and colleges for target-oriented, time-bound implementation of population education activities. These committees have adequate representation from the universities/colleges, Government departments, voluntary organisations at the National, State and district levels for ensuring effective implementation, coordination, monitoring and evaluation of the programme.

Among the many socio-demographic goals to be achieved by 2010 under national population policy, 2000 several can be achieved at accelerated pace through population education activities and programs at the university level. A few of them are reproductive and child health, compulsory school education up to 14 years of age for boys and girls, age at marriage, infant mortality and maternal

mortality, access to health services, checks on HIV/AIDS, communicable diseases, small family norm, etc. Training and sensitization of the university youth to the socio-demographic goals and through the youth, a reach out to the community through extension education is likely to enable us to achieve the goals of National Population Policy (2000) sooner than projected ([http://www.ugc.ac.in/financialsupport/guidline\\_PEU.pdf](http://www.ugc.ac.in/financialsupport/guidline_PEU.pdf)).

Population Education formed an important component of Population Studies, a recognized discipline at Post-Graduate level in several Universities. The Population Studies (NET Subject Code-15) and Non-Formal Education like Adult Continuing Education and Extension (NET Subject Code 46) are also two subjects among 76 subject disciplines of the UGC-organized and implemented scheme for conducting National Education Test (NET) for eligibility of lectureship and Junior Research Fellowship for post-graduate students twice in a year, normally in June and December (Ibid).

During the IX Plan the UGC has been implementing the schemes on: i) Adult Continuing Education and Extension and Field Outreach, ii) Population Education, and iii) Women Studies. These schemes are under the Non-Formal Education Bureau of the UGC with suitable allocation of fund for these programmes. The UGC vision and strategy for X plan document relates that the scheme on population education (Under sector-2, item 2.1.3. (iv)) would be operationalized during the X Plan by the UGC under Non-Formal Education group (Page 36, item 2.1.3 Non-Formal Education). The purpose of incorporation of Population Education in University and Colleges in the XI Plan is to create awareness on population issues among students and non-student youth through various activities which may include organisation of awareness programmes for student and non-student youth, workshops for developing materials and training field functionaries, developing and offering short courses, etc. However, efforts have to be made to bring about desirable changes in the attitude, practices and values in the society on gender related issues through organization of the workshops and mass contact programmes (Ibid).

**Check Your Progress**

**Notes:** a) Space given below the question is for writing your answer.

b) Check your answer with the one given at the end of this unit under “Answers to ‘Check Your Progress’ Questions”.

6) Which are the institutions that played significant roles in institutionalization of population education in India?

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## 1.5 LET US SUM UP

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Every family, community and nation desires to achieve better standard of living by increasing or decreasing the size of its population through rational decisions and actions thereof which have their implications for development at micro and macro levels. At the national level such decisions are taken in response to population problems and issues and are a matter of national population policy, which may be pro-natalist or anti-natalist and aimed at overall improvement in quality of life of people. These policies and programmes vary from nation to nation based on the economic, political, social, cultural, environmental and other aspects. And, population education is an indirect means to attain national demographic goals by influencing the people's knowledge, attitudes and practices or behaviour towards such problems and issues. It is with this purpose we have highlighted different aspects of population education such as its concept, need, significance, scope and development so as to enable you to cope up with discussions in the other units that follow in this course.

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## 1.6 ANSWERS TO 'CHECK YOUR PROGRESS' QUESTIONS

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- 1) It is difficult to give one definition of population education which is acceptable to every individual, institution and nation. Moreover, these definitions may be directive or non-directive. Again, the definitions based on directive approach also differ in their specific behavioural outcomes such as promotion of acceptance of a small family norm, contraceptives, etc. While the directive definitions of population education may be controversial, non-directive definitions will be non-controversial. However, the definition of population education as given by UNESCO in 1971 is universally accepted and is as follows.

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

- 2) The distinguishing attributes/features of population education include the following.
- It is an *educational programme* designed to make learners understand the inter-relationship among population situation, its change, development and aspects of quality of human life.
  - Its *ultimate goal* is to make learners contribute to the *improvement of the quality of human life* now and in some future time.
  - It is *population problem-centred*, hence lends itself to discovery and inquiry learning processes.
  - It is a *value-laden subject* and open to the use of values-clarification approach to learning, i.e. to pose realistic alternatives, to examine consequences of each alternative and to enable learners to make sound decisions for action on population issues. However, in multi-lingual, multi-religious, and multi-racial societies it requires skilful handling.

- It is *multi-disciplinary* and derives its content from demography, population studies, biology, statistics, sociology, psychology, economics and other disciplines.
- 3) World population was 300,000,000 in 1 AD. It took 1700 to double itself, but the second doubling occurred in 150 years, the third in 100 years, the fourth in only 45 years to reach the figure of 5,760,000,000 by 1995. On 31 October 2011 it crossed 7 billion mark. It is estimated that it is likely to cross 9,352,000,000 by 2050. The population of just two countries namely China and India account to more than one-third of world's population. While India alone is adding one Australia to world's population every year, the world population is likely to add one India or China to its population every decade. There is thus pressing need to spread population education in the countries like China, India and the developing countries in particular and the entire world in general to avoid further suffering from the problems of population growth.

The human beings, by contributing to such phenomenal growth of their population and associated problems, are endangering their individual, familial, social and national well-being. It is thus a man-made problem and effective solution should evolve from his rational thinking and action – rational mind and behaviour. That is possible through educating people about their role in respect of population problems and issues – population education. Herein lies the significance of population education.

- 4) Broadly speaking, the population matters include the following.
- a) the size, structure, distribution, density, growth, etc, of population;
  - b) the trends in population change at different levels – local, state, national and global as well as the factors that determine these changes;
  - c) the consequences of population change on different aspects of human life – social, economic, political, cultural, etc, and also on environment and ecological balance;
  - d) the human reproductive system, the process of conception, the progress of pregnancy and delivery, etc; and
  - e) various measures of population control viz. individual – different temporary and permanent methods and techniques of family planning; national – national population policy and programmes; and international – agencies engaged in providing different types of support such as financial, material and human to various population control programmes in different countries.

The above matters together form the effective content for population education.

- 5) Population education forms integral part of national population policy as well as educational policy. Therefore, the major goals of population education as part of population policies and programmes include the following.
- To develop in the individuals appropriate knowledge, understanding, skills and abilities to identify, analyse, define and address the problems and issues of population and development in a way that is personally

meaningful, familially advantageous, socially relevant, nationally progressive, developmentally sustainable and globally welfare-oriented.

- To contribute to the realisation of the goals and objectives of national population policies and programmes by affecting critical demographic variables that have significant relevance to the achievement of economic, social, demographic, political and other collective goals of the nation.

There are eight MDGs goals set by Millennium Summit 2000 and are as follows.

- ✓ Goal 1: Eradicate extreme poverty and hunger
- ✓ Goal 2: Achieve universal primary education
- ✓ Goal 3: Promote gender equality and empower women
- ✓ Goal 4: Reduce child mortality rates
- ✓ Goal 5: Improve maternal health
- ✓ Goal 6: Combat HIV/AIDS, malaria, and other diseases
- ✓ Goal 7: Ensure environmental sustainability
- ✓ Goal 8: Develop a global partnership for development

On close examination of the above, we can easily understand that the goals of population education are intricately linked to development goals. So, the goals of population and development education are integral part of the MDGs and vice versa.

- 6) Population education is not treated as a separate subject or a separate educational activity. Accordingly, all possible attempts have been made at various levels to integrate the elements of population education in almost all aspects of education in three sectors — school education, non-formal and adult education, and university and higher education. For institutionalisation of population education in school education National Council of Educational Research and Training (NCERT) played a crucial role. The efforts at institutionalisation of population education in the Adult Education sector were made by the Directorate of Adult Education while such efforts in the University Education sector were undertaken by the University Grants Commission. All this has been designed to institutionalise population education in the entire education system of the country and to promote functional coordination among all the sectors of education through effective institutional arrangement. Role of UNFPA as a funding agency is paramount in this regard.

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