

District Institute of Education and Training. Shimoga



**“Impact of population education programme in Karnataka –
A Study”**

Research Report

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Yours sincerely

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“Impact of population education programme among primary stakeholders of Karnataka”

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“Impact of population education programme among primary stakeholders of Karnataka”

I. Introduction

India has rapid increasing population which hampers every endeavor for development. Our population is increasing annually at a rapid rate of 2.5 percent India is next to China, has little less than three times the population of U.S.A., twenty-one times the population of Canada and more than six times the population of Japan. With the present growth rate the country's population may reach the incredible figure of one-billion before the end of this century.

In the year 1994, there was an International Conference on population and Development which was held at Cairo. This was the third International Conference which has adopted a Programme of Action in the period of two decades. 175 odd-countries including India participated in the conference. The 112 page documents adopted by the Conference have set 3 main goals before all national governments.

These are education especially for girls, reduction in infant and maternal mortality and universal access to family planning and health services. Cairo conference has laid down the population policy on the broad tenets that education is the key investment that the countries should make and population policy should be broader than this planning.

The Govt, of India appointed an expert group on National Population Policy under the chairmanship of Dr. M.S Swaminathan which submitted its report on 22nd may 1994. The report recommended for complete elimination of marriage of girls below the age of 18, universal immunization of children etc. which must be achieved by 2010 A.D. So the population policy should touch the life of common man and should have a wider involvement of the people, the politicians, the bureaucrats, the media, the specialists, the teachers and the public at large.

The National Seminar on Population Education held in Bombay gives a comprehensive definition of population education. “It is essentially related to human resource development. It is not only concerned with population awareness but also with the developing values and attitudes which take care of the quality and quantity of population. It must explain to the students cause and effect relationship, so as to enable them to make rational decision on their own behavior on population matters.”

Hence, we can conclude that population education is an exploration of knowledge and attitudes about population, family living, reproduction education and basic values. It means educating the students about large population or ever-increasing population.

Thus there was a felt need for imparting factual knowledge about population dynamic, so that the younger generation may understand the nature and magnitude of the burden imposed by rapid population growth. Education has a great motivational force to perform for controlling over population. Suitable educational measures need to adopted to promote desirable changes.

The goals of population education are

- Community forums and voluntary organizations should discuss the drawbacks of large families and the merits of small families.
- Children in the elementary stage should also be taught through their courses of study, the merits of small family and demerits of large family and should develop favorable attitude and appreciation for having a small family when they become adults.
- Boys and girls at the secondary stage should be given the knowledge in a scientific way about the reproductive biology system and the sex-hygiene.
- Parent-teacher associations can also take the responsibility of educating the families.

- Schools should assume the responsibility of educating the community and the families and should collaborate with other agencies for the education of the masses for having small families.

2. Need for the study.

Population education as a programme is being conducted from 1980. The Ministry launched a Population Education Programme to introduce Population Education in the formal education system. The underlying object of the programme is to create in the younger generation, an adequate awareness of the population problems and realization in this regard of its responsibilities towards the nation. The programme has been sponsored by the Govt. of India, NCERT with UNESCO support to 143 million school children in primary, secondary and higher secondary schools in the country. The activities of the programme may be divided in the following heads.

1. Curriculum and instructional development.
2. Training programmes.
3. Evaluation and research.

The Ministry of Education was the implementing agency. At the state level the programme is being implemented by the State Govt. According to the approved plan. The NCERT provides technical assistance. A National Steering Committee has been set up under the chairmanship of Secretary, with overall authorities for coordination as well as implementation of the programme.

In the context of becoming socialized for adult citizenship roles, each student can be made familiar with programme in family planning. Hence, the population control programmes must be universally accepted in the interest of the family and the nation. The aim of the Family planning is to make family life and the life of the children happier, richer, more prosperous and more progressive.

We should realize that family size is controllable and that it can facilitate the development of a higher quality of life in the nation and that a small family can contribute to the quality of living for the individual family. Hence, Education should make people aware of the high rate of growth of population and then warn them of the evil effects. Then the education will be to give the concept of a small family and how in small families resources of family are shared by a small number, who can live in peace and happiness. The success of this programme depends on the teachers. Hence, they must be properly trained.

There are various schemes and competitions are also conducted as part of awareness program to educate the young.

These competitions are conducted as a part of imparting messages pertaining to population and adolescent education.

Some of the competitions are

- Folk dance (With message on population education)
- Poster competition
- Role play

These competitions are conducted over the years. Apart from these competitions, curricular activities are also being part of the classroom process. All these need to be assessed.

3. Objectives of the study

This study is aimed to understand the impact of schemes of population education among various stakeholders. Thus it is Meta study of studying the efficacy of objectives of the programme.

Following are the objectives of the study

3.1 To understand the extent to which population education enabled the students to appreciate preserving the health and welfare of the members of the family and to ensure good and to ensure good prospects for younger generation, the Indian families of today and tomorrow should be small and compact.

3.2 To assess the various competitions conducted are in tune with prescribed plan as visualized by the central ministry

3.3 To collect data of the impact of various schemes conducted under population education on community, teachers,

3.4 To analyze the textbooks to get data to the extent of provisions for population education

4. Historical perspective

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

Objectives of the population education

1. To enable the students to understand that family size can be controlled.
2. That population limitation can facilitate the development of higher quality of life in the nation
3. That a small family size can contribute materially to the quality of living for the individual family

4. To enable the students to appreciate the fact that for preserving the health and welfare of the members of the family and to ensure good prospects for younger generation, the Indian families of today and tomorrow should be small and compact.
5. To give accurate information to the students about the effect of changes in family size and in national population on the Individual

5. Methodology

The study has been conducted across Karnataka, taking in to confidence of all the DIETs

5.1 The study had Survey method. Text book analysis also comprised of observation and inductive approach.

Grounded theory has been adopted for the analysis of data after survey and interview. This research methodology helped researcher in arriving at conclusion.

5.2 Sample: Sampling has programmes organized in all the DIETs across Karnataka.

5.3 Tools: Questionnaire is used to collect data about the programme implementation, demonstration and impact of the Population education.

There is a checklist for analysis of the textbooks with regards to provision of population education.

5.4 Technique: Interview method has been adopted for collecting data from stake holders on implementation and impact of population education.

Also there was focused group discussion (**FGD**) on the issues related to population education.

Observation as technique has also been used extensively for analyzing the textbooks.

6. Limitations of the study:

The study has been limited to programme implementations of the schemes of PoE, Impact among stakeholders.

Chapter 2

Review of the related literature

Introduction: The researcher studied the effective implementation of population education programme. This study is aimed to understand the impact of schemes of population education among various stakeholders. Thus it is Meta study of studying the efficacy of objectives of the programme.

The review of the related literature has been conducted as below.

2.1 Pohlman Edward and Rao,K, - Seshagiri (1970) observed the views of teachers on the Birth Planning at Central Planning Institute, New Delhi. The objectives of the study were to find out the perception of teachers to different aspects of population problems and about inclusion of the topics in the school curriculum like over population in India, need of small families; how the human child is conceived and family planning methods, etc. A questionnaire was developed to collect data on a sample of 642 teachers. The main findings of the study were though most of the teachers were found well informed of the population problem but few of them did not pay any attention to it. Majority of the teachers were of the view that merely family planning propaganda would not solve the population problem. The people especially the illiterate should be made to understand that one of the main cause of poverty and other evils in the society are due to over population. There was a general agreement among the teachers regarding inclusion of topic like 'over population' and 'need for small families' in the school curriculum right from the primary classes but they all strongly disapproved the inclusion of topics, such as, 'how child is conceived and 'What are the family planning methods? If these topics are to be included, they should not be introduced at less than university or college level. About sex education part in population education the teachers were also of the view that population education should be divorced from sex education problems.

2.2 Balasubramaniam, K. ,Das, Narayan and others (1970) made a study of the reaction of high school teachers to Population Education at the International institute for 3population studies, Bombay. The objectives of the study were to find out the teachers awareness of the population problem, their reactions to the inclusion of population education in school curriculum and views regarding the inclusion of sex education with population education. A method of structured interview was adopted on a sample of 105 teachers out of total 357 teachers from 12 high* schools located in Chemur-a northern suburb of greater Bombay. A simple random procedure was adopted for sampling. In the findings of the study, a very high awareness of population problem in India was found amongst the teachers. Majority of teachers favored sex education along with the Population along with the population education for the school education. According to them it would help in removing wrong ideas and build up the moral character of the students.

Varghese, P.V.(1970) took a study of the attitude of teachers towards different aspects of population problems at Government Teachers College, Bangalore. The objectives of the study were to find out the attitude of different categories of teachers towards different aspects of problem. A sample of 276 teachers from primary and high school levels from Bangalore was drawn and stratified sampling procedure was adopted for collecting data. A four point attitude scale was developed and items were framed on population education, sex education and family planning. The findings of the study were the teachers of primary classes ' and high school classes, male-female teachers, teachers belonging to different religious groups differed in their attitude towards population education.

Marital status of teachers and religion of teachers were found related towards population education, where as the religion of teachers was found significantly related to their attitude.

2.3 Poffenberger, T. (1971) conducted a study of 'Population Learning among Secondary School students in an Indian Village, at University of Baroda. The main focus of the study was to find out the perception and knowledge of the secondary school students about population problems. A sample of 100 students was drawn from XI class from a village secondary school of Baroda district and for data collection a questionnaire was devised and the respondents were interviewed. The study concluded that the village students were well aware of the problem and voted in favour of small families. This was mainly prompted by the difficulty experienced by their parents in rearing large family and also due to impact of mass media communication especially newspapers and other education efforts of family planning programmes, films exhibitions and visits of family planning workers to their homes.

2.4 Fenauff, C.D. (1971) conducted an action research for the development of a pilot model for teaching population dynamics information at Pathfinder Project Funds, New Delhi. The purpose of the study was to determine the feasibility of teaching an organised body of knowledge around central theme of "Population Dynamics".

The sample constituted of 1400 IX class students of age between twelve and a half and thirteen and a half years from six urban and six rural schools selected on the basis of purposive sampling. Four groups were taught by formal method and four by informal method and the remaining four groups formed the control group. The content areas found suitable for 9th class students were as follows:

1. Birth rate, mortality-rate and population
2. Health and population
3. Food production and population .
4. Family size and population
5. Standard of living and Population

The findings of the study were the formal and informal methods of teaching were equally effective. There was no difference in the information gained about population dynamics between boys and girls. Rural children were found more receptive than urban children.

2.5 The model developed could be used with ninth standard students of India. Mehta, T.S. and others (1971) developed a syllabus in Population Education for the higher secondary students. A few workshops of teacher educators and population experts were held to develop a syllabus for three stages of education namely elementary, lower secondary and higher secondary levels. The contents were woven round the following five areas. The Population Growth, Economic development and population, Social development and Population, Health, Nutrition and Population, Biological factors, Family life and population.

2.6 Poffenberger, T. (1971) conducted an experimental Population Education programme for rural India at Centre O for Advance Studies in Education, University of Baroda.

The purpose of the study was to develop population education programme for in service and out of schools. The other objectives were to determine how population learning takes place and how this knowledge affects fertility attitude. The programme was designed to cover six areas related to population community acceptance project, secondary project, out of school project, curriculum material development project, teaching training project and Research and evaluation project. The focus of the approach adopted has been called "life planning" and has been defined as planning in terms of personal significance for the individual and his family. The operational base for the proposed programme suggested an educational institution to be established for training teachers for secondary schools in rural areas. It was suggested that the programme be conducted over a five year period.

2.7 Maheswari, J.R. (1972) made a study of the Receptiveness of school teachers to population Education at Teachers college Jamia Millia Islamia,

New Delhi. The main purpose of the study were to study the extent of awareness of population problem among school teachers and their opinion towards the adaptation of a small family norm, their opinion towards introduction of population education in schools. To find out possible contents of population education for school curriculum and possible ways and means of introducing population education in schools on the basis of their opinion a questionnaire was developed and a purposive sample of 300 teachers, 150 male and 150 female was drawn from 28 government schools of south Delhi (12 secondary and 16 elementary schools). The study concluded that the teachers had very high awareness of the population problem that the country and the world is facing. Majority of them also admitted that the unemployment and poor standard of living were mainly due to over population. They also favored the idea of integrating population education concepts with existing school subjects. They felt that most of the concepts could be integrated through social studies sciences, languages and mathematics.

2.8 Lulla, B.P. (1972) investigated a model, operational implications for promoting Population Education at centre for Advance Study in Education, 10 Baroda. This is one of the efforts in developing a theoretical model for developing and implementing population education programme in the country. The purpose of the research was to develop methodology of implementing population education at primary level, secondary level and college level including out of school youths. The main variables were goods in terms of knowledge attitude and skills, content areas method of teaching, material required, staff pattern., subject content, approach and teacher education.

2.9 Dayal, S.B. (1973) made another study of knowledge of School Teachers about family planning and their reaction to population education curriculum at Social Research Division, National Institute of Family Planning Welfare, New Delhi. The main focus of the study were to seek information regarding

teachers knowledge, practice and approval of family planning and their reaction to population education curriculum. A sample of 98 teachers of B.Ed. Correspondence Course of Delhi University for session 1970-71 was drawn. A questionnaire consisting of 24 items was developed for data collection. The sample consisted of 71 male and 27 female and nearly 53 per cent of them were married. The major findings showed that the 90 per cent male and 75 per cent female favoured a two to four years interval between two births. Majority of them thought it desirable to use methods to prevent unwanted pregnancies. All the females married teachers approved the use of family planning methods only after one or two children. 65 per cent of the teachers wanted the concept of small family and its advantages to be taught to the high school children only 24 per cent approved this idea for students of primary level. Regarding content of the subject, 55 per cent of the teachers recommended the teaching of trends population growth, birth and migration to be taught at the high school level, only 6 per cent of them thought it suitable for the elementary level and 17 per cent of the teachers thought it suitable for middle classes. About the Government policy and programme of population control, 67.6 per cent of the teachers recommended to be taught at the high school level, they did not want this topic to be taught at the elementary level. 50 per cent of the teachers recommended physiology of human reproduction could be taught only at the higher secondary level but none of them wanted this topic for primary level and only 7 per cent of felt that the topic is suitable for middle classes. 70 per cent of the teachers recommended that population education should be integrated with social studies, 30 per cent wanted it to be integrated with Biological Sciences and 24 per cent favoured integrated with Civics and Economics.

2.10 Srivastava, N.N. (1973) investigated a study of the knowledge of attitude of Teachers towards the introduction of Population Education in school curricula at Regional 12 College of Education, Bhopal. The aims of

the research were to study awareness of school teachers towards population problem in the country, their attitude towards introduction of population education in school curricula, and possible contents to be included in the school curricula and possible ways and means of introducing population education in schools. A knowledge test in the form of questionnaire was developed and an attitude scale using the combination of Thurstone and Likert method was also developed. A random purposive sample of 300 teachers from district Rewa and Bhopal, in Madhya Pradesh belonging to different types of schools was drawn to collect data.

The main results of the study were: The majority of the teachers felt that if the population is not checked the economic development of the country will be hampered. Most of them wanted population education should form a part of education, only at university stage. Majority of them favoured its integration with the existing school curriculum especially through social study and it should be a subject for annual examination.

2.11 Salkar, Kalyan, R. (1974) made a study of Population Awareness Among School students in Goa (Standard VII-XI) as well as Teachers and Parents and their reaction to inclusion of Population Education in school curriculum at 13 Teachers' College Goa. The study aimed at finding out

(i) the degree of population awareness among Goa students and their teachers as well as parents (ii) their preparedness for inclusion of population education in the school programme and

(iii) their views about the ways and means of introduction of population education in the school system from VIIth to XI Class. It was a descriptive survey research. The sample consisted of 2039 students studying in standard VII to XI in Goa district, 400 teachers of middle and high school level and 200 parents from different socio-economic strata covering all 11 talukas of Goa District were selected. Data were collected through a questionnaire and also by documentary analysis. Some of the salient findings of the study can be summarized as follows

- (i) The students, teachers and parents were aware of the population problem and the social effects of population growth,
- (ii) A considerable number of students' teachers and parents preferred population education to be taught in schools as integrated with other subjects like Language, Science, Social Studies, Mathematics etc. However, about 1/3 of the students and more than 1/3 of parents were ready to give it the place of separate subject in school curriculum. A sizeable number of teachers felt that it should be introduced not before IX Class and the others were of the opinion that it may be introduced from VIII Class onward
- (iii) Though the great majority of the students were well aware of the population problem but they were willing to learn more about population as they were found unaware of cause-effect relationship that exist between the rise of standard of living, lack of education, entertainments on the one hand and birth rate of the other.
- (iv) majority of teachers and parents did not favour separate classes for boys and girls for teaching the subject and a significant number of teachers & parents favoured sex education being included along with population education.

2.12 Rama Chandran (1974) made a study of knowledge and attitude of Teachers of Kurnool toward Population Education at Population study Centre, S.V.University College, Tirupati.⁴ The study was aimed at finding out knowledge and attitude of teachers of Kurnool population education. The sample of 200 teachers, who were mostly lecturers of the S.V.University was drawn. An Orientation training course in population education was arranged for teacher's participants. A questionnaire was administered before and after the programme. At the beginning of course, 40 per cent of the participants were not aware of the meaning of population education. At the end of the course it was found most of them had better concept of population education. In the pre-test, 40 per cent of the teachers considered population awareness programme as a part of family planning

propaganda. In the final test about 80 per cent of the participants considered it as a part of population education. Majority of them both in the pre-test and past-test considered over population leads to economic and social instability of the country. Majority of them also considered that a small family is conducive to higher standard of living and that population education is necessary for the health of the mother and happiness of children. In the pre-test, 50 per cent of them considered that there is no proper environment in Schools and College for creating population awareness among children. In the past test more than 70 per cent participants considered that it is possible to create awareness of population problem in students by a programme of lectures by expert and by organizing film shows and exhibitions.

2.13 Mehta, Ganesh Lai (1974), made a research of the opinion of parents and teachers towards introduction of population education in high school of Bhubneshwar at 15 Regional College of Education, Bhubneshwar. The main purpose of the study was to find out the opinion of teachers and parents towards the inclusion of certain contents of population education in high school curricula and also their opinion regarding importance of population programme as a part of family planning propaganda. In the final test about 80 per cent of the participants considered it as a part of population education. Majority of them both in the pre-test and past-test considered over population leads to economic and social instability of the country. Majority of them also considered that a small family is conducive to higher standard of living and that population education is necessary for the health of the mother and happiness of children. In the pre-test, 50 per cent of them considered that there is no proper environment in Schools and College for creating population awareness among children. In the past test more than 70 per cent participants considered that it is possible to create awareness of population problem in students by a programme of lectures by expert and by organising film shows and exhibitions.

2.14 Mehta, Ganesh Lai (1974), made a research of the opinion of parents and teachers towards introduction of population education in high school of Bhubneshwar at 15 Regional College of Education, Bhubneshwar. The main purpose of the study was to find out the opinion of teachers and parents towards the inclusion of certain contents of population education in high school curricula and also their opinion regarding importance of population education in various spheres of social life, opinion about school as an agency imparting population education, their opinion on the basis of sex differences and different income groups and educational background regarding the problem. A random sample of 100 teachers male-female and 150 parents was drawn from Bhubneshwar city. An opinionative consisting of 46 items was developed and recorded opinion on a three point scale i.e. agree, disagree and undecided. The main inferences drawn out of study are: the Teachers and parents irrespective of their sex and education had a favorable opinion towards the inclusion of content of population in the education programme. They were of the opinion that agencies other than schools are more suitable to teaching of population education. However, both the categories expressed opinion against the teaching of human reproduction in schools. The teachers and parents were in favor of population education as it will help in creating right attitude towards small family size. However, parents from high income groups were more favorably inclined towards the view than middle income parents and parents of the low income group were strongly opposed to this opinion.

2.15 Pathak, M.J. (1974) investigated the Population Awareness among Fathers of Students of standard X of Varnama village at Teachers' Training College, Ahmedabad.¹ The study aimed at finding out whether the parents of school children were aware of the population situation in India. Their opinion towards the size of the family and introduction of population

education in schools. A questionnaire with 68 questions was developed and sample included 40 fathers of the students of standard X of Varnama High School. The main findings were:-

Fathers were not aware of the consequences of a large family size on the society or the nation. Family size was considered a personal matter. Higher Caste people believed more in family planning as compared to low caste people. Higher the level of education of the father, higher was the aspiration for achievement.

2.16 Patel, Vithal Bhai, R. (1974) conducted a study of population Awareness of Pupils of standard X at Varnama 17 High School, Ahmedabad to find out the awareness of students about the population problem and to find out their life aspirations. An interview schedule was developed consisting seven areas of population situations.

50 students of standard X of Varnama high school belonging to 18 different caste groups and in between age group 15-20 years formed the sample of the study. The main findings were - Most of the students were found aware of the population problem faced by country. However, most of them were found unaware of the importance of family planning programme. Mostly girls wished to live and serve in the city and half of the boys were willing to live in a village but serve in the city. In most cases, students did not discuss the family problems with parents.

2.17 Rao, D.Gopal , (1974) conducted a study for developing a concept based curriculum in Population Education for Indian Children at Carolina Population 1 8 Centre, University of North Carolina,U.S.A. The Model developed on the basis of study was the. Curriculum built on three following major concepts related to the causes, consequences and control of population which is termed as 'Triad' of population education. Modern health practices save and prolong lives and simultaneously create new problems arising from

rapid population growth. Population characteristics affect the socio-economic development of a nation. Population control is an individual, national and international responsibility. Each key concept is divided into a number of sub-concepts and spelled out in behavioral terms fewer than three categories of objectives namely cognitive domain, affective domain and behavior domain.

2.18 Mehta, T.S. and others (1974) developed a Population Education syllabus for secondary Teachers Training Colleges at Population Education Cell, NCERT, New Delhi.

A workshop consisting of teacher educators, educational experts was arranged at Allahabad where discussions were held and the content was developed. The contents were woven round the following major areas- concepts of population education, population situation in India in the world perspective, population dynamics, population growth and economic development, social development and educational development, population growth and family life, Health and Nutrition, Population growth and urbanization, Environment and natural resources and population policies and teachers role in population education.

2.19 Nagda, S.L. and others (1975) conducted research of the perception of the students of the women's college towards population education at Population Study Centre, 20 Sri Venkateshwara University. The study was aimed at to find out the perception of the students of Women's Colleges towards the introduction of population education.

A questionnaire was used for study. Sample of 200 girl students of women's College, Nellore in Andhra Pradesh was taken. The major findings were - 75 per cent of the girls knew the meaning of population explosion. More than 65 per cent of the girls considered population education and family planning as identical. 90 per cent of the girls expressed that our country cannot meet

the growing needs of its people with the growing population and they felt small size family would lead to happy and comfortable life. They also agreed that the size of the family can be planned by a human being. 80 per cent of them thought over population leads to socio-economic instability in the country. Regarding the methodology of imparting population education at the college level, 40 per cent favored seminars and 26 per cent favored lectures and 30 per cent favored the integration of population with college curriculum.

2.20 Prabhakar,G. (1975) conducted a study of the opinion of students of a few secondary schools of Bangalore city towards introduction of population education at the secondary school level at Teachers 21 Training College, Bangalore. The main findings were - the students of different age groups expressed favourable opinion regarding introduction of population education in schools. Students studying from different religious background have favoured the introduction of population no education at the secondary school level. Regardless of age, sex, type of school and religious affiliation, most of the sample students favoured the introduction of population education in a research cum-action.

Study-population Education for University youth at family planning Foundation of India, New Delhi. The purpose of the study was to develop a model syllabus in population education at University level and an appropriate methodology for introducing population education in the Colleges. The sample consisted of 400 students, 200 parents and 94 teachers involved in the action programme.

The study comes up with the following findings:- An action oriented programme in population education should have seminars, exhibitions, filmshows, lectures, inter college debates, paper reading on population education and media comonent at University stage. The content of population education at the University stage shall comprise of the topics

like-Demographic trends, their determinants and consequences; social and economic developments and their improvements and method; Sociological factors and human population growth; social community and family organisation; Family life and interpersonal relationship and human reproduction; Family size norms; and basic values and the quality of life for human progress. About teaching methodologies for population education, it was agreed that following should prove effective

(1) through audio-visual aids

(2) Discussion groups in College

(3) through voluntary organisations

(4) National service scheme should I take up population education as one of its programme.

2.21 Robinson,R.A. (1975) conducted a study to find out the effect of teaching Population Education on the Awareness of students of standard VII, Central School, 22 Baroda, to find out the effect of teaching population education on the awareness of the students towards population problem and to find out the difference in achievement of the students according to their sex, family size and parental education. A single group experimental design was used for study. A short-answer objective type test was used for pre test and past experiment test. A check list was also administered to the students to find out their opinion of the experimental teaching. A purposive sample of 27 students of standard VII oi Central School, Baroda was considered for the study. Five lessons in each selected areas of population education were taught by lecture method with teaching aids. The findings of the study were- There was significant difference between the achievement of the students as tested by pre-test and past test for the first two areas. The achievement, was not significant-for the other areas. 81.4 per cent of the students were found interested in learning about population problems, 66 per cent of the students did not want to learn about sex and family planning. The areas selected population education were population growth;

Population growth and social problems; Population growth and standard of living; Population growth, food and nutrition; Population growth; hygiene and communicable diseases.

2.22 Rao, T.V. and Pareek Udai (1975) developed a model 'conceptualisation of modular frame work for developing population education programme' at institute of Management Ahmedbad. The authors conceptualised four modules which contributed to the development of Population Education Programme. When three modules, namely, curriculum building, system building and diffusion planning are developed, it leads to conceptualisation of the innovation, viz, population education. When this innovations stabilized in the system, it results in the well developed population education programme.

2.23 Hanumanula, V. (1976) conducted a research to find out the knowledge and attitude of parents of out of school youth towards population education at the Family Planning O / Association of India, New Delhi Branch. The sample consisted of 400 households in Punjabi basti area of Anandparbat a slum area of Delhi. The survey was conducted with the help of a questionnaire but mostly by using the interview schedule and the main findings of the study were most of the people were aware of population problem and favoured a small family norm for younger generation as they themselves were rearing large families with great difficulties. Majority of them welcomed the idea of population education and sex education in Schools.

2.24 Rao, D.Gopal (1976) investigated a study of the awareness of teachers on population problems and their reaction to the introduction of population education in schools at Institution of population education unit, NCERT, New Delhi. The main focus of the study was to find out the perception or

awareness of teachers towards population problems, their reaction to the introduction of population education in schools and also about its content and methodology. A questionnaire consisting of 23 items covering the various aspect was! used on a sample of 500 teachers drawn from 10 schools of Delhi. The main findings were-Majority of the teachers had a good knowledge of the causes and consequences of over population. They ascribed unemployment, food shortage and poverty to over population in the country. They favoured the introduction of population education and sex education as integral part of the school curriculum.

2.26 Ammal, S.L. (1976) conducted a study on the Adolescents' Awareness of Population Crisis and their opinion towards introducing population education in schools at Sr.Avinashilingam Home Science College for n r women Coimbatore. The purpose of the study were to find out the awareness among the adolesencents towards population crisis and to know their opinion towards the introduction of population education in schools. A sample of 400 adolescents selected from X to XI standard was drawn for study. A questionnaire was developed to collect data. The findings of the study were - The urban adolescents from middle income group were more aware of population crisis than the rural sample of middle income group. The most frequent mentioned causes of population crisis were customs and traditions, early marriages, failure of family planning. They had very poor awareness of the measures taken by national and international agencies to combat population crisis. In general, the adolescents got poor scores for aspects of population issue. The urban sample of middle income family and from large families had scored better than the others. The main source of population information for the adolescents were novels and story books, movies, text books and magazines. Majority of them preferred population education in school to combat population growth.

2.27 Vasmani, N.V. and Kapoor Indira (1977) made a study of school teachers attitude towards Population Education at Family Welfare Training and Research Centre, Bombay.

The study was aimed at finding the views of teachers towards teaching of population education in schools and to know whether it should be integrated subject or a special subject in the school and further their views of subjects more suitable for integrating population education. A questionnaire was developed to get their opinion on various aspects of the subject. A sample of 405 teachers from 100 schools in Khetwadi area, a crowded middle class locality in Bombay, was taken up for study. The study inferred that the teachers who were not in favour of introducing the subject felt that the subject was difficult for the teachers to teach and for the pupils to understand. Nearly 44 per cent of teachers preferred not to teach this subject as they were not qualified to do so.

2.28 Chawla, S.P. (1978) took a study of the coordination between Education and population policies. The study was sponsored by Unesco Regional Office for Education in Asia and Oceania, Bangkok and was completed in Nov. 1977 and published in May 1978 by NCERT. The objectives of the study were to analyse population and education policies, actual plans and programmes, their achievements and failures with a view to identifying professed and actual coordination between the two. The study was based on authentic records such as Decennial Censuses, Sample Registration Scheme, National Sample Surveys and All India Educational surveys. A case study approach and content analysis of the relevant records were undertaken. The major findings of the study were an integrated programme based upon national education and population policies go a long way in solving the population problem of the country.

The population problem needs to be tackled simultaneously both at individual or family level and also at the society level. The socio-economic

development of the country facilitates the control of rapid population growth. There is a need to strengthen the population education programme in the country in view of the perennial nature of the problem and the need for tackling the problem in long term basis.

2.29 Rahman, M.S.H (1978) Development of Population Education curriculum in a system of Non-formal education for out of school youth at Delhi University. The major objectives of the study were development of population curriculum, its implementation in actual situations and evaluation of curriculum developed. A sample of 57 youths from Bangladesh was drawn for implementation and evaluation of the curriculum developed. A self made opinionnaire, an attitude test and an achievement test were used for data collection. For data analysis, simple statistical techniques were applied like mean, median, S.D., Co-efficient of correlation and t-ratio. The major findings of the study were - There was no contradiction or inconsistency between general objectives and the specific objectives. The selected concepts and content areas were suitable for the fulfilment of the objectives. The curriculum materials helped in bringing about change of attitude among the learners towards matter pertaining to population.

2.30 Chittemu (1978) developed a comprehensive nutrition education curriculum an area of Population Education with content and messages to be delivered to the mothers along with the health and nutritional 80 programmes of maternity and child care service. She developed proto-type of units and discussion guides also.

The study evaluated the overall effectiveness of the material in terms of the gains in knowledge and adoption of the recommended practices by the learners. The study revealed that the gain registered by the respondents in the experimental group were significantly higher than those registered by

control group. The gains in the nutritional knowledge appeared to be influenced by the participants place of living, their social family size and number of children. The experimental group showed greater awareness of the existing service like school lunch programmes, immunisation etc.

2.31 Sundaraj, S, (1978) undertook a project on Development of curriculum on population education for 31 college students. The main objectives of the study were to prepare a curriculum on population education for college students and to examine its efficacy in term of pupil's behaviour and to make suggestions and recommendations for effective use of population education curriculum at college level. The course content was prepared, considering the impact or consequences of population growth phenomena in selected aspects of social and natural environment. This was modified after try out on teacher trainees. The improved syllabus was tried out in eight arts colleges, both men and women's in the rural and urban areas. The main findings of the study showed improvement in over all performance in pre-test and post-test as the mean scores of the experimental group showed a significant difference in post-test through institution. Performance in the conditioning scores, awareness scores, opinion scores and attitude scores of the experimental group were significantly higher than that of control group in the post-test..

2.32 Deshmukh, D.Manohar (1979) conducted a study of the pre-university students awareness of population problem from selected colleges of Bangalore at Teachers 32 Training College, Bannglore. The main objective was to study the second year pre-university course students' awareness of the effect of over-population on socio-economic conditions related to food, health, housing education and development. A multi-choice questionnaire with three choices consisting of 67 items was developed.

It was subjected to item analysis and 40 items were retained for final test. A proportionate random sample of 160 students was drawn from 6 different

colleges of Bangalore City. The proportion of Hindus, Muslims and 120 Christian was kept in ratio of 13:2:1. The percentage of boys and girls were 56 and 44. The main findings of the study were - The general awareness of students towards population problem was found to be moderate i.e. 55 per cent were aware of population problem. Boys were found to be much more aware of the population problem than girls. Family background and religion were not related to students' awareness of population problem. The students' involvement in the social service activities in the reading of newspaper or going to movies had no effect on their population awareness. On the other hand reading general books and listening to radio talk had significant bearing on the level of population awareness.

2.33 Rehman, (Dr.) Siddique (1979) took a study for developing a population education curriculum for out of school youths at central Institute of Education, University of Delhi. The purpose of the study was to develop the content, of curriculum by eliciting opinion of educationists, economists and national planners. The sample of 300 students of Bangladesh was drawn for trying out the theoretical model of the curriculum. Two questionnaires one to elicit experts opinion on the objectives and the other on the contents of population education, were developed. The study developed the curriculum model for imparting population education for out of school youth. The curriculum developed includes the five areas of population education, population situation, population growth and its causes, consequences of rapid growth, population control for better living and human reproduction and contraception (this area is meant for only married learners).

2.34 Thakore, Rashim (1979) conducted a study for developing a curriculum in population education for secondary teachers under training at Teachers

Training / College, Ahmedabad. The purpose of the study was to develop a curriculum in population education for teachers trainees. The study was also to evaluate the effectiveness of the curriculum in terms of resultant change in the knowledge, understanding and attitude of student teachers. A curriculum model was developed in six phases, namely, diagnosis, formulation of objectives, selection of content, selection of learning experiences and lastly evaluation. The curriculum was tried out and evaluated during the academic year. The model developed consisted of ten areas of knowledge on different aspects of population education. An objective type knowledge test and an attitude scale based on the Likert technique were developed for pre-test and post-test. The sample included 200 teacher trainees of Secondary Training College, Ahmedabad during the academic year 1978-79. Out of this, 89 were males and 111 females. 72 teachers were married and 128 teachers were unmarried. The sample mainly belonged to the state of Gujrat but trainees come from different states such as Bihar, Delhi, Kerala, Madhya Pradesh, Maharashtra, United Provinces, Panjab and Karnataka. Though the study was mainly concerned with developing a curriculum, it has also reflected the method of implementing the programme.

2.35 Desai, D.B. and Shelat, Neela and others (1979) had done an experiment in population education at 35 Federation of Gujarat Mills and industries, Baroda.

The main aim of the experiment was to develop suitable curriculum for the pupils of grade 8th and 9th class and test its effectiveness in imparting the message of population education. The sample consisted of 250 pupils from 5 schools of Ahmedabad. The curriculum covered 6 topics of population education. As a part of the package programme the curriculum contains 12 experiments covering the major theme as, "Let us prepare our budget, visit to a planned family", etc. The effectiveness of curriculum was found by five

different methods, a word association test, a teacher made objective test, an essay-to find out the pupils concepts of a happy family, a questionnaire to find out their reaction to whole experiment. The major findings of the project were-the objective test and the questionnaire revealed that the developed curriculum was effective in conveying the message of the population education to pupils. Pupils essay and drawing showed that they had developed better concept of a happy family after experiment. The difference between the pre-test and post-test data on the word-association test showed that pupils had imbibed more vocabulary in the area of population in the post-test assessment.

2.36 Parakh, B.S.and others (1979) conducted a National base line survey of Population Education in India, at Population Unit NCERT1, New Delhi. The purpose of the survey was to find out exact position of the population education in various states syllabi, their text books and teacher training programme, various methods and approaches and difficulties and problems faced in their implementation of the programme in various states.

2.37 Rao,D.Gopal (1981) who is working in the Population Education Unit NCERT has edited and critically reviewed population studies in, 'A Decade of Population Education Research in India - a Status 37 Study' ; at Population cell NCERT. These studies have been broadly classified into the five categories:

Knowledge and attitude studies, studies related to sex education, studies related to curriculum development, relating to teaching methodologies and relating innovations and experiments in this new field of knowledge.

2.38 Lakshminadham (1981) conducted a study on Population problems among the secondary school teachers and their attitude towards small family norms in 38 Hanamkonda and warangal. The main objectives of the study were to examine how far the teachers as the fore-runner are aware of the

population problem, to find out their attitude towards small family norm and to see the relationship between their level of economic positions and their awareness towards population problems. A questionnaire and an attitude scale were developed and 100 secondary school teachers from 12 schools in Hanamkonda and Warangal town were selected 125 for study, Out of 100, 84 were males and 16 females teachers. In the findings - a greater awareness on population problems among secondary school teachers was found and both male female showed equal awareness and positive attitude towards the subject. Agriculture labourers need awakening for population control, it was the view of most of the teachers. There exists a high positive relationship between the awareness and high income.

2.39 Parlikar, Uma V. (1981) made a study of the Socio-Economic Background of secondary school teachers and its relation to their attitudes towards small family 39 norm and population education. The objectives of the study are to assess the socio-economic status of the teachers of secondary schools; to find out their attitude towards small family norm and population education; to find out the influence of their religion and place of residence on their attitudes towards small family and population education. A questionnaire was developed and data collected on a sample of 100 'i teachers of Secunderabad - Hyderabad from 10 schools under different managements. 't-test' and 'Chi-square*' were used for statistical analysis. The study concluded that there was found no difference between the attitude of male and female teachers towards small family and population education. There was significant differnce between teachers of different religious groups towards the subject under question. There was no relationship between economic status of the respondents and their attitude towards small family and population education.

2.40 Surendernath, P.V. (1981), Osmania University, investigated the attitude of secondary school teachers of Medak district towards small family norm and towards the introduction of population education at secondary level. The major objectives of the study were

(1) to find out the attitude of the teachers towards small family norm and introduction of population education at secondary school level and

(2) to find out the relationship between age, education, religion, income, sex, type of management of the school and then place of residence of the respondent to their attitude towards small family norm and introduction of population education. 85 teachers from 15 schools in Medak District were selected for sample and a questionnaire was administered. The majority of the teachers showed positive attitude though Female teachers exhibited poor response towards small family and introduction of population education at secondary schools. The age of the respondents, their native place and economic status had no influence on their attitude towards population education, the study reveals.

2.41 Nalina Devi, K.(1981) took a study on Population Awareness of school going children and their willingness / 1 to receive Population Education in Schools. The major objectives of the study were to assess awareness of children about population education and to determine their willingness to receive population education.

The study found that rural pupils, boys in general, showed greater population awareness than urban pupils and girls. The high school pupils showed significantly more awareness than primary and middle school pupils while no significant difference was found between the primary and middle school pupils.

Willingness to learn population education was expressed by a majority of the pupils. The school course imparted to the pupils had significantly improved their population awareness.

2.42 Usha,P. (1981) took a study-analysis of the existing syllabus of Biological Science for class 9th and development of curriculum to integrate population A 2 education. The objectives of the study were to analyse the existing biological science curriculum of class 9th; to locate plug points so as to integrate population education content and to develop objective base curriculum integrated population education with biological sciences.

A questionnaire was used for data collection on 20 teachers of teaching biological sciences to class 9th in twin cities of Hyderabad & Secundrabad. Plug points for the curriculum were: Respiration, Flower and its parts, digestion and assimilation, heart, skin and kidneys.

Curriculum has been integrated in the above four plug points keeping in view the proper steps of curriculum construction.

2.43 Srivastava (1982) undertook a survey of secondary school teachers in Lucknow district towards the teaching 43of population education schools. This study aimed at finding out the attitude of school teachers towards teaching population education in Lucknow district. The sample of the study consisted of 600 secondary school teachers randomly selected from the Secondary Schools of Lucknow district. A Likert type attitude scale was used to measure the attitude of teachers towards population education. The main findings of the study were - In general Secondary School teachers showed favourable attitude towards the teaching of population education. The rural teachers had more favourable attitude than the urban teachers. The teachers with longer teaching experience found less aware of the need for teaching population education. There was no marked difference between male and female teachers, between science and arts teachers towards teaching of population education. The Hindu teachers showed more favourable attitude towards teaching population education than Muslim teachers. The teachers were classified in to three categories on the basis of their academic qualification . It was observed that teachers falling in the

middle category had more favourable attitude towards teaching population education than those in other categories.

2.44 Indira, V. (1982) conducted a study of awareness of secondary school teachers on population problems and their attitudes towards small family norm in twin, cities of Hyderabad and Secunderabad. The study was to find out the knowledge aspects of teachers in respect of the world, India and Andhra Pradesh, to evaluate the opinions of the teachers regarding late marriage, joint families, unemployment and malnutrition, to assess their attitude towards small family norm, legal sanctions, incentives and population education. A questionnaire and five point attitude scales were developed for data collection on a sample of 150 secondary school teachers from the twin cities, with Hindus, Muslims and Christians in equal number. Among the major findings, the Hindus showed greater awareness to population problems; Length of the service of the teachers contributed to greater awareness though there was a decline in the awareness of teachers towards later part of service. Younger the age group greater the attitude towards small family norm. The attitude was found higher in the low income groups in respect of Hindus and Christians but Muslims had high attitude in middle income groups. With the increase in the span of married life , there is a decline in attitude scores.

2.45 Prabhavathy, P.M.K.(1981-82) adopted a project Analysis of the existing syllabus of social studies for VUIth class and development of curriculum to integrate population education. The main focus of the study was to integrate population education in the social studies curriculum of VUIth Class. Questionnaire was used to seek the opinion of the teachers on various instructional areas on a sample of 30 teachers of social studies or 8th Class in the Hyderabad city. The Plug points discovered were agriculture, mineral resources, natural resources, population and socialism.

2.46 Amara Jyothi, M. (1982), Osmania University, took a study of attitudes of education and uneducated women in twin cities of Hyderabad and Secunderabad, towards small family norm and their aspirations towards their children's education. The main purpose of the study was to find out the knowledge and awareness of urban educated and uneducated women of the twin cities, regarding the benefits of small family norms. The sample consisted of 170 women, both educated and uneducated from the three major religious Hindus, Muslims and Christians.

The study inferred that there was a significant difference among the different religious groups in their attitude towards small family norms. Hindus have showed more positive attitude than others. There was a significant difference between the attitudes of educated and uneducated women. It was found that educated women had more positive attitudes than the uneducated women.

Less the number of children better the positive attitude towards small family norm. There was no correspondence between the age of the women and their attitudes towards small family norms. But the calculated value under the age of 20-24 was found significant. Therefore, it can be stated that lower the age favourable is the attitudes. There was good correspondence between the income and attitudes. Higher the income of the respondents, better the attitudes towards small family norms.

2.47 Venu Gopal Rao, N (1982) conducted a study, population policy in India-Reactions of political parties. The aims of the study were to find out the views of various political parties on birth control in India, its functioning style of population programme in India, their reactions on small family norms, their awareness on the present day issue of population explosion and their attitude towards introductions of population studies at various levels. Sample consisted of 75 members of out of six political parties in Andhra

Pradesh in Hyderabad. They were Congress-I, Communist party of India, Lokdal , Janta Party, Bhartiya Janta Party and Telugu Desam.

All political parties favoured population education at all levels of education and also expressed that weightage be given while allotting the election tickets to those candidates who profess the faith on small family norm.

2.48 Swami(Dr.) S.S.Sredhra (1984) reviewed the 22 studies submitted during (1980-83) to the Osmania University, Andhra Pradesh by the P.G. Students on AQ population education. Out of 22 studies 17 were guided by Dr.Swamy himself. These studies made attempt to find out the awareness of teachers and students on population situations in A.P. , India and in other parts of the world. Other focus of the studies were attitude of villagers and urban slum people towards family planning and small family norms, attitude of teachers, students and villagers towards introduction of population education in the school curriculum. The other aspects examined in the studies were marriage age, food practices, health and nutrition problems, level of education, employment opportunities of few towns, villages and slum areas of Andhra Pradesh.

Studies on curriculum developments analysed the plug points in the present syllabus of various classes where the population education content may be integrated and also suggested methodologies imparting population education.

The survey reports of studies provided an opportunity to find out data on economic level of the people, number of births and deaths, family planning techniques, population growth educational facilities and job opportunities (during 1971-80). In most of the studies random and purposive sampling techniques were applied and data was mostly collected by questionnaire, interview schedules and five point scale (Likert type) and other attitude scales. Mostly test, Chi-square and ANOVA were used for statistical analysis of data.

The studies also suggested the future course of research in the field of population education as investigators may concentrate on ecology, urbanisation, pollution of air, water and sound, educational facilities, employment, population, growth and per capita income and the impact of different religion on population situations.

Conclusions The review of researches in population education reveals the following broad conclusions - population research is still in its infancy. Researches in the field of population education started in our country in 1970's.

Maximum number of studies were conducted around 1974 but the number decreased after 1974. More and more Universities are encouraging students to take up population topics for M.Ed. dissertations. Most of the studies were conducted on urban sample. There are no studies related to the teaching learning process involved in population education. There are only two studies at national level both conducted by NCERT.

Critique;

From the review it has also been observed that much has not been done on organization of population education programmes and no study has so far been done on text book analysis on the percentage covered on population Education.

Also the studies on Population Education conducted so far mainly concentrated on curriculum development aspects. More attitudinal studies about the concept of population education with a fool proof tool in the form of an attitude scale need to be made, because from the review made, it has been observed that no effective attitude scale had been constructed and used in the earlier studies.

It is evident from the review of reaches that no systematic effort has been made to guide and conduct studies on various aspects of population education. In order to improve both" the quality of research and its

contribution to population education implementation strategies, more systematic involvement of the various agencies is necessary.

The present study has been undertaken with a view to find out the extent to which population education enabled the students to appreciate preserving the health and welfare of the members of the family and to ensure good and to ensure good prospects for younger generation, the Indian families of today and tomorrow should be small and compact. There are other important objectives like to assess the various competitions conducted are in tune with prescribed plan as visualized by the central ministry.

The study also aimed to collect data of the impact of various schemes conducted under population education on community, teachers. And also to analyze the textbooks to get data to the extent of provisions for population education involved in text books.

Chapter 3

Research Design

The study is to understand the organizing part of population education with set objectives. For this study all the districts of Karnataka are covered for organization part.

3.1 The methodology of study: There was a pilot study conducted within the district for the first hand experience. Then it was extended all over the state across Karnataka, taking in to confidence of all the DIETs.

3.1.1 Initially survey was conducted across all the state covering 30 districts. The following population for the survey has been covered.

3.1.2 Text book analysis also comprised of observation and inductive approach.

3.1.3 Grounded theory has been adopted for the analysis of data after survey and interview. This research methodology helped researcher in arriving at conclusion.

5.3.2 **3.2 Sample:** Sampling has programmes organized in all the DIETs across Karnataka. The following population for the survey has been covered. The organization of NPEP with set objectives was carried out covering 30 districts and 173 blocks of the state. The sample also covered 60 schools 30 urban and 30 rural schools.

Table 3.1

	Name of the dist	DIE T	Schools of Rural	Schools at urban	Talukas covered
1	Kalburgi	1	1	1	8
2	Chamarajanagara	1	1	1	5
3	Dahrwad	1	1	1	7
4	Kodagu	1	1	1	3
5	Dakshina kannada	1	1	1	7
6	Chikkamagalore	1	1	1	8
7	Vijayapura	1	1	1	7
8	Udupi	1	1	1	5
9	Chitradurga	1	1	1	6
10	Yadagiri	1	1	1	3
11	Bangalore Rural	1	1	1	4
12	Bangalore North	1	1	1	4
13	Koppala	1	1	1	4
14	Raichur	1	1	1	5
15	Bidar	1	1	1	5
16	Belagavi	1	1	1	6
17	Kolar	1	1	1	6
18	Bagalakote	1	1	1	5
19	Tumkur	1	1	1	6
20	Mysore	1	1	1	9
21	Uttara kannada	1	1	1	5
22	Davanagere	1	1	1	7
23	Ramnagara	1	1	1	4
24	Chickaballapur	1	1	1	6
25	Hassan	1	1	1	8
26	Haveri	1	1	1	7
27	Madhugiri	1	1	1	4
28	Bellary	1	1	1	8
29	Shimoga	1	1	1	7
30	Gadaga	1	1	1	4
	Total	30	30	30	173

3.3 Tools: Questionnaire is used to collect data about the programme implementation, demonstration and impact of the Population education.

There is a checklist for analysis of the textbooks with regards to provision of population education.

3.4 Technique: Interview method has been adopted for collecting data from stake holders on implementation and impact of population education.

Also there was focused group discussion (**FGD**) on the issues related to population education.

Observation as technique has also been used extensively for analyzing the textbooks.

Tough it was survey research. *A method of Grounded theory* was adapted to test if the organisation of population education could explain the learning process of reduction of the family size and quality of life. Glaser, grounded theory method is used to a great extent for this. (1978, 1992, 1998, 2001, 2005).

Grounded theory and reasons for adopting GT ;

The researcher has followed an inductive method and adapted "grounded theory." It is a general method. It is the systematic generation of theory from systematic research. It is a set of rigorous research procedures leading to the emergence of conceptual categories. These concepts/categories are related to each other as a theoretical explanation of the action(s) that continually resolves the main concern of the participants in a substantive area. Grounded theory was originally developed by two sociologists, Barney Glaser and Anselm Strauss. They were unhappy about the way in which existing theories dominated sociological research. They argued that researchers needed a method that would allow them to move from data to theory, so that new theories could emerge. Such theories would be specific to the context in which they had been developed. They would be 'grounded' in the data from which they had emerged rather than rely on analytical constructs, categories or variables from pre-existing theories. Grounded theory, therefore, was designed to open up a space for the development of new, contextualized theories. Grounded theory as theory is the end-product of this process; it provides us with an explanatory framework with which to understand the phenomenon under investigation. To identify, refine and integrate categories, and ultimately to develop theory, grounded theory researchers use a number of key strategies, including constant comparative analysis, theoretical sampling and theoretical coding.

The study progresses with the experiential collection of data and gets constructed with the firm ground. Unlike deductive studies based upon hypothesis grounded researchers gets constructed with inductive approach. The theory will be generated based upon the ground data. Here theory is grounded.

- Grounded theory narrows the gap between experimental research and philosophy.
- Quantitative and statistical method dominated in 1960's and assumed that qualitative researchers lack analytical bases. Grounded theory nullified this assumption and logically rearranged the qualitative researches.
- The present study aims at the capabilities of available theories in explaining the process of acquisition of traditional knowledge without any presumption or hypothesis.
- The study attempted to observe with the out of box thinking away from structured models.
- Grounded theory emerged when there was a criticism on fundamental stereotyped researches based on hypothesis with deductive method.

Social researches consider 'persons' as research unit of analysis. But grounded theory considers 'incidents' as unit of analysis. The persons involve in those incidents will have roles, learning, express differently in different incidents which will be observed and analyzed.

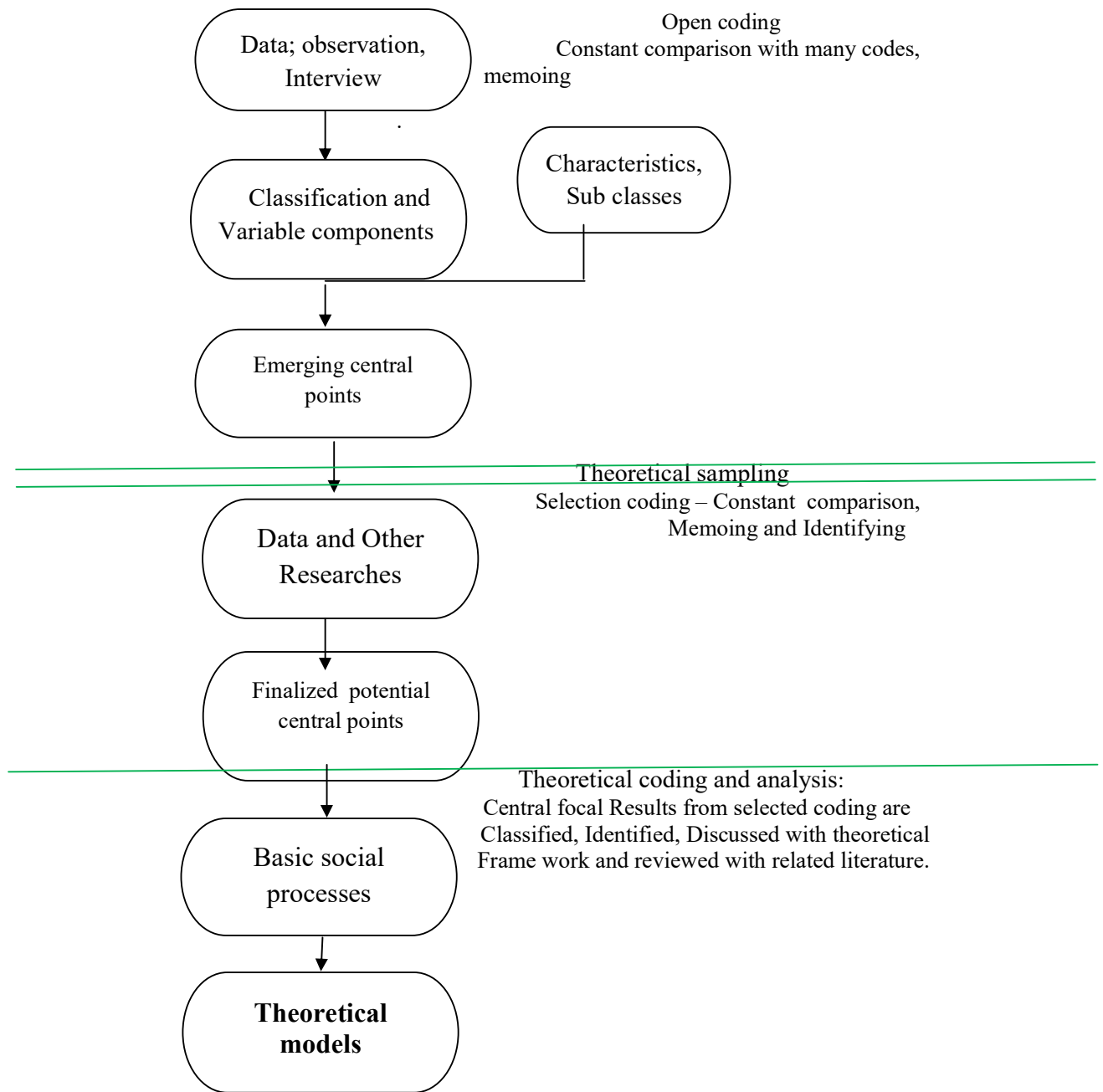
This method allows the researches to go for study without any theoretical framework the researcher goes on observing, collecting data, consolidating and coding. Finally the codes will be compared with available theories. This comparison and analysis will end up in new theory. The researcher goes on analyzing of observed collections by comparing the available theories. Some scholars, such as Creswell claim that one should use-GT if there is very little research or information regarding a subject area. Thus all research is "grounded" in data, but few studies produce a "grounded theory."

Ethnography tends to rely on observation as a data collection method, while grounded theory typically uses constant comparison as an analytic method.

3.5 Stages of study under grounded theory

- i. First stage: The collected data will be coded in the first stage. This will be open coding. The codes are compared and given memo.
- ii. Second stage: This stage involves coding selection. Here also constant comparisons and identification (Memoing) takes place. This results in finalizing the centralized points.
- iii. Third stage: This stage involves analysis and theoretical coding. The centralized points will be classified. Then they will be discussed with the available literature and also analyzed with available theories. Finally the results are consolidated.

Pictograph 1
The analysis is done as per the flow chart below



Chapter 4

Analysis of Data

Introduction

The present study has been undertaken with a view to find out the extent to which population education enabled the students to appreciate preserving the health and welfare of the members of the family and to ensure good and to ensure good prospects for younger generation, the Indian families of today and tomorrow should be small and compact. There are other important objectives like to assess the various competitions conducted are in tune with prescribed plan as visualized by the central ministry. The study also aimed to collect data of the impact of various schemes conducted under population education on community, teachers. And also to analyze the textbooks to get data to the extent of provisions for population education involved in text books.

Analysis of the Data

The organization of NPEP with set objectives was carried on covering 30 districts and 173 blocks of the state. The sample also covered 60 schools 30 urban and 30 rural schools.

After the data was collected with questionnaire at 3 stages at school, Block and taluk level, the data was coded. The coded data was analyzed using grounded theory.

Case study method is also for collection of data. The collected data is verified before and after with existing literature. The analysis is also done by comparing with existing theories. To get more accuracy, triangular method is followed.

Triangulation Model: The Triangulation Model was adopted for analysis of information. The three components are comparison with the journal, comparison with the review related literature, discussion with the informers and experts. All these three are followed and then studies were conducted.

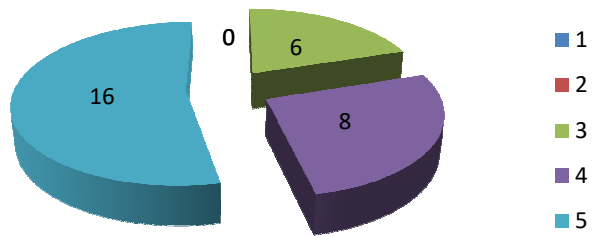
The following illustrative measures are provided for further analysis and conclusion.

4.1 The data shown that majority of the NPEP programme titles are educative ones imparting population education as per the objectives of NPEP.

Table 4.1

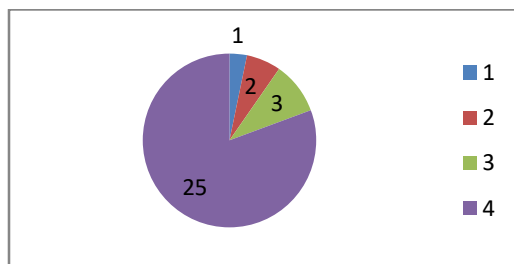
Competition or continued to be an educative programme						
	Parameters	Not at all(0%)	Little (10%)	Partial (20%)	Satisfactory (40%+)	Much (60%+)
	Name of the dist					
1	Kalburgi					1
2	Chamarajanagara				1	
3	Dahrwad			1		
4	Kodagu				1	
5	Dakshina kannada				1	
6	Chikkamagalore				1	
7	Vijayapura					1
8	Udupi					1
9	Chitradurga					1
10	Yadagiri			1		
11	Bangalore Rural					1
12	Bangalore North					1
13	Koppala					1
14	Raichur			1		
15	Bidar					1
16	Belagavi				1	
17	Kolar					1
18	Bagalakote					1
19	Tumkur				1	
20	Mysore					1
21	Uttara kannada					1
22	Davanagere				1	
23	Ramnagara				1	
24	Chickaballapur			1		
25	Hassan			1		
26	Haveri					1
27	Madhugiri					1
28	Bellary					1
29	Shimoga					1
30	Gadaga			1		
Total		0	0	6	8	16

Competition or continued to be an educative programme



16 districts have expressed that the titles are educative and impart education more than 60% of the objectives of population education. While 8 districts have expressed satisfactory with the programme. Thus 24 districts out 30 ie 80% of the sample are satisfied the titles provided.

4.2 Reasons for subscribing such opinion also got reinforced with 25 districts reaffirmed that the programme is educative thus they conduct. Though there are lack of funds as expressed in FGD, still they conduct activities as it is educative.



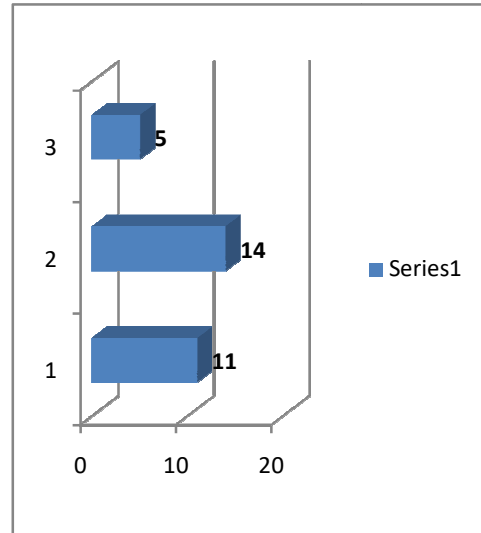
But few important points also cropped up that 1 district expressed that there are medium problem, 2 districts opined that there are lack of funds and 3 districts express there is lack of participation. But over all 25 districts have opined that despite all odds, the continued with programme as it is educative.

4.3 The relationship of the titles given for NPEP competitions and the objectives of the programme was asked. For which 100% of sample

population are satisfied and opined that there is good relationship and participants could connect with the programme.

4.4 There was important data collected regarding conduction of activities at school level. The following table shows the current scenario.

School level activity being conducted				
	Parameters	Yes	No	Partial
	Name of the dist			
1	Kalburgi	1		
2	Chamarajanagara		1	
3	Dahrwad			1
4	Kodagu		1	
5	Dakshina kannada		1	
6	Chikkamagalore		1	
7	Vijayapura	1		
8	Udupi			1
9	Chitradurga	1		
10	Yadagiri	1		
11	Bangalore Rural		1	
12	Bangalore North	1		
13	Koppala	1		
14	Raichur			1
15	Bidar		1	
16	Belagavi		1	
17	Kolar		1	
18	Bagalakote	1		
19	Tumkur		1	
20	Mysore	1		
21	Uttara kannada		1	
22	Davanagere	1		
23	Ramnagara		1	
24	Chickaballapur		1	
25	Hassan		1	
26	Haveri	1		
27	Madhugiri		1	
28	Bellary			1
29	Shimoga			1
30	Gadaga	1		
Total		11	14	5



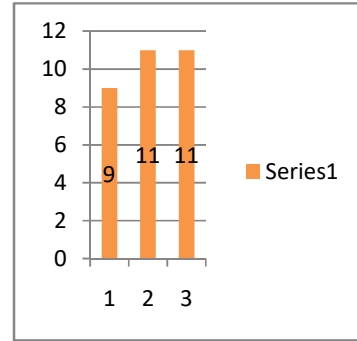
All most 50%, the school level activities are not conducted and together partial it reaches to the tune of 65%

And 60 schools are surveyed. Comprising of 30 government and 30 private 60 schools are surveyed across Karnataka. 65% number of schools a majority have opined that they are not conducting NPEP competition in their schools. 60% number of schools opined that they are sending the students directly to block level competitions. They have also opined that they are not only conducting competitions at school and block level but sending directly to the district level. The reason for not conducting competitions at the school level and block level is, many more such programmes and competitions are prevalent at school level. Students as well as teachers are not getting enough time to participate in the competitions.

Going by the case study of the grounded theory the circular is received by the state, the circular is issued to the district and the programme to be conducted at school has a short notice. There appear to be no preparation and incubation time for students and teachers. Thus The concept like population education has been limited for the conduction of competition at district level and is not perpetuating down as an awareness education for the children.

4.5 Another Important component was to find out if the competitions are held at block level. The following table shows this data.

Taluk level comp				
	Parameters	Yes	No	Partial
	Name of the dist			
1	Kalburgi	1		
2	Chamarajanagara		1	
3	Dahrwad	1		
4	Kodagu			1
5	Dakshina kannada			1
6	Chikkamagalore			1
7	Vijayapura			1
8	Udupi	1		
9	Chitradurga	1		
10	Yadagiri	1		
11	Bangalore Rural	1		
12	Bangalore North			1
13	Koppala		1	
14	Raichur		1	
15	Bidar		1	
16	Belagavi			1
17	Kolar		1	
18	Bagalakote		1	
19	Tumkur		1	
20	Mysore	1		
21	Uttara kannada	1		
22	Davanagere		1	
23	Ramnagara			1
24	Chickaballapur			1
25	Hassan		1	
26	Haveri		1	
27	Madhugiri			1
28	Bellary			1
29	Shimoga			1
30	Gadaga	1		
Total		9	10	11



At 70% of the competitions are either not held at taluk level or partially held in few pockets. The competitions are conducted at district level only.

4.6 The participants in among the competitions and participation of blocks at district level has been shown as below.

Taluks and Children competed						
	Parameters	Total blocks	Participated ones	Drama	Dance	Poster
	Name of the dist					
1	Kalburgi	8	5	180	288	520
2	Chamarajanagara	5	4	20	24	0
3	Dahrwad	7	6	150	150	56
4	Kodagu	3	3	10	24	0
5	Dakshina kannada	7	7	82	66	148
6	Chikkamagalore	8	8	40	24	7
7	Vijayapura	7	7	68	85	53
8	Udupi	5	5	25	30	30
9	Chitradurga	6	6	163	180	145
10	Yadagiri	3	3	50	60	0
11	Bangalore Rural	4	4	540	480	270
12	Bangalore North	4	4	106	106	77
13	Koppala	4	4	52	64	28
14	Raichur	5	3	53	61	19
15	Bidar	5	3	23	28	0
16	Belagavi	6	5	28	27	5
17	Kolar	6	6	22	18	6
18	Bagalakote	5	5	6	10	3
19	Tumkur	6	6	120	114	86
20	Mysore	9	8	35	48	17
21	Uttara kannada	5	5	61	68	35
22	Davanagere	7	7	184	145	98
23	Ramnagara	4	4	20	24	22
24	Chickaballapur	6	6	201	143	0
25	Hassan	8	8	269	269	7
26	Haveri	7	7	126	108	60
27	Madhugiri	4	4	16	20	33
28	Bellary	8	8	40	40	32
29	Shimoga	7	6	40	56	7
30	Gadaga	4	4	28	32	8
Total		169	161	2758	2792	1772

There 204 educational blocks out of which data was collected from 169 blocks or Taluks of the state. The expected participants in each category are 3060 in drama, 3060 in dance and 2000 in poster making. But the participation appeared to be less as per the table shown here.

4.7 The Text book analysis was also conducted keeping following components as base. The base components were derived from objectives of the population education.

The components are:

- Provision for Population education,
- Quality life
- Family health and size
- and healthy sexual education
- These bases are derived from objectives of population education. It is found that except in Social science which has covered 11% of components of population education all other remaining subjects have below 5%.

4.8 An interview was conducted with Principal DIET Haveri and Nodal officer Mr Chinnikatti of the same DIET.

The said DIET organized state level competitions under NPEP programme. There were two programmes conducted at this DIET. Dance and Drama. There was overwhelming enthusiasm for conducting this programme. Few organizational challenges mentioned by Nodal officer and Principal. Those problems are mentioned below.

Challenges for conducting State level programmes :

- There was acute shortage of funds. There was shortage of funds even to provide TA (DA was not provided) for the teachers.
- Student troupe from each district is accompanied by one female and one male teacher. But provision to provide travelling allowance is for one teacher. And said travelling allowance itself is insufficient to provide even for single teacher/ Student manager of the district.
- The organizers also expressed that the students and troupe managers (Teachers) used to come previous day as it is the state level programmes and students need to visit from far off places. But the orders for the same

will not take this issue in to account and provision for food and accommodation has not been provided for the same.

- For conducting many programmes at state level, volunteers are required. So it is urgently felt that such kind of order is required for taking volunteers and financial provision ia also required.

CHAPTER 5

CONCLUSION

5.1 Introduction

The present study is about Impact of population education programme among primary stakeholders of Karnataka. The study been undertaken with a view to find out the extent to which population education enabled the students to appreciate preserving the health and welfare of the members of the family and to ensure good prospects for younger generation, the Indian families of today and tomorrow should be small and compact. There are other important objectives like to assess the various competitions conducted are in tune with prescribed plan as visualized by the central ministry. The study also aimed to collect data of the impact of various schemes conducted under population education on community,- teachers. And also to analyze the textbooks to get data to the extent of provisions for population education involved in text books.

5.2 Objectives of the study

This study is aimed to understand the impact of schemes of population education among various stakeholders. Thus it is Meta study of studying the efficacy of objectives of the programme.

Following are the objectives of the study

5.2.1 To understand the extent to which population education enabled the students to appreciate preserving the health and welfare of the members of the family and to ensure good prospects for younger generation, the Indian families of today and tomorrow should be small and compact.

5.2.2 To assess the various competitions conducted are in tune with prescribed plan as visualized by the central ministry

5.2.3 To collect data of the impact of various schemes conducted under population education on community, teachers,

5.2.4 To analyze the textbooks to get data to the extent of provisions for population education

5.3 Methodology of study

The study is to understand the organizing part of population education with set objectives. For this study all the districts of Karnataka are covered for organization part.

5.3.1 The methodology of study: There was a pilot study conducted within the district for the first hand experience. Then it was extended all over the state across Karnataka, taking in to confidence of all the DIETs.

5.3.3 Initially survey was conducted across all the state covering 30 districts. The following population for the survey has been covered.

5.3.4 Text book analysis also comprised of observation and inductive approach.

5.3.5 Grounded theory has been adopted for the analysis of data after survey and interview. This research methodology helped researcher in arriving at conclusion.

5.3.6 **Sample:** Sampling has programmes organized in all the DIETs across Karnataka. The organization of NPEP with set objectives was carried on covering 30 districts and 173 blocks of the state. The sample also covered 60 schools 30 urban and 30 rural schools.

5.3.7 Analysis of data: The data has been analyzed with simple statistical analysis. Apart from it, qualitative analysis also adopted based upon grounded theory.

6 After the data was collected with questionnaire at 3 stages at school, Block and taluk level, the data was coded. The coded data was analyzed using grounded theory.

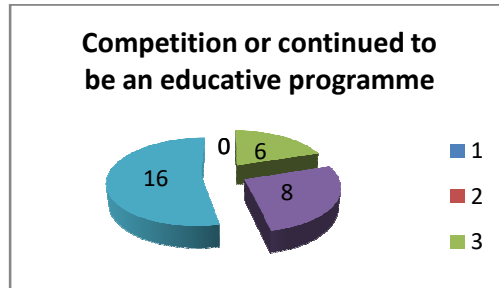
7 Case study method is also for collection of data. The collected data is verified before and after with existing literature. The analysis is also done by comparing with existing theories. To get more accuracy, triangular method is followed.

- 8 Triangulation Model: The Triangulation Model was adopted for analysis of information. The three components are comparison with the journal, comparison with the review related literature, discussion with the informers and experts. All these three are followed and then studies were conducted.
- 9 The following illustrative measures are provided for further analysis and conclusion.
- 10 The data shown that majority of the NPEP programme titles are educative ones imparting population education as per the objectives of NPEP.

10.3 Conclusion :

The study was undertaken with few objectives. Based upon those objectives following conclusions are drawn.

5.4.1 The attempt was made to understand the extent to which population education programmes enabled the students to educate themselves and their families.



- It is found that the titles are educative and impart population education. More than 60% of the objectives of population education are being achieved through NPEP programmes.
- The titles for the competition are educative and provide insights about health and education for the compact families.
- It is reaffirmed by the districts that the educative part of the programme made the districts to conduct the competitions though the funds are very less and there are no funds to conduct at taluk and school level.
- It is also found that NPEP could be educative if it is in the local language. Otherwise it may not reconstruct among the minds of the students.

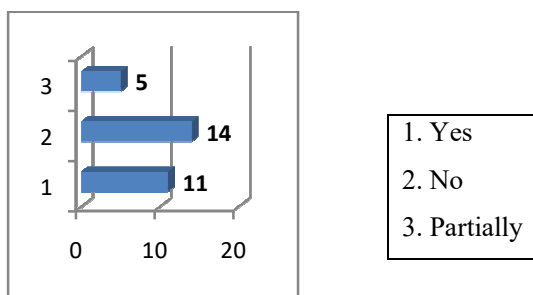
5.4.2 It has been assessed and found that the various competitions conducted are partially in tune with prescribed plan as visualized by the central ministry. The following conclusions are drawn based up on the analysis.

- The provided titles for competitions are educative and impart education. There is good relationship between the titles given for NPEP

competitions and the objectives of the programme, and participants could connect with the programme.

- Schools and teachers of different religious background have favored the introduction of population education at the secondary school level. Regardless of age, sex, type of school and religious affiliation, most of the sample schools favored the introduction of population education in a research cum-action oriented mode.
- Going by the case study of the grounded theory the circular is received by the state, the circular is issued to the district and the programme to be conducted at school has a short notice. There appear to be no preparation and incubation time for students and teachers. Thus the concept like population education has been limited for the conduction of competition at district level and is not perpetuating down as an awareness education for the children.

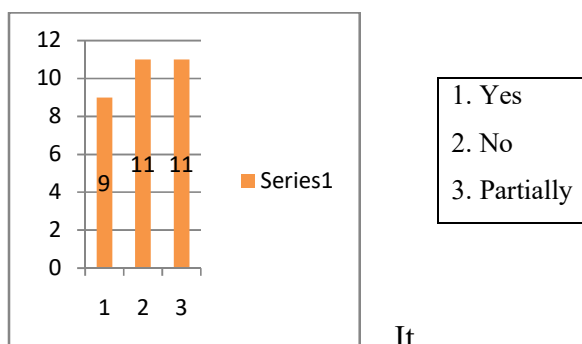
5.4.3 The impact of various schemes conducted under population education on community and teachers was assessed and found that much of the philosophy is not reaching the schools.



- Half of the schools are not conducting school level programmes and together partial conduction of activities it reaches to the tune of 65% .
- The schools are also surveyed. A majority have opined that they are not conducting NPEP competition in their schools. 60% of schools opined that they are sending the students directly to block level competitions. They have also opined that they are not only conducting competitions at school and block level but sending directly to the district level. The

reason for not conducting competitions at the school level and block level is, many more such programmes and competitions are prevalent at school level. Students as well as teachers are not getting enough time to participate in the competitions.

- Going by the case study of the grounded theory the circular is received by the state, the circular is issued to the district and the programme to be conducted at school has a short notice. There appear to be no preparation and incubation time for students and teachers. Thus the concept like population education has been limited for the conduction of competition at district level and is not perpetuating down as an awareness education for the children.
- Another Important component was to find out if the competitions are held at block level. The following table shows this data.



It is found that 70% of the competitions are either not held at taluk level or partially held in few pockets. The competitions are conducted at district level only.

- The participants in among the competitions and participation of blocks at district level has also been analyzed and found that one or the block is getting absent during competition. There 204 educational blocks out of which data was collected from 169 blocks or Taluks of the state. The expected participants in each category are 3060 in drama, 3060 in dance and 2000 in poster making. Thus the participation is less as per the expectations.
- **It is high time to merge this NPEP with ongoing school competitive programmes instead of making it a separate entity. There cultural**

competitions like *prathibha karanji* in Karnataka are very popular and have huge base encouraged by state govt. If NPEP is merged with few grants, it not only helps schools to educate children but create an awerness to Students and schools as a whole.

- Cultural programmes initiated by the state govts would be usually attended and owned by the community and parents. There used to be large gatherings to observe such programmes. Three competitions of NPEP needs to be conducted at such forums for larger coverage.

5.4.4 Textbooks analysis and provisions for population education.

Text book analysis is carried out from 6th standard to 10th standard of all subjects. There are 4 components or bases for the text book analysis.

The components are:

- Provision for Population education,
- Quality life
- Family health and size
- and healthy sexual education

These bases are derived from objectives of population education. It is found that except in Social science which has covered 11% of components of population education all other remaining subjects have below 5%.

The text books need to contain an action oriented programme in population education should have seminars, exhibitions, film shows, lectures; inter college debates, paper reading on population education and media component at secondary stage. The content of population education at the secondary stage shall comprise of the topics like-Demographic trends, their determinants and consequences; social and economic developments and their improvements and method; Sociological factors and human population growth; social community and family organisation; Family life and interpersonal relationship and human reproduction; Family size norms; and basic values and the quality of life for human progress. About teaching

methodologies for population education, it was agreed that following should prove effective

- through audio-visual aids/TLMs/Film shows
- Discussion groups in schools
- through voluntary organisations
- NSS, NCC, Sevalal should take up population education as one of its programme.

It is a wonderful experience study and find out the impact of population education programmes. It is felt to merge this NPEP with ongoing school competitive programmes instead of making it a separate entity. There cultural competitions like prathibha karanji in Karnataka are very popular and have huge base encouraged by state govt. If NPEP is merged with few grants, it not only helps schools to educate children but create an awerness to Students and schools as a whole. Cultural programmes initiated by the state govts would be usually attended and owned by the community and parents. There used to be large gatherings to observe such programmes. Three competitions of NPEP need to be conducted at such forums for larger coverage.

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For conducting many programmes at state level, volunteers are required. So it is urgently felt that such kind of order is required for taking volunteers and financial provision is also required.

ANNEXURES

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II. PHOTOS



School level activities under NPEP



Block level activities



Dist level activities

III. Questionnaire

ರಾಷ್ಟ್ರೀಯ ಜನ ಸಂಖ್ಯಾ ಶಿಕ್ಷಣ ಯೋಜನೆಯ ಚಟುವಟಿಕೆಗಳ ಅನುಷ್ಠಾನದ ಕುರಿತ ಪ್ರಶ್ನಾವಳಿ
2018-19

(ದಯವಿಟ್ಟು ಸದರಿ ಪ್ರಶ್ನಾವಳಿಗೆ ವಾಸ್ತವಿಕ ಆಚರಣೆಗಳ ಪ್ರಾಮಾಣಿಕ ಉತ್ತರ ನೀಡಲು ಕೋರಿದೆ)

ಸಾಮಾನ್ಯ ಮಾಹಿತಿ

ಜಿಲ್ಲೆಯ ಹೆಸರು :

ತಾಲ್ಲೂಕಿನ ಹೆಸರು :

ನೋಡಲ್ ಅಧಿಕಾರಿ ಹೆಸರು :

ಶಾಲೆಯ ಹೆಸರು :

ದೂರವಾಣಿ ಸಂಖ್ಯೆ :

ಶಾಲೆಯ ಮಕ್ಕಳ ಸಂಖ್ಯೆ

:

ಶಾಲಾ ಹಂತದ ಪ್ರಶ್ನಾವಳಿ

1. 6 ರಿಂದ 10ನೇ ತರಗತಿಯ ಶಾಲಾ ಮಕ್ಕಳಲ್ಲಿ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಅರಿವು ಇರುವುದು.
(ಕೆಳಗಿನ 5 ಆಯ್ಕೆಗಳಲ್ಲಿ ಒಂದನ್ನು ಟಿಕ್ ಮಾಡಿರಿ)

- 1). ಇಲ್ಲವೇ ಇಲ್ಲ, 2). ಅತ್ಯಲ್ಪ (ಶೇ 10), 3). ಒಂದಷ್ಟು (ಶೇ 20+),
4). ಸಾಕಷ್ಟು (ಶೇ 40+), 5). ಬಹಳಷ್ಟು (ಶೇ 60+)

2. ಮೇಲ್ಕಂಡ ಪ್ರಶ್ನೆ (1)ರಲ್ಲಿನ ಐದು ಉತ್ತರಗಳಲ್ಲಿ ತಮ್ಮ ಆಯ್ಕೆಯ ಒಂದು ಉತ್ತರ ಟಿಕ್ ಮಾಡಲು ಕಾರಣವೇನು ?

3. ಪ್ರಸ್ತುತ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣವು ಸ್ಪರ್ಧೆಯಷ್ಟೆಯೇ ಅಥವಾ ಅರಿವು ಮೂಡಿಸುವ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮವಾಗಿ ಮುಂದುವರೆಯುತ್ತಿದೆಯೇ ? (ಕೆಳಗಿನ 5 ಆಯ್ಕೆಗಳಲ್ಲಿ ಒಂದನ್ನು ಟಿಕ್ ಮಾಡಿರಿ)

- 1). ಇಲ್ಲವೇ ಇಲ್ಲ 2). ಅತ್ಯಲ್ಪ 3). ಒಂದಷ್ಟು 4). ಸಾಕಷ್ಟು 5). ಬಹಳಷ್ಟು

4. ಮೇಲ್ಕಂಡ ಪ್ರಶ್ನೆ (2)ರಲ್ಲಿನ ಐದು ಉತ್ತರಗಳಲ್ಲಿ ತಮ್ಮ ಆಯ್ಕೆಯ ಒಂದು ಉತ್ತರ ಟಿಕ್ ಮಾಡಲು ತಮ್ಮ ಅಭಿಪ್ರಾಯ ತಿಳಿಸಿರಿ

5. ನಡೆಸುವ ಸ್ಪರ್ಧೆಗಳಿಗೂ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಉದ್ದೇಶಗಳಿಗೂ ಸಂಬಂಧವಿದೆಯೇ ?, ಸಂಬಂಧವಿದ್ದಲ್ಲಿ ಸ್ಪರ್ಧಾ ವಿಷಯದ ಶೀರ್ಷಿಕೆಗೂ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣಕ್ಕೂ ಇರುವ ಸಂಬಂಧವನ್ನು ವಿವರಿಸಿ.

6. ನಡೆಸುವ ಸ್ಪರ್ಧೆಗಳಿಗೂ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣಕ್ಕೂ ಸಂಬಂಧವಿರದಿದ್ದಲ್ಲಿ ಸರಿಪಡಿಸಬಹುದಾದ ಕ್ರಮಗಳನ್ನು ತಿಳಿಸಿರಿ.

7. ಶಾಲಾ ಹಂತದಲ್ಲಿ ನಡೆಸುವ ಸ್ಪರ್ಧೆಗಳ ಆಯೋಜನೆಗೆ ಕಂಡು ಬರುವ ಪ್ರಮುಖ ಎರಡು ಸವಾಲುಗಳಾವುವು?

8. ಶಾಲಾ ಹಂತದಲ್ಲಿ ವಾಸ್ತವವಾಗಿ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಸ್ಪರ್ಧೆಗಳನ್ನು ನಡೆಸಲಾಗುತ್ತದೆಯೇ? ಹೌದಾದಲ್ಲಿ ಅಥವಾ ಇಲ್ಲವಾದಲ್ಲಿ ಎರಡು ವಾಕ್ಯಗಳಲ್ಲಿ ಸಮರ್ಥಿಸಿ.

9. ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ವಿಷಯವು ಸ್ಪರ್ಧೆಯಾಗಿ ಅಷ್ಟೇ ಉಳಿಯದೇ ಮಕ್ಕಳಲ್ಲಿ ಅರಿವು ಮೂಡಿಸುವ ಕಲಿಕಾ-ಬೋಧನೆ ಚಟುವಟಿಕೆಯಾಗುವಂತೆ ಮಾಡಲು ತಮ್ಮ ಸಲಹೆಗಳೇನು ?

10. ಮಕ್ಕಳು ಮತ್ತು ಅವರ ಕುಟುಂಬ ಗುಣಮಟ್ಟದ ಜೀವನ ನಡೆಸಲು ನೀಡಬಹುದಾದ ಸಲಹೆಗಳು (ತಮ್ಮ ಅನುಭವದಲ್ಲಿ)

ರಾಷ್ಟ್ರೀಯ ಜನ ಸಂಖ್ಯಾ ಶಿಕ್ಷಣ ಯೋಜನೆಯ ಚಟುವಟಿಕೆಗಳ ಅನುಷ್ಠಾನದ ಕುರಿತ ಪ್ರಶ್ನೆಗಳ
2018-19

(ದಯವಿಟ್ಟು ಸದರಿ ಪ್ರಶ್ನೆಗಳಿಗೆ ವಾಸ್ತವಿಕ ಆಚರಣೆಗಳ ಪ್ರಾಮಾಣಿಕ ಉತ್ತರ ನೀಡಲು ಕೋರಿದೆ)

ಸಾಮಾನ್ಯ ಮಾಹಿತಿ

ಜಿಲ್ಲೆಯ ಹೆಸರು :

ತಾಲ್ಲೂಕಿನ ಹೆಸರು :

ತಾಲ್ಲೂಕು ಎನ್.ಪಿ.ಇ.ಪಿ ನೋಡಲ್ ಅಧಿಕಾರಿ ಹೆಸರು :

ದೂರವಾಣಿ ಸಂಖ್ಯೆ :

ತಾಲ್ಲೂಕು ಹಂತದ ಪ್ರಶ್ನೆಗಳಿ

1. ಪ್ರಸ್ತುತ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣವು ಸ್ಪರ್ಧೆಯಷ್ಟೆಯೇ ಅಥವಾ ಅರಿವು ಮೂಡಿಸುವ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮವಾಗಿ ಮುಂದುವರೆಯುತ್ತಿದೆಯೇ ? (ಕೆಳಗಿನ 5 ಆಯ್ಕೆಗಳಲ್ಲಿ ಒಂದನ್ನು ಟಿಕ್ ಮಾಡಿರಿ)

1). ಇಲ್ಲವೇ ಇಲ್ಲ, 2). ಅತ್ಯಲ್ಪ (ಶೇ 10), 3). ಒಂದಷ್ಟು (ಶೇ 20+),

4). ಸಾಕಷ್ಟು (ಶೇ 40+), 5). ಬಹಳಷ್ಟು (ಶೇ 60+)

2. ಮೇಲ್ಕಂಡ ಪ್ರಶ್ನೆ (1)ರಲ್ಲಿನ ಐದು ಉತ್ತರಗಳಲ್ಲಿ ತಮ್ಮ ಆಯ್ಕೆಯ ಒಂದು ಉತ್ತರ ಟಿಕ್ ಮಾಡಲು ಕಾರಣವೇನು/ತಮ್ಮ ಅಭಿಪ್ರಾಯ ತಿಳಿಸಿರಿ

3. ನಡೆಸುವ ಸ್ಪರ್ಧೆಗಳಿಗೂ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಉದ್ದೇಶಗಳಿಗೂ ಸಂಬಂಧವಿದೆಯೇ?, ಸಂಬಂಧವಿದ್ದಲ್ಲಿ ಸದರಿ ಸ್ಪರ್ಧೆಗಳ ಶೀರ್ಷಿಕೆಗೂ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣಕ್ಕೂ ಇರುವ ವಿವರ ಅಥವಾ ಸಂಬಂಧ ಇರದಿದ್ದಲ್ಲಿ ಸರಿಪಡಿಬಹುದಾದ ಕ್ರಮಗಳನ್ನು ತಿಳಿಸಿರಿ.

4. ತಾಲ್ಲೂಕು ಹಂತದಲ್ಲಿ ವಾಸ್ತವವಾಗಿ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಸ್ಪರ್ಧೆಗಳನ್ನು ನಡೆಸಲಾಗುತ್ತದೆಯೇ ? ಹೌದಾದಲ್ಲಿ ಅಥವಾ ಇಲ್ಲವಾದಲ್ಲಿ ಎರಡು ವಾಕ್ಯಗಳಲ್ಲಿ ಸಮರ್ಥಿಸಿ.
5. ತಾಲ್ಲೂಕು ಹಂತದಲ್ಲಿ ನಡೆಸುವ ಸ್ಪರ್ಧೆಗಳ ಆಯೋಜನೆಗೆ ಇರುವ ಪ್ರಮುಖ ಎರಡು ಸವಾಲುಗಳಾವುವು ?
6. ತಮ್ಮ ತಾಲ್ಲೂಕಿನಲ್ಲಿ ಎಷ್ಟು ಶಾಲೆ ಮತ್ತು ಮಕ್ಕಳು ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಭಾಗವಹಿಸಲು ಸಾಧ್ಯವಾಯಿತು (ಕಳೆದ ಸಾಲಿನಲ್ಲಿ) ?

ಸ್ಪರ್ಧೆಯ ಹೆಸರು	ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಭಾಗವಹಿಸಿದ ಶಾಲೆಗಳು	ಭಾಗವಹಿಸಿದ ಮಕ್ಕಳ ಸಂಖ್ಯೆ	ಒಟ್ಟು ಶಾಲೆಗಳ ಸಂಖ್ಯೆ
ಪಾತ್ರಾಭಿನಯ			
ನೃತ್ಯ			
ಭಿತ್ತಿ ಪತ್ರ			

7. ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ವಿಷಯ ಸ್ಪರ್ಧೆಯಾಗಿ ಅಷ್ಟೇ ಉಳಿಯದೇ ಮಕ್ಕಳಲ್ಲಿ ಅರಿವು ಮೂಡಿಸುವ ಕಲಿಕಾ-ಬೋಧನೆ ಚಟುವಟಿಕೆಯಾಗುವಂತೆ ಮಾಡಲು ತಮ್ಮ ಸಲಹೆಗಳೇನು ?
8. ಮಕ್ಕಳು ಮತ್ತು ಅವರ ಕುಟುಂಬ ಗುಣಮಟ್ಟದ ಜೀವನ ನಡೆಸಲು ನೀಡಬಹುದಾದ ಸಲಹೆಗಳು (ತಮ್ಮ ಅನುಭವದಲ್ಲಿ)

ರಾಷ್ಟ್ರೀಯ ಜನ ಸಂಖ್ಯಾ ಶಿಕ್ಷಣ ಯೋಜನೆಯ ಚಟುವಟಿಕೆಗಳ ಅನುಷ್ಠಾನದ ಕುರಿತ ಪ್ರಶ್ನೆಗಳಿ
2018-19

(ದಯವಿಟ್ಟು ಸದರಿ ಪ್ರಶ್ನೆಗಳಿಗೆ ವಾಸ್ತವಿಕ ಆಚರಣೆಗಳ ಪ್ರಾಮಾಣಿಕ ಉತ್ತರ ನೀಡಲು ಕೋರಿದೆ)

ಸಾಮಾನ್ಯ ಮಾಹಿತಿ

ಜಿಲ್ಲೆಯ ಹೆಸರು :

ಜಿಲ್ಲಾ ಎನ್.ಪಿ.ಇ.ಪಿ ನೋಡಲ್ ಅಧಿಕಾರಿ ಹೆಸರು :

ದೂರವಾಣಿ ಸಂಖ್ಯೆ :

ಜಿಲ್ಲಾ ಹಂತದ ಪ್ರಶ್ನೆಗಳಿ

1. ಪ್ರಸ್ತುತ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣವು ಸ್ಪರ್ಧೆಯಷ್ಟೆಯೇ ಅಥವಾ ಅರಿವು ಮೂಡಿಸುವ ಶಿಕ್ಷಣ ಕಾರ್ಯಕ್ರಮವಾಗಿ ಮುಂದುವರೆಯುತ್ತಿದೆಯೇ ? (ಕೆಳಗಿನ 5 ಆಯ್ಕೆಗಳಲ್ಲಿ ಒಂದನ್ನು ಟಿಕ್ ಮಾಡಿರಿ)

1). ಇಲ್ಲವೇ ಇಲ್ಲ, 2). ಅತ್ಯಲ್ಪ (ಶೇ 10), 3). ಒಂದಷ್ಟು (ಶೇ 20+),

4). ಸಾಕಷ್ಟು (ಶೇ 40+), 5). ಬಹಳಷ್ಟು (ಶೇ 60+)

2. ಮೇಲ್ಕಂಡ ಪ್ರಶ್ನೆ (1)ರಲ್ಲಿನ ಐದು ಉತ್ತರಗಳಲ್ಲಿ ತಮ್ಮ ಆಯ್ಕೆಯ ಒಂದು ಉತ್ತರ ಟಿಕ್ ಮಾಡಲು ಕಾರಣವೇನು/ತಮ್ಮ ಅಭಿಪ್ರಾಯ ತಿಳಿಸಿರಿ

3. ನಡೆಸುವ ಸ್ಪರ್ಧೆಗಳಿಗೂ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಉದ್ದೇಶಗಳಿಗೂ ಸಂಬಂಧವಿದೆಯೇ?, ಸಂಬಂಧವಿದ್ದಲ್ಲಿ ಸದರಿ ಸ್ಪರ್ಧೆಗಳ ಶೀರ್ಷಿಕೆಗೂ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣಕ್ಕೂ ಇರುವ ವಿವರ ಅಥವಾ ಸಂಬಂಧ ಇರದಿದ್ದಲ್ಲಿ ಸರಿಪಡಿಬಹುದಾದ ಕ್ರಮಗಳನ್ನು ತಿಳಿಸಿರಿ.

4. ಶಾಲಾ ಹಂತದಲ್ಲಿ ವಾಸ್ತವವಾಗಿ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಸ್ಪರ್ಧೆಗಳನ್ನು ನಡೆಸಲಾಗುತ್ತದೆಯೇ ? ಹೌದಾದಲ್ಲಿ ಅಥವಾ ಇಲ್ಲವಾದಲ್ಲಿ ಎರಡು ವಾಕ್ಯದಲ್ಲಿ ವಿವರಣೆ ನೀಡಿರಿ.

5. ತಾಲ್ಲೂಕು ಹಂತದಲ್ಲಿ ವಾಸ್ತವವಾಗಿ ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ಸ್ಪರ್ಧೆಗಳನ್ನು ನಡೆಸಲಾಗುತ್ತದೆಯೇ ? ಹೌದಾದಲ್ಲಿ ಅಥವಾ ಇಲ್ಲವಾದಲ್ಲಿ ಎರಡು ವಾಕ್ಯದಲ್ಲಿ ವಿವರಣೆ ನೀಡಿರಿ.

6. ತಮ್ಮ ಜಿಲ್ಲೆಯಲ್ಲಿ ಎಷ್ಟು ತಾಲ್ಲೂಕು, ಶಾಲೆ ಮತ್ತು ಮಕ್ಕಳು ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ವಿವಿಧ ಸ್ಪರ್ಧೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸಲು ಸಾಧ್ಯವಾಯಿತು (ಕಳೆದ ಸಾಲಿನಲ್ಲಿ) ?

ಸ್ಪರ್ಧೆಯ ಹೆಸರು	ಸ್ಪರ್ಧೆಯಲ್ಲಿ ಭಾಗವಹಿಸಿದ ತಾಲ್ಲೂಕುಗಳು	ಭಾಗವಹಿಸಿದ ಮಕ್ಕಳ ಸಂಖ್ಯೆ	ಭಾಗವಹಿಸಿರದ ತಾಲ್ಲೂಕುಗಳ ಸಂಖ್ಯೆ	ಒಟ್ಟು ತಾಲ್ಲೂಕುಗಳ ಸಂಖ್ಯೆ
ಪಾತ್ರಾಭಿನಯ				
ನೃತ್ಯ				
ಭಿತ್ತಿ ಪತ್ರ				

7. ಸ್ಪರ್ಧೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸುವ ತಾಲ್ಲೂಕು ಮತ್ತು ಶಾಲೆಗಳು (ಕಳೆದ ಮೂರು ವರ್ಷಗಳಲ್ಲಿ)

ಪ್ರತೀ ವರ್ಷ ಭಾಗವಹಿಸಿದ ತಾಲ್ಲೂಕುಗಳ ಸಂಖ್ಯೆ	
ಪ್ರತೀ ವರ್ಷ ಭಾಗವಹಿಸಿದಿರುವ ತಾಲ್ಲೂಕುಗಳ ಸಂಖ್ಯೆ	
ಪ್ರತೀ ವರ್ಷ ಭಾಗವಹಿಸುತ್ತಾ ಪುನರಾವರ್ತನೆಯಾಗುತ್ತಿರುವ ಶಾಲೆಗಳ ಸಂಖ್ಯೆ	
ಸ್ಪರ್ಧೆಗಳಲ್ಲಿ ಒಂದು ವರ್ಷ ಭಾಗವಹಿಸಿದ್ದು ವರ್ಷವಾರು ಬದಲಾಗಿರುವ ಶಾಲೆಗಳ ಸಂಖ್ಯೆ	

8. ಜಿಲ್ಲಾ ಹಂತದಲ್ಲಿ ನಡೆಸುವ ಸ್ಪರ್ಧೆಗಳ ಆಯೋಜನೆಗೆ ಇರುವ ಪ್ರಮುಖ ಎರಡು ಸವಾಲುಗಳಾವುವು ?

9. ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣದ ವಿಷಯ ಸ್ಪರ್ಧೆಯಾಗಿ ಅಷ್ಟೇ ಉಳಿಯದೇ ಮಕ್ಕಳಲ್ಲಿ ಅರಿವು ಮೂಡಿಸುವ ಕಲಿಕಾ-ಬೋಧನೆ ಚಟುವಟಿಕೆಯಾಗುವಂತೆ ಮಾಡಲು ತಮ್ಮ ಸಲಹೆಗಳೇನು ?

10. ಮಕ್ಕಳು ಮತ್ತು ಅವರ ಕುಟುಂಬ ಗುಣಮಟ್ಟದ ಜೀವನ ನಡೆಸಲು ನೀಡಬಹುದಾದ ಸಲಹೆಗಳು (ತಮ್ಮ ಅನುಭವದಲ್ಲಿ)