CHAPTER I

INTRODUCTION

Marriage and procreation are complementary to each other. It is a universally accepted human activity from ancient times. There are various forms of human activities on which external coercion has been applied from time to time keeping in view the welfare and progress of human being. Men have generally responded favourably to these efforts. But of all the forms of human activity, reproduction has remained impervious to extrinsic coereion. It is the activity where external compulsion is felt most directly and is considered as an unjust interference with personal freedom. In recent years however, this freedom has resulted in devastating population explosion.

Asia is a very densely populated continent. It is only one-fifth of the world in terms of land area but more than half in terms of population.

Asia has predominantly rural and agrarian societies. Ironically however, a relatively small proportions of the national income of the countries in Asian continent is derived from agriculture. This is because much of the agricultural produce is consumed by its population, which is growing at a much faster rate than the agricultural production.

Among these Asian countries India and Bangladesh are facing the most crucial and similar problems regarding population growth. India's population has reached to 683 million according to the recent census of 1981. The growth rate is 2.2 with an annual increase of 13 million, that is, population equal to that of Australia, the smallest continent in the world. India is second highly populated and third highly dense country in the world.

Bangladesh is the first in the world from density point of view and the 8th most populous country in the world. The growth rate is 2.7, an extremely high growth rate, as compared to a world average of 1.7 percent. Bangladesh adds 23 million people to its population per annum which is the population equal to that of Singapore. Bangladesh is the smallest in area when compared to the 10 most populous countries of the world (Table 1).

Table 1. Population Dynamics of the Ten Most Populous Nations of the World (1978).

Country	Area in sq. mile/ lakh	Total popu- lation/ on/in crores	Densi- ty per sq. mile	Birth rate	Death rate	Rank	
						Popu- la- tion	Land area
1. China	36.91	93.00	252	22	8	1	3
2. India	12.26	63.47	517	34	14	2	7
3. U.S.S.R.	86.00	26.20	30	18	9	3	1
4. U.S.A.	36.76	21.84	59	15	9	4	4
5. Indonesia	7.35	14.02	191	38	14	5	15
6. Brazil	32.88	11.54	35	36	8	6	5
7. Japan	1.43	11.44	801	16	6	7	55
8. Bangladesh	.556	8.60	1530	47	20	8	90
9. Pakistan	3.46	7.68	222	44	14	9	33
10. Nigeria	3.57	6.84	192	49	21	10	31

The population question is not merely quantitative but also qualitative in nature, as the implication of population growth upon the quality of life and the wellbeing of the people are virtually important.

The major attributes of increase in population of India and Bangladesh are illiteracy, social beliefs, improper communication, lack of knowledge of population situation and the attitudes of masses towards consequences of population increase.

Most of the population in the two countries resides in rural area with very little opportunity to interact with the outer world, which accentuates their ignorance and accelerates their action activating increase in population. To meet the challenge of this major social dilemma of modern times, a sociological solution as complementary to technical devices of birth control is essential.

The most important elements to control the fecundity, of human being as Balfour puts it (1961), are the knowledge and attitude of the people and their decision to act in controlling the family size, for which a planned diffussion of knowledge of population education is essential. Planned social change can be brought about either by naked force or by persuasion and voluntary acceptance of small family as a norm through increase in knowledge, which results in behavioural changes.

1.a. Need and Significance of the Study

To face the gigantic task of population control in developing countries like India and Bangladesh, there is a need to plan an effective strategy for inducing behavioural changes.

Habits die hard, so do social habits. It is very difficult to bring about a social change than any other kind of change because it involves new orientation to the habits, customs, traditions, values and motivation of individuals and alterations in several social institutions. One of the most powerful tools to bring about planned social change is education. It is the only instrument that can reach a large section of the people.

As the Education Commission has stressed (1964), "Education has to be used as a powerful instrument of social, economical and political change and will therefore have to be related to long term national development in which the countries are engaged".

The main components of the educational system are the teacher, student and the curriculum; the most crucial of these is the teacher. Teacher is the key person who can bring change in the attitudes and behaviour of learners. Teachers are considered the opinion moulders and decision-makers in the community. Here the teacher's role is being played by extension functionaries. As the extension functionaries are the one's who diffuse knowledge to rural people.

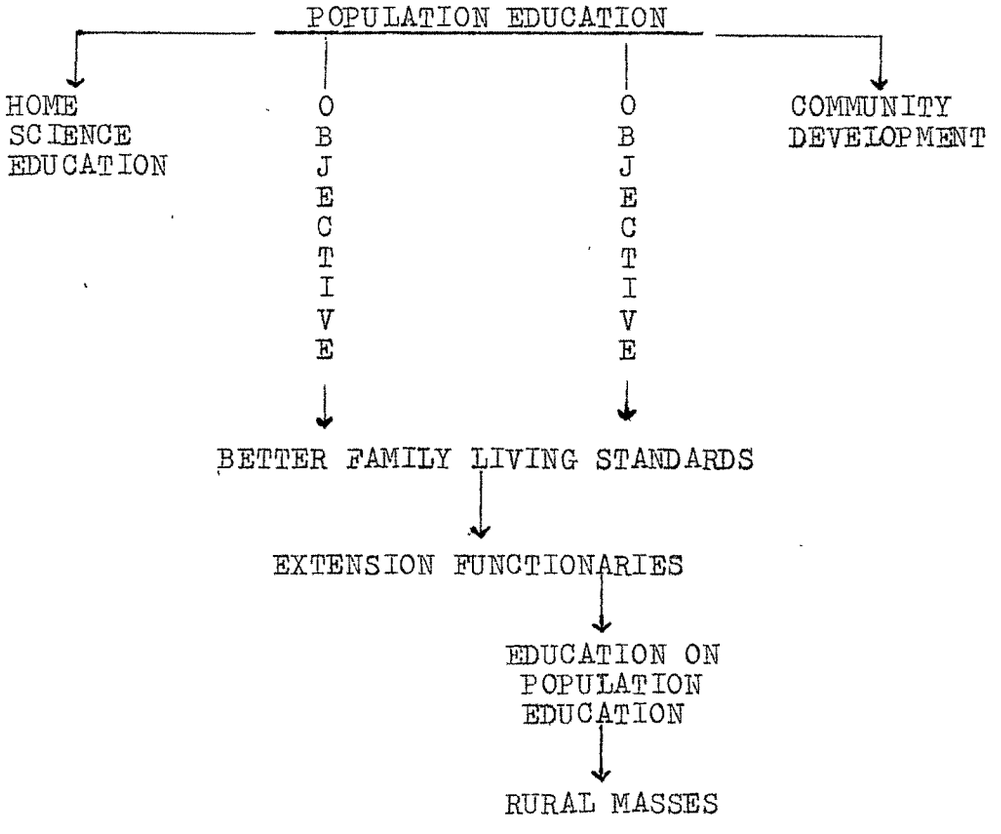
Admitedly there is a growing realisation and concern of the situation in both the countries to face the gigantic population problem. Realising the complexity of dimensions and magnitude of the problems, vigorous efforts are being made to curb the growth rate through mass communication, Extension Education and Family Welfare, apart from strengthening the family planning programme. It is being increasingly realised that it is only through educational efforts that a lasting change in attitude regarding small family norm can be brought about in the present and future generations.

For this a strong well planned diffusion of educational programme on population education is essential, for which a multipronged attack is called for. This means first of all identification and placement of population problem on priority, use of all appropriate government agencies like Agricultural Extension Agency with its vast network, organized infrastructure, and as a key agency for integral rural development.

As Gopal Rao (1974) has suggested population education may be considered as the nation's effort to inculcate rational decision in the people, as to the number of offsprings they will produce. This also coincides with one of the aims of community development programme, i.e. "to improve the living condition, health, sanitation, social education, welfare of women and children" (Mukerji, 1961).

One of the ultimate aims of Home Science programme in India is to assist family members in acquiring knowledge which will enable them to develop attitudes and practices leading to social decision and intelligent actions governing all aspects of their life, which will lead to achieving a useful and satisfying personal and community life. There is a mounting need for imparting population education to our young adults and to help them in acquiring knowledge regarding population education which will help them to form positive attitude and have sound values.

BETTER LIVING THROUGH POPULATION EDUCATION



Chandra (1978) commented that the philosophy of Home Science is linked with the philosophy of home. Its subject matter is integrated with a focus on human development throughout the life span. Population education on the other hand is aimed at enhancing the quality of life now and in future for all, and is thus viewed as an educational programme inevitable for all. Thus home scientists are obliged to innovate, integrate and impart population education concepts.

Verma (1978) in her keynote address on the occasion of a seminar on Population Education said that, the home scientist has one important mission, the improvement and enrichment of families and communities in which they live. Whatever affects the family naturally concerns the home-scientist. The various socio-economic and other factors that profoundly influence family life in turn influence family behaviour. It is recognized that the family as a basic social institution ultimately determines the course and measure of social change. It acts either as a change resistant or change facilitating agent.

Verma further commented that the population issue which so closely influences quality of human life and ultimately is controlled by personal and family decision-making. Family is one important area to which home-scientists all over the world have felt moved to respond to.

Population planning through education means it should

be integrated in the entire complex of social, economic, ecucational, health, nutritional and agricultural development programme. It is therefore, imperative for the agricultural extension network which is involved by and large in the economic development of rural families and the rural poor, to ingrain population education into the rural extension package. The role of extension functionaries will be purely educational in nature. Through the agency of extension functionaries home-scientists can also strive to achieve the objective of better family living.

A successful programme of population education depends, to a great extent, upon the extent of knowledge and degree of favourable attitude towards population problems of the primarily concerned groups - extension functionaries, teachers, parents etc.. The difference in attitude and knowledge among these groups is an important aspect to be investigated.

Thus the decision to survey the extent (level) of knowledge and the degree of favourable attitudes of extension functionaries regarding population education was reached upon.

It was important because with the help of the results of the survey a conducive environment could be created through training, to enhance and accelerate the speed of imparting information regarding aspects of population education. Also if need be, the quality of knowledge could be improved.

A curriculum is a plan for learning. Curriculum development is a complex undertaking that involves many kinds of decisions. These decisions range from general aims to effectiveness of curriculla in attaining the desired ends. If the curriculum development is to be adequate, all these decisions need to be made competently and on valid basis. These valid bases may come from various sources; from tradition, from social pressure, from established habits, etc.

Perhaps one way of solving the problems inherent in either designing or changing the curriculum is to ask proper questions in a proper sequence to the concerned personnel, so that changing the curriculum or developing the curriculum becomes a systematic enterprise.

Thus, it was decided to investigate whether any structured curriculla are followed for training extension functionaries in India and Bangladesh. If not, then to develop the curriculum so that it could be used during the course of pre-service and in-service training of these extension functionaries in both the countries; if the curriculla exist, then to suitably modify them by incorporation of the uncovered aspects of population education based on the findings of the study.

1.2. Objectives of the Study:

1. To find out the knowledge of all levels of extension functionaries of the four eastern states of India and the country of Bangladesh independently in relation to

the following selected aspects of population education:

Meaning and scope of population education.
Factors related to population increase.
Problems due to increase in population.
Methods of educating people regarding adoption of small family norm.
Ways to limit the family size, and
Role of extension functionaries in imparting knowledge of population education.

2. To find out the relationship between the levels of knowledge possessed by extension functionaries at all levels of the four eastern states of India and the country of Bangladesh with personal and professional characteristics such as:

Age
Religion
Size of the family
Type of the family
Education
Professional training, and
Income

3. To find out the differences in levels of knowledge of extension functionaries of all levels among the four eastern states of India and the country of Bangladesh regarding the following aspects of population education:

Meaning and scope of population education.
Factors related to population increase.
Problems due to increase in population,
Methods of educating people regarding adoption of small family norm,
Ways to limit the family size.
Role of extension functionaries in imparting population education.

4. To find out the difference in levels of knowledge of extension functionaries at all levels between the four eastern states of India and the country of Bangladesh.

5. To find out the differences between the levels of knowledge of extension functionaries of all levels of the four eastern states of India and the country of Bangladesh with reference to selected personal and professional characteristics such as:

Age
Religion
Size of the family
Type of the family
Education
Professional training, and
Income.

6. To find out the attitudes of extension functionaries of the four eastern states of India and country of

Bangladesh towards the following selected aspects of population education:

Meaning and scope of population education,

Factors related to population education,

Problems due to increase in population,

Methods of educating people regarding adoption of small family norms.

Way to limit the family size.

Role of extension functionaries in imparting population education.

7. To find out the relationship between attitudes of all levels of extension functionaries of the four Eastern states of India and country of Bangladesh and certain personal and professional variables such as:

Age

Religion

Size of the family

Type of the family

Education

Professional training, and

Income.

8. To find out the differences between the attitudes of extension functionaries at all levels among the four eastern states of India and between the country of Bangladesh with reference to selected aspects of population education.

9. To find out the relationship between the knowledge and attitude of extension functionaries at all levels of the four eastern states of India and the country of Bangladesh.

10. To develop/modify a curriculum for teaching population education during the course of pre-service and in-service training of these extension functionaries of both the countries.

1.3. Assumptions:

1. Extension functionaries have some knowledge regarding population education.

2. This knowledge is measureable.

3. The information provided by the respondents is reliable.

4. The attitudes of extension functionaries towards population education is measureable.

1.4 Hypotheses:

The hypotheses of the study were as follows:

1. There will be significant differences in levels of knowledge possessed by extension functionaries of all levels among the four eastern states of India and the country of Bangladesh.

2. There will be a significant relationship between the levels of knowledge regarding aspects of population education possessed by the extension functionaries of the four eastern states of India and the country of Bangladesh and selected personal and professional variables.

3. There will be significant differences in attitudes towards selected aspects of population education of extension functionaries at all levels among the four eastern states of India and the country of Bangladesh.

4. There will be a significant relationship between the attitude towards aspects of population education of extension functionaries at all levels of the four eastern states of India and the country of Bangladesh and selected personal and professional variables.

5. There will be a significant relationship between the knowledge and attitudes of all levels of extension functionaries of the four eastern states of India and the country of Bangladesh.

6. There will be significant differences between the knowledge regarding population education of all levels of extension functionaries of India and Bangladesh.

7. There will be significant differences between the attitudes of all levels of extension functionaries of India and Bangladesh.

1.5. Limitations of the Study

The study is delimited to the survey of knowledge and attitudes regarding selected aspects of population education of five levels of extension functionaries of four eastern states of India and the country of Bangladesh. The data were collected from only those extension functionaries of both the countries who were available between November 1981 to February 1982 at the time of data collection at their head quarters and training centres. It is further limited to certain personal and professional characteristics such as age, religion, type of the family, size of the family, education, professional training and income.