

CHAPTER 2
REVIEW OF LITERATURE

Population education is an innovation in the field of education and extension education. Chronologically it is fourteen years old but very few studies have been conducted in this area, and virtually no study in the field of extension education is found. The following table will testify how meagre the researches have been conducted in this area.

Table 2. Number of Studies conducted on Knowledge and Attitude regarding Population Education in India over the past Decade (1970 to 1979).

Sr. No.	Year of Study	No. of Studies	Sample	Level			
				Ph.D.	M.Ed.	Project	M.Sc. (Home)
1.	1970	4	Teachers & Students	0	1	3	0
2.	1971	1	Students	0	0	1	0
3.	1972	1	Teachers	0	1	0	0
4.	1973	2	Teachers	0	1	1	0
5.	1974	6	Students Teachers Fathers	1	3	2	0
6.	1975	2	Students	0	1	1	0
7.	1976	3	Parents, Students Teachers	0	0	2	1
8.	1977	1	Teachers	0	0	1	0
9.	1978	0		0	0	0	0
10.	1979	1	Students	0	11	0	0

The present chapter deals with the r  sume of conceptual and empirical evidences for conducting research in population education. Though there is hardly any study which is directly pertinent to the present investigation, studies which are relevant in some form or the other form are reviewed here. The chapter consists of two sections:

- 2.1 Review of conceptual literature and reports of conferences, seminars, and workshops on Population Education organised by various government, semi-government and voluntary agencies, and
- 2.2 Review on empirical evidences of teacher's, parent's and student's knowledge and attitudes and impact of training on knowledge towards population education.

2.1 Review of Conceptual Literature and Reports of Conferences, Workshops and Seminars on Population Education:

Based on many researches Lionberger (1968) observed that the knowledge and attitudes towards any innovation certainly plays an important role in the process of adoption of that innovation.

A successful programme of population education depends to a great extent upon knowledge and attitude towards population problems of concerned groups, observed Rao (1981).

2.1.1 Review of conceptual literature on knowledge and attitude.

Knowledge is collection of facts, values, information to which man has access through study, intuition, or experience. Learning, instruction, cognition, acquaintance with information, are the various meanings of knowledge given in the dictionaries.

According to dictionary of education (1959) knowledge is the accumulated facts, truths, principles and information to which the human being has an access. It is an outcome of a specified rigorous inquiry which originates within the framework of human experience and functions in human experience as also the product of the operation of man's intellect either within or apart from human experience.

Attitude is readiness to act or react towards or against some situation, person or a thing in a particular manner like love, hate, etc.

Wilson (1972) comments that an attitude is normally defined as a perceptual orientation and response readiness in relation to a particular object or class of objects.

Attitudes are reasonably enduring, thus distinguishing them from sets and expectations which normally refer to more temporary state of readiness. The most important distinguishing feature of attitudes is that they are necessarily

evaluative or affective. The attitude concept in psychology has the scientific status of a hypothetical construct. It cannot be directly observed, but must be inferred from observable behaviour such as verbal statement of opinion, physiological changes due to exposure to the attitude object or overt acts in relation to the objects.

Over a long span of years of researches, many psychologists feel that by studying the attitude, behaviour of an individual is predictable.

According to Baldwin (1905) attitude is an important determinant of social behaviour.

Kiesler (1969) stressed that attitude contributes to overt behaviour.

There are two main determinants of attitude formation and change: the psychological and cultural.

Psychological determinants include such factors as motivation, emotion, need, thinking, dominance and submission whereas cultural determinants are such specific cultural norms or variables such as social status, family, environment and education.

In democracy the role of every individual is important and decisive. Growth of democracy, therefore, is dependant on the right knowledge and attitude of its citizen. They

must develop independent thinking as well as have ability to decide their conscience, which is possible through education only.

Real education humanizes men not by moulding them to accept pre-established patterns but by stimulating them to a continuous reconstruction of their outlook on life. It teaches them the correct way of facing personal, home and family problems and needs and civic and social responsibilities.

2.1.2 Review of conceptual literature on population education.

Population education is the process of developing awareness and understanding population situation as well as developing rational attitude and behaviour towards these situations for attainment of quality of life for the individual, the family, the community, the nation, and the world.

John Cool (1969) defined population education as an effort to educate the next generation to understand the implications of uncontrolled breeding for the whole human society.

According to Gopal Rao (1974), "Population education which provides for a study of the population is concerned with more than knowledge, and it involves both cognition and values".

The word "Education" is used because the activity itself goes beyond the provision of information and seeks to encourage the process of investigation. Critical analysis and weighing of alternatives, examining and thinking of the various population issues should facilitate decision-making and ultimately result into action.

Population education further may be defined as an educational process which helps people to understand the implications of population factors for the well being of the individual, the family and society. The term population factors includes population characteristics such as size, composition and distribution. What makes the population change over a period of time constitutes the primary concern of population education. It is equally concerned with the effects that such changes can produce on families, communities, nations and the world. In short, population education involves the study of the probable causes and consequences of population change. These causes and consequences may be biological, social, economic, political, or cultural in nature.

A panel of UNESCO (1976) defined population education as: "the educational process which assists individuals and groups to learn the possible causes and consequences of population phenomenon for themselves and their communities, to define for themselves the nature of the problems related

to the population processes, population size, distribution and composition; and to assess the possible and effective means by which the society as a whole and they as individuals and or members of groups, may be able to respond to and influence these processes to enhance the quality of life, now and in the future".

To be effective, population education must not only increase the public awareness of the problem, of the population events, and their implications but also develop ability among the learners at all levels to perceive changes and create as well as sustain popular demand for meaningful population policy.

Population education is not limited to classroom. It is a part of broad and continuous learning processes, which calls for a co-ordinated efforts among as many of the sources of learning as possible.

Aims

The general goal of population education is to assist individuals in defining their population problems (the actual nature and perception of which differ widely) and in understanding the determinants and consequences of population processes and changes.

Population education aims at transmitting certain amount of knowledge and information related to the phenomenon of population education, the dynamics of its growth, with view to

changing the population behaviour of individuals. Besides, it aims at understanding and appreciating dimensions of population behaviour in relation to the well being of the individual and his family.

As one of the aims of population education is population limitation, people generally associate population education with family planning and sex education. As a component it is included in the curricula of population education. People do not approve of this because of the cultural taboos and inhibitions associated with sex. This calls for an elaborate effort to define and explain what population education is and extricate the inhibitions of people.

Population education in the Context of Rural Development.

Nautiyal (1973) commented regarding the concept of population education:

In the context of rural development, population education would mean inter-relationship between the family size and the process of development, which leads to appreciation of small family norm as a desirable goal.

This may be achieved through educational process, by which people could be helped to understand and appreciate the inter-relationship between size of population and the resources on one side and social action in matters relating the marriage and status of women that affect the demographic situation on the other side.

Nautiyal commented, further that, the population education is not synonymous with family planning, as the former embodies a much wider concept. While population education deals with the broader social and economic problems likely to arise due to rapid population growth and suggests a wide range of ways and means to influence these trends. Family planning concerns itself primarily with the promotions of contraceptive methods and services to assist couples in the prevention of unwanted pregnancies. Population education attempts to evolve methods of communication best suited to different socio-cultural situation within psychological, economic and other considerations associated with population and family size norm in the context of overall objectives of national development. Though population education, by itself is not a solution for all the developmental problems of the country, it can however, serve as an important and effective instrument to facilitate the implementation of various measures envisaged to reduce poverty, malnutrition, and under-employment. As a part of an integrated approach and strategy for solving socio-economic problems, population planning and education should be integrated into the entire gamut of socio-economic, educational health care and nutrition programmes.

D. Paul Chowdhury (1978) commented that the size of the family has a direct bearing on the resources available. Population education is the method to create an awareness

about the impact of population growth, on the quality and coverage of the services available to community. Thus, broadly, the concept of population education in the context of integrated rural extension package would evolve with the following major areas:

- Making the rural families aware of the population problem and that is directly related to their socio-economic well-being.
- Motivating the rural people to adopt the small family norm as a way of life.
- Providing information on the availability of family planning services.

It is understood that for effective implementation of any national development programme communication from programme planners to programme beneficiaries should be concise and clear. Otherwise bottle-necks at various stage are bound to crop up.

In population control programmes, communication of information is of prime importance. Its task is to awaken the populace from ignorance into a state of awareness; from the state of awareness to the state of knowledge; from the state of knowledge to decision making, and from decision making to trial, and adoption.

The task of creating awareness leading to adoption of

and internalization of population education especially in countries like India and Bangladesh are of complex nature. Extension work - the education of people to help themselves is thus selected as a means of guiding inevitable change in the right direction. An extensive net work of extension functionaries spread throughout the length and breadth of the two countries, is yoked to bring about an allround improvement of rural families.

Integration of Population Education with agricultural extension work

The major goal of extension functionaries is to improve the quality of life among farm families. This goal is pursued through helping the farmers with new innovative farm technology. Extension functionaries have been working with people for several years now. They are helping them to increase their farm produce. In the process they have built sufficient rapport and enjoy a distinct credibility to communicate and convince the farm families. To a great extent they have been successful in enhancing their knowledge and changing their attitude to adopt the new farm technology.

It is therefore appears that there are some merits of integration of population education with agriculture extension work.

The Merits of Integrating Population Education
with Agricultural Extension Work

Integration of population education with agriculture extension work appears not only important but also imperative inevitable and desirable for number of reasons. Mainly two major factors explain the ready acceptance of population education integration with agriculture extension work, its practicality (it requires fewer additional funds, facilities and personnel); and the close relationship between population education and other developmental issues, which makes separate discussion of population problems not only more difficult but also less meaningful.

Apart from the above mentioned reasons there are a few other aspects of integration of population education which render such integration logically more justified.

First, agriculture provides a population's most basic need - food. Therefore, the larger the population, the more vital is the role of agriculturists as food providers (producers). If agricultural production fails to keep pace with increasing population, each individual is bound to get less and less food, not to mention his other basic needs. Unless the rate of population growth is cut down or the rate of agricultural production is proportionately increased, the world will soon experience severe food problems. Malnutrition,

which had a 15% in global increase in 1978, is just one indication of the worsening world food situation (UNESCO, 1978).

Secondly, a larger population means more hands to be employed. In agricultural regions, it is but natural that a larger part of the added labor force will go into agriculture. The situation becomes critical when agriculture is no longer able to absorb the increasing number of the unemployed brought on by the rapid rate of population growth. This is especially true in the developing nations, where industry is still unable to generate enough new jobs to take in the excess in the labour force.

Thirdly, population bears a close relevance to rural development. The size, growth rate, geographic distribution, and composition of a population necessarily affect the extent, nature and pace of rural development.

Such an integration between agricultural extension work with population education would obviously involve resetting of the objectives and functions of extension functionaries. Objectives of population education in the context of the role of agricultural extension functionaries in imparting population education is:

- ° To impart knowledge and information to farm families about problems arising out of population explosion in

order to create an awareness and understanding of the causes as they affect the quality of life of the people.

- To develop attitude and values in farm families which would enable them to understand the inter-relationship between the population and size of family, and the agricultural and other resources.
To formulate programmes which will bring about necessary behavioural changes concerning the family size.
- To develop a favourable attitude towards the small family norm and help to limit the size of the family on a voluntary basis.
- To enable the farm families to understand the various factors such as age at marriage, status of women, level of education, opportunities available for gainful employment etc. affecting the quality of life and to assist them in taking appropriate measures.
- To recognise and assess the family living conditions which are conducive to improving the quality of life through population education.

Review of Role of Extension Functionaries in Imparting Population Education:

The rôle of extension functionaries was described by the Ministry of Food and Agriculture in July 1976. It decided

that population education component should be incorporated in the on-going agriculture extension programmes, but the role of extension functionaries as visualised in population education should be educational and motivational and not target-oriented as is at present in national campaign for family planning.

In the report it was further suggested that in order to create awareness about population problems among rural people it will be necessary to use extension agency. The intention is not to convert the extension workers into family planning agents but it is desirable that in their own day to day work they should incorporate population education in the package of their service, as population education message is directly linked with development message.

Extension agencies are eminently suited for undertaking population problems suggested in the report were for the following reasons:

- ° The extension agencies have been working in the rural areas for the last 30 years.
- ° They have already established contacts and purposeful rapport with the local people and have already established their credibility.
- ° It is easier and useful to motivate rural masses on population problems while implementing rural development programme rather than through independent family Planning programmes.

Thus, since there exists an organisational infrastructure for agriculture extension and rural development at the local level it can make a valuable contribution in the promotion of population education as a part of extension work. The role of extension agency is to help the rural people identify its felt needs and to assist them in meeting the needs with the available resources.

Vidhyarthi (1978) while talking about the role of each level of extension functionary in promoting population education concepts among rural masses mentioned that as extension functionaries work directly with rural families they enjoys certain credibility, and have a good rapport. Population education therefore should be integrated into the package of services offered by the extension agency and be entrusted with the responsibility of creating awareness regarding population problems. He illustrated the role of village level worker (gram sevak) - that while working with a rural family for increased agricultural production, the gram sevak may strive to bring about an awareness among the family members about the limited size of their farm and the limitations their land holdings may impose on their socio-economic life. Hence, when he is talking about the land, water management, fertilizers, high yielding varieties of seed etc. he should also impart population education. The message of small family has a better appeal if it is

combined with some of these programmes rather than talking about family planning outside the context of the needs and aspirations of rural families.

At block level, Vidhyarthi (1978) continued, since the block development officer is the captain of the team involving supervision of activities of all extension workers, he has to be properly trained and motivated to ensure that population education becomes an important component in the package of services provided by his team. The success of population education would depend upon the political will, initiative of the extension functionaries national commitment and administrative support. It would also depend upon the degree of understanding appreciation and commitment to the programme of planners, policy makers and administrators.

According to Vidhyarthi, the role of extension functionaries, should be that of the agricultural extension and rural development institutions. These organizations consists of large number of field personnel with a well-established infrastructure having an easy access to a sizeable sections of rural population owing to the rapport they have established. Time is now ripe for inducing population education as an integral part of the work of these institutions and functionaries. However, these functionaries should not be utilized for target oriented and clinic based programmes of family planning.

Need for the revision of job charts was also suggested by Vidhyarthi. In the job charts of extension functionaries, the content, in relation to family planning should be modified with a view to ensure that population education is a concurrent responsibility of all block level and village level functionaries. Therefore, component of population education is included in all extension activities, but before they take up the task, they should be well trained to carry out the programme.

Training is a systematic and planned efforts to transfer knowledge and skills to infuse a set of ability, skill and behaviour of the learners. This is different from the popular concept of education as imparting information and integrating it in the existing body of knowledge of the learner. Training aims at affecting changes in the attitudes and values of the learner and developing skills to effectively undertake the tasks on which the training is focussed.

The training needs of extension functionaries, as Vidhyarthi (1978) opined are the needs for organising training and orientation programmes in population education for workers at different levels should be recognised by all. The training of village level functionaries has a special importance. In working with rural people we need to discuss the concept of family well-being and how it can be attained. Inter-relation between nutrition and health, housing and clothing, education,

land resources, employment, saving, health of women and children and family well-being should also be discussed. The training of the block and district level functionaries will be little more comprehensive and wider in its scope. The administrators and policy makers are the key persons for the success of such a programme.

Vidhyarthi (1978) commented: One of the essential tasks of the training of functionaries is to develop a curricula for the training of extension workers in population education, who in turn would provide non-formal education on population matters to rural folks.

Regarding the role of training institutions, Vidhyarthi suggested that keeping in view the concept of population education and its requirements, the existing institutions should be utilized for the purpose of training the extension functionaries in population education.

2.2 Review on Empirical Evidence of opinion, attitude, awareness and knowledge of parents, teachers, students' and extension functionaries towards population education.

Review of related empirical literature gives the researcher a deep insight in the field and also helps to identify the gaps in the field the researcher desires to investigate.

2.2.1 Empirical studies on opinions, attitudes and awareness regarding population education.

Verghese (1970) conducted investigation in Bangalore to study the attitude of 276 teachers of different categories towards different aspects of population problems. A four point attitude scale was developed to find out the attitude of teachers towards population education, sex education and family planning.

It was found that teachers of different levels i.e. primary and high school differed in their attitude, towards population education. There was also a difference between the attitude of male and female teachers towards population education and sex education. Irrespective of different religious faiths, they differed in their attitudes toward sex education and family planning.

Nagda and others (1974) studied the opinions of teachers of Chittor district towards population education. The major objectives was to find out the existing knowledge and attitude of teachers toward population related problems. Information was collected from 100 teachers with the help of a questionnaire.

It was found that 90% of the teachers knew the meaning of population education, and felt that population education is necessary for the youth for responsible parenthood.

Sixty five percent felt that population education and family planning are one and the same. Out of the total 55% of the respondents considered that the standard of living is not affected by the size of the family. Yet most of the respondents were of the opinion that a small family norm is necessary to lead a happy and comfortable life. About 90% felt that size of the family can be planned by all human beings.

A majority of the respondents agreed that India cannot meet the needs of her people if the rate of growth of population continues to be the same. Population education envisages developing right attitudes concerning family size among younger generation.

Ninety percent of the teachers considered that late marriage is one of the methods of controlling the family size.

Regarding the measures to be adopted for creating population awareness among the community, 50 percent considered exhibitions and film shows as appropriate methods whereas, 30 percent considered lectures by experts and group discussion as appropriate means.

Salkar (1974) undertook a study to assess the degree of population awareness among Goan school children, their teachers and parents as a major objective. The sample consisted of 2039 students, 400 teachers and 200 parents. The

respondents were selected from all the 11 talukas of Goa district. To elicit the opinion of the respondents different questionnaires were used.

The major findings of the study were that a great majority of students were aware of the population problems of the country, and yet were willing to learn more. School teachers were sufficiently aware of the population problem of the country as a whole and desired the integration of population education in the school curricula and were themselves willing to teach population education but with some training.

Parents also felt the need of introducing population education in school curricula but opined that the subject should be taught by the teachers themselves, of course, with special training, rather than by outside experts.

Studies on Factors affecting the acceptance of Family Planning.

Nag (1973) who studied the cultural factors affecting the family planning, comments that the difference between Hindus and Muslims of India is an example in this respect. The study shows that the average frequency of sexual intercourse is higher among Muslims than among the Hindus. The ritual days of abstinence from intercourse are much more among the Hindus than among the Muslims. The high values placed on abstinence by Hindus for physical and spiritual

reason indicate that the rhythm method or any other form of abstinence is likely to be accepted more readily by Hindus than by the Muslims.

Bebarta (1974) undertook an investigation to study the relationship between family types and fertility. The data consisted of 391 women's responses from village Borpali in the State of Orissa in India.

The findings did not support the widely accepted belief that the joint family promotes high fertility. However, they agree with the common findings of many of the studies carried out in India that the joint family exhibits, as compared to nuclear family lower fertility. It was also found that women belonging to the changing family type have a very high fertility (6.67) in comparison to women belonging to the non-changing family type (4.74).

Joseph of Michigan University (1976) interviewed 2795 couples to provide a description and explanation of the effects of religious affiliation on fertility with specific reference to multi-religious society of Lebanon. After controlling for demographic, socio-economic differences among religious groups it was found that religious differentials in cumulative fertility depended on the level of wife's education. Also there was a significant difference in knowledge, attitude and practices of fertility control in all groups of religions namely, Shia, Sunni, Catholic and non-Catholic.

The study carried out by Freeman (1976) at Denver proposed to find out the socio-cultural barrier to acceptance of family limitation in India. The non-recognition of motivation as an essential element for success of any voluntary programme was one amongst the three major barriers to acceptance of family limitation. For individual families it is at least partially responsible for the relative failure of Indian family planning.

Freeman observed that the procreative function of women causing individual female to find their chief source of status, power, and social acceptance through children and especially sons - Hinduism's stress upon the need for producing and nurturing sons as well as Gandhian rejection of artificial contraception and group injury fears based upon religious rivalries, all elevates the importance of large family in the lives of Hindus. Economically the need for labour force assistance and son support in old age cause poor people to need and desire more sons.

Amongst the five motivational components - mass communication programme, has an impact upon the highly motivated people in increasing general awareness and knowledge thus an important component for population education too. Extension Education influences those who are already partially receptive, to contraception because the means of doing so becomes more convenient. Incentives - Monetary or non-monetary help to

pressurize the ambivalent into accepting contraceptive but are only marginally effective in changing their desires for the size of family.

Mohmad (1977) at Pennsylvania analysed the historical literature to study the sociological dimensions of demography among Muslim population.

Demographic, and sociological and economical data were utilized to compare fertility and other related characteristics between Muslim and non-Muslim population. It was concluded that, under conditions of similar levels of socio-economic development, the fertility levels in Muslim population do not differ significantly from the fertility in non-Muslim population even after controlling their level of socio-economic development. The influence of minority status and minority consciousness and non-Islamic doctrine, appears to be more likely explanations.

The examination of Islamic doctrine on birth control reveals that there is permission for the use of all forms of contraception. Abortion is also permissible on specific grounds, but sterilization is forbidden. However, there are differences in interpretation.

Sreenath, Kumar and Wadia (1978) undertook a study to evaluate the relationship between the size of family and children's growth and morbidity with poor socio-economic

status. Thirty-nine nuclear families of class IV workers of post-graduate Institute of Medical Science, Chandigarh were studied over a period of 12 months, keeping in mind mother's education, father's occupation, total family income, place of habitation and sanitary condition.

It was found that only one child in a small family was under nourished compared to 23 children belonging to large family. The total morbidity was lower and the days of illness shorter in children of small families as compared to those of larger families.

With the increase in the family size the per capita income decreased thus reducing the money spent on food, clothing, education etc. A larger number of people residing in limited space leads to greater chances of compromised sanitation and an increased risk of illness, with frequent pregnancies, prolonged breast feeding and inadequate spacing. The mother's health suffers which is reflected in terms of inadequate care of children.

Reddy and Gopal (1980) studied the socio-economic factors and age of marriage as determinants of fertility. The study was the analysis of 1971 census data of Karnataka.

It was found that the ratio of single males and single females is negatively associated with mean age of marriage of both. Proportion of males in labour forces has negative

association with the mean age of marriage of males while that of female has positive association with their mean age of marriage. The effect of literacy is positive on the mean age of marriage of both males and females. But it is greater in case of females. The years spent on education and economic independence attained by educated females through employment seem to postpone their marriage, leading to rise in the mean age of marriage.

The age of marriage of both males and females is positively related to the proportion of males and females living in urban areas. Per capita income is also associated with the mean age of marriage of both males and females.

2.2.3 Studies on impact of training on knowledge and attitudes towards population education.

Ramchandran (1974) conducted a study to find out the knowledge and attitude of teachers of Kurnool district towards population education. Two hundred teachers were invited for an orientation training course. Pre-test was conducted to find out the knowledge and attitude of teachers towards population education, and post-tests were administered to find out the effectiveness of the training programme.

It was found that at the beginning, 40 percent of the participants were not aware of the meaning of population education, whereas at the end of the course most of them had

better concept of population education. In the pre-test 40 percent of the participants considered population awareness programme as a part of family planning propoganda. In the post-test 80 percent of the participants considered that population awareness is also a part of population education.

During the pre-test only 25 percent of the participants could trace the relationship of family, food and nutrition, and planned parenthood to population education, in post-test more than 75 percent of the participants could adequately explain the relationship. It was also found during the pre-test that a majority of the participants considered family planning and population education as one and the same, but during the training changed their opinion.

About 45 percent of the participants considered late marriage as one of the methods for controlling the family size and a vast majority considered that over-population leads to economic and social instability, and small family is conducive to higher standard of living. Majority of the participants (both in pre- and post-test) opined that it is necessary for our country to check its population growth and also it is necessary to impart knowledge on human reproduction and nutrition to our masses.

Rao (1972) conducted a case study at Bangalore to see the knowledge gain through training by a Village Extension

Agent who is desirous of learning population education. The respondent was exposed to a series of five lectures on population education covering areas like population growth, factors contributing to rapid population growth, the role of existing social institutions in reformulating or changing the existing social norms in the community concerning marriage and family size, the developmental programmes of the community level worker for improving the quality of life, and the relative advantage of a small family, the small family norm, and furtherance of population education as a 'beyond family planning measure'.

The findings were:

- ° Before the training the VLW was not aware of the growing of the population situation in the country, nor the impact of family size on rapid population growth. His wife underwent sterilization after 5 children but this was due to economic and health reasons.
- ° When the first lecture on population education was delivered the respondents thought that it was about family planning, but when the lecturer explained its relation to quality of life, re-counting the economic difficulty he had been experiencing due to his own large family of 7 (5 children), the interest was aroused.
- ° Later, the participants in the same training programme requested the authorities to provide more and continued

information regarding population education.

- As a result of training he took up the task of educating rural people in population education with a greater zeal.
- After the reorientation training he developed a conviction in desirability of small family.

Conclusions by Rao

- The case study reveals that it should be possible to integrate population education concepts into the working situations of the village level functionaries.
- Training helps to develop new outlook towards population education.
- Integration of population education with the curriculum for pre-service training of the village level functionaries needs to be seriously considered.
- Reorientation helps developing a systematic approach.

EPILOGUE

Population education concept has been explained in literature in a very clear and concise manner. Conceptually it has been explained by experts from all fields. But research in the area of population education, is found mainly concentrated on school students and school teachers.

Many studies have been carried out to test the knowledge and attitudes of one or the other aspect of family planning, and population education, the population and sample being the teachers, parents and students, as shown in Table 2.

Methodology mainly used is survey with variables like socio-economic situation, cultural, and individual background.

Only one study has been conducted exclusively with extension functionaries (VEA one case study) to determine the impact of training.

This information leads to conclude that there is an urgent need to conduct a study in population education awareness, with purposive sampling of extension functionaries. This group appears to be the least investigated group. The policy decision has already been made to involve these extension functionaries as population education educators. It is definitely worthwhile to probe into their knowledge and attitudes towards population education.