

# EXPERIENCES & EXPERIMENTS IN POPULATION EDUCATION

By

**R.N. MAHLAWAT**



**INDIAN ADULT EDUCATION ASSOCIATION  
(HARYANA STATE)**

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## ABOUT THE AUTHOR

Shri Ram Nath Mahlawat, President Janta Kalyan Samiti (Recipient of Tagore National Literacy Award) is a well-known personality in the field of Adult Education. He is the General Secretary of Indian Adult Education Association (IAEA), New Delhi and Chairman of the Haryana State Branch of IAEA. Shri Mahlawat is connected with many social and Educational Institutions and Programmes and had been the member of the Executive Committee of Haryana Prathamik Shiksha Priyojna Parishad, (a World Bank aided DPEP programme) in Haryana for three years. He is a Journalist and is very well aware of the social and educational problems at the grassroot level. He has 28 years experience in the field of Literacy, Population Education, Distance Education, Research and Evaluation particularly in non-formal education sector.

Shri Mahlawat under the sponsorship of the Indian Adult Education Association implemented the innovative project on Population Education in Adult Education Programme in his district. Shri Mahlawat is the Chairman of the National Federation of NGO's and is guiding the affairs of many social and educational Institutions. Professionally he is an practicing Advocate having literacy aptitude. He is widely travelled in India and abroad and has participated in various conferences, seminars at International Level and study visits to Switzerland, Austria, Israel, Germany, UK, Kenya, Singapore and Thailand.

## PREFACE

The seriousness of the population problem in Asia is well known. Whenever economic gains are achieved by these countries, are nullified by the rapid population growth. Recognizing the seriousness of the problem, most countries have adopted population policies and programmes designed to influence the size, growth, composition or distribution of population. IEC (Information, Education Communication) is an important component of the programme launched. But it has increasingly been recognized that population programme entirely based in the simplistic indoctrinative aspect of IEC would not be sufficient to ensure success. These programme should have a strong component of education in which the children, the adults and parents of tomorrow are likewise the target. As a result of the recognition that education is an effective instrument in bringing about changes in attitudes and behaviour among children and adult, many countries have taken interest in developing population education Programmes.

In India National Seminar on Population Education was held as early as 1969 and Dr. V.K.R.V. Rao, the then Union Minister of Education & Youth Services-while inaugurating the seminar, even went to the extent of suggesting for imparting the knowledge on reproduction in primary and secondary schools through population education. India, first of all took population education in formal school system and subsequently in Adult and Higher Education. The programme got more importance as Education Policy (1986) and POA (1992) both recognized the need of integrating population and environmental issues in all systems of Education and almost at all level, secondary, university and non-formal education sector. The POA 1992 emphasized that

"Population Education must be viewed as an important part of the nation's strategy to contain the growth of population. Starting at the primary and secondary levels with inculcation of consciousness about the looming crisis due to expansion of population, education programme should actively motivate and inform youth and adults about family planning and responsible parenthood".

Since 1980, number of projects and programmes have been launched in Non-formal Adult Education sector. Indian Adult Education Association, New Delhi, with financial assistance from Population Foundation of India, Launched and experimented a Project on Population Education for Adults in three states of India-i.e., 16 Villages of Rewari (Haryana), 25 Villages of Angul (Orissa) and 20 Mohallas of Ajmer (Rajasthan) and undertook innovative programmes to the people specially Adults. On completion of the project a report was prepared on it. The salient findings of the project may be useful to those who are engaged in this type of work. Findings are of practical utility and importance and I believe that Adult education Community and others will find it interesting and useful.

I appreciate the efforts and congratulate Sh. R.N. Mahlawat for taking so much interest in preparing such important documents.

I am thankful to all those who were engaged in this important and useful project and took all pains to make it all success. I am sure the projects implementors, community of Adult Educators and others will take benefit of these efforts.

**K.C. CHOUDHARY**

President

Indian Adult Education Association  
New Delhi

August, 2002

## PART I

EXPERIENCES IN POPULATION  
EDUCATION

## INTRODUCTION

**D**uring 1994-96 four events at international level i.e. International Conference on Population and Development Cairo 1994, Fourth World Conference on Women, Beijing 1995, World Summit for Social Development, Copenhagen 1995 and United Nations Conference on Human Settlements (Habitat) Istanbul 1996, have made a profound impact on the thinking and approaches towards population issues including Population Education.

The model of the Cairo Conference asserts that programmes which are demographically driven, intended to act directly on fertility, are inherently coercive and abusive of women's right to choose the number and timing of their children, should be replaced by such programmes that "empower" women by increasing their educational levels, providing them with satisfying jobs and otherwise raising their status in the family and community. *Most significantly, a new definition of population policy was advanced, giving prominence to reproductive health and empowerment of women while down playing the demographic rationale for population policy.*

The World Conference on WOMEN identified four major priority areas and one of them is 'REPRODUCTIVE FREEDOM' and accordingly "it is necessary to enact, apply and enforce culturally sensitive policies that enhance rather than curtail choice, aiding individuals to make informed rather than ignorant, free rather than coerced decisions."

World summit for 'SOCIAL DEVELOPMENT' recognises that continued growth in the world's population, its structure

and distribution, and its relationship with poverty and social and gender inequality challenge the adaptive capacities of governments, individuals, social institutions and natural environment. Further it recommends that communicable diseases constitute a serious health problem in all countries and are a major cause of death globally; in many cases, their incidence is increasing. These diseases are a hindrance to social development and are often the cause of poverty and social exclusion. The prevention, treatment and control of the diseases, covering a spectrum specially HIV / AIDS and STDs must be given the highest priority.

The HABITAT Conference 1996 recommends—"increase the awareness, knowledge and understanding of the impact of population change and development variables on human settlements at all levels of society through public information, campaigns and communication efforts centred on the significance and relevance of population related issues and the responsible actions necessary to address such issues, including health, family planning consistent with sustainable development."

The state of WORLD POPULATION released by UNFPA in 1996 also has given a new dimension to population and population education issues and focuses on the conditions of life in the cities, particularly the dimension of urban poverty. It calls for increasing the capacities of cities to provide health and education facilities and community participation and emphasizes that women must be full partners. It stresses that one key aspect of empowering women is ensuring their rights to reproductive health and choice in family size.

The observations and recommendations made in these international events have led the experts on population education also to think in new directions. In this regard Mr. O.J. Sikes, Chief, ECY/TED, UNFPA observed that Population Education has been around for over 25 years and there is a need to reconceptualize population education to respond to changing needs. Dr. R.C. Sharma, UNESCO Adviser on Population Education opined that a

"Reconceptualisation of Population Education address the issues of emerging concerns such as life style of developing countries, large scale migration, ageing, bio-diversities, environmental issues, HIV/AIDS/STDs, reproductive rights and health, gender inequality, increasing incidence of divorce and shifts in values between generations. Mr. Jyoti Singh, Director of UNFPA Technical and Evaluation Division (TED) while spelling out the implications of the ICPD Programme of Action observed that, "Population Education can perform to promote the issues of gender, education of girls, reproductive health, adolescent health, human sexuality and counselling." Moreover, a new dimension has also been added to the concept of Population Education with the establishment of "ENVIRONMENT AND POPULATION EDUCATION AND INFORMATION FOR HUMAN DEVELOPMENT PROGRAMME." The aim of EPD is to renew approaches to education, training and information activities in order to treat the interwoven issues of population, environment and human development in an integrated manner, with emphasis on context specific and problem-solving approach and action.

After reviewing all these concepts and views the thrust priority areas of Population Education are :

1. GENDER - Strategies for fostering widespread understanding of gender issues and information of attitudes that promote gender issues and formation of attitudes that promote gender equity. But as per consensus of a UNESCO Advisor's Conference "there is a need for a holistic approach to gender issues which will involve not only women concerns but also men's, the issues of women's empowerment cannot be considered only from the women's perspective, women's and men's roles should change gradually; women's empowerment is very relevant because women are discriminated much more than men's there is a close relationship... and healthy attitudes should be developed towards these issues."

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2. EDUCATION OF GIRLS/WOMEN - Includes education of parents too, encourage them to send and keep daughters in school and advocacy to encourage women to take benefit of literacy programmes.
3. HUMAN SEXUALITY - How to introduce effectively in literacy and adult education programmes as well as training programmes and what topics to include and how to minimize or prevent controversies.
4. ENVIRONMENT AND HUMAN DEVELOPMENT - It will focus on sustainable development taking into account the importance of human dignity in improving the quality of life and of the environment. It will include the diversity of life and the balance between reasonable human activities and the need to preserve natural eco-system.
5. Migration (Rural to Urban)
6. Ageing
7. GENERATION GAP — VALUES AND MARITAL MALADJUSTMENTS - Developing countries, particularly in India, these problems are related to Population Education and, therefore, should find a place under thrust areas of population education.
8. ADOLESCENT HEALTH - Better understanding of Adolescent reproductive health problems.

The report of the International Conference on Population and Development in the chapter on Populations Development has rightly observed that the relationship between education, demographic and social change has been seen as one of inter-dependence. Accordingly, there is a close and complex relationship among education, marriage, fertility, mortality, mobility and activity. The increase in education of women and girls contributes to greater empowerment of women, to postponement of the age of marriage and to reduction in the size of families. When mothers are better educated, their children survival rate tends to increase. It emphasizes the following :

- (i) To promote non-formal education for young people, guaranteeing equal access for women and men to literacy centres.
- (ii) To introduce and improve content of the curriculum so as to promote greater responsibility and awareness on the inter-relationship between population and sustainable development, health issues including reproductive health and gender equity. Curricula should be reviewed, update and broadened with a view to ensuring adequate coverage of such important concerns as gender sensitivity, reproductive choices and responsibilities and sexually transmitted diseases including HIV/AIDS.

## POPULATION EDUCATION IN ADULT EDUCATION : EFFORTS MADE BEFORE 1982

**A**lthough problems created by population became a subject of scientific thought and discussion in different countries since the late 18th century but population growth as a problem calling for urgent solution began to attract attention only in 20th century specially after 1950 or so. In India a nation-wide family planning programme was initiated after independence and it was vigorously implemented after 1961 census. In the beginning, the approach in programme was clinical one but later on it was combined with information, education and communication support. Regarding need for population education for out-of-school youth and adult illiterates, the interest was first manifested during the national conference on Population Education held at New Delhi in October, 1971. Since then efforts are continuously being made in this direction and the Government and a number of voluntary organisations have been mounting efforts. In early 80's one of these had been the holding of two workshop<sup>1</sup> to enable health, literacy and family planning workers to understand the concepts and contents that should be incorporated in functional literacy and family life planning education to plan teaching materials integrating the two areas and to explore the possibilities of introducing these materials into on-going literacy

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1. Workshops on Functional Literacy and Family Life Planning Education, Hyderabad/Lucknow, Sponsored by Population Council of India, World Education (New Delhi), Literacy House (Hyderabad and Lucknow), Lucknow, Literacy House/Hyderabad, Literacy House (1972). 290 p.

programmes. Dr. T.A. Koshi<sup>2</sup> has described that since 1971 several voluntary agencies in the field of adult education have taken lead in organising out-of-school population education programmes. These agencies included (1) Family Planning Association of India (FPAI) where population education for out-of-school youth was taken up and strategies employed involved to establishment of population education cells, population education clubs, publication of PEN FORUM, and the development of curriculum materials. The various forms of motivation and education channels used by FPAI to reach the out-of-school youth included talks, film shows, exhibitions, debates, painting, sports/games, slide shows, literacy classes, essay writing, puppet shows, meetings with youth, and others, (2) Bharitya Grameen Mahila Sangh, an organisation of rural women which conducts various educational courses such as, craft training, functional literacy, nutrition, bakery and others where population education concepts have been integrated, (3) Literacy House, Lucknow dedicated to advance the level of adult literacy and promotion of adult education among the out-of-school rural youth, conducted two categories of programmes; Core Programme and Special Projects and Population Education was specifically carried out by the Family Life Education Centre under the Special Projects which disseminates population information through functional literacy programme to young adults in hard-to-reach rural area of India, (4) Indo-Dutch Project for Child Welfare aimed at improving family life education on hygiene, health and population education for beneficiaries of Indo-Dutch project in the urban areas and (5) Youth and Family Planning Programme Council, a national organization run by individual membership and organised further into state councils, organises programme of educating and motivating

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2. Koshi, TA; Development of out-of-school population education in India: a case study, New Delhi, Council for social Development (1978). 53 p. typescript.

young people, conducts surveys and research about young people, organises seminars and conferences and publishes literature to motivate young people. Dr. Koshi further identified other programmes which have been tapped for more involvement in the out-of-school population education, namely, farmer's functional literacy programme, condensed course for adult women, integrated child development service scheme and the national adult education programme. Not only this the movement of population education in Asian countries including India had progressed further and population education was being integrated in all developmental programmes of the government and voluntary agencies and according to a UNESCO Report<sup>3</sup> on "Future Directions o Population Education," Population education has been integrated in various non-formal education programmes including literacy and adult education programmes, labour training and education, agricultural extension, food and nutrition campaign, skills development, social welfare drives, environmental education, urban renewal, manpower development, and rural transformation and development.

The Population Education was substantially strengthened with the launching of the National Adult Education Programme on a mass scale in the year 1978 - aiming at bringing about rapid and qualitative change in the process of development by educating the illiterates so that they are able to participate in national development and take benefit from the various development programmes in the country. The programme was not merely a literacy programme but a social awareness and functional upgradation programme, one component of which is population and family life education. The programme was interwoven as a coherent whole affecting the social development of individual and population education

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3. UNESCO. "Future Directions in Regional Sectorial Programme in Population Education in Asia and Oceania." 1978.

automatically became one of the most significant aspects of this whole. Moreover, while developing the strategy in this regard it was also felt that adult illiterate masses needed a different approach with emphasis on improving the quality of life and to make illiterates and semi-literates aware of their conditions as it exists and the ways and means of ameliorating them out of these conditions. Efforts were made to integrate the Population Education concepts at different levels so that messages on population related issues reach to the adult illiterates in the proper and appropriate form bringing about desired changes in their life style.

In order to evolve a strategy, the Directorate of Adult Education at the national level organised a national seminar<sup>4</sup> in collaboration with the Family Planning Association of India during March, 1979 in which the planners, trainers and functionaries participated and presentation made on the problems of the adult education worker as distinct from family planning worker, problems related to linkage, training strategy, materials, input by adult education programme in population education and co-ordination at the national level. In the same series of seminars and workshops the Directorate again organised other national conferences<sup>5</sup> on planning and development of population education programme in adult education at Tirupati in the same year (1979) in which representatives from voluntary organisations, universities, State Departments of Adult Education and State Resource

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4. Report on the National Seminar on Integration of Population Education in NAEP, Bombay, 3-7 March, 1979. Organised jointly by the Directorate of Adult Education, New Delhi and Family Planning Association of India, Bombay, 1979, 162p.
  5. Draft report (of the National Conference on Planning and Development of Population Education Programme in Adult Education, Tirupati (India, 17-20 September, 1979.) Jointly organised by Directorate of Adult Education, New Delhi & Population Studies Centre, SV University, New Delhi (1979).

Centres participated to discuss the involvement of adult education Multi-media<sup>6</sup> approach for development of instructional material in collaboration with Literacy House, Lucknow in the year 1980; (b) Operationalising<sup>7</sup> training in population education in collaboration with National Institute of Health and Family Welfare, New Delhi in the year 1981 and (c) National Workshop on Population Education<sup>8</sup> in the year 1982 were organised and efforts were made to initiate action at the State Directorate levels and State Resource Centres were requested to create a cell to prepare material on population education for its proper integration in the adult education programme. Directorate of Adult Education has been issuing guidelines and helping the State Resource Centres and State Directorates of Adult Education so that Population Education takes a proper shape in the adult education programmes. The state authorities and the State Resource Centres, voluntary organisations and other institutions and organisations have done work on the integration of Population Education in adult education programme and efforts have generally been made to integrate these concepts of population issues in the

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6. Multi-media Approach for Development of Instructional Materials : An Experience in Participatory Training - Report of the National Training Workshop on Population Education in Adult Education Programme organised by Directorate of Adult Education, Ministry of Education & Culture, Government of India, New Delhi; 28 April to 3 May, 1980.
  7. Operationalising Training in Population Education; Report - National Training Seminar on Adult Education in Population Education; organised by Directorate of Adult Education, Ministry of Education & Culture, Government of India, New Delhi and National Institute of Health and Family Welfare, New Delhi; March 23-30, 1981.
  8. National Workshop on Population Education - Report organised by : Directorate of Adult Education, Ministry of Education & Culture, Government of India, New Delhi; March 30 to April 5, 1982.

curriculum and basic literacy material, in post-literacy and follow-up material, in the curriculum for the training of different type of personnel engaged in the task of adult education programme and in the preparation of the supplementary audio-visual and other instructional materials as an aid for adult education programme. All the efforts made so far need further strengthening as the whole idea of population education still has to be interwoven in a more systematic and planned manner with the contents of adult education. This is all the more important as the working group<sup>9</sup> on population policy of the Planning Commission has recommended that adult education programme has to play an important role in providing motivation for small families with particular reference to the area of "To Appreciate and Demand."

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9. Working Group on Population Policy - Report, Government of India, Planning Commission, May. 1980.

## POPULATION EDUCATION SINCE 1983

**F**or the first time, in the National Resource Centre for Adult Education (DAE) a separate unit was created for promoting Population Education in 1983 for making sustained and concerted efforts to strengthen the component of Population Education in the ongoing Adult Education Programme.

### **Base Line Survey on Integration of Population Education in Adult Education**

Though it was a postal survey<sup>1</sup> but still good and interesting results were revealed by the survey as given below :

1. Population Education in adult education programme in the country was seriously taken up after 1978 (Specially with the launching of National Adult Education Programme) and since then various Central, State Government Departments and Voluntary Organisations, Institutes and Universities have been making efforts to integrate population related issues in adult education programme but much remains to be accomplished or achieved.
2. The population education work has been mostly at four stages i.e. curriculum and basic literacy, post-literacy and follow-up material, curriculum for the training of field functionaries and in the preparation of supplementary and other audio-visual materials but most of the work has been concentrated at the

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1. Integration of Population Education in Adult Education Programme in India (A Status Study), Directorate of Adult Education, Government of India, New Delhi, December, 1983.

basic literacy level and from this survey it appears that inclusion of population related issues in the basic literacy curriculum or in the primers are also *incidental* under the awareness programme without any proper or pre-planned integration plan. The State Resource Centres and other agencies have started showing awareness of the necessity for promoting population education in their day to day activities.

3. At the national level the National Resource Centre has done some work by organising 5 workshops and training programmes and has been successful in creating an environment in favour of population education but still areas like production of supplementary materials have remained untouched at national level from the point of view of population education.
4. The analysis of the material has revealed that the contents of population education even in the curriculum of basic literacy vary considerably without any uniformity in the contents and it appears that a well defined approach on the content areas on population education in adult education have not been adopted keeping in view the needs of the target audience.
5. The material developed under post literacy and follow-up programme is very meagre so far as population education is concerned and it appears even the material developed is beyond the comprehension level of the target audience.
6. The curriculum development for the training of field functionaries, it appears, has not been fully integrated in the existing training curriculum for various types of personnel working in the field of adult education. For training purposes the material is almost negligible and no organisation has reported that they have produced any national source book on population education for training purposes.

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7. The survey has revealed that training packages in population education have not been developed so far.
8. One university has done considerable work in the field of audio-visual material but that is not specifically for adult education purpose. There is a dearth of supplementary audio-visual material in the country.
9. Research and experimentation in population education have been almost insignificant.
10. By and large the survey has revealed that efforts to integrate population education in adult education programme are being continuously made and there are plans and suggestions in this regard from different institutions and organisations working in this area.

### **Recommendations**

1. Since there is neither a well defined approach of integrating population education issues in basic literacy and post-literacy material it is necessary to identify and define the content areas of population education for integrating in the curriculum of basic literacy and post-literacy material. It is necessary to identify the content of population education which can be built in the basic literacy as well as post-literacy material, so that the messages are appropriately conveyed to the target audiences.
2. There is a need to analyse the existing material from the point of view of the messages of population education and to suggest how new material, particularly, in basic literacy and post-literacy could reflect population education more adequately. Moreover, there is a need to develop guidelines for the use of material on population education at both these levels.
3. At the national and regional levels multi-media packages for communicating the contents and messages of population education to different target audience should be developed.

4. For effective training of field functionaries it is urgently needed to integrate the population education curriculum in the existing curriculum for the training of field functionaries. For training purposes, production of national source book on population education and training packages for different functionaries are needed at national and regional levels.
5. Since at present the manuals on population education for the training of field functionaries are not available it is very necessary to produce the same at the national and regional levels. In other words there is a need of developing training content for each functionary along with a multi-media training packages at the national and state levels.
6. Very little supplementary and audio-visual materials have been developed at the national and regional levels and there is a need for developing the learners' materials and supplementary reading materials in the shape of promotional and motivational material. Production of films, development of puppetry, preparation of scripts for population education songs and other media development activities have to be taken urgently for reaching the large number of adult illiterates in the country. Instructional materials need to be developed such as charts, posters, leaflets, radio-scripts, modules, wall newspapers etc. around selected content areas. In this regard it will be necessary to organise workshop to develop skills in the development of audio-visual materials and also sophisticated audio-visual materials.
7. The research done in the field of population education with reference to adult education is very insignificant and it is, therefore, suggested to conduct case studies of outstanding on-going programmes. Moreover, selected representative samples of the materials should be put to the actual field situations as a

- component of pilot project/longitudinal applied research development, as it will help in the assessment of the extent to which such material, in combination with other adult education activities/programmes could have contributed to the solution/minimization of the population related problems. There is also need for an in-depth study of the problems and needs of the specific target audience for developing instructional and motivational material at the national and regional levels.
8. There is a need to create an adequate infrastructure at national, regional and state levels as a part of adult education for providing inputs in the field of training, curriculum development, material preparation and evaluation etc. for proper integration of population education in the existing adult education programme.
  9. At present documentation and information service in population education in the country is almost insignificant and there is a need to establish a population education clearing-house at the National Level in the National Resource Centre so that the documented informations are communicated to the State Governments, Voluntary Organisations and other agencies interested in the field.

### **Preparatory Project on Integration of Population Education in Adult Education Programme**

After the 1981 census Planning Commission, Government of India revised the strategy in respect of population issues and recommended that three pronged strategy for motivation of people should be adopted i.e. through mass media, through inter-personal communication in group situation and through population education in non-formal and formal system of education. Since population education had three main components i.e. awareness, functionality and literacy the population education

and family life education automatically became a part of awareness component, adult education was specifically given the role of providing motivation for smaller families with particular reference to the area of "*To appreciate and demand.*" after this recommendation, efforts were directed in this direction. The base line survey referred earlier had revealed not a bright picture and in order to strengthen this component a preparatory<sup>2</sup> project for 15 months duration was prepared to seek assistance from UNFPA. Moreover during the same period, the National Steering Committee on Population Education in its meeting on 14th May, 1984 recommended that in the Seventh Five Year Plan suitable provision should be made for population education programmes in school education, both formal and non-formal, university education and adult education sectors. The integration of Population Education in all the four sectors of education will drive home among the learners the consequences of population growth on the quality of life, socio-economic problems, depletion of natural resources, scarcity of essential commodities and services etc. This awareness will certainly enable the learners to develop rational attitudes towards adopting the small family norm. In the case of learners in formal and non-formal school education as also in University education the learners will have the core knowledge and awareness of these concerns and the attitudes developed through population education will enable them to adopt small family norm in the later stage when they are married. In the case of adult education programme the learner, by and large, are in the age group of 15-35. As a matter of this fact, most of the

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2. Integration of Population Education in Adult Education Programme - A Preparatory Project 1984, DAE, New Delhi.

learners both men and women are already married and are in the high reproductive age, hence population education will be of immediate concern to them. Also these adult learners form a very big target group of approximately 110 million people as anticipated to be covered in the Seventh Five Year Plan (1985-90). They will not only develop rational attitudes towards the small family norm but they will simultaneously start driving benefit of service delivery provided for couples willing to adopt family norm.

Thus the integration of basic contents of population education is required to be done in the materials of adult education both print and non-print media used at literacy and post-literacy stages as also in the materials used for the training of functionaries. Special motivational and instructional materials integrated with population education contents are also needed, as they are equally useful for both learners and functionaries.

### **Concepts of Population Education**

Population education is a relatively new innovative programme in education. There is no one definition of what population education is? However, it should not be mixed up with sex education or family planning education. Some have attempted to define it by giving a listing of its contents.

There are several diverse perceptions of what population education is? Some perceive population education as a means aimed at achieving acceptance of a small family size whereas some others consider it to aim at non-directive or open ended behavioural outcomes such as rational and responsible attitudes and behaviour towards family size and other population matters. Asian Regional Workshop<sup>3</sup> on

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3. Asian Regional Workshop on Population and Family Life Education, Bangkok, 1970, Final Report. Bangkok, UNESCO ROEPA, 1971, p. 103.

Population and Family Education 1970, has defined Population Education as :

“An educational programme which provides for a study of the population situation in the family, community, nation and world with the purpose of developing in the students rational and responsible attitudes and behaviour towards that situation.”

The basic fact is that population education is an educational programme designed to make people aware of the process of population changes as these are affected by various biological and socio-cultural factors and as these changes affect many aspects of life that in turn determine the quality of life at the micro and macro levels. In fact, the population education is a part of the overall national development efforts to improve the individual and national quality of life.

In nutshell, the general goal of population education is to involve the people in a learning process that will enable them to broaden their understanding of population related issues and develop in them appropriate skills to define and analyse them so that ultimately they will be able to make rational and responsible decisions regarding these issues in a way that is personally meaningful and socially relevant.

### **Objectives of Population Education in Adult Literacy**

As stated earlier, Population Education will be an integral part of adult education programme and specifically of its awareness component. The broad objective of adult population education programme is to improve the quality of life of the people through generation of awareness and understanding of the phenomenon of population growth, its causes and detrimental effect on the lives of the people individually and collectively, whereas the specific educational objectives are included in the syllabus part, the broad objectives of population education are given below :

- To develop awareness and understanding among 11 million men and women, mostly of high reproductive

- age group of 15-35 years to be covered under the adult education programme and approximately 4 lakh field functionaries for orientation on population factors and their relationship with socio-economic development, family health, family and community living and civic and environmental responsibilities essential for welfare and good quality of life of the individual family, community and the country.
- To develop critical thinking, rational attitude and decision-making abilities pertaining to population issues in a way that is personally meaningful and socially relevant.
  - To make home the adverse effects of a large family on basic needs such as food, clothes, housing, education, fuller development of children, medicare etc.
  - To help change of behaviour on the part of the intended audiences resulting in increased social and economic outcomes.
  - To develop an understanding of the evil effects of over population on the environment and natural resources and the concomitant dangers thereof.
  - To develop a rational attitude toward adopting the small family norm and the family planning devices.
  - To develop a sense of responsible parenthood.
  - To develop an understanding that the age old population related social customs and beliefs are no more relevant in the present day situation.

### **Selection of Contents**

On the basis of the overall objectives laid down to be achieved through population education, suitable learning experiences are to be organised. This requires identification of major areas of knowledge for fostering factual information, concepts and understandings related to population education.

The curricula in population education in adult education

has to be developed to suit the socio-cultural situations as well as the educational needs to the country while at the same time respecting the sensitivities of target audiences. The content outlines of population education have also to be related to the basic characteristics of the adult education programme in general and its awareness component in particular. As such, relevant contents from areas health and nutrition, mother and child care, home economics, rural development, social welfare, adult education, demography etc. are to be selected. The inclusion of controversial topics like sexuality, human reproduction and family planning is not advisable as it might jeopardize the acceptance of population education in the adult education programme which mostly covers target audience in rural areas where people reservations and conservative attitudes regarding these topics and more so in the case of illiterate masses to whom the adult education programme is addressed, although these topics develop fuller understanding of fertility behaviour.

Selecting and outlining population education content for non-formal programmes in population education, like that in adult education, presents many difficulties in the sense that the target audiences are so diverse in regard to needs/problems and characteristic such as age, marital status, attainment of language skills, employment/occupation, interests, life experiences; religion, socio-economic status, reading and media habits etc. Also, the audience may be captive or volunteer and may be available for varying periods of time ranging from a single exposure of an hour or so to several hours of instruction spread over weeks and months. The adult education programme as of today, has three stages viz. literacy, post-literacy and follow-up, all combining to provide instruction for about 600 hours spread over from two to three years addressed more or less to same target audiences aimed at, more or less, achieving a level of standard III, IV and V of the school system respectively particularly in the language skills.

In the light of the diversities of the target audiences and the three stage structure of the adult education programme, what seems most practicable is to select content on population education to be integrated in the full and comprehensive adult education programme of three stages in such a way that would require adjustment with other topics of awareness in an appropriate ratio so that population education messages are properly and directly highlighted. The ratio of population education content as related to other contents of awareness component is suggested to be at least 25 to 75 for all the three stages.

A suggestive list of content areas<sup>4</sup> potentially related to population education in common and focussing on population related problems and their repercussions on both the quality of life of the family and on the development of the society is presented below :

1. Necessity of small family size and family welfare.
2. Advantages of delayed marriage.
3. Responsible parenthood.
4. Population change and resource development.
5. Population related beliefs and customs.

As it is evident, these content areas are drawn from related subject areas and based on the messages of population education which need to be fostered in the audiences. The content areas are not mutually exclusive but they are on several points inter-related. It may be possible to select topics on these content areas for each stage and present them in a graded manner in the materials both printed and non-printed. However, if topics from all the five content areas are adequately defused in the materials for each stage, it would be possible to focus the attention of the target audiences to the total package of messages encompassed by the suggested content areas.

The content areas are only suggestive and were of general

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4. Curricular On Population Education - DAE 1985.

nature. Areas related to specific needs/problems and characteristics of particular target audiences were further to be added.

The Project was implemented in collaboration with 12 State Resource Centres. During this period efforts were made to integrate Population Education components in Primers and other teaching-learning materials and orientation training programmes were organised for the functionaries of Adult Education which continued upto 1986.

The over-all objectives of the project were as given below :

- To introduce a substantial component of population education in the current programme of adult education.
- To institutionalize population education in adult education.
- To strengthen the State Resource Centres as well as the National Resource Centre in population education.

The immediate objectives of the Project are :

- (i) To clarify concept and scope of population education in adult education sector by organising a planning and development meeting at the National Level.
- (ii) To orient the senior key level personnel at National Level on the Programme of Population Education in adult education by organising a national level orientation programme.
- (iii) To develop the core curricula on population education for its integration in adult education for the orientation and training of functionaries.
- (iv) To prepare core curricula of population education for integrating in adult education, encompassing basic learning needs of adults in the rural and urban setting falling within age group 15-35.
- (v) To prepare and produce the appropriate teaching-learning materials for the functionaries in regional languages.

- (vi) To prepare and produce the learning materials for target audiences in regional languages.
- (vii) To prepare and produce the national source book on population education for adult education programme.
- (viii) To initiate the establishment of a documentation and clearing-hours Unit in Population Education.
- (ix) To prepare a background of the Five Year Plan project after taking preparatory activities in the present project.

The objectives of preparatory phase were achieved and a Five Year project was to be launched so that messages reach at grass-root level but in the meantime the NEP was released by the Ministry of Education, Government of India which further reinforced the need of Population Education through all systems of Education and accordingly the recommendation were as given below :

The document says "The growth of our population need to be brought down significantly over the coming decades. The largest single factor that could help achieve this is the spread of literacy and education among women." Regarding curricular framework it says, "The common core will include the protection of environment and observance of small family norm."

[National Policy of Education - 1986<sup>5</sup>]

The idea was further explored in the Programme of Action in 1992 which emphasised that "*population education must be viewed as an important part of the nation's strategy to contain the growth of population. Starting at the primary and secondary levels with inculcation of consciousness about the looming crisis due to expansion of population, Educational programmes should actively*

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5. National Policy on Education - 1986. Ministry of Human Resource Development, New Delhi, May 1987, p-2&4.

*motivate and inform youth and adults about family planning and responsible parenthood."*

The Project was further revised in the light of these observations and it was planned by the end of the project that all the states of India be covered. The project<sup>6</sup> could be launched from 1987 with the following objectives :

### **Objectives**

The overall objectives of the Project were :

- to introduce a substantial component of population education in the current programme of adult education
- to institutionalise population education in adult education
- to strengthen the State Directorates of Adult Education, State Resource Centres and the National Resource Centre in Population Education

### **Integration with Technical Resource Inputs**

As part of the resource evolution process the SRCs were expected to weave in concepts of population education at the stages of (a) curriculum construction, (b) materials preparation, (c) training system, (d) organise community reach out activities, (e) undertake simple research studies, (f) develop media software and so on. For each of these aspects a brief statement based on factual position is presented below :

#### **(a) Curriculum Construction**

The Directorate of Adult Education at the national level has developed a curriculum for serving as a guideline document for agencies desirous of organising activities related to population concepts. This curriculum has been evolved through a process of consultation with SRCs. State

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6. Population Education in Adult Literacy Programme 1986-89-IND/86-p-30.

directorates of Adult Education, voluntary agencies and representatives of bodies connected with family planning, family welfare, education etc. It has proved to be a useful reference material by the resource agencies and they have utilised it profitably for purpose of development of materials and for drawing up training content appropriate to concepts involved in Population Education (PE).

### **(b) Materials Preparation**

The materials designed by all the SRCs were meant for

- for promotional purposes
- for teaching basic literacy skills
- for post literacy work
- for training of functionaries, etc.
- for supplementing instructional tasks

The aids connected with teaching materials such as charts, flip charts, posters, etc. were also produced which help in conveying ideas and information on messages related to population education. The following major messages have been covered with varying degrees of emphasis.

- small family norms
- responsible parenthood
- right age of marriage
- population growth and environment
- population and development
- beliefs and traditions

Apart from the print medium, non-print materials were substantially prepared. These included audio cassettes, video films and were developed by the State Resource Centres and the Directorate of Adult Education. Some of these materials have been found to be excellent by users. A few have received recognition/award from international organisations like PROAP/UNESCO Bangkok and ACCU Japan. A few of these materials have been translated into English as example materials for reference by other countries where population

education is being integrated with literacy and adult education programme. A couple of booklets have also won national levels awards in a competition organised by NBT in 1989.

### **(c) Training of Adult Education Functionaries**

In the training programmes also, the population education finds a definite place. When the project approach was in operation, the Project Officer, Supervisors and Instructors were given training where the population education component was also covered as an essential ingredient of the general training programmes for them. With the start of mass literacy programme, integration of population education component with the training activities organised for key resource persons, master trainers and volunteers took place.

### **(d) Reach-out Activities**

Apart from providing academic resource support to the on-going literacy programme in the country the project through the State Resource Centres has also been trying to ensure that the activities do not just end up by holding classes and do not remain confined to teaching/learning processes only. Other co-curricular activities and reach-out activities are organised in various parts of the country particularly for the inhabitants of urban slum dwellers, persons living in jhuggi-jhopris, basties and rural folk etc. These reach-out activities assume various forms such as Nukkad Natak, Street Corner Plays, Song and Drama Competitions, Exhibitions, essay competitions, Mahila Camps etc. Screening of films and extensive display of slogans relating to issues connected with environment conservation, small family norm, spacing, mother and child care and other population issues is done. In this way, the whole community, comprising of young men, women and children, throngs to witness such performances and through entertainment and education, information and ideas are communicated which has a bearing on population issues. Such activities are organised by all the State Resource Centres with tremendous response rate.

### **(e) Software**

The concepts relating to Population Education need to be disseminated with caution and care particularly to ensure that these do not become didactic and become remotivating for the adult learners who have had their own myths and notions, particularly towards family welfare, family planning programmes. The idea under the project was to present these in an educational form highlighting rationality aspect more than the actual acceptance which could be left to their own choice. The other aspect which required to be highlighted through Population Education was that it referred to an improvement in the quality of life of the population. Apart from developing the teaching/learning materials which were the principal method of communicating these messages, extensive resort has been made to the use of other forms of non-print media like audio cassettes, video films, exhibitions, preparation of spots and quickes, puppet shows, games and other aids. For this purpose, after the initial start most of the SRCs developed a fairly satisfactory quality of material for mass scale coverage. At some places the quality of such materials has been so good as to have been used in the programmes of All India Radio, Doordarshan as well. Examples of some SRCs like those in Andhra Pradesh, Madhya Pradesh, Maharashtra and West Bengal can be cited in this regard.

### **Evaluation**

An evaluation<sup>7</sup> study was taken up in 1991-92 by the Council for Social Development and the following major findings emerged from this study.

### **Materials**

By and large, the materials were enough and well

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7. Evaluation study of Population Education in Adult Literacy Programmes - Part II - Council for Social Development, New Delhi, 1992.

prepared but had either not reached the Instructors or had reached them quite late. The supply of these materials was however, not always in adequate quantity and their use was often not very optimal.

### **Concept Understanding**

Most learners/functionaries at all levels did not have a full and clear understanding of the concept of population education and its various dimensions were not always known of them. This aspect needed to be strengthened by intensive ground level workers.

### **Reach-out Activities**

Reach out activities such as street plays, dramas, puppet, films and awareness camps could be further enlarged and expanded as the community was more receptive to and interested in these kinds of educational interventions.

### **Training**

Population Education training was given as part of the general training and conducted either for a day or two or was scattered for a few hours over the entire period of training. Due importance of Population Education was not generally given. Thus training content, methodology and duration required further revamping or strengthening. Refresher training of shorter duration could also be given at short intervals.

### **Review by International Experts<sup>8</sup>**

During April 1 and 17, 1991 a two member Mission (Mr. O.J. Sikes and Mr. R.C.Sharma) came to India to identify the directions and strategies of the population education programme for the next cycle of UNFPA support and to assist in the preparation of project proposals for formal and non-formal education sectors. The Mission submitted its report<sup>8</sup>

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8. Report of UNFPA Mission on Population Education Programme in India (1-17, April 1991), New Delhi.

based on its (i) participation in the National Steering Committee meeting on 2nd April; (ii) review of the reports and documents of the three population education projects; (iii) extensive discussions with the project directors and project personnel of the three projects - in school education, adult education and higher education sectors.

Among the recommendations of the Mission the following are particularly most noteworthy :

- The States which have been selected under UNFPA's area projects (Himachal Pradesh, Rajasthan and Maharashtra) should be given high priority for the implementation of the Population Education Programme during the next phase, in order to ensure maximum outcomes through coordinated effort.
- Previous experience should be evaluated in order to make full use of the lessons learnt in the next phase of the programme activities.
- The pilot/experimental population education programmes or adults, using the campaign approach should be systematically evaluated before expanding to other areas.
- Research should be carried out to determine whether the approach used actually meets the family planning objectives.
- In areas where the literacy programmes has been associated with declining fertility, research should be carried out to determine the most influential elements in the relationship.
- The appointment of full-time Population Education staff in the Directorate of Education is a pre-requisite to an effective monitoring and successful implementation of the programme. It is, therefore, necessary that at least two professional staff and administrative support personnel should be provided to the Directorate of Adult Education in the 2nd Phase of the programme.

### **Experimental Project on Integration of Population Education with District Literacy Campaign in Ganjam (Orissa)**

In 1991 an experimental project on integration of Population Education with the ongoing TLC in Ganjam was initiated. The objectives of the project were :

1. To educate the people about the fact of population growth and its psycho-socio-economic consequences.
2. To enlighten the people about population issues for improving the quality of life.
3. To integrate population education in Total Literacy Campaign.
4. To ensure better planning of health services.

The activities under the project were closely monitored because based on the experiences of this project other districts such as Srikakulam, 24 South Parganas, Doongerpur, Dhenkanal, Bharatpur, etc. could also be considered for expansion of this idea for intensive population education activities there.

### **Appraisal of the Experimental Project and an Exploratory Study in Another TLC District**

A quick appraisal of the Experimental Project Integration of Population Education in Total Literacy Campaign in Ganjam (Chatrapur, Orissa) was to indicate lessons to be learnt and accordingly Edcil undertook the appraisal between 4th and 19th of September, 1992 with the following terms of reference given to the evaluator :

#### **Training**

The role of the SRC in preparation of training materials for the TLC.

The emphasis given to population education issues in the primers and other communication materials developed for TLC and in the various training programmes.

The training pattern followed in training volunteers with emphasis on curriculum, methodology, duration and effectiveness in equipping volunteers with information on population issues.

## Management

The organisation structure created for organising the TLC at the district and block levels.

The role of organisations such as the SRC, NGOs and other Governmental departments in the activities of the TLC.

The strategy, plan of action and monitoring mechanism adopted by the Project Authorities.

The activities planned for sustaining the interest of neo-literates in population issues and in adopting the small family norm.

Utilisation of UNFPA funding, especially in comparison to the original request submitted to UNFPA.

Simultaneously, another exploratory study of quick appraisal type was undertaken in Bhavnagar district (Gujarat) by the Council for Social Development, New Delhi with the following terms of reference :

- (i) The organisational set up established in the district for literacy and post literacy work at various levels and its effectiveness in programme delivery.
- (ii) The academic programming processes followed and preparations made to incorporate population education messages, with special reference to -
  - (a) The emphasis given to population education in the pre-literacy and motivational materials
    - basic literacy (instructional materials)
    - communication materials
    - training materials
    - post-literacy materials
  - (b) The emphasis given in the activities relating to training of Resource Persons, Masters Trainers and Volunteers.
  - (c) The nature of inputs on population education used in the environmental building phase.
- (iii) The strategies and methods employed in transferring population education messages to clientele group and

study their receptivity by the learners and neo-literates.

- (iv) The possibility of developing population education component as an integral part of the TLC design and suggest ways to strengthen it further.

The idea behind these two studies was that in order to compare the effectiveness of the project with another district where no financial assistance for population education was provided and where also some elements of population education were integrated with the TLC be chosen. Thus, for Ganjam district, Edicil and for Bhavnagar district, the Council for Social Development, New Delhi were identified as external agencies.

Both the reports indicate that there is a lot of promise in TLC situation for integrating population education through the medium of literacy and with the content of population education included therein, it is possible to educate the masses about the hazards of rapid population growth and also inform them, make them aware and enable them to adopt measures which will help them to better quality of life. This could happen by adopting practices like immunisation of children, better mother and child care measures during pregnancy and after delivery, relevance of spacing the births and acceptance of small family norm.

### **New Thrust Areas in Population Education**

In the beginning of the project 5 core messages and later on one more core message were identified and with the passage of time new areas emerged and, therefore, in a workshop<sup>9</sup> the following thrust areas were identified :

1. AIDS its control, prevention and management
2. Sex Education/Adolescence Education
3. Drug abuse and de-addiction through educational support

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9. INPUTS for Additional Messages-Report of the Workshop 1993 -New Delhi.

4. Gender equality
5. Inter-spouse communication

The messages were related to health education and better quality of life. These messages were to be incorporated in literacy programmes, within the pedagogical dimensions of the literacy, post-literacy and continuing education programmes.

### **Development of Training Modules<sup>10</sup> in Population Education**

In a national level workshop modalities were developed to prepare the training Modules on Population Education for RP/MT/VT and consequently training modules have been developed.

To conclude the first phase of the Project was the laying down the foundation stone of Population Education and the focus of the project during the phase was on developing and strengthening the capabilities of the resource agencies and the administrative bodies to organise population education through the ongoing literacy programmes in these States, generally through Centre-based approach. Thus, creation of infrastructure at the national and State levels, initiation of steps to institutionalise population education in their various activities by preparation of curricula, development of materials, conduct of training and organisation of extension activities received major attention. Apart from developing printed materials, the emphasis has also been on developing material for motivational purposes through the use of audio-visual aids, organisation of exhibitions, reach-out activities and so on. However, in accordance with the programme implementation pattern, the project activities were carried out through centre-based approach where the teaching learning process for adults in the age group 15-35 was organised.

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10. National Workshop on Development of Training Modules in Population Education in Adult Literacy-March, 1993 SRC Jaipur.

The second phase of the Project was very much different from the first one and it covers the goals set forth in NLM (1988) and reflects priorities of the 90 district's identified by the Ministry of Health and Family Welfare with high female illiteracy, high infant mortality rate, disproportionate sex ratio; high birth rate and low mean age of marriage. The project tried a tie-up of literacy campaigns with these districts so that there is a convergence of efforts for promotion of literacy and for reduction of population growth rate. Moreover, the TLC approach was dominant and all efforts were made to integrate Population Education in the following phases of TLCs.

- (i) Pre-literacy Phase (Environment building)
- (ii) Literacy Phase
- (iii) Post-literacy Phase
- (iv) Training Phase
- (v) Continuing Education Phase
- (vi) Community Out-reach Activities

The annual project<sup>11</sup> report (1995) reveals that the main objectives of the II phase of the project were to contribute to the institutionalisation of Population Education component in literacy and post-literacy campaigns, to provide intensive population education inputs in the districts identified by the Ministry of Health and Family Welfare and to establish IEC channels for creation of awareness and inculcation of attitudes favourable to the acceptance of small family norms in the learners so as to improve their quality of life. In the light of these objectives the activities initiated in the year 1994 were further intensified so as to achieve the objectives of the project. The SRCs, therefore, further reviewed their teaching/learning materials and incorporated appropriate messages not only in the basic materials but also in the materials designed for post-literacy and continuing

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11. Integration of Population Education in Adult Literacy Programme - Phase II. Annual Project Report, 1995 - DAE, New Delhi.

education programmes. Most of the SRCs also developed instructor' guides/resource books for use of the field level functionaries. The SRCs were also able to develop multimedia package for the dissemination of health and population messages to the learners. In order to strengthen the capabilities of project staff, steps were taken to revise the strategies of training and orientation for apprising the Project Personnel about the thrust areas being emphasised in the project implementation. The training/orientation programmes for the Master Trainers/Volunteers were also organised periodically for improving the capabilities of the project staff for better implementation of the project. Another significant activity which was focussed in this year was increased interaction between the TLC/PLC personnel, SRCs and the DAE in which the representatives of the Department of Health and Family Welfare were also associated. It was done with a view to provide more intensive inputs of the population education project in the demographically weak districts identified by the MHFW. This created a better understanding among the agencies in the convergence of their efforts particularly in activities related to the areas of national concern such as gender bias, interspouse communication, AIDS, STD women' empowerment acceptance of small family norms. Inter state visits were also organised for exchange of information and ideas among the SRCs, TLC and PLC districts. One of the very significant activity taken up during the year was the organisation of five field operational seminars on a regional basis in which all the concerned SRCs responsible for providing technical support were able to share their experience and in identifying the thrust areas for the next phase of the project. The seminars also provided them necessary forum to critically examine their issues and problems which were faced by them in the process of implementation of the project and to identify commonly accepted remedial measures.

Impact studies in the States of Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh, Maharashtra, Andhra Pradesh

and West Bengal and Karnataka including the inter- state comparative study in respect of the States of TN and Haryana through external agencies were assigned.

Besides the priority areas mentioned above, the project strategy had direct intervention of Population Education at all levels of TLC/PLC and Continuing Education. The approaches followed were similar to that of first phase as far as the process of integration is concerned but the content areas and methodology for addressing the need of beneficiaries was according to the structure requirement of TLC/PLC and Continuing Education.

A review of the above description reveals that Population Education Project in Adult Literacy has been in operation since 1987 and is currently in its second phase. This phase is to conclude by mid-1997. The project is being implemented with the technical support of 16 State Resource Centres for Adult Education (SRCs). The focus on the project during the first phase was on developing and strengthening capabilities of the resource agencies in organising population education activities through ongoing Centre-based AE Programmes. In the second phase of the project, emphasis was laid on institutionalisation of population education with TLC approach.

During the second phase substantial advancement has been made in integrating population education in adult literacy programmes. Population Education now constitutes an integral component of literacy programmes at all stages. The SRCs have done commendable work in designing needbased materials for use in literacy campaigns. IPCL Committee at the national level approves literacy primers for basic and post-literacy programmes only after ensuring that the thrust areas identified for disseminating important population education messages have been suitably incorporated in the primers. The SRCs have developed large variety of motivational promotional, training, teaching-learning and post literacy materials infused with population education messages.

Similarly, the entire training system has been permeated with the philosophical approach enunciated in population education project. The resource teams (Key Resource Persons, Master Trainers and Voluntary Teachers) are given intensive orientation and training on the methodological aspects connected with dissemination of population education messages.

Another achievement during the second phase has been in the realm of creating intensive awareness of population education issues among the learners through extensive use of multi-media packages. The SRCs in collaboration with the implementing agencies organised wide range of reach-out activities in the communities to promote better understanding of population education issues.

Pace and progress of the project has been monitored regularly through field visits and by holding PPR meetings. Evaluation and appraisal studies conducted so far have revealed that there is tremendous potential in the project for promoting information and knowledge on issues connected with population and development. DAE has assigned impact studies in 10 major States. Feedback from these studies would be useful in formulating implementation approaches for the third phase of the project.

## PRESENT AND FUTURE DIRECTIONS

A workshop<sup>1</sup> on Future Strategies in Population Education was organised by UNFPA on Population Education and recommended that in respect of male and female adults in the age group 15-35 years there is need to sensitize them in the following areas and major recommendations were :

Reconceptualization of Population Education should include Reproductive Health and Reproductive Rights and major areas which need attention are : —

- Gender equality and women's empowerment.
- Adolescent Reproductive Health/Sexual Health Education.
- Human dignity, especially of women.
- Preventive and curative education for STD/HIV/AIDS.
- Collection of information on materials developed by other agencies.
- It is necessary to do an evaluation on the usefulness of population education as part of the Total Literacy Campaigns.
- Review of existing materials developed by State Resource Centres and their modification as needed and Analyse their usefulness.
- Action Research Studies in some TLCs as a back-up.
- Improve quantity and quality of training for Population Education. The greatest potential is at the PL & CE Centres.
- Development of resources and capacities at

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1. Workshop on Future Strategies in Population Education - UNDP Conference Hall, New Delhi - January 22, 1996.

decentralized levels particularly at the District. Level.

- The new concept of participatory development calls for strategies.
- Sensitization of Panchayati Raj Institution Members, Policy Makers, Planners, Media Personnel and Development Departments.

Moreover a national level workshop<sup>2</sup> on Population Education in Adult Literacy, May 27-28, 1996 was organised by the Directorate of Adult Education and the seminar recommended the thrust areas in Population Education, strategies of integration, population education for tribal population, new approach specially in the context of PL/CE, expansion of PE project, innovative programmes to be taken up, organisational structure, operational strategies, infrastructure required, staffing and stake holder empowerment, training strategies to be followed, monitoring system and evaluation, network and linkages etc. The details are given below :

### **Thrust Areas in Population Education**

The following four areas need to be emphasised during the third phase in addition to the existing areas :

- (a) Gender equality and women's empowerment.
- (b) Adolescent reproductive health/sexual health education.
- (c) Human dignity, specially of women.
- (d) Preventive and curative education for STD/HIV/AIDS.

During the third phase, major thrust areas recommended were :

- (a) Family life education
- (b) Self-esteem of women

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2. Workshop on Population Education in Adult Literacy May, 27-28, 1996, DAE.

- (c) Reproductive health
- (d) Healthy attitude towards sexuality including HIV/AIDS.
- (e) Violence against women and children.
- (f) Sustainable development and quality of life.

### **Strategies for Integration**

- (a) 30 per cent component of PE will be included in basic literacy and post-literacy primers.
- (b) Training materials and manuals will be reviewed so that PE finds a place.
- (c) CE programme need suitable innovative PE components.
- (d) NGOs, Panchayat officials, health functionaries, development officials, literacy functionaries should be brought into ambit of PE and literacy programme.

### **Population Education for Tribal Population**

The States of Madhya Pradesh, Bihar and Orissa have large number of tribal population where literacy rates varies between 4 per cent to 22 per cent and, therefore, PE is an important area for this population. Tribal specific project for the period of next five years may also be taken up.

### **New Approach Specially in the Context of PL and CE**

PL-I, supplementary reading materials, broad sheets should include 30 per cent of PE component i.e. reproductive health, gender equality, empowerment of women and folk media should be used for popularising the message. Out reach activities through students, volunteers, NGOs, local bodies to create a momentum need to be organised.. CE programmes should be organised in the areas of reproductive health and mother and child care. Training designs and modules for the functionaries will be developed.

### **Expansion of PE Project**

16 States and UT so far have been covered. Priority to the States, UTs of North-East, Goa, Daman and Diu, Dadra and Nagar Haveli, Lakshadweep, Himachal Pradesh and

Pondicherry will be covered during the third phase. The State specific sub-projects will have to be formulated. Bihar and Madhya Pradesh have two SRCs and each SRC should be provided with PE Cells.

### **Innovative Programme**

- A. PE awareness camps/melas should be organised at the village community level.
- B. SRC should adopt one district under PE and provide with the additional input.
- C. Community outreach activities need to be strengthened.
- D. PE feature service could be initiated.
- E. Research and Evaluation particularly, action research during the new phase will need more attention.

### **Organisational Structure, Functional Strategies and Infrastructure**

- (a) ZSS will be sensitized.
- (b) Project formulation guidelines will be revised to include the significance of PE.
- (c) Monitoring system at ZSS level will be strengthened.
- (d) Population Advisory Committee at District Level is to be constituted.

### **Staffing and Stake Holder Employment**

- (a) PE Unit of DAE need to be strengthened
- (b) SRCs need to be equipped with better resources
- (c) A cell of PE in SDAEs need to be created

### **Training**

- (a) Advocacy programmes for policy-makers, educationists and civil servants.
- (b) Sensetisation of officers in TLC/PLC/CEC.
- (c) Revision of the training curricula.
- (d) Strengthening of the training of KRPs, MTs and VTs of PE.

- (e) DRU/DIET personnel will be given orientation training on Population Education.

Thus, during the project period functionaries associated will be sensitised.

### **Monitoring Evaluation**

- (a) PPR meetings twice in a year and TPR regularly.
- (b) State Directorate of Adult Education will review Population Education activities in their monthly meetings.
- (c) Monitoring proforma will include the significance of Population Education activities.
- (d) Tools used for concurrent and final evaluation of literacy campaigns should include atleast 25% component of Population Education.

### **Networking and Linkages**

- A. Effective Co-ordination between health and literacy functionaries at national, state, district, block, panchayat and village level.
- B. NGOs will be identified to supplement the efforts of SRCs/ZSS.
- C. Convergence of PE programme will be taken up.

The new perspective provided by ICPD will be fully taken into consideration while formulating the next phase project and measures will be taken to strengthen the following areas :

- (a) Thrust areas and PE need to be carefully in-built in the existing adult education programme.
- (b) Delivery of materials/media at the literacy classes.
- (c) Advocacy and training of key level, middle level and grass-root level functionaries.
- (d) Involving DRU/DIET in training and monitoring.
- (e) Securing participation and involvement of NGO in PEP.
- (f) Co-ordination and linkages among literacy, health and other development organisations.

- (g) Innovative programmes of PE established at PL/CE stage.
- (h) Strengthening infrastructure and staffing at the Central and State Directorate including SRCs.
- (i) Monitoring and Evaluation.

As follow-up of the January 1966 Workshop, UNFPA constituted Working Group on each areas of Population Education and in respects of Adult Education the Working Group<sup>3</sup> has made far-reaching recommendations and evolved non-negotiable principles and prepared a Plan of Action/Strategies for Implementation which is detailed below :

- (i) *Understanding the new paradigm shift* - With the new paradigm shift that has taken place as a result of the International Conference on Population and Development, as well as the major policy shift of the ministry of Health and Family welfare from the earlier target-oriented approach, it is imperative that this new approach is understood at all levels - from the policy-makers and planners, functionaries of development departments, media personnel, to members of Panchayati Raj institutions. Enough time would have to be spent on re-defining, clarifying and understanding what the new paradigm shift entails.
- (ii) *Understanding the holistic nature of the concept of Population Education* - Earlier, Population Education was narrowly defined to include transmission of population related messages. The underlying assumption seemed to be that the illiterate adults are not knowledgeable and need to be informed. This entire orientation would have to change, for it would have to be understood that the population question needs to be linked to issues of health, water, access to means of livelihood, access to community resources - indeed, to all aspects of human life. The

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3. Proposed Plan of Action - Working Group on Population Education in Adult Literacy - UNFPA 1996, pp. 4-11.

experiences of some women's groups have been valuable for they have shown that when health issues that affect women, are taken up and discussed with them, women begin to see the links and seek information on how to control family size, on their own. In the training programmes and health 'melas' organised by these groups, as the educational process that seeks to raise women's consciousness begins to unfold, the holistic nature of Population Education becomes evident for it gets linked to the vital problems that affect people's, particularly women's lives. But for this to happen, the training process and the training methodology have to be truly participatory and learner-centred in nature.

- (iii) *Understanding that Population Education is Societal Responsibility* - Earlier, Population Education was regarded as the responsibility of the education establishment. Even the SRCs worked more or less in isolation, to the exclusion of possible partners. Now there is a realization that there is need to enlist support of policy-makers, planners, community groups, women's groups and other people's organisations as advocates and change agents for the new population and human development concept. Convergence of services and co-ordination between various Ministers and Government departments would, therefore, be necessary.
- (iv) *Understanding that Population Education programmes must cater to varied clientele groups* - Earlier, the focus of Population Education programme was on a limited set of messages for a specific target group. Now, with the new understanding, varied clientele groups would have to be reached. Some of these are :
- Male and female adults in the 15-35 age group;
  - Workers in various occupational categories;
  - Members of Panchayati Raj institutions;

- Functionaries in sector Ministries and Departments;
- Policy-makers and planners;
- Media personnel

Men would especially need to be targeted among others, to enable them to understand their role as fathers. The focus of the programme would not only be on disseminating information but on questioning societal attitudes, particularly with respect to gender. The programme would need to focus on women's empowerment to enable them to participate in decision-making, control their own bodies, and enhance their status.

Broadly, population Education has to become a tool to inform and change attitudes and practices with regard to :

- reproductive health and rights (including STD/AIDS)
  - gender equality, equity and women's empowerment
  - adolescent reproductive health/sexual health
  - family life.
- (v) *Understanding the need to create public forums and pressure groups at the micro level* - With the paradigm shift and the new emphasis on participatory decentralized planning, there is need to work out new implementation strategies. Since the focus now is on involving the community in preparing their own health plans, then clearly the existing groups at the village level have to become pressure groups and start addressing the health needs of the community.

In some places in the country, NYK groups have taken leadership roles; in other places, village level mahila mandals have taken such an initiative. In large women's programmes such as the Women's Development Programme (of Rajasthan) or Mahila Samakhya (that is in operation in Karnataka, Gujarat, UP, AP, Bihar), Mahila Sanghas have addressed health problems. In the Total Literacy Campaigns (TLCs), Village Education Committees (VECs) have to be

formed - 1/3 of whose members have to be women. While the experience to date seems to indicate that VECs are not functional in most cases, wherever they have started functioning, women have started taking interest in the education of their children and in other community matters. Such VECs would have to be strengthened and their membership expanded to include health functionaries at the village level, the school teacher etc., and the VECs would have to start addressing health issues. Undoubtedly, in the Continuing Education phase, concerted efforts would have to be made to form village level groups that focus attention on health-related issues. Wherever possible, Panchayati Raj institutions could also be suitably involved. At the level of the Collector, however, efforts would have to be made to ensure that the convergence of services was in fact taking place.

- (vi) *Understanding the importance of making the programme women-focused and women-oriented* - In keeping with the recommendations of the Cairo Declaration, the programme should address women's health needs and specifically aim at raising their consciousness through suitable leadership training programmes, health melas etc. Women's groups could be involved for this purpose.
- (vii) *Understanding the importance of participatory methodologies in training, materials preparation, research and evaluation etc.* - Whole Population Education materials were developed in large numbers earlier - some of which of high quality - by and large, the materials have not been learner-centred and have not been evolved with learner participation. Clearly, there is a need to develop skills in materials preparation whereby local needs and local concerns are reflected, through the use of local dialect. Likewise, training programmes would have to be suitably strengthened. PRA (Participatory Rural Appraisal) methodologies would have to be adopted

if people at the community level have to be able to take decisions. Action research projects would provide valuable insights, so also participatory evaluation undertaken by the community itself.

#### **4. Plan of Action - Strategies for Implementation**

An attempt is made to broadly define the contours of the Plan of Action and suggest implementation strategies.

1. *Creating broad-based organisational structures at all levels* - With the shift in policy and the new thrust of the Ministry of Health on making health and family welfare a people's programme, several Ministries would have to come together for their purpose. Amongst those suggested are Education, Health, Labour, Rural Development, Women and Child Development. Inter-Ministerial and at the State level, inter-departmental committees would have to be set up at levels from the national, State, district and village levels, with a certain agency identified as the nodal agency. These committees would also have to be broad-based to include women's groups, NGOs, workers' representatives etc. There would have to be a convergence of various kinds of functionaries and forming of partnership relationships among them.
2. *Setting-up Core Groups at the national, State, district levels* - In order to move the new programme, sustain and energize it from time to time, core groups could be set up at the national, state and district levels. The role of these groups would be to facilitate and catalyze, identify and mobilize partners to link up and provide support on an on-going basis. The experience of Mahila Samakhya has shown that a core group of committee professionals, activists, officials etc. can provide the necessary support structure that is required for nurturing any new programme.
3. *Facilitating decentralized participatory - planning* - Since the main thrust of the action plan would be to

mobilize community participation and community support, conscious efforts would have to be made to build people's forums so that they have the space to articulate, to talk about the health problems and health needs of the community.

Once again the experience of some NGOs has been very valuable. These NGOs have facilitated the process of training for group formation and ensuring that micro level groups demand that Government service are provided to people. Thus, in some places in Tamil Nadu, women's sanghams (collectives) have been formed and these sanghams have taken up health issues. Rather than 'giving' population related 'messages,' their education programmes have raised the question of management of community resources. The problem with such micro level NGO experiences, however, is that they are limited in scope and in reach. The challenge now would be to see how such experience translated into large scale programmes of the Government.

4. *Organizing training/sensitization programmes on an ongoing basis* - Since the training responsibilities would be numerous, it would be incumbent to identify new partners who can share such responsibilities. Training programmes would be of various kinds - from sensitization programmes to training in material.
5. *Promoting research and evaluation studies* - Earlier, research and evaluation were not given adequate attention. It would now be necessary to review the existing materials that are available with the SRCs and ascertain their usefulness as well as their impact. In this way, lessons from the past experience could be learnt and mistakes voided. Research particularly action research, would play a crucial role in this new initiative. Monitoring and evaluation by the community itself would have to be ensured.
6. *Making Continuing Education Centres (CECs) the*

*focal point of Population Education Programme -*

The experience of TLCs has shown that the Continuing Education Centre could well become the focal point in the implementation of the Population Education Programme. At the CEC, a convergence of services would be possible. Formation of learner groups could also be activated to participate meaningfully in the planning and implementation processes.

7. *Networking, information and experience sharing -* Linkages at various levels, would have to be established so that learning and sharing of experiences would be possible. Media could play a crucial role in disseminating information and in creating informed public opinion on the issues by disseminating research findings from time to time. Effective networks could be established so that the media content -whether print or audio-video could begin to reflect grass-roots realities.

UNFPA, PRSD Mission<sup>4</sup> from 5-31, August, 1996 to India also reviewed the Population Education Projects and in respect of Adult Literacy, the recommendations are as given below :

“Out of school youth can be reached through the Total Literacy Campaigns, Post-Literacy and Continuing Education Centres which will include in their curricula information on reproductive health and reproductive rights, gender equity, empowerment of women, adolescent reproductive health and sexuality education, family life education and information on prevention of STDs.”

It was also emphasised that “the efficiency and

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4. UNFPA-PRDS Mission August 1996 - Background Document prepared by UNFPA - India.

effectiveness of the National Population Education programme should be improved through revision of population education curricula in the light of ICPD. A thorough analysis should be undertaken of its present institutional structure, particularly at the State level in order to recommend strategies for increased co-ordination and co-operation among the various State Resource Centres in terms of materials and messages development, training programmes and information exchange.

The major innovation in the approach towards Population Education is that it is being conceived holistically. This is well reflected in a paper<sup>5</sup> in respect of Population Education in Adult Literacy Programme as given below -

### **Population Education in Adult Literacy Programmes Justification**

1. In the post-ICPD paradigm, population education is seen as an integral part of the strategy to operationalize a holistic approach to population and development. The focus of the population education in Adult Literacy Programme during its first phase was on (i) integrating well-identified messages into the training curriculum of adult education functionaries and into the materials brought out by the State Resource Centres (SRCs), and (ii) developing and strengthening capabilities of the resource agencies in organizing population education activities through ongoing literacy programmes. In the second phase of the programme, emphasis was laid on institutionalization of population education in the Total Literacy Campaigns (TLC). However the main thrust of the TLCs has remained the acquisition

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5. UNFPA - Assisted Population Education Programme 1997-2001 Country Programme, India.

functionaries - direct and indirect - on the new ICPD paradigm shift and on the major shift away from the target-oriented approach in family planning by the Government. Those covered would include policy-makers, planners, community groups, womens' groups and other people's organisations.

4. To develop and strengthen the capabilities of project staff at the national, State and district level, including the Panchayat functionaries.
5. To develop mechanisms for co-ordinated effort in developing materials including multi-media packages for learning and dissemination between four programme implementing agencies (NCERT, DAE, UGC, NOS).
6. to review and revise, if necessary, the existing materials that are available with the SRCs.
7. To have strengthened and broad-based the Village Education Committees to facilitate their emergence as pressure groups for community development.
8. To develop monitoring and evaluation mechanism to ensure qualitative output and impact of population education programme.

### **Project Strategies and Institutional Arrangements**

The Population Education Unit already existing at the national level (DAE) will be further strengthened to carry out co-ordination and networking activities in an effective manner during the third phase of the programme. At the State level, the existing Population Education Cell (PECs), the SRCs would be selectively strengthened to enable them to perform efficiently the functions expected from them. In addition, Population Education Cells would be created in 4 new SRCs set up during the Eight Five Year Plan, after extending the programme to them.

With the introduction of Panchayat Raj System and further decentralisation of local administration, greater responsibility will be shared by members of Panchayat and

especially women elected representatives in implementing educational and developmental schemes. For orientation and training of Panchayati Raj functionaries, the SRCs and ZSSs with jointly organise activities so that the local level institutions develop capabilities for implementing and overseeing the population education activities along with literacy promotion activities.

The Population Education unit will have horizontal and vertical linkages with the agencies operating at the national and State levels. At the national level agencies like NCERT, UGC, Ministry of Health and Family Welfare, National Institute of Health and Family Welfare, Family Planning Association of India, will be requested to collaborate with the Population Education unit for mutual reinforcement of each other programmes and activities. At the State level, the State Directorates of Adult Education and the State Resource Centres will be jointly responsible for proper and effective integration of population education both pedagogically as well as operationally at the field level. This will also be done with active involvement of other agencies and community participation. Perhaps the Continuing Education Centres (CECs) could become the focal point of the Population Education Programme.

## **V. Strategy for Inter-Sectoral Collaboration**

### **National Level**

#### **A. Institutional Framework**

In the Districts selected for intensive inputs by UNFPA, the following framework is suggested.

1. The National Steering Committee must meet at least once a year. It should have on it representatives from concerned Ministries, Departments, Organizations and NGOs. It will be chaired by the Education Secretary.
2. The four Programme Directors should meet each quarter to review and monitor the progress of the inter-sectoral activities. The Convener will be by rotation.
3. Apart from the formal quarterly meetings of

Programme Directors, there should be regular interaction between them.

## **State Level**

### **A. Institutional Framework**

1. A State Level Steering Committee with representation from concerned Departments, Organizations, including State-level NGOs, Panchayati Raj institutions and Municipal Corporations. The Committee should meet at least once a year, chaired by the Education Secretary. Representatives from the media can be invited.
2. The Key Resource Persons from :
  - the Population Education Cells of the State Resource Centres
  - State Councils for Educational Research and Training
  - Population Education Resource Centres of Universities in the State
  - Open Learning Centres

will meet every quarter to review the progress of inter-sectoral activities. Other members can be co-opted for particular meetings as required. The meetings will be convened and chaired by rotation.

Note : For those States which are not covered under the intensive input scheme, it is recommended that at least the committee of Key Resource Persons at the State level should be formed.

### **B. Activities**

As at the national level.

## **District Level**

### **A. Institutional Framework**

1. The District Level Coordination and Monitoring Committee should be chaired by the District Collector.

Membership will be broad-based and will include :

- Panchayati Raj Leaders
- Key Official of :
- The concerned Departments
- National Literacy Mission
- Non-formal Education Programme
- Nehru Yuvak Kendra
- DIET
- Selected Village Education Committees
- Selected Headmasters

### **B. Activities**

1. Advocacy among policy makers, planners community groups, national level NGOs, women's groups on the new population paradigm and the need for their support.
2. Teaching/Learning material, including supplementary handbooks on adolescence/Family Life Education for adolescents and parents. All the four components and fruitfully complement and supplement their activities.
3. Research can be undertaken by the Universities on behalf of the other components.
4. Need for co-ordination in the Teacher Training Activities between the University Programme and the School Programme. The National Council for Teacher Education should be involved. The academic content of the B.Ed and M.Ed. courses should address the post-ICPD population paradigm.
5. Co-ordination needed between the adolescence education curriculum at the Higher Secondary and Undergraduate levels.
6. University students can be utilized for training of Non-formal Education Instructors and Adult Literacy Instructors also, as part of their out-reach activities.

**Table : Areas for Inter-Sectoral Collaboration**

	COMPONENTS			
	SCHOOL	ADOLESCENTS	UNIVERSITY/ STUDENTS	ADULTS
Advocacy	X	X	X	X
Adolescence Education	X	X	X	X
Teacher Training	X		X	
Training of NFE and NLM Instructors		X	X	X
Monitoring	X	X	X	X

- NGOs particularly Womens Groups
- DPEP and Programmes funded by other donor agencies

7. Co-ordination with the projects funded by other Donor Agencies.

It is recommended that the committee meets at least twice a year. It is also recommended that from among the members the Collector constitutes a smaller Executive Committee which would meet about once every two months.

### B. Activities

These will be mainly at the implementation level which is crucial to the success of the programme. It is at this level that collaborative efforts can be most effective. Communities must take the initiative in implementing population education programmes in order to sustain a sense of programme ownership.

A mission<sup>6</sup> was also undertaken by UNFPA team in Karnataka to find out the field realities and the facts were as given below :

**(a) The Volunteers**

The TLC volunteers are mostly female, very young students (the youngest we met was aged 13). The older volunteers are housewives having completed fifth standard, unemployed, social workers, farmer neo-literates etc. They got involved to be useful and help in improving living conditions of their communities. They have received very short training in sections of 5-2-2 days by about 5 resource persons per district. Issues covered included : immunization, age at marriage, overpopulation, child spacing, responsible parenthood, gender issues, small family norm, traditional beliefs, cleanliness and environmental sanitation, safe water management etc. A lot of good material has been developed on many subjects including information/material on available Government schemes and contact functionaries. Materials on nutrition and childcare were requested by different volunteers.

Volunteers received support from co-ordinators and the Environment Creating Committee composed of artists, writers, theatre groups who organise street events to mobilize the target communities and prepare them to receive the TLC.

According to them, difficulties faced by volunteers are the varying speed of learning of neo-literates, daily schedule (classes start after work and go on till late at night). Initially men resisted women's involvement as volunteers and youth tested them, but the situation has improved.

The volunteers are eager to improve their classes. They suggested that a way of doing this is to become members of a library and discuss issues they read about with their family

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6. Adult Literacy Programme, Chickmagalur and Hassan Districts - State of Karnataka - Mission Report by Christina Bierring and Jens Petersen, November, 5-11, 1996.

members. We were informed that libraries have been established at Panchayats for groups of eight villages. There is a drive to make all volunteers members of libraries (Presently only 3 per cent are members) and to increase the number of libraries as part of PLCE.

### **(b) Message Transaction**

In TLC the volunteer concentrates on teaching basic literacy and numeracy. The message conveyed is less important even though the three TLC primers do contain population and development related messages. It is also difficult for the young unmarried volunteers to talk about sensitive subjects such as family planning. Usually the TLC class starts by discussing the content of the pictures in the primer or an incident in the village that particular day followed by reading and writing. Formal classes are enhanced through supplementary materials, puppet shows, street theatre, slide shows, films and field publicity as well as the distribution of a fortnightly newspaper for neo-literates.

It takes 9 months, 2 1/2 hours per day, six times a week to complete the three primers and become neo-literate.

We found that the most popular subjects among neo-literates are gender issues, age at marriage, mother/child health, nutrition, weights and measures (to learn how not to be cheated), learning to write their names, vocational training. Certain subjects spark heated discussions such as violence against women and alcoholism. Even though an objective evaluation of the impact of messages on the behaviour of the target groups has not been undertaken, it has been found that street plays are very effective for engaging the public and changing mind-sets. In Hassan, we found that the neo-literates are eager to keep up their skills and that they read their old books several times for lack of access to a library.

Due to the sometimes revolutionary nature of TLC and PLCE messages, elites sometimes resisted these activities.

However, an evaluation of TLC in Tumkur district found that overall the elite was supportive and their positive attitude contributed to the success of the campaign.

### **(c) Adolescents and Youth**

We were specifically interested in how the needs of adolescents and youth for population education information had been addressed. This year, SRC Mysore conducted training programmes on leadership, gender issues, social awareness etc. for about 250 youth. This is the only activity of the SRC for this specific target group.

Through on our visit we found that it is better to establish a separate programme for youth. As their greatest concern is employment, any population education programme should include a skill building component which can improve chances of employment. The Shramik Vidya Peeth (SVP - Polyvalent Adult Education Centre), Mysore Constitutes a good framework for combining skill training with population education for urban youth. There are four such centres in Karnataka (Tumkur, Karwar, Bangalore and Mysore) and 56 in the whole of India. The centre in Mysore was established in 1986. It caters for youth aged 15-35 who are unemployed or school drop-outs and are living in slums. The centre is managed by the Directorate of Adult Education.

1,400 trainees, 900 of whom are women, are registered at the centre. For a nominal fee, they are given instruction in new skills and upgrading of any skills they have already for two hours per day during maximum six months. Courses provided include electric and TV repairs, Ikebana, beautician, entrepreneurship, personality development etc. Health issues covered include reproductive health and AIDS education. The course schedule is designed on the basis of a survey in the target slums to identify which skills youth there require. The course give very practical, hands-on training. After training, it has been found that about 65 per cent of the trainees set up their own business through access to special loans or by taking advantage off existing Government

schemes (TRYSEM, JRY etc.). Others get jobs on their own.

SVP also runs adult education centres in Mysore slums including literacy classes in combination skill training and health awareness events (MCH, immunizations and health camps) for women.

The Population Education Unit, Mysore, collaborates every year with different SVPs in Karnataka to conduct special events.

#### **(d) DIET, Mysore**

The meeting with the Vice-Principal, DIET, Mysore, was not very fruitful. The DIET seems pretty dormant in all respects. There are no population education activities.

#### **(e) Conclusions and Recommendations**

At the end of the field visit, Christina Bierring presented the missions's conclusions and recommendations at the closing session of the SRC Materials Development Workshop. Representatives of SRCs, Andhra Pradesh, Karnataka and Kerala, as well as MOHFW and DAE, New Delhi, artists and writers took part in the workshop.

The post-literacy and continuing education programme constitutes an excellent entry point for population education, much better than the total literacy phase which concentrated on imparting basic literacy skills. The target groups of PLCE are the most disadvantaged, SC, ST and women - those segments of the population who have the worst demographic and health indicators and who are often hard to reach. However, if the present slow down in the implementation of the PLCE is not overcome, the reach of population education activities will also suffer.

The inclusion of neo-literates and NGOs in the management of PLCE will increase chances of bringing the programme closer to the grass-roots. Lessons from this kind of organization should be extracted in the future.

The SRC Mysore has produced lots of good field tested PLCE supplementary material on population and health issues. It should be translated into English and shared with SRCS in other States. Street plays should be given emphasis

as a very effective tool for touching the target groups.

As health and family welfare services are expanded to include preventive counseling and treatment of sexually transmitted diseases and reproductive tract infections for both men and women, materials should be developed to increase awareness among both men and women on these issues.

Increased efforts should be made for specifically targeting adolescents and youth with information on reproductive health and gender issues. As future employment is a major concern for youth, skills training programmes are a good entry point for health and gender awareness education. Urban slums youth are targeted through the SVP, but what is available for rural youth?

As UNFPA is moving into its Fifth Country Programme, 1997-2001, the plan is to establish integrated population and development project in clusters of about 6 districts in 5-6 States of India. An important aim of such project will be to improve the reproductive health and morbidity conditions. On the one hand, UNFPA's assistance will go towards improving the quality and outreach of reproductive health services for both men and women. On the other, increased demand will be created for such services through support for empowering and improving the status of women and increasing awareness and knowledge of all relevant age groups on reproductive health issues. In this context, Population Education in PLCE constitutes a powerful strategy for increasing such demand. However, preconditions are : dynamic PLCE programmes, well staffed and dynamic population education units within SRCs, the full integration of activities of such units in the general activities of the SRCs, and strengthened collaboration with other State and district level institutions engaged in population education activities must also be established.

Under significant achievements of the campaign

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7. Report of the Working Group of the Planning Commission on Adult Education for the Ninth Five Year Plan 1997-2002, August 1996, Deptt. of Education, Ministry of HRD, New Delhi.

approach, working group<sup>7</sup> has also identified enhanced participation in family welfare programmes, greater acceptance of the message of immunisation, child marriage getting minimised and, therefore, during Ninth Plan the component of Population Education in Adult Literacy will further be strengthened and entire country will be covered with assistance of UNFPA as well as through internal resources.

## PART II

# EXPERIMENTS IN POPULATION EDUCATION AT FIELD LEVEL IN THREE COMMUNITIES OF INDIA

### Background

In the recent past, several well-known Departments/Agencies have given due consideration to the need of integrating population education with adult education programme. These exercises were mainly devoted to conceptualization or primarily extending/reinforcing the family welfare programme.

Indian Adult Education Association, New Delhi undertook a project to demonstrate the innovative approaches and alternative structures (bridges) for replication of the population integrated adult education programme in the entire country.

The Association formulated an experimental project and three well-known NGO's i.e., Janata Kalyan Samiti, Rewari, Utkal Navajeevan Mandal, Angul, and Ajmer Adult Education Association, Ajmer were entrusted the field implementation of the project in their respective operational areas.

The major objective was to demonstrate that mere literacy is not enough and the adult education programme needs to become meaningfully flexible, diversified and decentralized through its linkages with development programmes for making it really functional and for generation of appropriate awareness. In this sense, the innovative project represents continuum of similar programme for general education system and a pioneering effort/a forerunner for replication on a nation-wide scale for the adult illiterates.

### Towards a Lasting Solution through an Educational Innovation

As we know that population growth is prolific among

the economically weaker sections of the society who are mostly illiterate and, therefore, do not appreciate the issues of controlling size of their families. There are several approaches and programmes which contribute towards amelioration of the complex situation. In our case, the chief being inter-relationship between literacy and population growth. Within this broad framework, alternative approaches and innovative strategies can be visualized i.e., for general education system and other for adult education programme which together represents a continuum.

General education has already a nation-wide population education programme for creating an awareness about the determinates and consequences of rapid growth of population. That programme now takes care of the younger generation i.e., the parents of tomorrow as also training of teachers entrusted with the task of an effective delivery system of the knowledge for adoption of a rational attitude and behaviour towards family size.

However, there is a greater need to provide this knowledge to the illiterate adults whose reproductive behaviour has far more significant implications for population education programme, adult illiterates are expected to acquire better skills, increased productivity, higher earnings, better health standards and national outlook towards their goals.

### **Concrete Steps Through Demonstration Project**

#### **Objectives**

The experimental project was formulated to demonstrate the validity of a general statement that mere literacy is not enough and the programme needs to become meaningfully flexible, diversified and decentralized through its linkage with development programmes for making it really functional and to generate an appropriate awareness.

In other words, when adult education programme is properly linked with the population education, family

welfare, health and nutrition components on the one hand with the income and employment/skills training activities on the other, then its potentials can be used effectively for breaking the vicious circle of ignorance, unemployment and poverty.

Another positive gain such an innovative adult education programme would be development of a rational attitude and behaviour towards family size.

### **(a) Specific Objectives**

These include :

(1) Demonstrate an urgent need of integrating population education with the adult education programme with a view to find out ways and means of strengthening the adult education programme; and

(2) identify and try out alternative approaches i.e., building up of strong community orientation in place of too much stress on literacy.

### **(b) General Objectives**

(i) Identify adult learners and their developmental needs and priorities;

(ii) Sensitize them to the problems of low productivity, unemployment, under-employment, poverty and over population and show them some of the ways and means by which they can effectively and efficiently solve them;

(iii) Co-ordinate and integrate the developmental efforts of various agencies operating in the operational areas and provide the needed educational funnels learning networks;

(iv) Provide knowledge, skills and values that are both necessary and useful for adults to perform their roles more efficiently and effectively in the areas of family, economic and civil life within the awareness context of societal problems;

(v) Produce changes in knowledge, attitudes and behaviour of adults in relevant areas of population and

development; and

(vi) Evolve a methodology for planning, implementing, monitoring, evaluating and designing the adult education programme.

### **(c) Approach**

The main strategy was to integrate population education components with the adult education content i.e., strengthening of the literacy campaign by an ideal mix of door-to-door contact and group-approach.

Co-ordination or liaison with other development agencies/departments had been the key factor in the implementation of the project.

### **(d) Salient Features**

Other features of the project included :

- (i) Consideration of grass-root realities;
- (ii) All ingredients of adult education programmes;
- (iii) Integration with other programmes of socio-economic development such as health, nutrition, family welfare, housing, employment, irrigation, etc.
- (iv) Infusion of population education and family welfare components into it;
- (v) Information, communication and education needs for motivation;
- (vi) Co-ordination with local officials and non-officials departments/organisations for synchronizing means and goals in the ongoing development projects and integration of various educational inputs in them; and
- (vii) Development of teaching-learning materials and their try-out in the operational areas.

### **(e) Operational Areas, Implementing Agencies and Target Population**

Details pertaining to the operational areas, implementing agencies and target population covered by them are given below :

Agency	Operation Area	Target Population
(1) Janata Kalyan Samiti Rewari (Haryana)	16 villages	8402 (2711 families)
(2) Utkal Navjeevan Mandal, Angul Orissa	25 villages	5933 (2145 families)
(3) Ajmer Adult Education Associa- tion, Ajmer, Rajasthan	20 mohallas	6481 (2721 families)

The implementing agencies had sufficient experience and did not start on a clean slate but had already engaged in adult literacy programme including NAEP.

The target population covered in the three areas mainly consisted of rural poor, Harijans, tribals and members of minority communities belonging to reproductive age group (between 15-45 years at Rewari and Angul and between 15-30 years at Ajmer).

### Project Staff

A full time Project Co-ordinator at the headquarters of IAEA was to oversee the implementation and to provide technical supervision.

Each implementing agency had also a Project Director who was assisted by their respective field co-ordinators. In addition, there were about 12 full time field organisers (educators) in every operational area.

### Duration

The duration of the project was two years and three months beginning from its implementation.

### Funding Agency

Family Planning Foundation, New Delhi.

## **Project Progress**

The three agencies entrusted with the field implementation made sincere and serious efforts in improvising appropriate strategies for covering the target population through the innovative population and education linked adult education programme. The Operational Modalities of each agency is given in following paragraphs :

### **(i) Janata Kalyan Samiti, Rewari (Haryana)**

Before starting implementation of the project, the agency, had arranged a comprehensive training programme for the field staff. The resource persons for imparting the training belonged to various developmental agencies/departments. This ultimately helped in securing their involvement and assistance throughout the implementation period of the project.

The field staff mainly belonged to the operational area and relied on three approaches for covering the target population i.e.,

- (i) running literacy classes;
- (ii) organising small group meetings; and
- (iii) making door-to-door contacts

The main thrust of Janata Kalyan Samiti hinged on securing maximum benefits to the target population from the on-going developmental programmes as also for ensuring cooperation of concerned personnel of these agencies. This approach helped in creating a very healthy impact on the minds of the beneficiaries. On this firm base, the agency won the whole-hearted conviction and support of the community for the population education project.

Besides offering literacy to the illiterates, the field staff started balwadis, sewing centres, special nutrition centres and cultural activities were also promoted. The agency also organised sport competitions, cattle shows, bhajan mandelies, magic shows, well-baby shows, etc.

Organisation of seven health camps in the six villages in collaboration with the Indian Medical Association/medical practitioners/P.H.Cs staff and organisation of mobile libraries in the villages needs special mention. Contacts were made with banks for extending loan facilities to the deserving for constructive purposes. The agency also made contacts with the officials of Tubewell Corporation, Dry Farming Research Unit of the Haryana Agricultural University, Panchayati Raj Department, Soil Conservation and Water Supply and Electricity Departments for extending proper advice and assistance to the target population.

The agency had developed some posters and charts for use at the literacy centres.

The main deficiency discovered by the agency through implementation of the project was the absence of specific provision for income generation/skills training programmes.

#### **(ii) Utkal Navajeevan Mandal, Angul, Orissa**

Two days training programme was conducted for the field workers before undertaking the household survey. This was followed by a comprehensive training programme of ten days. The resource persons belonging to a wide range of agencies/departments i.e., health and family welfare, agriculture, poultry farming, forest department, banking, fisheries, Block Development, Co-operatives, Labour Welfare, etc. were involved from the beginning of training phase. A unique approach followed for giving on the job training was organisation of combined field visits of all the organisers and supervisors to a particular village every fortnight. This strategy of interacting with the target population depicted concerted and united concern for solution of the problems of the target population.

Utkal Navajeevan Mandal followed a community approach in the strict sense of the term for implementation of the project. In the first instance, the field workers made door-to-door contacts and held group discussion with the target population for identification and their main problems

and efforts needed for their solution. In this process, a level of awareness was developed about the main determinants and consequences of population growth. The project staff offered co-operation in obtaining benefits of ongoing development programmes.

The programme undertaken by agency included collaboration with the health departments for organising health check-up camps and immunization camps in a number of villages. The field staff also offered assistance in cleaning wells and ponds of the villages covered under the project. Loans from banks and co-operatives were arranged for about 100 families. The awareness created among the villagers about minimum wages act developed a confidence in them to fight against exploitation by the contractors. Through the poverty alleviation programmes and many a couple were motivated to accept small family norms.

For imparting literacy, the agency conducted experimental adult education centres in 10 villages where the organizers also discussed benefits of the population linked adult education programme.

Relevant information/materials about the education programme were included in the each issue of 'Halchal' a monthly bulletin and 'Tundabaida' a wall newspaper of the State Resource Centre, Angul so that needs of the people are adequately met. Flash cards on 'Eye Care' were used for providing useful tips for eye care.

A Ludo game of snakes and ladders was specially developed for the project which considerably helped in motivating the target population to promote acceptance of small family norms.

### **(iii) Ajmer Adult Education Association, Ajmer, Rajasthan**

Before commencing implementation of the first phase of the project, the field staff was given 15 days' training which included talks, group discussions, film shows, exhibitions and training at the hospitals and Shramik Vidyapeeth, Ajmer. The monthly meetings also offered opportunities for

providing useful knowledge to the field staff which in turn improved their efficiency and effectiveness. Again a ten days training was organized before beginning the second phase of implementation. Among other aspects covered, this training programme also undertook reviews of the field conditions/problems and developed suitable curriculum.

This Association adopted the following approaches in the Mohallas :

- (1) Literacy Centre
- (2) Door-to-door contacts
- (3) Group Discussions
- (4) Public Talks
- (5) Group visits to places of interest e.g., fairs, exhibitions, hospitals, etc.

The programmes organised by the Association for the benefits of target population also included arrangements for crafts/skill training courses (sewing, embroidery, food preservation, making of papad-wadi, Niwar durries, soap-detergents etc.) in collaboration with the instructors of Ajmer Adult Education Association and Shramik Vidyapeeth, Ajmer, formation of Mahila Mandals in eleven mohallas for creating self-confidence and cohesiveness among the target population; health checking and distribution of iron and vitamin tablets free of cost; immunization drives and care of pregnant mothers and infants. Knowledge was also imparted for development of proper attitudes towards cleanliness, balanced-diet and nutrition.

These programmes were much appreciated by the learners and about 800 families have already accepted small family norms.

The Association also developed suitable teaching-learning materials based on the local conditions and in the language commonly spoken and understood by the learners. Two workshops were organised for this purpose. Six posters and charts and a Primer "Parivar Pothi" was developed.

### Methodology of the Study

In the project an in-built system of concurrent evaluation was introduced from the very beginning of project implementation in all the three states, and, therefore, all the inputs provided in the project like training, teaching-learning material, skill development, programmes of health and hygiene along with environment building activities including the personal contacts and group discussions were simultaneously evaluated. On the basis of these concurrent evaluations and action research findings, improvement in techniques, methods and implementation strategies were introduced. However, in order to measure the learning outcomes among the learners interview schedules were administered to about 5 per cent of the target population in all the three areas, but due to field difficulties this 5 per cent sample could not be fully covered.

In order to be very concrete on project impacts on the learners in the beginning a base-line survey in all the three experimental projects was conducted and this base-line survey consisted of emerging needs and inspiration of the target population and problems being faced by them. The base-line survey was on knowledge, attitudes and practices (KAP). The issues involved in the picture of the three project areas in term of basic facts are given below :

#### Following details include a comparative picture of the existing conditions in the three operational areas

	<i>Rewari</i>	<i>Angul</i>	<i>Ajmer</i>
1. Name of district	Mahendragarh	Dhenkanal	Ajmer
2. Name of Block (s)	9 in Bawal 7 in Rewari	24 in Angul 1 in Banarpal	Ajmer
3. Number of villages/ mohallas	16 no.	25 no.	20 no.
4. Existence of a (a) Post-office	5 villages	2 villages	5 mohallas

(b) Bank	—	—	2 mohallas
5. Bus Stop	10 villages	5 villages	Available
6. Railway Station(s)	3 railway stations in operational area	one railway station	Available at Ajmer
7. Electricity	All villages	21 villages	All mohallas
8. Number of houses have using electricity	1637 (Average : 102 per village)	384 (Average : 18 per village)	All houses have electricity
9. Sources of drinking water :			
Tap	7 villages	12 villages	18 mohallas
Well/Tubewell/ Handpump	9 "	11 "	2 "
Pond—	1 "	—	—

It will be seen that accessibility to various facilities/ services is more pervasive at Ajmer and to a great extent in the operational area covered by Janata Kalyan Samiti at Rewari. In contrast, at Angul, only 5 villages out of 25 villages have a bus stop. The number of villages having electricity is 21 but the number of houses/families using the facility is very small in comparison to those availing at Rewari or in Ajmer.

In this background it will now be useful to mention important characteristics about the target population of the three areas. These are enumerated hereunder :

**Table 1**  
**Profile of Target Population**

	<i>Rewari</i>	<i>Angul</i>	<i>Ajmer</i>
1. Population contacted through base-line survey	17,665	12,473	15,437
2. Total number of families covered	2,711	2,145	2,725

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3. Per cent distribution of families according to size:			
Up to 5 members	33.71	46.99	56.93
Between 6-8	56.40	41.59	36.46
Between 9-12	8.12	8.72	6.36
13 onwards	1.77	2.70	0.25
	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>
4. Target population			
(Between 15-45 years)	8,402	5,933	6,481
			(between 15-30 years)
5. Target population as per cent of population surveyed through base-line survey.			
	46.44	47.57	47.98
6. Per cent distribution of target population by marital status			
- Married	71.31	73.77	88.58
	(5850)	(4377)	(5038)
- Unmarried	24.63	25.67	11.42
	(2021)	1523)	(740)
- Widow/Widower or separated	4.06	0.56	-
	(333)	(33)	
	<b>(100.00)</b>	<b>(100.00)</b>	<b>(100.00)</b>
	(8402)	(5933)	6481)
7. Per cent distribution of target population by religions			
● Hindu	100.00	99.85	77.74
	(8402)	(5924)	(5038)
● Muslim	—	0.15	20.06
		(9)	(1300)
● Sikh	—	—	1.23
			(80)
● Christian	—	—	0.97
			(63)
	100.00	100.00	100.00
	(8402)	(5933)	(6481)
8. Per cent target population belonging			

to Scheduled Castes/  
Scheduled Tribes :

- Scheduled Castes	13.75 (1128)	17.39 (1032)	56.78 (3680)
● Scheduled Tribes	—	9.03 (536)	—
● Residual	86.25 (7274)	73.58 (4365)	43.22 (2801)
	100.00 (8402)	100.00 (5933)	100.00 (6481)

9. Per cent occupational distribution of target population	<i>Rewari</i>			<i>Argul</i>			<i>Ajmer</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
(a) Cultivators	25.48 (2091)	22.69 (1862)	48.17 (3953)	31.20 (1851)	0.40 (24)	31.60 (1875)	—	—	—
b) Farm Labourers	8.44 (693)	16.14 (1325)	25.58 (2018)	13.82 (820)	6.15 (365)	19.97 (1185)	—	—	—
(c) Skilled workers	1.82 (149)	0.15 (12)	1.97 (161)	1.70 (101)	—	1.70 (101)	12.83 (831)	3.35 (217)	16.18 (1048)
(d) Beedi workers	—	—	—	4.31 (256)	—	4.31 (256)	0.02 (1)	4.85 (314)	4.87 (315)
(e) Services	6.09 (500)	0.99 (81)	7.08 (581)	3.32 (197)	0.30 (18)	3.62 (215)	39.85 (2583)	2.06 (133)	41.91 (2716)
(f) Traders/ shopkeepers	10.22 (100)	0.16 (13)	1.38 (113)	3.61 (214)	—	3.61 (214)	6.57 (426)	1.03 (67)	7.60 (493)
(g) Household workers	0.12 (10)	1.01 (83)	1.13 (93)	7.01 (1027)	13.52 (802)	30.53 (1829)	2.42 (157)	22.83 (1480)	25.25 (1637)
(h) Unemployed	3.87 (318)	1.24 (102)	5.11 (420)	1.69 (100)	0.02 (1)	1.71 (101)	0.17 (76)	0.01 (1)	0.18 (77)
9. (i) Students	6.62 (543)	3.96 (325)	10.58 (868)	1.69 (100)	0.70 (42)	2.39 (142)	3.01 (195)	—	3.01 (195)
			100.00 (8402)			100.00 (5933)			100.00 (6481)

(Figures in parenthesis represent number of new readers).

Educational Institutions In Operational areas :	<i>Rewari</i>			<i>Argul</i>			<i>Ajmer</i>		
Primary Schools	15			18			16		
Middle Schools	2			9			6		
Sec./H.S. Schools	3			4			2		
Colleges	—			—			1		
Literacy conditions (Percentage and no. of literates)	20			31			25		
	54.63 (4482)			38.75 (2299)			97.17 (6298)		
Literates up to primary level	38.38 (1720)	17.06 (766)	55.46 (2486)	39.36 (905)	18.70 (430)	58.06 (1335)	39.62 (2495)	42.90 (2702)	82.52 (5197)
Literates up to middle level	18.70 (838)	8.79 (394)	27.49 (1232)	13.70 (315)	8.61 (198)	22.31 (513)	7.51 (473)	2.64 (166)	10.15 (639)
Literates up to Sec./H.S. level	9.24 (414)	4.17 (187)	13.41 (601)	9.96 (229)	5.30 (122)	15.26 (351)	3.81 (240)	0.65 (41)	4.46 (281)
Any other level	3.10 (139)	0.54 (24)	3.64 (163)	3.34 (77)	1.00 (23)	4.34 (100)	2.46 (155)	0.41 (26)	2.87 (181)
	100.00 (4482)			100.00 (2299)			100.00 (6298)		

(Figures in parenthesis represent number of new readers)

From the above details, following points clearly emerge out :

(i) The variation in the target population in general and number of families covered in particular at three places was not very large;

(ii) Distribution of families by number of members (size) revealed that at Ajmer, the percentage of families having up-to 5 members was the highest i.e., 56.93 per cent as against 33.71 per cent and 46.99 per cent at Rewari and Angul respectively. At Rewari 56.40 per cent of families had up to eight members as against 36.46 per cent at Ajmer. This clearly indicates that size of families is small at Ajmer (urban setting) in comparison to Rewari and Angul (rural areas).

(iii) Highest percentage of target population at Ajmer was married i.e., 88.58 per cent. (The age at marriage in Rajasthan happens to be the lowest). At Rewari 71.31 per cent of the target population was married. Similar conditions were found in Angul as well. However at Rewari, 4.06 per cent were discovered to be either widow/widower or separated as against only 0.56 per cent of this category in Angul and none at Ajmer;

(iv) Target population covered by Ajmer Adult Education Association included Hindus, Muslims, Christians, Sikhs whereas at Rewari cent per cent target population belonged to Hindu religion. In Angul only 0.15 (9 persons) belonged to Islam,

(v) More than half of the target population of Ajmer belonged to Scheduled Castes (56.78 per cent) as against about one-sixth at Angul and little less than one seventh at Rewari. Thus sizeable population belonging to Scheduled Castes has been covered;

(vi) About one tenth of target population covered at Angul was Scheduled Tribe population;

(vii) Distribution of target population by major occupations revealed that while about half of them were cultivators at Rewari representing almost identical proportions in terms of males and females, less than one-

third at Angul were cultivators representing a nominal proportions of females i.e., only 0.40 per cent. Besides this, the farm labour at Rewari comprised of one-quarter of total target population including significant proportions of female farm labourers. The largest percentage of target population at Ajmer belonged to service category. The other predominant occupations were household workers, skilled workers. In addition, beedi workers - males in Angul and females in Ajmer - have also been covered under this programme. The percentage of students and unemployed was found to be the highest in Rewari operational area.

(viii) Literacy percentage of target population at Ajmer was highest i.e., 97.17 per cent and lowest at Angul 38.75 per cent. At Rewari more than half of the target population was literate. Distribution of target population by literacy levels showed that those literate with upto primary level was highest at Ajmer.

## APPRAISAL OF PROGRAMME INPUTS

The three implementing agencies had undertaken several programmes keeping in view the needs of the target population. Succeeding paragraphs include a brief account.

*Availability of proper and adequate Medical facilities play a key-role in ensuring a sense of well-being and also encourage efforts for better living. All the three agencies realized this urgent need and made special efforts so that the availability of health care facilities become within the reach of the target population in their respective areas. They had arranged a number of health camps where medical check up of the beneficiaries was done and medicines/vitamins-iron tablets were provided free of cost. The field staff encouraged and arranged vaccination of the infants for immunization.*

*Janata Kalyan Samiti, Rewari arranged seven health camps in six villages and 970 persons benefited. Utkal Navajeevan Mandal, Angul also covered 13 villages by organising health camps. Similarly, Ajmer Adult Education Association, Ajmer liaised with two local hospitals and the medical college for free medical check-up of the targeted population from the mohallas covered under the experimental project.*

Co-ordination with other health care agencies/personnel i.e. dispensaries/PHC's, sub-health centres/village health workers, etc. also formed an important task of the field educators for enabling the target population to avail of the existing health care facilities.

Through running of the literacy centres, maintaining door-to-door contact and holding of group meetings for imparting literacy, generation of appropriate awareness and upgradation of functionality, special efforts were made to reinforce the programme inputs. *The main objective of this*

community approach was for extending the out reach so that the new learners become aware of the improvement accruing to them.

Following comparative statement lists the special inputs which formed an integral part of the approach followed in project implementation.

**Table II**  
**Description of Programme Inputs**

	<i>Rewari</i>	<i>Angul</i>	<i>Ajmer</i>
1. Degree of success in ensuring assistance from agricultural extension workers			
Intensively	6.25%	16.00%	Not applicable being an urban area
Great extent	(In 1 village) 93.75%	(in 4 villages) 84.00%	
	(in 15 villages)	(in 21 villages)	
2. Secured availability/extension of irrigational facilities	100.00%	56.00%	-do-
	(16 villages)	(14 villages)	
3. Arranged advice for soil conservation and reclamation of barren land	100.00%	68.00%	-do-
	(16 villages)	(17 villages)	
4. Obtained and disseminated information for obtaining better quality of seeds, fertilizers, modern	100.00%	96.00%	-do-
	(16 villages)	(24 villages)	

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	implements and improved breed of cattle.			
5.	Rendered assistance for dairy development	100.00% (16 villages)	92.00% (23 villages)	-do-
6.	Helped in formation of co-operative/multi-purpose societies	93.75% (15 villages)	68.00% (17 villages)	-do-
7.	Arranged skills/craft training courses for more employment opportunities	Sewing, embroidery, dairy development, doll and basket making	Sewing and loans under ERRP scheme	Craft training in each mohalla (Papadwadi making sewing, Durrie-making, soap-making)
8.	Villages/mohallas covered by providing skill/craft training	87.50% (14 villages)	4.00% (1 village)	100.00% (20 mohallas)
9.	Agencies/staff involved in training	Field staff of Janata Kalayan Samiti	Field staff of Utkal Navajeevan Mandal	Field staff in collaboration with Shramik Vidyapeeth and instructors of Ajmer Adult Education Association
10.	Helped in setting up small scale/cottage industry	—	In one village (Pottery work was started)	In two mohallas (Papadwadi and soap-making)

*Janata Kalyan Samiti, Rewari* had been providing various kinds of voluntary assistance to the target population i.e. widow, handicapped or old age pensions/relief from the Department of Social Welfare, Haryana; loans from banks under dairy development scheme; liaising with electricity and irrigation departments for timely and adequate availability of facilities, supply of "panjeeri" under the special nutrition programme, running of balwadies, organization of Sports meets/fairs etc. in collaboration with the Research Unit of Haryana Agricultural University for soil conservation, selection of better seeds and fertilizers. In addition, the agency organized cattle shows, well-baby shows and sports competitions in the operational areas for securing involvement of the target population as also to earn their goodwill.

*Utkal Navajeevan Mandal* throughout followed the community approach in letter and spirit. The target population was motivated to understand and adapt to the new values and attitudes. The useful information/tips were given in an interesting style through the wall newspapers, bulletins and by playing a ludo game of snakes and ladders. The new knowledge gave them new insights and urgings which created a zeal among them to fight for their rights. Involvement of personnel from health, banking, dairy farming, piggery, poultry farming, horticulture, etc., both at the time of imparting training to the field staff as well as in implementation of the project proved quite fruitful.

The main thrust of implementation followed by the *Ajmer Adult Education Association* was to cover the females in the reproductive age-group. This flowed from the conviction that if a male member of a family is made literate, he alone is benefited. In contrast, when a female member of a family is made literate, the whole family is covered in this process. This has clearly been proved once again through field implementation of the project at Ajmer because the new readers have built new bridges for spreading the new knowledge to other illiterate members.

Shramik Vidyapeeth, Ajmer extended immense co-operation in arranging crafts/skill training courses in the mohallas covered by the Association. Mahila Mandals formed in the operational area also reviewed the main task from time to time and helped in thereby bridging the gaps between pronouncements and appropriate action.

The implementing agencies also periodically arranged educational film shows, mobile libraries, puppet shows, cattle shows, etc.

These programmes were repeated in the villages/mohallas from time to time depending upon the responses and utility for sustaining the interests of the target population.

Throughout the implementation period of the experimental project the three agencies devoted utmost attention to the need of upliftment of Scheduled Castes, Scheduled Tribes and other economically weaker sections of the society.

*Janta Kalyan Samiti, Rewari* arranged financial help to the destitutes and scholarships to the poor children.

*Utkal Navajeevan Mandal, Angul* covered three villages by arranging loans to the needy. *Ajmer Adult Education Association, Ajmer* distributed dalia, milk powder to the needy, organised Mahila Mandals and cleanliness drives in the mohallas.

All these programmes had made such an impact on the new readers trend under the project that even with elapse of time they are still anxiously hoping continuation of the project.

### **Development and Use of Teaching-Learning Materials**

Indian Adult Education Association had brought out two handouts incorporating the sample materials in the form of lead articles, model lesson, quiz and poems. Indian Adult Education Association also collaborated with the Regional Resource Centre, Punjab University, Chandigarh for development of population education materials. These materials were developed in Hindi, Urdu and Punjabi. *Utkal Navajeevan Mandal Angul* had made liberal use of their

monthly magazine 'Chetna,' a wall newspaper 'Tunda Baide,' and monthly news-bulletin 'Halchal' they had also developed an interesting and quite absorbing ludo game of snakes and ladders based on population dynamics.

Ajmer Adult Education Association with collaboration of Indian Adult Education Association and State Resource centre Rajasthan had organized two workshops at Ajmer and Jaipur respectively. As a result, motivational instructional and follow up materials in population education were developed. These materials include posters, charts and a primer. In addition the educators were involved at the programmes for development of Charts, graphs and other instructional materials.

Director of Janata Kalyan Samiti, Rewari participated in the programme organized at Chandigarh for development of population education materials. The agency had used a wide variety of materials already available. Besides this, Janata Kalayan Samiti also developed two supplementary reading material in Haryanvi dialect. These are 'Unpad Tai' and 'Andhere se Ujale Mein' and two dramas 'Gubdu Maan Gaya' and 'Tau Bholu' and these dramas were enacted in the *villages* covered by the agency.

A check list consisting of 18 items was used in order to assess the suitability and adequacy of the population education materials used or developed by the three agencies for imparting required knowledge and skills to the new readers.

### **Analysis of Learning Outcome**

Following were the main objectives of assessing the learning outcomes of target population :

- (1) Attainment of literacy education;
- (2) Level of awareness about population planning;
- (3) Extent of understanding about the aspects off population education; and
- (4) Degree of change in attitudes;

The aspects covered in assessment of learning outcomes include literacy education, health, hygiene and nutrition,

quality of life issues, social issues, co-operative efforts and development programmes.

### **Learning Outcomes of Literacy Education**

Right from the beginning of the project Janata Kalyan Samiti, Rewari and Ajmer Adult Education Association, Ajmer made special efforts in this direction by the starting literacy centres. The responses was also quite encouraging. In contrast Utkal Navajeevan Mandal, Angual had followed a community approach but at the same time did not underscore the importance of literacy education. It had run experimental centres and crash programmes for imparting literacy to the target population.

The crash literacy programmes/experimental literacy classes of Utkal Navajeevan Mandal Angual were more effective because there were a kind of mass learning movement in a short span rather than by attending literacy classes occasionally. A very high percentage of learners of Angual learnt to make small calculations, recognition of alphabets to a great extent. The remaining in the sample of Angual learnt these aspects to an average extent. However, in Rewari villages and Ajmer mohallas there were persons who did not learn either making of calculations or recognitions of alphabets. Their proportion ranged from 13 per cent to 22 per cent.

However, the position with regard to type and extent of learning in reading of sentences/sample materials, writing of letter, reading and writing with understanding was not very much different at three places.

### **Understanding of Health, Hygiene and Nutrition Aspects**

Health, hygiene and nutrition are very important components of population education. It is more so in the case of adult learners. For this they need to understand the dangers and consequences of neglecting one's own health or any other member in their family. Some tips about common symptoms of diseases as well as knowledge of simple remedies will also prove handy at right time.

**Table III**  
**Learning Outcomes About Health, Hygiene and Nutrition**

	<i>Rewari</i>			<i>Angul</i>			<i>Ajmer</i>		
	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>
1. Vaccination of infants against diseases like whooping cough, diptheria, tetnus, small-pox, tuberculosis, etc.	35.00 (70)	35.00 (70)	30.00 (60)	55.10 (51)	42.86 (42)	2.04 (2)	46.40 (58)	37.60 (47)	16.00 (20)
2. Health needs & Care	88.50 (177)	11.50 (23)	—	69.39 (68)	30.61 (30)	—	20.00 (25)	71.20 (89)	8.80 (11)
3. Some home remedies/ cures for common diseases	41.00 (82)	50.00 (100)	9.00 (18)	60.20 (59)	39.80 (39)	—	49.60 (62)	40.00 (50)	10.40 (13)
4. Consulting medical practitioner in case of health problems	57.50 (115)	38.50 (77)	4.00 (8)	78.57 (77)	17.35 (17)	4.08 (4)	41.60 (52)	38.40 (48)	20.00 (25)
5. Major cause of mal-nutrition among the poor	85.00 (170)	15.00 (30)	—	65.31 (64)	34.69 (34)	—	47.20 (59)	48.80 (61)	4.00 (5)

((Figure in braikets relate to actual number of learners interviewed.)

The three agencies had given topmost priority to health, hygiene and nutrition aspects by organising health camps, immunization camps, distribution of medicines, vitamins/iron tablets free of cost and by giving them appropriate knowledge about prevention of diseases and common cures. Suitable teaching/learning materials were also used for imparting this knowledge.

The following table III on page 95 provides perspective of the type of responses of the learners with regard to health, hygiene and nutrition.

It will be seen that in the case of health, hygiene and nutritional needs as well Utkal Navajeevan Mandal, Angul has taken a lead because only a microscopic minority did not learn about these aspects i.e. importance of vaccination for immunization, health care needs, home remedies etc. In sharp contrast, 30 per cent learners in the sample of Rewari and 16 per cent learners at Ajmer did not get the knowledge about immunization from diseases and need of vaccinations. With regard to other aspects these two agencies, Janata Kalyan Samiti, Rewari and Ajmer Adult Education Association, Ajmer have been quite successful in giving required knowledge to the learners. The need of balanced diet and proper nutrition has also been understood to a great extent.

The simple conclusion arising out of the outcomes is that proper health care system has to be the corner stone of the programme of improving the quality of life. In case the people develop confidence about adoption of small family norms would become an accepted pattern.

### **Appreciation of Quality of Life Issues**

The key concept of population education project is improvement of quality of life or for that matter better standard of living. The understanding of the impact of population change on the quality life and emergent need of rational/responsible reproductive behaviour formed an

integral part of the population education linked adult education project. This was studied and the responses of the learners are included in the Table. on pag 97.

In this aspect the work of Janata Kalyan Samiti, Rewari seems to be laudable because very high percentage of learners had learnt to a great extent about the adverse effects of rapid growth of population on standard of living as also of a need of responsible parenthood. However, with regard to population control measures, 20 per cent learners had not verywell understood the adoption of safeguards. This rightly appear to be the spill-over effect of a stiqua which th family welfare programme had earned during emergency period.

In the villages of Angual and mohallas of Ajmer the larger porportion of new literates had learnt these aspects to an average extent and a very small minority did not learnt about these aspects. On the whole the results have been encouraging because impact of these aspects would be appreciated gradually as and when the cumulative influence of other measures begins to affectss their life styles.

### **Learning About Social Issues**

As it is common in most underdeveloped and developing countries, our social system also glorified the importance of male sex and discriminates the female sex in various ways. The female sex commonly known as weaker sex is biologically a stronger sex. Therefore, the inequality meted out to the females has to be rooted out tree and branch so that they can play an effective and constructive role in nation-building. Through elimination of discrimination in different

Table IV  
Knowledge of Quality of Life Issues

	<i>Rewari</i>			<i>Angul</i>			<i>Ajmer</i>		
	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>
1. Effects of rapid growth of population on standard of living and overall quality of life	85.00 (170)	11.00 (22)	4.00 (8)	39.80 (39)	59.18 (58)	1.02 (1)	30.40 (38)	58.40 (73)	11.20 (14)
2. Need for rational/responsible decision about population matters	86.00 (173)	10.00 (20)	3.50 (7)	25.51 (25)	69.39 (68)	5.10 (5)	20.00 (25)	71.20 (89)	8.80 (11)
3. Adoption of safeguards to control size of family	5.00 (10)	75.00 (150)	20.00 (40)	17.35 (17)	72.45 (71)	10.20 (10)	49.60 (62)	40.00 (50)	10.40 (13)

(Figures in brackets relate to number of learners interviewed.)

An analysis of learning outcomes of social issue shows that greater proportion of learners had learnt that females need to be given equal opportunities in education, choice of work, parity in wages, equal treatment for both sons and daughters. At Ajmer about 10 per cent learners could not learn that such an equality is the hallwork of progress. Similarly, about 16 per cent of the learners could not learn the importance of collective responsibility of husband and wife in deciding the number of children they should have.

The importance of late age at marriage of daughters as well as welcoming birth of daughter in the family was well internalized by the learners of three areas.

In the villages of Rewari a large number of learners were still unable to appreciate that purdah system adversely affects the health. As against this at Ajmer where Muslim population was also covered, there was none who did not learn this aspect. Again about 21 per cent of the learners in the sample of Rewari did not agree about the right of a widow to remarry. At Ajmer 11.20 per cent respondents interviewed were also of this opinion.

The social biases have very deep roots and are being practiced for a long time. These have to be systematically eradicated through education. The work of the three agencies in this respect represents a continuum of efforts being made from various quarters. By and large the results have been very encouraging.

### **Understanding Advantages of Cooperative Efforts**

Target population in the operational areas of Rewari and Angul are mainly engaged in the primary sector and in Rewari it comprised of Harijan, minority communities as also representing other economically weaker sections. By formation of co-operative societies they have acquired better bargaining power and often get loans without much difficulty. These loans are available for numerous programmes i.e. purchase of cattle, better implements, starting of cottage/small scale industries.

**Table V**  
**Learning outcomes of Social Issues**

	<i>Rewari</i>			<i>Angul</i>			<i>Ajmer</i>		
	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>	<i>Great extent</i>	<i>Certain extent</i>	<i>Not at all</i>
1. Women should get equal opportunities in education, choice of work and equal wages as men.	82.50 (165)	13.50 (27)	4.00 (8)	87.76 (88)	10.20 (10)	2.04 (2)	49.60 (62)	40.00 (50)	10.40 (13)
2. Equal treatment to sons and daughters with regard to food, health, education, clothing etc.	97.50 (195)	2.50 (5)	—	96.94 (95)	3.06 (3)	—	60.80 (77)	32.80 (40)	6.40 (8)
3. Both husband and wife should decide about the number of children they should have and when to have.	87.00 (174)	12.00 (24)	1.00 (2)	71.43 (70)	28.57 (28)	— —	60.00 (75)	24.00 (30)	16.00 (20)

4. Birth of a daughter is also a happy occasion and should not be taken as unwelcome addition to responsibilities	56.50 (113)	39.50 (79)	4.00 (8)	66.33 (65)	33.67 (33)	—	50.40 (63)	40.00 (50)	9.60 (12)
5. Daughter should not be married at very young age	47.00 (94)	33.00 (66)	20.00 (40)	85.71 (84)	14.29 (14)	—	57.60 (72)	42.40 (53)	—
6. Purdah system among women adversely affect their health	49.00 (98)	13.50 (27)	37.50 (75)	46.94 (46)	48.98 (48)	4.08 (4)	58.40 (73)	41.60 (52)	—
7. A widow has a right to remarry	33.00 (66)	46.00 (92)	21.00 (42)	78.57 (77)	19.39 (19)	2.04 (2)	36.00 (45)	52.80 (66)	11.20 (14)

(Figures in brackets relate to number of learners interviewed and other proportions represent percentages.)

learners of Rewari and Angul and distribution of learners who learnt to a great extent and to an average extent respectively at Ajmer was more or less equal.

Only 5 per cent learners of Rewari sample could learn effectively that loans were available through the co-operative efforts and that increase in production or income could be achieved.

### **Awareness About Development Programme/Policies**

The three agencies had utilized every opportunity for involving the officials of such agencies. Analysis reveals about there was sufficiently high level of understanding about existing developmental/social welfare programmes at Rewari, Ajmer and Angul. However, this knowledge had to become self-experience.

After studying the learners outcomes that had been classified into different categories and covered under experimental project on linking population education with Adult Education it was considered expedient to cross check their understanding in these areas. For this purpose, 29 items dealing with main components of the population education had been included in the interview schedule. Some of the statement were wrong whereas the others were correct. The responses of the learners offered another opportunity to compare the type of learning outcomes in the three operational areas.

The following table gives an idea about the learning of the respondents of the three operational areas.

**Table VI**  
**Distribution of Response to Statements**

	<i>Rewari</i>		<i>Angul</i>		<i>Ajmer</i>	
	<i>C</i>	<i>F</i>	<i>C</i>	<i>F</i>	<i>C</i>	<i>F</i>
1. It is immoral to control the size of the family	2.00 (4)	98.00 (196)	7.14 (7)	92.86 (91)	0.80 (1)	99.20 (124)
2. Two children are not enough for a family	37.00 (79)	63.00 (196)	24.49 (24)	75.51 (74)	12.80 (16)	87.20 (109)
3. Children are the wealth of the poor	62.50 (125)	37.50 (75)	47.96 (47)	52.04 (51)	25.60 (32)	74.40 (93)
4. Large no. of children is a major cause of malnutrition among the poor people.	100.00 (200)	—	97.98 (97)	1.02 (1)	97.60 (122)	2.40 (3)
5. Children are born because it is Will of the God.	7.50 (15)	92.50 (185)	18.37 (18)	81.63 (80)	14.40 (18)	85.60 (107)
6. Every member is looked after well when the size of the family is small	90.00 (180)	10.00 (20)	96.94 (95)	3.06 (3)	96.00 (120)	4.00 (5)
7. Sons should get preference in matters of higher education	80.00 (160)	20.00 (40)	88.78 (57)	11.22 (11)	81.80 (102)	18.40 (23)
8. Females are a burden to their parents at young age	55.00 (110)	45.00 (90)	4.08 (4)	95.92 (94)	41.60 (52)	58.40 (73)

	and husbands after marriage and sons in old age						
9.	Muslim personal law should decide number of children	87.50 (175)	12.50 (25)	3.06 (3)	96.94 (95)	56.00 (70)	44.00 (55)
10.	Women should observe purdah	50.00 (100)	50.00 (100)	10.20 (10)	89.80 (88)	13.60 (17)	86.40 (108)
11	Parents should marry their daughter at an early age	20.00 (40)	80.00 (160)	3.06 (3)	96.94 (95)	4.80 (6)	95.20 (119)
12	More sons denote higher status in society	5.00 (10)	95.00 (190)	15.31 (15)	84.69 (83)	4.00 (5)	96.00 (120)
13	Planned family is a happy family	100.00 (200)	-	96.94 (95)	3.06 (3)	88.00 (110)	12.00 (15)
14	Mother in law should decide number of children	55.50 (111)	44.50 (89)	26.53 (26)	73.47 (72)	24.00 (30)	76.00 (95)
15	Frequent pregnancies affect the health of mother and child adversely.	100.00 (200)	-	89.80 (88)	10.20 (10)	100.00 (125)	-
16	Wife alone can help by undergoing sterilization	10.00 (20)	90.00 (180)	16.33 (16)	83.67 (82)	9.60 (12)	90.40 (113)

17	Sterilization has many side - effects	100.00 (200)	-	62.24 (61)	37.76 (37)	45.60 (57)	56.40 (68)
18	Bathing is an necessary for the children as for adults	100.00 (200)	-	87.76 (86)	12.24 (12)	95.20 (119)	4.80 (6)
19	Breast-feeding is clean safe and a balanced food for infants	97.00 (194)	3.00 (6)	100.00 (98)	-	98.40 (123)	1.60 (2)
20	Infants should be immunized from diseases through vaccinations.	100.00 (200)	-	98.98 (97)	1.02 (1)	99.20 (124)	0.80 (1)
21	Garbage should be thrown in the tank or river	7.00 (14)	93.00 (186)	-	100.00 (98)	100.00 (125)	-
22	Forests should be cut for bringing more land under cultivation	-	100.00 (200)	5.10 (5)	94.90 (93)	4.00 (5)	96.00 (120)
23	Forests are essential for maintaining fertility	100.00 (200)	-	100.00 (98)	-	84.80 (106)	15.20 (19)

	of land and help in bringing rains for irrigational purposes.						
24.	Streets/lanes, houses and drains should be kept clean.	100.00 (200)	—	100.00 (98)	—	100.00 (125)	—
25.	Washing clothes in the tank or near the well pollutes the water and renders it unfit for drinking	100.00 (200)	—	97.96 (96)	2.04 (2)	98.40 (123)	1.60 (2)
26.	Better varieties of seeds and fertilisers help to increase agricultural production	100.00 (200)	—	98.98 (7)	1.02 (1)	96.00 (120)	4.00 (5)
27.	Banks lend money to those who can influence the officials	45.00 (90)	55.00 (110)	5.10 (5)	94.90 (93)	6.40 (8)	93.60 (117)
28.	Large No. of children in a family ensures dependable security in old age	6.50 (13)	93.50 (187)	17.35 (17)	82.65 (81)	4.80 (6)	95.20 (119)
29.	Rapid growth of population increases unemployment and under-employment	100.00 (200)	—	100.00 (98)	—	100.00 (125)	—

(Figures in brackets related to number of learners interviewed.)

C - Correct      F - False

The replies of learners to the various statements need to be visualized in the light of the prevalent conditions in the respective areas and the problems that the learners experience in their day-to-day lives e.g., preference for giving education to the sons, daughters are a burden or observance of purdah.

*On the whole the study gives an impression that the learners of the three operational areas have acquired the knowledge about the population phenomenon and advantages as also significance of Population Education linked Adult Education programme.*

*The seed has been sown and the need is to allow its blossoming/growth for a lasting solution of country's population problem.*

### **Conclusion and Action Points**

1. Population Education programme particularly for the adult illiterates has a very short history and no model existed to be followed. The experimental project was a sincere and serious effort for demonstrating its urgent need.

2. The project was launched after giving a well-meaning comprehensive training to the field staff which was not once for all affair. The training was reinforced from time to time through monthly meetings or by a unique approach of combined visits of the entire field staff once a fortnight to a particular village. This innovation had proved very useful strategy for imparting training to the field staff.

3. On the basis of the assessment of teaching, learning materials developed or used by the three agencies it has been discovered that they had an access to wide variety of materials for covering population education components. However, desirability and distinct utility of using/developing such materials suiting to the local conditions and learners needs was very much noticed.

4. Though there was an underlying uniformity in the type of programmes undertaken by three agencies, diversity and flexibility also existed along with both in form as well as substance. The agencies had improvised programmes based

on local situation and needs of the learners.

5. Supportive programmes like health-camps, health check-up, immunization drives, organisation of skills/crafts training courses were very much appreciated by the target population in all the operational areas and motivated the learners to aspire for better quality of life.

6. Co-ordination with developmental agencies in their developmental/poverty alleviation projects induced better implementation and formed a vital medium for motivating the target population to become aware of their roles and responsibilities.

7. Evaluation of the learning outcomes of the new readers was undertaken with a view to assess the summative impact of the project. They had attended literacy classes, got benefit of health care facilities, bank loans, advice and assistance for procuring better variety of seeds, fertilizers and implements, etc. The responses of learners constituting the sample have indicated that outreach of the programmes arranged for them has been extended. However, there is a need for sustaining their new knowledge as also continuation of reach-out trends of development programmes.

### **PRACTICAL IMPLICATIONS**

Role of population education for adult illiterates is pivotal in the sense that it brings about the desired change in outlook, attitudes and ultimately behaviour of learners. In other words, it has a multiple direct effect on population change.

#### **(I) Linkage Between Population Education and Adult Education**

Education of the adults has to acquire the status of a movement. Population education contents should be systematically integrated and may not be taken as implied and sub-summed under the mother programme i.e., Adult Education. The experimental project diffused information in

the operational areas that families with a fewer member should be planned freely and without much trouble.

### **(II) Teaching Strategy**

Many innovative teaching strategies were tried out. These included inquiry oriented teaching techniques such as problem solving, value clarification strategies, role-playing and simulation. In all these teaching techniques, attempts have to be made to shift from merely absorbing population facts and data to one of problem solving and giving value-fair knowledge.

### **(III) Role of Good Health and Reasonable Income**

The key for amelioration of the conditions of the target population and ultimately developing motivation to adopt responsible parenthood is the availability of proper health care facilities and better survival chance of infants. Another equally important programme that could not be undertaken for wants of specific provision, therefore, was income generating and skills/craft training courses. Some efforts were made on a modest scale and responses of the beneficiaries have duly acknowledged the importance of such programmes in improving the quality of life.

### **(IV) Effectiveness of Training**

Each field worker tried to accord true meaning to the programme by making efforts to convince the target population that their children are likely to survive and that they will be able to earn more money, have better food, clothes, houses to live in and enjoy a healthier and longer life in case the number of children in each family is small.

### **(V) Need for Teaching-Learning Material**

Accurate and useful information proves very helpful in bringing about desired change. For this there is a need for more teaching-learning materials in population education.

These materials should be developed to suit local situations. These have not to compete with one another but to be complementary to each other. Preference would have to be given to form as a basis of successful programme.

However, there is no evidence to suggest that anything near an adequate population education programme for adults as yet exists in the country. But we have to cover the reproductive population through a comprehensive population related adult education programme representing a continuum of such a programme for the formal system of education for bridging the great lag between action and efforts.

#### **(VI) Community Participation and Support**

In a programme such as this, unless the community supports/co-operates with all possible assistance and help to make the programme a success, the agencies implementing the programme could hardly achieve tangible results.

The co-operation of the community was in different forms i.e., provision of suitable accommodation for literacy classes, provision of physical facilities and to top them all the moral support to the programme.

Though no finalities have been claimed, the impact study of the project makes a clear case for an innovation which is need based and also offers constructive structures for a large scale replication (as well as reform) of adult education programme. An effective and prompt action does not brook any delay.

In sum it is hoped that implementation of the demonstration project of linking population education with the adult education programme would represent a beginning of a process for gaining further momentum and eventually operationalization/institutionalization.