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**CURRICULAR MATERIAL
FOR
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.) COURSE
IN DIETs OF
ARUNACHAL PRADESH**

Course Code: 25

POPULATION EDUCATION



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVT. OF ARUNACHAL PRADESH
GOHPUR TINALI, VIDYA VIHAR, ITANAGAR**

In the new millennium, nations are judged by the well-being of their peoples, levels of health, nutrition and education, by the civil and political liberties enjoyed by their citizens, by the protection guaranteed to children and by provisions made for the vulnerable and disadvantaged.

The vast numbers of the people of India can be its greatest asset if they are provided with the means to lead healthy and economically productive lives. Population stabilisation as a multi-sectoral endeavour requiring constant and effective dialogue among a diversity of stakeholders, and co-ordination at all levels of the government and society. Spread of literacy and education, increasing availability of affordable reproductive and child health services, convergence of service delivery at village levels, participation of women in the paid work force, together with a steady, equitable improvement in family incomes will facilitate early achievement of the socio-demographic goals.

*Govt. of India
National Population Policy, 2000. P.15*

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The curricular material has been developed keeping in view the learning needs of the D.El.Ed Course trainees as per the current PSTE curriculum. While developing the material authentic textual/reference materials from various sources have been referred. As far as possible the content of the materials have been presented in an objective manner. The ideas and opinions as presented in the content of the materials are entirely of the developer of the material.

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G.C.Baral

CONTENTS

Unit-1: Concept of Population Education	Page
<ul style="list-style-type: none"> - Concept, Need and Importance of Population Education - Reconceptualised Framework of Population Education, ICPD POA-1994 - National Population Policy of India-2000 	1 - 5
Unit-2: Contents of Population Education	6 -48
2.1 Population and Sustainable Development	
<ul style="list-style-type: none"> -Population Situation of India and Arunachal Pradesh -Sustainable Development 	
2.2 Gender Equality and Equity	
<ul style="list-style-type: none"> - Definition - Ways and means to achieve gender equality and equity 	
2.3 Adolescence Education	
<ul style="list-style-type: none"> - Process of Growing up, HIV/AIDS & Substance Abuse - Need for Life Skill development in Adolescence Education 	
2.4 Family-Socio-cultural factors and Quality of life	
<ul style="list-style-type: none"> - Definition and functions of family - Responsible parenthood - Family size and quality of life 	
2.5 Health and Education: Key determinants of Population Change	
<ul style="list-style-type: none"> - Definition and dimensions of health - Sign and symptoms of health - Role of education for population change 	
2.6 Population Distribution: Urbanization and Migration	
<ul style="list-style-type: none"> - Meaning of Urbanization and its consequences - Meaning, types, causes and consequences of migration 	
Unit-3: Transactional Strategies	49 - 64
3.1 Objectives of Population Education	
3.2 Main Approaches:	
<ul style="list-style-type: none"> - Curricular Approach - Co-curricular Approach - Need based Approach - Integration Approach - Participatory Approach - Age appropriate and Context specific Approach 	
3.3 Methodology	
<ul style="list-style-type: none"> -Discussion Method - Role Play - Inquiry Method - Field Visits - Project Method - Survey - Case study - Quiz 	
3.4 Evaluation Strategy:	
<ul style="list-style-type: none"> - Scholastic & Co-scholastic Evaluation - Use of appropriate Tools and Techniques of Evaluation 	
Unit-4: Co-curricular Activities in Population Education	65- 70
<ul style="list-style-type: none"> - Need for Co-curricular activities in Population Education - School and Community based activities - Observance of important days related to Population Education - National Population Education Project (NPEP) activities in Schools 	

Unit-1

Concept of Population Education

Structure

Introduction

Unit-1: Concept of Population Education

1.1. Concept, Need and Importance of Population Education

1.2. Reconceptualised Framework of Population Education, ICPD POA-1994

1.3. National Population Policy of India-2000

Introduction

Population Education as an educational intervention has emerged in response to various population and development related issues and problems that we face today in different situations. It has been introduced in the content and process of education in many countries of the world including that of India, to help the nations attaining the goal of population stabilisation and sustainable development. The National Population Policy (NPP-2000) of India observed that, the vast number of people in India can be its great asset if they are provided with the means to lead healthy and productive lives. Population Education in recent years therefore, has been widely accepted as an effective curricular strategy in influencing the attitude and behaviour of children at a young age towards various population and development issues.

1.1 Concept, Need and Importance of Population Education

Concept

The concept of population education emerged in the context of population and development - the two most pressing issues before mankind today. Both are closely interrelated and are influenced by a host of complex factors. The size, growth, composition and distribution of population have a close bearing on the socio-economic development of people. However, the problem of population is not the problem of number alone. Population related issues such as; poverty and malnutrition, inadequate health and education facilities, non-fulfilment of the basic needs of people, paucity of employment

opportunities, dwindling natural resources, growing consumerism, irrational use of technology and the consequent environmental degradation etc., constitute the critical dimensions of the present population and development phenomena. While development is a basic right of every individual, how the young children view and understand various issues of population and development is a major challenge before us. Population education therefore, emerged in response to various problems of population and development in different situations as an educational intervention. ***It is defined as an educational process which develops among learners an understanding of the interrelationships between population and development, causes and consequences of population change, and the criticality of the essential conditions for population stabilisation. It inculcates in them a rational attitude and responsible behaviour, so that they can make informed decisions in respect of population and development issues (NCERT-1998).***

Need and Importance

There is an imperative need for population education at present because it is increasingly being realised that the interrelationship between population and development is highly complex. Population problems are multidimensional in nature and they do not yield to any single shot solution. Usually, demographic behaviour of individuals changes over a period of time through a variety of factors of which 'education' is the most important factor.

Our experience shows that coercion and preaching have been usually counterproductive. Freedom of choice ultimately has to be left to the individuals in making rational decisions in life. In such a situation therefore, 'education' plays a decisive role in changing the individual's attitude, values and behaviour and help them in taking informed decisions in life, for themselves and the society.

Population education in schools has become necessary because,

- More than 35 percent of the total population of our country at present are below 15 years of age and most of them attend schools.
- The young children in schools are at the formative stage of their development during which their attitude and behaviour can easily be shaped.
- Teachers with their exposure to population education not only empower the school children, they can also reach the out-of school children through conduct of various

types of out of school activities on population education.

- The children equipped with a positive attitude and behaviour towards various population and development related issues, can act as opinion leaders leading to a multiplier effect in the society.

1.2 Reconceptualised Framework of Population Education, ICPD POA-1994

The concept of population education, ever since its inception, has been undergoing frequent changes because of the changes in the perception of population phenomenon and its relationship with development.

The idea that education can play a potential role in addressing population related problems was first mooted in Sweden in 1935 when the Population Commission of Sweden had expressed its concern on the declining birth rate in that country and recommended a comprehensive and truly vigorous educational campaign to clarify the population related issues aimed at influencing the fertility behaviour of the individuals.

In India, the first attempt to conceptualise population education was made in the National Seminar on Population Education organised by the International Institute of Population Sciences (IIPS) at Bombay in 1969, following which a population education syllabus was developed by the NCERT in 1971. Initially, population education was evolved as a **‘demography laden concept’** giving weightage mostly to population dynamics.

In 1986 the National Policy on Education (NPE) in India, consequent upon the recommendations of the International Conference on Population-1984 held in Mexico City, modified the conceptual framework of population education. The reconceptualised framework changed the **‘demography laden concept’** of population education to a **‘value laden concept’** and defined it as “education in the interrelationship among population, development, resources, environment and quality of life” (NCERT-1987).

However, the Programme of Action (POA) adopted in the historic International Conference on Population and Development (ICPD) held in Cairo in 1994, brought about a paradigm shift in the concept of population education from a purely **‘population control approach’** to a broader interdisciplinary **‘sustainable development approach’**. The ICPD for the first time explicated two distinct role of education;

- ❖ As a key factor in population stabilisation, and

- ❖ As a means to promote greater responsibility and awareness of the interrelationship between population and sustainable development.

Further, in view of the emerging adolescent problems related to the process of growing up, HIV & AIDS and drug abuse etc., it became imperative to include all these elements in the reconceptualised framework of population education.

In the post ICPD period therefore, the reconceptualised framework on population education mirrors all the critical concerns reflected in the ICPD POA-1994, as well as other emerging issues that are considered important for population stabilisation and sustainable development. It provided a broader definition of population education ***“as an educational process which develops among learners an understanding of the interrelationships between population and development, causes and consequences of population change, and the criticality of the essential conditions for population stabilisation. It inculcates in them a rational attitude and responsible behaviour, so that they can make informed decisions in respect of population and development issues”.*** (NCERT-1998)

1.3 National Population Policy of India-2000

Stabilisation of population is an essential precondition for promotion of sustainable development with more equitable distribution. However, stabilisation of population to a great extent depends upon easy accessibility and affordability of reproductive health care, provision of primary and secondary education, availability of basic amenities like transport and communication, sanitation, safe drinking water and housing besides, empowering women and enhancing their employment opportunities.

The National Population Policy (NPP) 2000 approved by the Government of India registers a basic change in the policy directions. The Document reflects all the inter-related concerns that are crucial for population stabilization. It states, “In the new millennium, nations are judged by the well being of their people : by the level of health, nutrition and education; by civil and political liberties enjoyed by their citizens; by the protection guaranteed to children and by provisions made for the vulnerable and the disadvantaged. Vast number of the people of India can be its greatest assets if they are provided with the means to lead healthy and economically productive lives”. The Policy Document reflected not only on demographic

goal but on social goals also which are essential for achieving population stabilization. The National Population Policy provides a policy framework for realisation of the goal of population stabilisation through prioritization of strategies.

NPP Objectives

The **immediate objective** of the NPP-2000 was to address the unmet needs for contraception, health care infrastructure, health care personnel and to provide integrated service delivery for basic reproductive and child health care. The **medium-term objective** is to bring the Total Fertility Rate (TFR) to replacement level (i.e., $TFR \leq 2.1$). The **long term objective** is to achieve a stable population by 2045, at a level consistent with the requirements of sustainable economic growth, social development, and environmental protection.

Main Strategies

In order to achieve the socio-demographic goals, the NPP-2000 has prioritised the following 12 strategies.

- i. Decentralised planning and programme implementation.
- ii. Convergence of service delivery at village levels.
- iii. Empowering women for improved health and nutrition.
- iv. Child health and survival.
- v. Meeting the unmet needs of family welfare services.
- vi. Meeting the needs of underserved population groups such as of urban slums, tribal communities and adolescents etc.
- vii. Provision of diverse health care providers to meet the unmet need for reproductive and child health services.
- viii. Collaboration with and commitment from NGOs and the private sectors.
- ix. Mainstreaming Indian systems of medicine and Homeopathy.
- x. Contraceptive technology research on reproductive and child health.
- xi. Provision for the older population.
- xii. Information, Education and communication (IEC).

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Unit-2

Contents of Population Education

Structure

Introduction

2.1 Population and Sustainable Development

2.1.1. Population Situation of India and Arunachal Pradesh

2.1.2. Sustainable Development

2.2 Gender Equality and Equity

2.2.1. Definition

2.2.2. Ways and means to achieve gender equality and equity

2.4 Adolescence Education

2.3.1. Process of Growing up, HIV/AIDS & Substance Abuse

2.3.2. Need for Life Skill development in Adolescence Education

2.4 Family-Socio-cultural factors and Quality of life

2.4.1. Definition and functions of family

2.4.2. Responsible parenthood

2.4.3. Family size and quality of life

2.5 Health and Education: Key determinants of Population Change

2.5.1. Definition and dimensions of health

2.5.2. Sign and symptoms of health

2.5.3. Role of education for population change

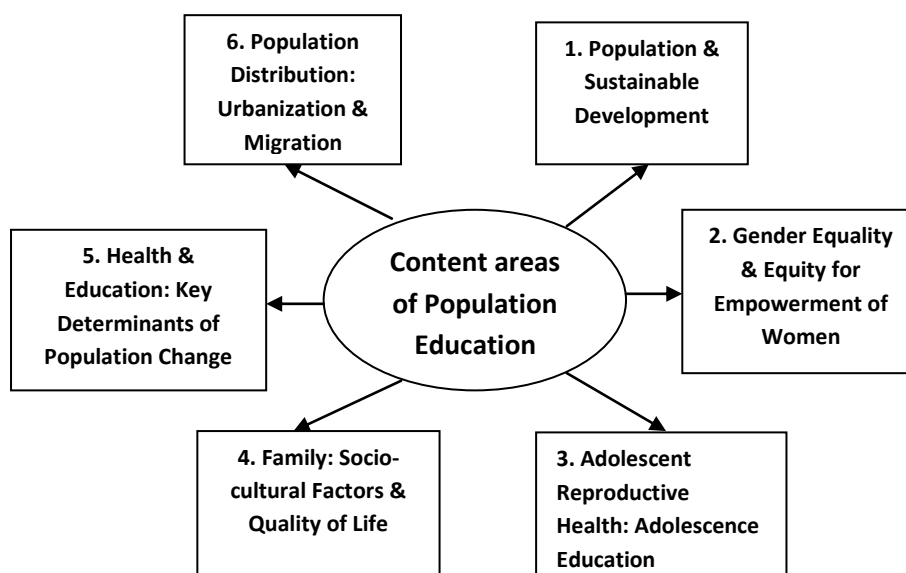
2.7 Population Distribution: Urbanization and Migration

2.6.1. Meaning of Urbanization and its consequences

2.6.2. Meaning, types, causes and consequences of migration

Introduction

Population education is multi disciplinary in nature and draws its contents from different subject areas. The content areas of the reconceptualised population education in the post ICPD period have been placed under six basic themes as given hereunder.



2.1 Population and Sustainable Development

Large population has implications for the quality of life, as the basic needs of food; clothing, shelter, and infrastructure have to be provided for a larger number of people. For instance, increasing rate of agricultural production has implications for increasing use of chemical fertiliser, pesticides and insecticides. Increasing rate of agricultural production has also implications for a fair distribution among population. Even as total food grain production has increased but the per capita availability has not kept pace with it. Similarly, increasing rate of industrialisation has implications for increasing levels of carbon-dioxide emission and environmental degradation. Increasing rate of urbanization has implications for providing for the needs of urban infrastructure as well as for environmental quality. Rapidly aging population increases the dependency burden, implying that productive people have to support a larger number of people. Rising life expectancy implies a longer effective population since people live longer and consume resources for a longer period of time.

While population growth rate in most parts of the developing world has started declining, the per capita consumption of resources in developed countries is 15 times more than that of the former. Per capita consumption levels have, therefore, also an important

role in sustainable development. What is needed is to focus on achieving the conditions which would help countries to achieve population stabilisation and sustainable development on one hand and promoting efficiency of resource utilization and the use of eco-friendly technology on the other.

2.1.1 Population Situation of India

India at present is a nation of more than one billion people. It is the second most populous countries of the world. India adds about 18 million people every year. The Table -2.1 reveals the demographic scenario of India's population.

TABLE -2.1: POPULATION AND ITS GROWTH, INDIA 1901-2011

Source: Office of the Registrar General & Census Commissioner, India, Census 2011: Provisional Totals

Census Years	Populations	Decadal Growth		Change in Decadal Growth		Average annual exponential growth rate (percent)	Progressive growth rate over 1901 (percent)
		Absolute	Percent	Absolute	Percent		
1	2	3	4	5	6	7	8
1901	23,83,96,327		-	-	-	-	-
1911	25,20,93,390	1,36,97,063	5.75	-	-	0.56	5.75
1921	25,13,21,213	-7,72,177	(0.31)	-14469240	-6.05	-0.03	5.42
1931	27,89,77,238	2,76,56,025	11.00	28428202	11.31	1.04	17.02
1941	31,86,60,580	3,96,83,342	14.22	12027317	3.22	1.33	33.67
1951	36,10,88,090	4,24,27,510	13.31	2744168	-0.91	1.25	51.47
1961	43,92,34,771	7,81,46,681	21.64	35719171	8.33	1.96	84.25
1971	54,81,59,652	10,89,24,881	24.80 ⁶	30778200	3.16	2.20	129.94
1981	68,33,29,097	13,51,69,445	24.66 ⁶	26244564	-0.14	2.22	186.64
1991	84,64,21,039	16,30,91,942	23.87	2,79,22,497	17.12	2.16	255.05
2001	1,02,87,37,436	18,23,16,397	21.54	1,92,24,455	10.54	1.97	331.52
2011	1,21,01,93,422	18,14,55,986	17.64	-8,60,411	-0.47	1.64	407.64

Indian population constitutes about 16 per cent of the world population living on 2.4 per cent of world land area. About 36 per cent of the population is below 15 years of age. This is the way population situation of India is described and understood. Usually, population is not appreciated, as a growing number is considered to be an obstacle to development. Whereas, population is to be seen as an integral part of development. It is to be appreciated as a critical factor that has decisive impact on development. Similarly, development also plays a significant role in determining the population situation. Which is why, for a comprehensive and proper understanding of the population situation of India, besides population size and growth, a number of other demographic indicators like **birth rate, death rate, infant mortality rate, total fertility rate, life expectancy, dependency ratio and age-structure** etc. need to be taken into account.

Table: 2.2:

Table 1: Estimated Birth rate, Death rate, Natural growth rate and Infant mortality rate, 2011

India/States/ Union Territories	Birth rate			Death rate			Natural growth rate			Infant mortality rate		
	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban
1	2	3	4	5	6	7	8	9	10	11	12	13
India	21.8	23.3	17.6	7.1	7.6	5.7	14.7	15.7	11.9	44	48	29
Bigger states												
1. Andhra Pradesh	17.5	17.8	16.6	7.5	8.5	5.2	10.0	9.4	11.3	43	47	31
2. Assam	22.8	24.0	15.5	8.0	8.4	5.6	14.8	15.6	9.9	55	58	34
3. Bihar	27.7	28.4	21.7	6.7	6.9	5.5	21.0	21.5	16.2	44	45	34
4. Chhattisgarh	24.9	26.3	18.3	7.9	8.3	6.1	17.0	18.0	12.2	48	49	41
5. Delhi	17.5	19.3	17.2	4.3	4.7	4.3	13.2	14.6	12.9	28	36	26
6. Gujarat	21.3	22.9	19.0	6.7	7.4	5.7	14.6	15.5	13.3	41	48	27
7. Haryana	21.8	22.9	19.5	6.5	7.0	5.3	15.4	15.9	14.1	44	48	35
8. Jammu & Kashmir	17.8	19.1	13.1	5.5	5.7	4.7	12.3	13.4	8.4	41	43	28
9. Jharkhand	25.0	26.3	19.0	6.9	7.3	5.2	18.1	19.1	13.8	39	41	28
10. Karnataka	18.8	19.7	17.2	7.1	8.0	5.4	11.7	11.7	11.8	35	39	26
11. Kerala	15.2	15.4	14.4	7.0	7.1	6.6	8.2	8.3	7.8	12	13	9
12. Madhya Pradesh	26.9	28.8	20.1	8.2	8.7	6.1	18.7	20.1	13.9	59	63	39
13. Maharashtra	16.7	17.3	15.8	6.3	7.3	5.1	10.3	10.0	10.8	25	30	17
14. Odisha	20.1	21.0	14.7	8.5	8.8	6.5	11.6	12.1	8.2	57	58	40
15. Punjab	16.2	16.8	15.2	6.8	7.5	5.6	9.4	9.4	9.5	30	33	25
16. Rajasthan	26.2	27.4	22.5	6.7	7.0	5.8	19.6	20.5	16.7	52	57	32
17. Tamil Nadu	15.9	16.0	15.7	7.4	8.1	6.4	8.5	8.0	9.3	22	24	19
18. Uttar Pradesh	27.8	28.8	23.7	7.9	8.3	6.1	20.0	20.5	17.7	57	60	41
19. West Bengal	16.3	18.1	11.5	6.2	6.1	6.5	10.1	12.0	5.0	32	33	26
Smaller states												
1. Arunachal Pradesh	19.8	21.4	14.2	5.8	6.8	2.5	14.0	14.7	11.6	32	36	10
2. Goa	13.3	12.5	13.7	6.7	8.0	5.9	6.6	4.5	7.8	11	6	13
3. Himachal Pradesh	16.5	17.1	11.2	6.7	7.0	3.6	9.8	10.0	7.6	38	38	28
4. Manipur	14.4	14.2	15.0	4.1	4.1	4.2	10.3	10.2	10.8	11	11	12
5. Meghalaya	24.1	26.2	14.6	7.8	8.3	5.5	16.3	17.9	9.1	52	54	38
6. Mizoram	16.6	20.6	12.6	4.4	5.4	3.4	12.2	15.2	9.2	34	43	19
7. Nagaland	16.1	16.3	15.5	3.3	3.4	2.9	12.8	12.9	12.5	21	21	20
8. Sikkim	17.6	17.7	16.6	5.6	5.9	3.5	12.0	11.8	13.1	26	28	17
9. Tripura	14.3	15.1	11.0	5.0	4.9	5.4	9.4	10.2	5.6	29	31	19
10. Uttarakhand	18.9	19.7	16.0	6.2	6.5	4.9	12.8	13.2	11.2	36	39	23
Union Territories												
1. Andaman & Nicobar Islands	15.1	14.9	15.3	4.6	5.1	3.6	10.5	9.8	11.7	23	28	14
2. Chandigarh	15.0	21.2	14.4	4.1	3.6	4.1	11.0	17.6	10.3	20	19	20
3. Dadra & Nagar Haveli	26.1	25.5	28.1	4.6	5.1	3.0	21.4	20.4	25.1	35	39	22
4. Daman & Diu	18.4	18.8	17.9	4.9	5.0	4.8	13.5	13.7	13.2	22	18	29
5. Lakshadweep	14.7	15.7	13.7	6.4	6.0	6.7	8.3	9.7	7.0	24	21	27
6. Puducherry	16.1	16.4	15.9	7.2	7.9	6.8	8.9	8.5	9.1	19	21	18

Note: Infant mortality rates for smaller States and Union Territories are based on three-years period 2009-11.

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As shown in the above Table-2.2, in terms of **Natural Growth Rate**, the bigger Indian states namely Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh have the highest growth rate of population in the country. The **Infant Mortality Rate (IMR)** i.e., the annual number of

death of infants under age 1 per 1000 live births is considered as a critical demographic indicator which indicates the quality of population. As shown in the Table-2.2, in respect of infant mortality rate also, the picture of the four bigger Indian states (Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh) is indeed discouraging. Madhya Pradesh has the highest rural infant mortality rate.

Table-2.3: TOTAL FERTILITY RATE (TFR) FOR INDIA AND MAJOR STATES (RURAL & URBAN)

Sl. No	India / States	Total Fertility Rate(TFR) (Births per Woman)		
		Rural	Urban	Total
	India	2.8	1.9	2.5
1	Andhra Pradesh	1.9	1.6	1.8
2	Assam	2.7	1.6	2.5
3	Bihar	3.8	2.7	3.7
4	Chhattisgarh	3.0	1.9	2.8
5	Delhi	2.1	1.9	1.9
6	Gujarat	2.7	2.1	2.5
7	Haryana	2.5	2.0	2.3
8	Himachal Pradesh	1.9	1.3	1.8
9	Jammu & Kashmir	2.2	1.4	2.0
10	Jharkhand	3.2	2.1	3.0
11	Karnataka	2.1	1.7	2.0
12	Kerala	1.7	1.8	1.7
13	Madhya Pradesh	3.5	2.2	3.2
14	Maharashtra	2.0	1.7	1.9
15	Odisha	2.4	1.6	2.3
16	Punjab	1.8	1.7	1.8
17	Rajasthan	3.3	2.4	3.1
18	Tamil Nadu	1.8	1.6	1.7
19	Uttar Pradesh	3.7	2.7	3.5
20	West Bengal	2.0	1.3	1.8

Source: Ministry of Health & Family Welfare, Family Welfare Statistics in India-2011

Total Fertility Rate (TFR) indicates the average number of children expected to be born to a woman during her entire span of reproductive period. The TFRs (Table-2.3) in rural areas are higher in almost all the states except a few. It means that the rural women would continue to have more children than urban women on an average. It is pertinent note that half of the major states in India have attained the replacement level of TFR (TFR= 2.1). It is estimated that it will take another 10-12 years to achieve the replacement level of TFR=2.1 for the entire country at the current fertility rate.

The Dependency Ratio in India which is the ratio between child (0-14 years) and old (60 years and above) to the total working population (15 to 59 years), indicates the characteristics of a population and its critical role for development. A decrease in the

dependency ratio indicates a phase of population transition where a higher percentage of persons in the working age group may benefit from 'Demographic Dividend' as it would translate into higher per capita income for the economy.

Table- 2.4: DEPENDENCY RATIO IN INDIA (1991-2011)

1991			2001			2011		
Total	Young	Old	Total	Young	Old	Total	Young	Old
672	794	122	621	752	131	510	652	142

Source: Office of the Registrar General, India, Ministry of Home Affairs, Govt. of India, 2011

As the Table-2.4 shows, there has been a notable variation in dependency ratio in respect of both young and old population. While there has been a decrease in the Young Dependency Ratio (YDR) the Old Dependency Ratio (ODR) is increasing primarily due to increase in the average expectancy in life of people at birth.

Life expectancy at birth is another important indicator that demonstrates the quality of population and the level of development in that area. It is usually denoted by the average number of years a person is expected to live under the prevailing mortality conditions.

Table- 2.5: LIFE EXPECTANCY AT BIRTH IN YEARS (INDIA AND BIGGER STATES)

India & Bigger States	1970-75			2006-10		
	Total	Male	Female	Total	Male	Female
India	49.7	50.5	49.0	66.1	64.6	67.7
Bigger States						
Andhra Pradesh	48.8	48.4	49.3	65.8	63.5	68.2
Assam	45.5	46.2	44.8	61.9	61.0	63.2
Bihar(1981-85)	52.9	54.2	51.5	65.8	65.5	66.2
Gujarat	48.8	48.8	48.8	66.8	64.9	69.0
Haryana	57.5	59.0	55.6	67.0	67.0	69.5
Himachal Pradesh	52.6	54.8	50.9	70.0	67.4	72.4
Jammu & Kashmir	56.1	56.9	55.2	70.1	69.2	71.1
Karnataka	55.2	55.4	55.1	67.2	64.9	69.7
Kerala	62.0	60.8	63.3	74.2	71.5	76.9
Madhya Pradesh	47.2	47.6	46.3	62.4	61.1	63.8
Maharashtra	53.8	53.3	54.5	69.9	67.9	71.9
Odisha	45.0	46.0	45.3	63.0	62.2	63.9
Punjab	57.9	59.0	56.8	69.3	67.4	71.6
Rajasthan	48.4	49.2	47.5	66.5	64.7	68.3
Tamil Nadu	49.6	49.6	49.6	68.9	67.1	70.9
Uttar Pradesh	43.0	45.4	40.5	62.7	61.8	63.7
West Bengal(1981-85)	57.4	56.8	58.0	69.0	67.4	71.0

Source: WWW.censusindia.gov.in/vital_statistics/SRS-Based

As the Table-2.5 indicates there has been a marked increase in life expectancy at birth in almost all the bigger states in the country which has implications in respect of demographic characteristics and socio-economic development.

The proportion of adolescents and young population has implications in terms of future demographic and socio-economic development of a country. These adolescents in the age group of 10-19 years in India as per 2011 census constitute 20.9 percent of the total population of our country. They have all the potentiality to become the best of human resources for a country. Imparting education and enhancing the technical skills of this segment of the population has far reaching implications on economic prosperity of a country.

Population Situation in Arunachal Pradesh

Arunachal Pradesh as per the Provisional Census Report-2011 has a total population of 13, 82,611 of which 7, 20,232 are males and 6, 62,379 are females with a decadal (2001-2011) growth rate of 25.92. Though the rate of growth of population has declined from 2.7 percent per annum in 20001 to 2.5 percent per annum in 2011, the annual growth rate of population in the state continues to be much higher than the national growth rate of 1.7 percent per annum in 2011.

Table-2.6: *POPULATION SITUATION IN ARUNACHAL PRADESH OVER THE DECADES

Year	Total Population	Growth of Population (% per annum)	Density of Population (Per Sq.Km)
1961	3,36,558	04
1971	4,67,511	3.898	06
1981	6,31,839	3.51	07
1991	8,64,558	3.68	10
2001	10,97,968	2.7	13
2011	13, 82,611	2.5	17

***Data compiled since 1961 when the 1st Population census in Arunachal Pradesh was conducted**

The sex ratio i.e., number of females per 1000 males, which has been showing a declining trend in the state since 1971 has increased considerably from 893 in 2001 to 920 in 2011. The State with around 0.1 percent population of the total population of India has the lowest density of Population in the country. The population density per square Km. of the State is only 17 in 2011 as against 13 in 2001.

Table-2.7: COMAPARATIVE POPULATION DATA OF ARUNACHAL PRADESH WITH OTHER STATES OF NORTH- EASTERN REGION

States of North Eastern Region	Population			Decadal Growth Rate (2001-2011)	Sex Ratio- (Number of Females per 1000 Males)	Population Density (Per Sq. Km)
	Persons	Male	Female			
ARUNACHAL	13,82,611	7,20,232	6,62,379	25.92	920	17
ASSAM	3,11,69,272	1,59,54,927	1,52,14,345	16.93	954	397
MANIPUR	27,21,756	13,69,764	13,51,992	18.65	987	122
MEGHALAYA	29,64,007	14,92,668	14,71,339	27.82	986	132
MIZORAM	10,91,014	5,52,339	5,38,675	22.78	975	52
NAGALAND	19,80,602	10,25,707	9,54,895	-0.47	931	119
SIKKIM	6,06,768	3,21,661	2,86,027	12.36	889	86
TRIPURA	36,71,032	18,71,867	17,99,165	14.75	961	350

Source: Data of N.E.States compiled from Census of India Report- 2011 Arunachal Pradesh, Provisional Population Totals of Paper-1 of 2011

As the Table-2.7 shows in the North Eastern Region also, the decadal growth rate of population as well as the sex ratio in Arunachal Pradesh is far from satisfactory. The literacy rate of the state is the lowest.

The population situation in Arunachal Pradesh is not the problem of number alone. The problem of population is basically related to the developmental needs and aspiration of a society and its people. In a hilly, low density and predominantly tribal inhabited state like Arunachal Pradesh, the problem of population is more with its quality rather than its quantity. In fact, the quality aspects of population such as education and health, gender equality and equity, environment, urbanisation and migration and sustainable management of resources etc. are more important than the quantity aspect of it.

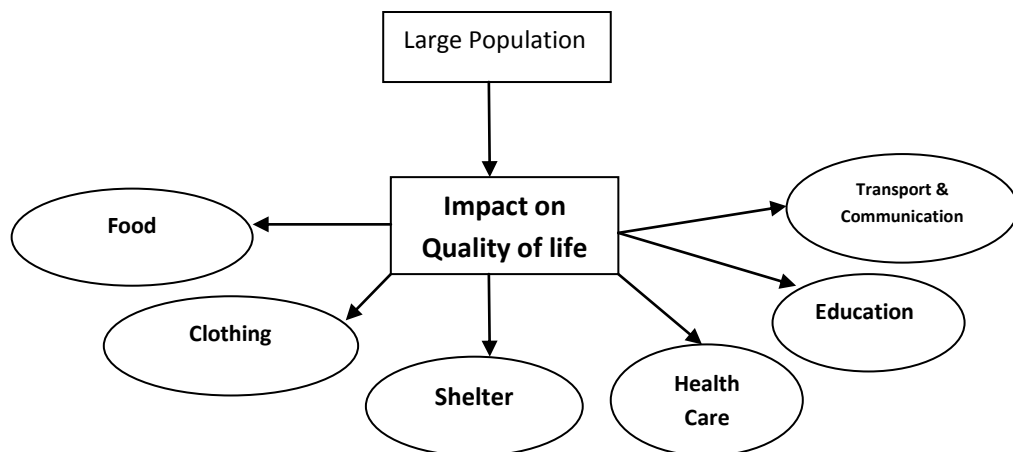
2.1.2 Sustainable Development

The term 'sustainable development' came into common use with the Brundtland Commission Report 'Our Common Future' in 1987. According to the Brundtland Commission, Report, **"Sustainable development is development that meets the needs of the present without compromising the ability of the future generation to meet their own needs."**

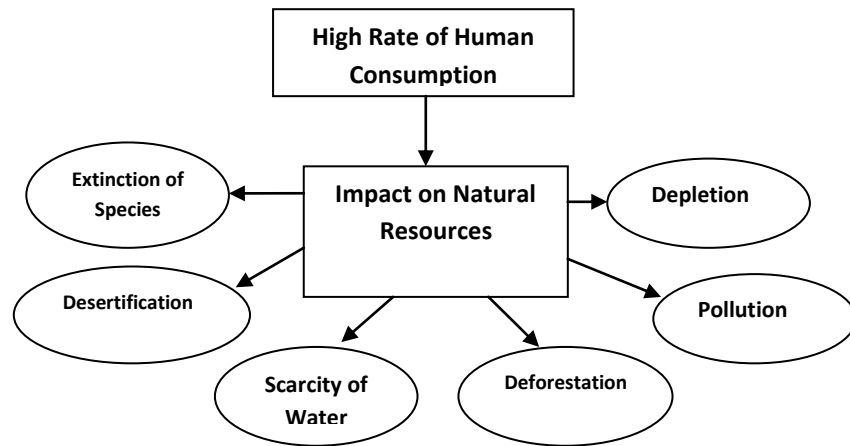
As per the International Conference on Population and Development (ICPD) Programme of Action (POA)-1994, sustainable development is a means to ensure human well being for all people today and in the future.

Sustainable development is thus, a process requiring simultaneous progress in human, economic, environmental and technological dimensions at individual, societal, national and global levels. It aims at improving the quality of human life within the carrying capacity of supporting eco-system.

A large population, mostly in developing countries, has implications for a better quality of life, as the basic needs of food, clothing, shelter and other infrastructure are to be provided for a large number of population.



While population growth rate in most parts of the developing world has started declining, the per capita consumption of resources in the developed countries is 15 times more than the former. Similarly, the growing middle class in the developing countries whose standard of living has improved is also reaching a high rate of consumption of resources.



However; it is not just human activities of a large population or a high level of human consumption that determine the impact on environment. Other factors such as; the level of technology do also have an impact on the environment. The relationship between population and environment is better explained with the help of the following equation;

$$I = P \times A \times T$$

Where; I = Impact on Environment

P = Population

A = Affluence

T = Technology

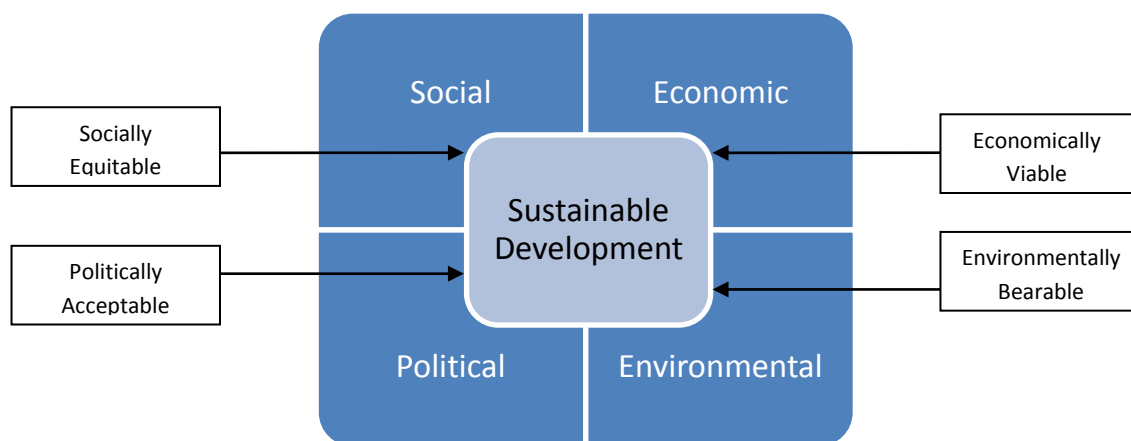
According to the logic of the equation, while the developing countries with its large and fast growing population continue to have a major impact on the environment; the developed countries owing to their high level of affluence and inappropriate use of technology still continue to degrade the environment quite considerably.

The essential conditions for achieving sustainable development therefore are; stabilizing population, reducing the level of poverty, promoting efficiency of resource utilization and using eco-friendly technology. The states are therefore, required to formulate and implement appropriate population and development related policies to meet the needs of the present generation without sacrificing the needs of the future generation.

Dimensions of Sustainable Development

The concept of sustainable development has four dimensions, namely- environmental,

social, economic and political. These four dimensions are closely interlinked. Any decision or action taken in any area affects the other areas as well. For example, if development is to be sustainable, not only that it is to be economically viable, it must be environmentally bearable also. It cannot be at the cost of the environment. Similarly, it must meet the needs and aspirations of the people and must also be socially equitable, then only development can be sustainable.



2.2 Gender Equality and Equity

Human life basically sustains and develops through the contributory role of men and women and through the enhancement of their respective capabilities. In most societies however, women are considered to be less valuable than men because of their lower status in the society in terms of literacy and education, health and nutrition, fewer occupational choices and lower income earnings etc. A girl child is perceived to be less capable than a boy and gender based discrimination becomes a normal feature of socialization resulting in an imbalanced development in the society. The missing of socio-economic opportunities on account of 'gender' has not only affected the overall well being of our people, but has also affected the pace of development of our society. Gender equality and equity for empowerment of women therefore, has become essential for population stabilisation and for a better quality of life for all.

2.2.1 Definition of Gender Equality and Equity

Generally the term '**gender**' is used erroneously in place of '**sex**' in our society. '**Sex**' refers to the biological and genetic difference between male and female in terms their chromosomes, hormones, primary and secondary sexual characters. Whereas, '**gender**' is the socio-cultural difference between males and females in terms of their strength, ability, performance, wage earning capacity and social acceptability etc. Gender is a socially determined concept which describes how a man and a woman should behave and work. To most people 'farming' for example is considered to be a manly occupation, while 'nursing' is often perceived as a womanly occupation. Similarly, many of us believe that being emotional is typically a female characteristic, while being strong is typically a male characteristic. Whereas, in actual situation it may not be so. Our beliefs and ideas about how men and women should dress, work and behave in the society are determined by the gender roles which have been stereotyped and perpetuated over the years. When we grow up, we learn from our parents, elders, community members, educational and religious institutions and more importantly from media, about the way men and women should behave. The roles of men and women are therefore, determined by the society where we are born and brought up. Different societies have different roles for men and women. Similarly, as the society changes, the roles of men and women also change.

We are born equal but are we treated equally in the society?

In most societies women have always been considered to be less valuable than men.

Their contributions at home, workplace and in the society are ignored or undervalued. They generally have little participation in decision-making process within or outside the home. They have less access to education, fewer occupational choices and lower earning in comparison of man. Their weaker position is directly connected with the perception that women are child bearers and child rearers. The origin of human rights abuses against women and girls is often found in their families, where they first learn that women are second to men. This bias is often reinforced by custom, religious doctrines and traditions.

Sex ratio is one of the indicators of bias against women's position in the society. In India, the Constitution does not discriminate a person on the basis of sex, but the girl child is discriminated right from the womb till she grows old. Due to discriminatory practices at every stage, the male female ratio has declined. The decline in the child sex ratio over the years especially is a major cause of concern for us.

TABLE – 2.1: SEX RATIO AND CHILD SEX RATIO IN INDIA

CENSUS YEAR	SEX RATIO	CHILD SEX RATIO
1951	946	---
1961	941	976
1971	930	964
1981	934	962
1991	927	945
2001	933	927
2011	940	914

Source: Census (1951-2011)

It has been observed that man made social system has successfully inculcated in women to think themselves as inferior and men as their protector and superior to them. The differences between men and women are also seen based on class, caste, region and many other factors. Medical technology application has also not lagged behind in its bias against women. Before or at birth, parents who prefer boys put girls at a risk of sex selection abortion or infanticide. The pre-natal sex determination test, though banned by the Government, is clandestinely misused everywhere in the country. That is why; there is a continuous decline in the child sex ratio in the age group of 0-6 as given in the above table.

Gender disparity causes critical deprivation not only for women but also for the society as a whole. Ensuring gender equality and equity are therefore, essential to attain a more equitable, balanced and sustainable development of the society.

What is gender equality?

Gender equality refers to an equal balance of power between males and females so that neither sex is placed in a position of dominance. It refers to the equality between males and females in all spheres of life such as in health, education, family, society, economic

activities, decision making and political participation etc. Gender equality also means equal control of males and females in terms of their responsibilities and opportunities. Gender equality does not mean that men and women become the same; it means that their opportunities and livelihood are not determined by their sex.

What is gender equity?

Gender equity refers to the set of actions and attitude of people that ensures gender equality in all spheres of life. Gender equity ensures equal opportunities, equal treatment of law, equal access to occupations and equal pay for equal work and equal participation in the community. Gender equity also ensures equitable distribution of resources and responsibilities among males and females as per the need of the situation.

2.2.2 Ways and means to achieve gender equality and equity

How can women manage their own lives and gain access to control over resources?

How can they gain greater self confidence and the ability to make decisions on equal basis?

The following are some of the factors that contribute towards gender equality and equity.

➤ Role of Family

Since discrimination against women starts from the family, therefore, the first step should be gaining equality, autonomy and respect for women within the family. This also includes involving women in decision making situations and thereby empowering them as independent human beings.

➤ Empowerment through Education

Women's right to education is a basic human right. It is perhaps the most important means for empowering women to exercise their rights in the society and at home. Education gives women a sense of their own identity and self worth. It opens the door to opportunity and choices and gives women the knowledge and skills to make choices for themselves. Education is an investment that stays with a woman throughout her life.

Research findings strongly confirm that educating women delivers the highest return of any development investment and that it is a *sine qua non* for the achievement of sustainable development. Educated women are better able to perform their various

roles at the workplace, at home and in the community and to make a significant contribution to their societies.

Educational programmes for both boys and girls therefore, must promote shared responsibilities. From the moment they start their education, boys need to be taught to take care of their own domestic needs and share their responsibilities at home. Educating both boys and girls in a gender neutral environment with non-stereotyped way of thinking about male and female roles is critical.

➤ **Access to Employment**

Women access to employment enables them to supplement the family income, thereby giving access to better food, housing and other basic amenities. Opportunities for further education, training and development of skills, for instance, help women to move upwards in the employment and social ladder. Studies have shown that employment of women appears to exercise a marked influence on family size, and family well being. Women mostly spend their earnings on their family's basic needs and, therefore, their income tends to have more positive effects on family well being. Therefore, the bias against women doing jobs at different work places must be removed through a forward-looking economic policy and a positive mindset of people.

➤ **Improving Health including Reproductive Health**

Good health is the main foundation on which a woman's ability to work, to give birth and look after children, to attend household work and to participate in other domestic and economic activities rests. Absence of disease is only one dimension of health. Intake of nutritional food, knowledge of safe and hygienic health practices, opportunities for rest and recreation as well as spending quality time with family and community members are all important aspects which contribute to the overall health status of a woman.

➤ **Ending Violence Against Women and Girls**

Violence against women critically affects the well being of women and girls such as their mobility, emotional and psychological capabilities, self esteem as well as the freedom to lead a normal and healthy life. A number of strategies such as reforms in the justice system and better services to women victims have been developed to combat this problem. However, the long-term success of these strategies will depend upon the active involvement and concerted efforts of all. There is a need to change the way men view themselves as 'men' -and the way they view 'women'. It is essential to help men develop a self-image as nurturing people who can care for their partners. There is growing evidence that the creation of this kind of self-image may lead to a reduction of violence against women. Until they are able to live in a world where they are free from the fear of violence, women will never be truly empowered.

➤ **Women's Role in Politics and Decision Making**

Empowerment of women ultimately depends upon their participation in politics and decision making. In a democratic society, there is an imperative need for representation of women in the political process at all levels so as to enable them to articulate the needs and concerns in a more balanced way and devise ways and means for the solution these problems.

Policies and programmes, therefore, must be put in place, which recognize the critical role of women in sustainable development and focus on efforts that empower women and promote gender equality and equity.

Gender situation in Arunachal Pradesh

The gender situation in a predominantly tribal inhabited state like Arunachal Pradesh is no way different from that of other parts of our country. The practice of gender based discriminations in the state deprives women in numerous ways ultimately putting them at an unequal footing vis-a-vis their male counterparts. The common perception that tribal societies do not have gender based discriminations is far from being the reality. The adverse Sex Ratio, the adverse Child Sex Ratio in the age group of 0-6 and the gender gap in literacy, education, health and employment etc. clearly indicate the fact that compared to men, women are in a disadvantage position at every stage of their life. Domestic violence against women is hardly treated as a crime in the state even by the victim themselves. Similarly, lack of property rights, participation in political leadership and decision making process as well as prevalence of bridal price and polygamy in some parts of the state, reduce the status of women to the lowest.

2.3. Adolescence Education

The adolescent boys and girls in the age group of (10-19) years constitute more than 22 percent of the total population of our country. While these adolescents have the potentiality to develop themselves as important human resources of our country, they are facing some serious challenges at present because of their growing exposure to sex and violence through media, easy availability of drugs, changing life style and because of the spread of HIV&AIDS in our society. A large number of adolescents die from road accidents, violence and suicide. The nutritional needs of the adolescent girls are often neglected. A large number of adolescent girls experience domestic violence. In recent years, there has been an increasing incidence of sex abuse among the adolescents resulting in unwanted adolescent pregnancies, abortions and various sexually transmitted infections including HIV&AIDS. Similarly, the abuse of tobacco,

alcohol and illicit drugs among them is also becoming widespread and shifting to riskier pattern of use calling for immediate attention.

All these adolescent concerns have socio-cultural implications. Adolescence education, at present therefore, has been widely acknowledged as a critical curricular concern emerged in response to the pressing needs of the adolescents in the society.

2.3.1. Process of Growing up, HIV & AIDS and Substance Abuse

Adolescence education is defined as “**an educational intervention to help learners acquire accurate and adequate knowledge about reproductive and sexual health with a focus on the process of growing up during adolescence, in its biological, psychological, socio-cultural and moral dimensions. It aims at inculcating in them rational attitude and responsible behaviour towards sex and sexuality, phenomena of HIV/AIDS and substance abuse by equipping them with essential life skills.**”

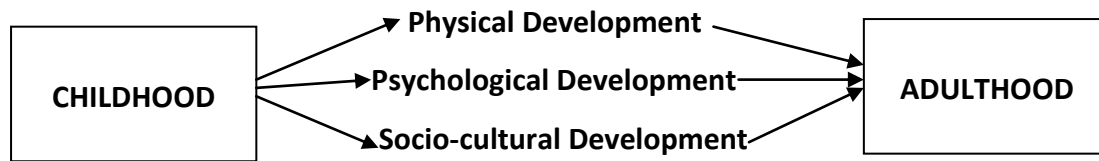
In view of the above, the adolescence education framework has three major components, on the basis of which a detailed scheme of content of Adolescence Education has been developed. The major components are:

- (i) Process of Growing Up;**
- (ii) HIV&AIDS; and**
- (iii) Substance Abuse.**

Process of growing up

Adolescence is a period in between childhood and adulthood. In the process of growing up at this stage the adolescent boys and girls experience sudden and rapid physical, psychological and socio-cultural development which at times create problems for them to adjust with the social environment where they live. Lack of proper knowledge about all these changes which occur so suddenly during the process of growing up and lack of specific life skills among them to face these situations are some of the factors considered to be mainly responsible for growing adolescent problems in the society.

Process of growing up during adolescence



Development of sex hormones in both males and females during the process of growing up is the main cause which helps in developing the secondary sexual characters among them. These hormonal changes also cause psychological changes among them resulting in development of self identity, self concept and attraction towards the opposite sex. Similarly, sudden physical and psychological developments among them also affect their socio-cultural relationship with their parents, peer groups and the opposite sex.

The process of growing up in adolescence is not just about physical growth and development among the adolescent boys and girls. It is also about their mental development and emotional maturity. It is also about their socio- cultural development till they reach the stage of adulthood. All these changes during adolescence are normal which all adolescent boys and girls usually face in their life. However, being aware and obtaining scientific knowledge about all these changes in the process of growing up empowers the adolescents to grow up as healthy and responsible adults. Development of required life skills among them also help them to deal with various adolescence related issues and problems effectively.

HIV & AIDS

HIV stands for Human Immunodeficiency Virus. HIV is a virus which is known to cause AIDS by impairing the immune system of human beings. HIV spreads only by people and not by animals or insects. HIV spreads through the body fluids of human being such as blood, semen, vaginal fluid and breast milk etc. HIV therefore, may be transmitted through;

- Transmission of infected blood from one person to another,
- Unprotected sexual relation with HIV infected person,

- Use of infected needle and syringes, and
- Infected pregnant mother to the child.

AIDS stands for Acquired Immune Deficiency Syndrome. AIDS is a condition acquired as a result of infection with HIV. AIDS is not just one disease or symptom. It is a condition showing symptoms of a number of diseases. AIDS in recent decades has emerged as an epidemic all over the world and it is affecting a large section of people in the society especially the young people.

- Young people are highly vulnerable to HIV infection because of many reasons.
- Women are more vulnerable to HIV infection because of biological, social and economic reasons.
- People infected with HIV face stigma and discrimination in the society.

Anybody in our society can get HIV & AIDS, but everybody can prevent it because it is the risk behaviour of an individual that puts a person at the risk of having HIV& AIDS. Everyday nearly 6000 young people in the world get infected with HIV simply because they lack information, knowledge and skill to protect them. India at present is third in the world in terms of greatest number of people living with HIV & AIDS. With a population of more than one billion, a mere 0.1 percent increase in the HIV prevalence rate may prove to be a catastrophe to a country like India.

There is no vaccine to prevent HIV infection and there is no medicine available to cure AIDS. In the absence of a preventive vaccine against HIV infection and any medicine to cure AIDS, the social vaccine of '**Education**' remains to be the only method of prevention. Therefore, there is an urgent need to create awareness about different modes of HIV transmission, availability of treatment facilities as well as to develop appropriate life skills among the young so as to enable them not to fall a prey to HIV & AIDS. Similarly, there are a number of myths and misconceptions attached to HIV & AIDS that need to be clarified to avoid stigma and discrimination in the society.

The good news is that the spread of HIV has started declining in countries where the young people are learning to protect themselves from getting infected with HIV. In India also, HIV incidence (number of new HIV infections per year) has declined by more than 50 percent during the last decade due to meaningful interventions and scaling up of preventive strategies under National AIDS Control Programme (NACP) in India.

Substance Abuse

Substance abuse refers to harmful use of substances for the purpose of altering one's mood. In this sense substance abuse also includes drug abuse because drugs are also abused for mood altering purposes rather than for medical purposes. Some of the common forms of substance abuse are, tobacco, alcohol, opium, cannabis (*Ganja*), solvents and aerosol, inhalants, caffeine, cocaine and ecstasy drugs etc. Substance abuse is not a new phenomenon. People have been using these substances including drugs for mood altering purpose since time immemorial. However, in recent decades substance abuse has become a serious concern as it has become widespread and taking a riskier pattern of abuse. Millions of drug addicts or substance abusers all over the world are leading miserable lives, hanging between life and death. Substance abuse among people is ruining the family and social fabric and is mainly responsible for increasing in crime and violence in the society. Substance abuse is dangerous for everyone. However, the adolescents and the young people are the most vulnerable to substance abuse because;

- They are susceptible to the influence of media,
- They like to experiment with alluring substances,
- They are vulnerable to peer pressure,
- They are clueless in the absence of social support system,
- They lack comprehensive knowledge about the harmful effects of various substances,
- They lack the assertive skill to say 'No' to these temptations.

Substance abuse among the adolescents adversely affects the physical, mental and socio-cultural development in the process of growing up. What's more, substance abuse is not an isolated problem. It can lead a number of high risk behaviour and other problem behaviour among them. Adolescence education therefore, provides adequate knowledge on various aspects of substance abuse such as types of substance abuse, causes and consequences of substance abuse, preventive measure, treatment and rehabilitations of substance abusers

etc. It also aims at enabling the adolescents to resist the temptation of substance abuse through appropriate development of life skills like critical thinking, problem solving and coping with stress and emotions etc.

2.3.2. Need for Life Skill Development in Adolescence Education

Skill development is a lifelong process. It is a process that helps individuals to mature and develop confidence to take one's own decisions and perform one's own tasks effectively. However, skill development is an over worked term in education. It has been indiscriminately applied and variously referred to as teaching skill, language skill, numerical skill, laboratory skill, computer skill, mechanical skill, basic skill, personal skill, life skill and livelihood skill and so on. While some skills like crawling, walking and running etc. develop naturally in an individual, speaking and writing skills do not develop automatically. Skills like holding a pen, drawing and writing are very simple whereas, driving a motor vehicle and playing football or cricket etc. are complex skills that can only be developed through regular practice. Similarly, various types of life skills such as thinking, communication and negotiation skills etc. are developed through regular practice. Skills are not in-born, they are acquired. They are developed through regular practice.

When we talk about life skill development in Adolescence education, we essentially talk about development of various types of **life skills** among the adolescents so as to enable them to face the day to day problems and challenges of life. In recent years, the concept of life skills has been successfully used in the context of health education, especially in the context of Adolescent Reproductive and Sexual Health (ARSH) education. The World Health Organisation (WHO) while initiating life skill development in education, conceptualised **life skills** as '**psycho-social competence**' which enhances the individual ability to deal effectively the demands and challenges of everyday life. "**Life skills are abilities for adaptive and positive behaviour that enable an individual to deal effectively with demands and challenges of everyday life**"-WHO. Life skills as 'psycho-social competence' however, are different from other important skills that an individual may have such as language skill, computer skill and livelihood skill etc.

What is Life Skill Development in Adolescence Education?

Life skill development in Adolescence Education is an experience based interactive educational process which not only aims at developing knowledge and attitude about various adolescence related issues and concerns but also focuses on developing individual ability to translate knowledge and attitude into action in various situations of life. In our day to day life as we observe, knowledge is not enough, we must apply. Willingness is not enough, we must do. For instance, the adolescents may have the knowledge of the harmful effects of smoking, but with little persuasion from their friends they may start smoking. Similarly, some of them might have developed the attitude and habit of not taking alcohol in life, but on some social occasions or during celebration time, they may succumb to the pressure of such temptation. Similarly, a young boy or girl may have the skill or ability to apply it in a particular situation, but she/he may not have the ability to apply it in a different situation. For example an adolescent boy or girl may have lot of communication and negotiation skills while interacting with others, but in case of relationship with the opposite sex he/ she may not be able to negotiate with the situation. Life skill development in Adolescence Education aims at helping the adolescents to develop the ability to apply specific skills in specific situation, to make rational decisions, avoid risky behaviour and resist negative pressure in a given situation.

Why is life skill development necessary in Adolescence Education?

- Life skill development is necessary in Adolescence Education because skills in relation to everyday life form the foundation among people for promotion of mental well being and healthy interpersonal communication and behaviour. Skill development enables individuals to translate knowledge and attitude into actual abilities, i.e., 'what to do and how to do'?
- Life skill development is necessary in Adolescence Education because it influences the way the adolescents feel about themselves and others and also the way they think they are perceived by others. It helps in developing proper perception of the self i.e., 'self esteem', 'self concept' and 'self confidence'.
- Education and skill development are the areas that are most often confused. It is believed that an educated person is equipped with the needed skills or abilities. But

in reality this does not happen. In an area like adolescence education, mere acquisition of knowledge or developing a proper attitude in matters related to sex, HIV & AIDS and substance abuse etc. may not protect the adolescents from risky situations in life. Regular life skill development among them will actually enable them to show responsible behavior, resist negative peer pressure and avoid risky situations in life.

- In a situation when new reproductive and sexual and mental health related problems are emerging, life skill development among the adolescents is necessary to equip them with the needed skills to deal with increased demands and stresses they experience.
- Life skill development among the adolescents is necessary because the traditional value system which regulated the behavior of people is fast disappearing in the society
- The rapid social change, consequent upon urbanization, modernization and globalization has made the lives of young people completely different from those of older generation. The threat of HIV & AIDS and the fast growing incidence of substance abuse among the adolescents and the young people, demand urgent effort for life skill development among them.

2.4 Family-Socio-cultural Factors and Quality of life

Family is one of the oldest human institutions. Fast socio-economic development all over the world due to industrialisation, modernisation and urbanisation and rapid migration of population from the rural areas to urban areas throughout the world has influenced the institution family, affecting considerable changes in the family composition and its structure. The family however, still remains as the basic unit of the society. An individual is born in a family, grows up in it and as an adult, establishes a family of his/her own and contributes to the growth of the family. To establish a family is the basic human right of every individual.

2.4.1. Definition and Function of Family

There is a wide variety of family forms, perhaps with much more variations now than in the past, and hence it is very difficult to define the family in a way which is universally acceptable. **In simple language a 'family' may be defined as a group of individuals related by blood, marriage or adoption, who share a home and a common culture, extend cooperation to each other and feel ties of mutual affection.** In the context of our society, the smallest family is composed of a husband, a wife and their child or children. Generally, a family consists of at least two adults of the opposite sex living in a socially approved sexual relationship. They may also have one or more of their own or adopted children. Besides these members, the family may consist of grandparents, and other members. At times there may be a single parent family.

In India, generally we have two types of family structures: (i) Joint Family and (ii) Nuclear Family. Traditionally, joint families had been predominantly present in the Indian society. The joint family structure was very useful in the context of agricultural economy. But with the advent of urbanization, industrialization and modernization, this system of joint family is being replaced by the nuclear family system. The compulsions of urban and industrial societies encouraged people to break away from the joint families and live in nuclear families. However, in some cases though the members of the nuclear family live in urban areas, their relationship with the joint family continues and they are very often emotionally attached to it.

Functions of the Family

The strength and solidarity of a society largely depends upon how the family performs its functions as a basic unit of the society. It is the responsibility of all members of a family to fulfill family functions, although parents generally shoulder the larger share of these functions. The problems among the children can be traced back to the failure of parents/families to perform their functions. The family serves a society through the following specific functions.

i) **Reproduction**

Self-perpetuation is the basic characteristic of all living beings and the process of reproduction helps them in doing so. In human society two adults get social approval for establishing sexual relationship through marriage. This special relationship leads to reproduction. Children are born and brought up in a family to play adult roles and continue the process of reproduction.

ii) **Fulfilment of basic needs**

A family provides the basic needs such as food, clothes, shelter and love etc. necessary for human living. When the members of the family are too young or too old to meet such needs by themselves, it is the responsibility of the parents to provide them timely and adequately.

Family needs consist of the following:

- a) Physical and Physiological needs - food, drinks, sex, clothing and housing
- b) Love and belonging needs - acceptance, giving and receiving love
- c) Esteem needs - self-respect and respect for others
- d) Self-actualization needs - self-fulfilment, reaching one's potential.

iii) **Socialization and Social Control**

Family is a powerful institution of socialisation and social control. A child born to a family is taught right from the moment of birth, the behaviour that is acceptable to the society. The role behaviour learned from the family becomes the model for role behaviour in our society. This way, culture is passed down from one generation to the other. Social control needs to be enforced from a very young age.

iv) **Social Placement for the Child**

At the time of birth the family provides us with an "ascribed" status, e.g. caste, community and physical build etc. As we grow, the families help us find an

“achieved” status, often one that is achieved by an individual in the society while living in the family.

2.4.2. Responsible Parenthood

Family as an institution plays a significant role in fulfilling the basic needs of its members as well as in shaping individual behaviour in consonance with the social norms. The children have the right to have all the basic needs of human living including parental love, affection and care as they are too young to do things for themselves. Similarly, the elderly members as well as persons with disability in the family also need special care and emotional security. The parents of the family therefore, are expected to perform certain functions and shoulder some responsibilities.

Traditionally, certain roles have been assigned to females and certain others to males only. It is observed that household activities are conducted only by the female members of the family. The mother is supposed to perform all the roles of bearing and rearing up of the child as well as looking after the elderly persons in the family. However, both males and females can interchange their roles according to their needs. A healthy family environment can be created when both the parents share their responsibilities of looking after the children, the elderly and otherwise able person in the family. Similarly, a woman should not be considered as a mere appendix to her husband. Women with their enhanced educational status, independence and economic worth can contribute to the wellbeing of the family in various ways. In such a situation therefore, it would be better if a husband shares various things which traditionally wives are expected to do in the family. When male members join female members in performing all types of household works and share family responsibilities as equal partners, it leads to improvement in the quality of life.

Responsible parenthood means sharing the responsibility of the parents in a family relating to bearing and rearing of the children, looking after the old and otherwise abled person in the family.

The following, therefore, are some implications of a responsible parenthood.

1. The parents should respond by planning the number of children they are capable of supporting and rearing till full maturity within their reasonable capacity.
2. They should respond to the growing needs of their children so as to prepare them for future life.
3. They should respond to each other's personal needs and share family responsibilities as equal partners.
4. They should also respond to the needs of the elderly and otherwise able persons in the family as they are also equally valuable and important for the family.

To sum up therefore, responsible parenthood refers to sharing of the responsibilities relating to bearing and rearing of the children, responding to each other's personal needs, looking after the old and otherwise abled person in the family willingly and within their reasonable capacity.

2.4.3. Family size and Quality of life

The size of a family affects the family needs. Since satisfaction of family needs is crucial for proper functioning of the family, therefore, in the context of limited resources a small family helps in better management of its resources and helps in improving the quality of family life.

However, in most cases the socio- cultural beliefs and values determine the size of the family. The continuing momentum of a high rate of growth of population in most of the developing countries for example, is because of the prevailing socio-cultural beliefs and values in favour of a large family. The socio- cultural beliefs and values are developed over time and are handed over from one generation to another. For example in case of social and economically disadvantaged sections of our society particularly, people often have the belief that "more children means more helping hands at home and in the field" or that "children are the security of parents in old age" or that "more children means more income for the

family” etc. In our society a childless couple is looked down upon and pitied and preference for a son is very common. Similarly there is a belief in our society that a woman can enjoy better social status and power if she has a number of sons.

Although in recent years, the influence of some of these beliefs and values is waning, still these appear to be playing a major role in the decisions of many families and couples regarding family size. In India as it has been experienced over the years, leaving aside the government incentives, more and more families which are educated and aware of the benefits of the small family are adopting the small family norm. The socio-cultural beliefs and values which influence the fertility behaviour and the size of a family need to be adapted to the changing needs and conditions. If these values and beliefs are found to be contributing to the welfare of the individual, family and society, they should be accepted and if, found to be adversely affecting the quality of life of families and communities, they should be discarded.

2.5 Health and Education- Key Determinants of Population Change

One of the main achievements of the twentieth century has been unprecedented increase in human longevity. In the last half century, expectation of life at birth in the world as a whole increased by about 20 years, and the risk of dying in first year of life reduced by nearly two third. Increase in life expectancy to 68 years in our country at present, reflects significant gains in the ‘**health**’ of our common people and access to primary health-care services. Similarly, ‘**education**’ has not only proved to be a key factor in the socio-economic development of a country, it has been the most effective vehicles of generating awareness and influencing attitude of people about various population and development related issues for attaining and maintaining a better quality of life.

However, these achievements in the field of health and education have not been realized universally. A large segment of our population continues to lack access to clean drinking water and sanitation facilities. Preventable and treatable illnesses are still the main killers of young children. In addition, due to changes in life styles, livelihood and consumption pattern, a number of life style related diseases have emerged leading to increasing morbidity and mortality of people. Therefore, in addition to a reasonable rate of economic development, it is equally essential to take care of the social dimensions such as;

health and education for sustainable development of a country.

2.5.1 Definition and Dimensions of Health

Health has been defined as **“a state of complete physical, mental and social well being and not merely an absence of disease or infirmity”** (WHO). This definition of health of the World Health Organisation is considered to be the most acceptable definition as it includes all the three important dimensions of health viz, physical, mental and social health. Simply freedom from diseases does not constitute health. A person is considered to be healthy if he/she is physically, mentally and socially healthy.

Dimensions of Health

As we understand by now, the concept of ‘health’ has three important dimensions such as; physical health, mental health and social health.

Physical health is a reflection of the optimal functions and appearance of the individual such as:

1. Clean skin;
2. Lustrous hair;
3. Firm flesh;
4. Fresh breath;
5. A good appetite;
6. Sound sleep;
7. Regular activity of bowels and bladder;
8. Smooth and coordinated movements;
9. Intact senses and active reflexes; and
10. Proper growth and development.

Mental health is as important as physical health. A sound mind in a sound body is the prerequisite for sound health of an individual. Physical and mental health are therefore, correlated. Though it is quite difficult to define mental health because of its multi-dimensional nature, freedom from internal conflict, adjustment to adversities and self-control, are the signs of sound mental health.

Social health can be measured on the basis of crime rate, level of illiteracy, divorce rate and suicide rate etc. Social health may be defined in terms of freedom from conflict in families, communities/societies, and positive relationships. A person is socially healthy, if he/she is sensitive to the needs of others, has good interpersonal relationship and participates in social activities.

2.5.2. Sign and Symptoms of Health

What are the sign and symptoms of health? How can we measure how healthy an individual or a community is? Health is a relative concept where the spectrum ranges from positive health to ill health, poor health and to death. To be able to determine how healthy an individual or a community is, one needs to have a set of indicators which are specific, objective and measurable. The commonly used health indicators are listed and discussed below.

i) Mortality Indicators

a) Crude Death Rate;

(Number of deaths per thousand population per year in a given community)

b) Expectation of life at birth;

(Average number of years that people are going to live in a given population)

c) Infant Mortality Rate;

(Number of deaths under one year of age, to 1000 live births in a given year)

d) Child Mortality Rate;

(Number of deaths of children at 1-4 years of age in a given year per 1000 children in the same age group)

e) Maternal Mortality Rate;

(Number of maternal deaths at 15-45 years per 100,000 women in the same age group)

High IMR and MMR indicate the poor state of health of a country. However, the mortality indicators only measure final outcomes and do not reflect on the quantum of sickness load in a society.

ii) **Morbidity Indicators**

- a) Incidence rate, and
- b) Prevalence rate for different diseases or disabilities.

The ***Incidence rate*** takes into account the new cases of a disease in a specific period which is at risk or is exposed.

The ***Prevalence rate*** indicates the number of existing cases (old + new) of a disease over a specific period or at a point in time in the total population.

The *incidence rate* and the *prevalence rate* are helpful in planning and administration and for measuring the magnitude and patterns of diseases in the community.

iii) **Nutritional service indicators**

Nutrition is the prime indicator of health, especially in the first few formative years of life. Nutritional status is assessed on the basis of a group of measures such as:

- (a) Birth weight;
- (b) Weight for age;
- (c) Height for age;
- (d) Weight for height;
- (e) Mid-arm circumference; and
- (f) Skin fold thickness etc.

iv) **Health care delivery indicators**

- (a) Doctor : Population ratio;
- (b) Doctor : Nurse ratio;
- (c) Bed : Population ratio;
- (d) Population : health institution ratio; and
- (e) Population : Professional birth attendant ratio

v) **Utilization rates**

The utilization rates of different types of public health services give an indication of the need, demand and the health status of people. The rates are:

- (a) Percentage of children under 2 years immunized against diphtheria, tetanus, pertusis, poliomyelitis, tuberculosis and measles;
- (b) Percentage of women using antenatal services;
- (c) Percentage of deliveries conducted by trained birth attendants;
- (d) Bed occupancy rates; and
- (e) Average duration of stay in hospital

vi) **Social and Mental Health Indicators**

- (a) Suicide rate,
- (b) Crime rate, and
- (c) Road traffic accident rate.

vii) **Socio-Economic Indicators**

- (a) Rate of growth of Population,
- (b) Per capita income,
- (c) Levels of unemployment,
- (d) Dependency ratio, and
- (e) Adult Literacy rate.

2.5.3. Role of Education for Population Change

The role of education as a key determinant of population change has been widely acknowledged all over the world. L. Summers in an essay (1994) while summarizing the national case studies from different developing countries, states that infant mortality is higher if the mother is illiterate and decreases with increase in mother's education.

The explanation given for the findings is not that educated mothers spend more money on their children's health; rather it is that they tend more often to practice better hygiene - safe drinking water, more cleanliness in preparing meals, awareness of danger of diseases, protection against malarial mosquito bites, fuller attention to vaccination etc.

Education is the key factor in socio-economic development. It is one of the most effective vehicles of awareness generation among people about various issues including health. The most crucial role that education is expected to play in this context is to provide information and develop positive attitude among learners towards population and development issues and influence their value orientation in respect of these issues so that they take informed and rational decisions for observing small family norm and having better quality of family life. In this context, school education, especially at primary and secondary stage, occupies a central position in attitude formation among learners towards various issues including population issues. Relationship between education and demographic change are inter-dependent. There is also close relationship among education, marriage age, fertility and mortality. Increase in education of women and girls contributes to empowerment of women, to postponement of age of marriage which results in better survival rate of children and low maternal mortality rate. In our country women's education is more significant as it comprises 50 per cent of the population. Educated women can directly influence mental as well as physical development of the 45 per cent of the population who as children directly come under their control.

Education particularly of women/girls is better paying in health than investment in the health sector (UNESCO, 1996). Education helps in achieving better health, reducing fertility and thereby in population stabilization.

Educational Response to Population Concerns

Continuous efforts have been made for Universalization Elementary Education (UEE) and attaining the goal of total literacy in our country. A large number of interventions have been made particularly since the adoption of **National Policy on Education 1986**. A major initiative has been taken under **Sarva Shiksha Abhiyan (SSA)** through a time-bound

integrated approach, in partnership with states. It promises to provide useful and quality elementary education to all children in the age group of 6-14. The *National Family Health Survey-3 2005-06* (IIPS, 2007) indicates that 83 per cent children in the 6-10 age group and 75 percent children in the age 11-14 age group are attending schools.

However, in recent years with the implementation of the **Right to Education (RTE) Act-2009** particularly, it is now the responsibility of the state governments to ensure free and compulsory education for all children in the age group of 6-14.

The Evaluation Study on the **Total Literacy Campaign (TLC)** indicates that social mobilisation did contribute to the attainment of the present status of literacy in the country. Implementation of programmes like **Shakshar Bharat Mission (SBM)** is also playing an important role in bridging the literacy gap between male and female literacy and thereby improving the literacy scenario of states.

As regards empowerment of women, appropriate educational interventions have also been made to provide them with the opportunities for school education, higher education and technical education and to enable them to become equal partners in economic and social development. A number of programmes have been implemented to promote education of the girls.

Moreover, educational institutions which are involved in the school curriculum planning and transaction have also been responding to critical population and development issues such as gender equality and equity, environmental protection, health and nutrition and observance of small family norm etc. *The National Curriculum for Elementary and Secondary Education* prepared by National Council of Educational Research and Training in 1988 reflected these concerns and facilitated their integration in the school curriculum throughout the country. The latest *National Curriculum framework- 2005* provides more comprehensive treatment to the crucial population and adolescence concerns.

Educational programmes such as Environmental Education and Health Education have also been contributing to the integration of population concerns in the teaching-learning process at primary and secondary stages.

The National Population Education Project (NPEP) being implemented in the country since 1980 has made concerted efforts to integrate critical population concerns in the content and process of school and teacher education. By doing so, it has been trying to enable the school education system to make the learners aware of the inter-relationship between population, resources, environment, development and quality of life and inculcate in them a positive attitude and values so that they can take informed decisions and show responsible behaviour regarding various population and development related issues.

SOCIO-DEMOGRAPHIC GOALS OF INDIA

1. Address the unmet needs for basic reproductive and child health services, supplies and infrastructure.
2. Make school education up to age 14 free and compulsory, and reduce dropouts at primary and secondary school levels to below 20 % for both boys and girls.
3. Reduce infant mortality rate to below 30 per 1000 live births.
4. Reduce maternal mortality ratio to below 100 per 1,00,000 live births.
5. Achieve universal immunization of children against all vaccine preventable diseases.
6. Promote delayed marriage for girls, not earlier than age 18 and preferably after 20 years of age.
7. Achieve 80 per cent institutional deliveries and 100 per cent deliveries by trained persons.
8. Achieve universal access to information/counseling, and services for fertility regulation and contraception with a wide basket of choices.
9. Achieve 100 per cent registration of births, deaths, marriage and pregnancy.
10. Contain the spread of Acquired Immuno Deficiency Syndrome (AIDS), and promote greater integration between the management of reproductive tract infections (RTI) and sexually transmitted infections (STI) and the National AIDS Control Organization (NACO).
11. Prevent and control communicable diseases.
12. Integrate Indian Systems of Medicine (ISM).
13. Promote vigorously the small family norm to achieve replacement levels of TFR.
14. Bring about convergence in implementation of related social sector programmes so that family welfare becomes a people centered programme.

Source: National Population Policy 2000 Government of India, New Delhi

2.6 Population Distribution: Urbanization and Migration

Distribution of population in recent years, has gained lot of attention because of increasing urbanization and migration in almost all countries of the world. The rapid pace of urbanization no doubt has both positive and negative implications in terms of socio-economic development of people, but the greatest challenge has been to cope up with the enormous strain that increasing urbanization has placed on infrastructural facilities, families, environment and human values.

2.6.1. Meaning of Urbanization and its consequences

Urbanization is defined as the process of becoming urban, moving to towns and cities, changing from agriculture to other pursuits common to such towns and cities and corresponding behaviour patterns.

The process of urbanization involves two mutually supportive aspects:

- i) the movement of people from rural to urban areas where they engage primarily in non-agricultural functions or occupations and;
- ii) the change in their life-style from rural to urban with its associated values, attitudes and behaviours.

Thus, urbanization is a product of economic, social and political processes which operates in a specific socio-cultural context.

The definition of urban area, as per the 2001 Census is as follows:

- (a) All statutory towns i.e. places with a municipality, corporation, cantonment board or notified town, etc.
- (b) All other places which satisfy the following criteria:
 - (i) minimum population of 5000;
 - (ii) at least 75 per cent of male working population engaged in non-agricultural pursuits, and
 - (iii) a density of population of at least 400 persons per sq. km.

Apart from these, the outgrowths (OGs) of cities and towns also have been treated as urban areas. These outgrowth(s) include fairly large and well recognized railway colony, university campus, port area, military camp, etc. which might have come up around a core city or statutory town.

There are three important factors which influence urban population growth and the process of urbanization such as;

- i) Natural increase in urban population i.e., birth minus death,
- ii) Net migration from rural areas and

- iii) Extension of boundaries of towns and cities.

Table-2. : Estimates of relative share of natural increase, net migration and Reclassification in the decadal urban growth of India, 1961-2011

Components of urban growth	1961-71	1971-81	1981-91	1991-2001	1991-2011
1. Natural Increase	64.6	51.3	61.3	59.4	44
2. Net Migration	18.7	19.6	21.7	21.0	22.2*
3. Increase due to expansion in urban areas and merging of towns	2.9	14.2	7.6	13.0	56*

** Calculations based on population census data*

The figures given in the above table clearly indicate that in the course of last five decades there has been a significant decline in the contribution of natural increase towards urban population growth whereas there has been a significant rise in the contribution of net migration towards urban population growth during 1961-2011.

Consequences of Urbanisation

A study of the pattern of relationship between the level and trend of urbanization on one hand and the economic and socio-demographic indicators of development on the other in a country like India reveals that most of the states having higher level of urbanization have a higher rate of literacy, a higher per capita Net State Domestic Product (NSDP) and lower IMR. Whereas, the states having a lower percentage of urban population have a lower rate of literacy, a lower per capita Net State Domestic Product (NSDP) and higher IMR than the national average with a few exceptions.

However, the rapid pace of urbanisation as being experienced in India has brought forth alarming consequences beyond our control to manage. The growth of urban centres has not kept pace with the growth of urban population in our country. India with around 30 percent of its population in urban areas has put in enormous strain on the social and economic infrastructure, environment, family and human values. In most cases the governments with

its current management capacities and practices have not been able to provide the required security to human life and property and improve the basic infrastructures such as housing and transportation, health and education, drinking water and electricity, sewerage and garbage disposal etc. In Indian context the main consequences of urbanisation may be summarized as follows.

- Urban economic growth and job creation have not kept pace with the growth of population in urban areas. This has led to deepening of poverty.
- There is a mismatch between the levels of industrialisation and urbanization.
- The process of urbanization is costly which hinders the rate of economic growth of the country as a whole.
- The state of existing infrastructure is poor and unable to take the growing urban pressures.
- The problem that causes the most concern to a majority of urban dwellers is that of shelter.
- Around one-fifth of India's urban population lives in slums. This proportion is rising with time. In Mumbai and Kolkata 35 to 50 percent of residents live in slums, lacking most of the basic services. The growth rate of the slum population, largely through continuing immigration is significantly faster than that of other segments of the urban population.

In Arunachal Pradesh migration of people from the rural areas to the increasing number towns (26 as per 2011 census) in recent years, has created a number of problems to solve. Special attention is required to manage water, electricity and waste materials. Similarly, management of natural and manmade disasters is also a huge problem. The main challenge before the state government is how to create a balance in urban and rural development for sustainability at both the ends.

2.6.2. Meaning, types, causes and consequences of migration

Migration

People migrate from one country to another and from one part of the country to another part for a number of reasons. **The process of movement of people from one place to another is called migration.** Demographically, 'migration' affects the sex-age composition of the population of the areas from which people come and the areas in which they finally settle. It brings social and economic changes.

Who is a '**migrant**'? A migrant is a person who has changed his/her residence from one geographically well-defined area to another area with the intention of permanently or semi-permanently settling at the new place. The place which the migrant leaves, is called the **place of origin** and, for that place, the person is an **out-migrant**. The place where the migrant arrives is known as the **place of destination** and, for that place, the person is called an **in-migrant**. Thus, the same person is an out-migrant for the place of origin and an in-migrant for the place of destination. When the migration takes place across international boundaries, the terms used are **emigration** and **immigration**. For a given geographical area, where the in-and out-migrations take place continuously, the net change in the population over a period of that particular area grows.

Types of Migration

Migration can take place in the following three ways:

1. When the change of residence is from one administrative area to another, while remaining within the country, this is called **internal migration**.
2. When the change of residence is across national boundaries, this is termed **international Migration**.
3. When the change of residence is within the same administrative area, this is termed as **local movement**.

Since local movement does not affect the size and composition of the population of that particular area, the study of migration is mainly concerned with internal and international migration.

Internal migration may be of three types such as;

- i) Rural to urban,
- ii) Rural to rural and
- iii) Urban to rural.

In India, the predominant form of migration is rural to rural which accounts for about 55 percent of the total migration in the country. Rural to rural migration occurs mostly in case of females because of marriage. However, in recent years this form of migration has declined steadily while rural to urban migration has shown a steady increase. Though rural to urban migration accounts for only about one-sixth of the total migration stream, in India it assumes great importance both because it is usually influenced by economic considerations and because of its contribution to the process of urbanization and development.

Similarly, **international migration** may be of three types such as;

- i) Legal foreign migration,
- ii) Illegal migration and
- iii) Refugee migration.

While legal foreign migration is highly controlled at the global level, illegal migration is a matter of great concern for the receiving countries. However, the countries do adopt a somewhat sympathetic attitude towards refugee migrants (especially political refugees).

Causes of Migration

The main causes of migration are:

- (i) **Economic** - Employment, business or search for a job in urban areas/other countries.

(ii) **Social**

- (a) **Education** (specially higher education, the facilities for higher education in urban areas/other countries)
- (b) **Family Movement**: People in transferable jobs move to other places on transfer and at times stay back in their places of destination,
- (c) **Marriage** : women in a dominant patriarchal society like ours move to their husband's house in villages/towns. This type of migration is more common in the rural areas.

(iii) **Political**

People tend to out migrate from their places on account of political instability like wars, civil unrest, religious persecution and take refuge in towns/cities/countries of relative stability and protection.

(iv) **Other Reasons**

People also tend to migrate on account of natural calamities like floods, cyclones, earthquakes and volcanic eruptions etc., and man-made calamities like industrial disasters, or any other such causes.

Consequences of migration

Migration provides wide opportunities to the people to improve their quality of life. If those who migrate in search of employment, education, business purposes are able to achieve their goals, they improve not only their life-style but also improve the quality of living of the members of their families. Migration on account of natural and political disasters brings relief to the grief stricken families and also stability in their lives.

However, migration also has its negative effects on the areas to which migration takes place. The current pattern of migration shows an excessive concentration of population from rural to the urban areas. This has resulted in the creation of;

(i) **Slums and Squatters/Settlements**

There is acute shortage of housing in the cities, as a result a large number of rural poor migrants tend to live in squatters/settlements and slums. It is estimated

that nearly 30 to 40 per cent of the population in the Class I cities of India lives in squatters/settlements and slums.

(ii) **Shortage of Public Transport System**

The public transport system is not able to cope up with the increase in passenger-traffic. The result is over-crowding, delays in trips; break down of transport services etc.

(iii) **Infrastructure**

The towns and cities with a high rate of migration find themselves incapable of meeting the demands of the people for basic services like clean drinking water, electricity, sewerage and garbage disposal services. Nor are they able to provide enough medical service centres, schools, colleges and other institutions of learning or other such service centres, as also shortage of jobs.

The cities become centres of scarcity, get choked with air, water and noise pollution, get infected by social and political evils, there is a general fall in moral and ethical values, resulting in overall degradation of the quality of life in cities.

Unit-3

Transactional Strategies

Structure

Introduction

3.1 Objectives of Population Education

3.2 Main Approaches

- Curricular Approach
- Co-curricular Approach
- Need based Approach
- Integration Approach
- Participatory Approach
- Age appropriate and Context Specific Approach

3.3 Methodology

- Discussion Method - Role Play
- Inquiry Method - Field Visits
- Project Method - Survey
- Case study - Quiz

3.4 Evaluation Strategy

- Scholastic & Co-scholastic Evaluation
- Use of appropriate Tools and Techniques of Evaluation

Introduction

Population Education aims at empowering the adolescents through development of adequate awareness, healthy attitude and specific skills among them so as to enable them to take informed decisions and show responsible behavior towards various population and development related issues in life. Population education therefore, has been widely accepted as a critical curricular area all over the world. In some countries this emerging area has been introduced as a separate subject in schools. In India, though population education has not been introduced as a separate school subject because of a number of constraints in our system, it has been integrated in the content and process of school and teacher education for systematic and sustained learning of its contents in schools. There is a need to study and understand the main objectives, approaches and appropriate teaching learning and evaluation strategies for effective transaction of population education related contents among students in different grades.

3.1. Objectives of Population Education

As we understand by now, population education is not a separate school subject in our country. It is an educational intervention emerged in response to various population and development related issues and problems arising in different situations of life. It mainly aims at developing critical thinking and influencing the attitude and behaviour of the children in respect of various population and development related issues and problems at a young age.

The main objectives of population education therefore are;

- Making the learners aware of the inter-relationships between population and sustainable development.
- Developing in them an understanding of the criticality of essential conditions of population stabilization for a better quality of life of present and of future generations.

- Inculcating in them rational attitude and responsible behaviour towards population and development issues.
- Making them understand the crucial aspects of adolescent reproductive health, focusing on the elements of process of growing up, and implication of HIV & AIDS and Drug Abuse.
- Inculcating in them rational attitude towards sex and drugs and promoting respect for the opposite sex; and
- Empowering them to take informed decisions on issues of population and development including reproductive health.

3.2 Main Approaches

3.2.1 Curricular Approach

The National Curriculum Framework on School Education over the years has been making sincere efforts to integrate the contents of population education in different subject areas of school education at different stages through the curricular approach. Since Population education draws its contents from the existing disciplines of Social Sciences and Sciences, it has been found more feasible and pragmatic to integrate its elements into the concerned subjects being taught at different school stages. Population education contents have accordingly been integrated in the selected subjects being taught at different school stages such as; Environmental Studies and Languages at the primary stage; Social Sciences, Sciences and Physical and Health Education at the upper primary and secondary stages; Geography, History, Political Science, Economics , Biology, Sociology, Psychology, Home Science and Languages at the higher secondary stage.

Similarly, attempts have also been made to include a separate paper on Population Education, over and above integration of its contents in the existing foundation courses prescribed for pre-service elementary and secondary teacher education courses. As regards in-service teacher training, while independent training programmes for teachers of all school stages are being organized, elements of Population Education have also

been dovetailed with the general in-service training programmes for teachers and teacher educators of various stages.

The curricular approach however, has its own limitations, as there are a number of critical contents of population education that are yet to be integrated in the school syllabi and text books. Similarly, the traditional practice of curriculum transaction in the classroom is mostly lecture dominated and didactic in nature which has not been able to inculcate a positive attitude and develop rational behaviour among the learners.

3.2.2 Co-curricular Approach

The co-curricular approach has always been an integral part of the teaching learning process. In an area like population education, which aims at influencing the attitude and behaviour of the learners, the significance of co-curricular activities can hardly be over emphasized. The co-curricular activities not only supplement the class room teaching, they also help in initiating innovative teaching learning practices which are mostly participatory and experiential. Besides, co-curricular activities are considered essential for initiating the teaching learning process in those content areas of Population Education which are yet to become an integral part of school syllabi. Co- curricular activities are expected to be organized in schools on such a scale and so frequently that both students and teachers and in certain cases the parents also, are thoroughly exposed to the new Population Education contents.

3.2.3 Need Based Approach

A need based approach is based on the concept that the students receive education as per their need. This approach recognizes the fact that students have different needs and priorities and these needs also change over time. Accordingly, students need individualized, flexible and responsive supports to meet their particular needs and to enhance continued growth of their individual strengths and abilities. A need based approach involves a comprehensive evaluation of the holistic needs of individual students and their families, the identification of their concerns and priorities and the coordination of appropriate supports through an efficient use of resources.

The basic principles on the basis of which need based approach is advocated are that there is a need to;

- Realize that each student is a valued member of a diverse society
- Focus on the strengths, and abilities of each student
- Emphasize on the supports that the students require
- Provide appropriate opportunities that promote personal empowerment of students

3.2.4 Integration Approach

The overarching objective of Population Education in India has been institutionalization of population education in the content and process of the education system. Since the curriculum is already crowded and the nature of population education is multi disciplinary and related to different subject areas therefore, integrating population education elements in the on-going subject areas of the school curriculum appropriately has been considered as the right approach.

Integration of Population Education in different school subjects can be possible in two ways i. e; through **unit approach** and **infusion approach**.

In **unit approach** new units relating to Population Education are developed and added to the existing units in the course/ syllabus of the subject area. The subjects usually chosen for inclusion of Population education units are; Social Sciences, Sciences, Biology, Home Science, Geography, Economics, Physical and Health Education etc.

In **infusion approach** Population Education concepts are infused into the normal process of instruction throughout the curriculum without having to develop separate course of new units. Inclusion of this type involves enriching and expanding the existing unit in the syllabi of the accommodating subject areas to include Population Education related ideas. In this approach examples can be substituted into the already existing materials by Population Education related examples. In infusion approach no major curriculum reorganization is necessary, the time table is not disturbed and the existing teachers can teach with little training.

In India efforts have been made to develop and integrate a few separate lessons as well as in infusing some ideas in the syllabi and textbooks of various subject areas at different school stages.

3.2.5 Participatory Approach

Participatory approach means involvement of the participants in the teaching learning and evaluation process for effective learning of the contents. The conventional teaching which is mainly by 'chalk and talk' has serious limitations in an area like Population education. In conventional teaching, the teacher mainly passes on information or knowledge to the students without any active participation of the learners. In an area like population Education only those methods are expected to be effective which are primarily interactive and participatory in nature and which promote active participation and experiential learning on the part of the learners. The learners need to be engaged in a dynamic teaching learning situation, processing and structuring of experiences which not only provides knowledge but also develops positive attitude and appropriate life skills simultaneously.

3.2.6 Age appropriate and Context Specific Approach

Population Education primarily aims at developing proper positive attitude and specific life skills among the students of various age groups so as to enable them to apply them in specific situations in life. Therefore an educational intervention which aims at development of ability of the learners for effective application of specific life skills and showing rational behaviour in real life will not only depend upon their age but also the context where they are born and brought up. For example, Adolescence Education, a focused area of Population Education deals with a number of culturally sensitive contents related to adolescent reproductive and sexual health concerns. Therefore, in such an area, age appropriate and contextually relevant contents need to be focused on.

3.3 Methodology

Adoption of appropriate methods in curriculum transaction is essential for achievement of the objectives of Population Education. A popular perception is that teaching leads to learning and that learners learn only because of the teachers. This is not always true.

There can be no learning in spite of teaching and learners can also learn even without teaching. This does not however, undermine the central role of the teacher in the teaching learning process. As a matter of fact, whether learning actually takes place or not; whether things learnt are retained or not; and whether the learning process actually led to desirable attitude formation and behavioral changes or not; largely depend upon the teacher and the teaching methods. To what extent the teacher and teaching methods help the students in enhancing their natural desire to learn and construct their own knowledge, develop their own attitude and behaviour in the context they live, determine the pace and extent of learning on the part of the learners.

3.3.1 Discussion Method

Discussion method of teaching is a group activity involving the teacher and the students primarily used to promote participative learning among the learners. In discussion method, the students get the opportunity to share their information and ideas regarding various issues of Population Education. They become able to define the problems and find their solution. Discussion method is considered to be an effective constructive process which involve listening, thinking and speaking ability on the part of the students.

Discussion method has been used effectively in an area like Population Education. In fact, it's importance has increased in modern times because of the fact that two heads are always better than one and when number of heads are combined together to solve a problem, wonderful results are achieved. Discussion method can be very much used on any topic or issues in Population Education such as 'Family size and quality of life'; 'Environmental pollution'; 'Gender equality and equity'; 'Urbanization and migration' etc.

In discussion method a teacher has to plan the activity in advance deciding about the topic on which discussion will take place, the number of groups and the students to be included in each group and the students who will constitute the audience etc. Similarly, the teacher has to adequately brief the students about the topic of discussion and the way the students should conduct themselves. The teacher may assign different dimensions of the topic to different groups and ensure that members of each group should focus only on the assigned

dimension of the topic. Finally the activity may be summed up by the concerned teacher or the teacher may select one or two students to present the summary of the group discussion.

3.3.2 Inquiry Method

Inquiry method is primarily a learner centered method through which the students actively try to find out or discover information about the topic under the guidance of a teacher. It is a process through which the teacher and the students make a planned and purposeful effort for better understanding of some aspects of social reality and learn more about the topic.

The main characteristics of inquiry method are;

- It is process based rather than content oriented
- Teacher plays only a facilitator role
- Students play an active role

(The teacher may pose a problem derived from the class content, but data collection and other related works are undertaken by the students themselves)

- Group learning
- Real life application
- Development of favorable attitude

(Students because of their active involvement in the teaching-learning process develop a favorable attitude towards the subject and towards the teacher)

In Population Education inquiry method can be effectively used in content areas such as; 'problem of people with disabilities'; 'Unsustainable pattern of production and consumption'; and 'substance abuse among adolescents' etc.

3.3.3 Project Method

The project method is a teacher facilitated collaborative approach in which students acquire and apply knowledge and skills to define and solve realistic problems using a process of extended inquiry. This method is based on the philosophy of pragmatism and the principle of 'learning by doing'. In this method the students perform constructive activities in a real life situation.

Characteristics of project method

- It takes the students beyond the walls of the class room
- It is carried out in a natural setting making learning realistic and experiential
- It encourages investigative learning and solution of practical problems
- It enhances social skills of the students as it requires interaction with the social environment
- Teacher plays a facilitative role
- It allows the students a greater degree of freedom

Steps of project method

- ***Creating a situation:*** The teacher creates a proper situation for the students in the class by which a need is felt by the students.
- ***Selection of the problem:*** The teacher helps the students to select the problem and guide them. Students have the freedom to choose the topic or problem based on their interest and ability.
- ***Planning:*** After free expression of the student's opinion about the problem, the teacher explains about the whole programme of action and the actual planning may be left to the students
- ***Execution:*** in this step the students collect relevant information and materials as per the time line and the teacher carefully supervise the students and guide them as and when required
- ***Evaluation:*** Evaluation of the project is done by both the teacher and the students. The students are encouraged to evaluate their task and decide whether the objectives of the project work are achieved in the light of plans and difficulties faced in execution.
- ***Reporting and Recording:*** It is the last step of the project method in which each and every step of the work is recorded in a certain order and reported in the form of booklet.

3.3.4 Case Study

The case study method is a participatory, discussion based way of teaching and learning where students are able to develop critical thinking and communication skills. It is a type of problem-based learning which provides students the opportunity to 'walk around the problem' and understand almost all aspects of the problem. The use of case study method in Population Education will help students understand various population related problems in a more comprehensive way. For example, case studies on various types of Adolescent Reproductive and Sexual Health (ARSH) issues may be placed before the students who in turn may discuss questions that emerge in the context of such studies.

In case study method the teacher should plan the activity well in advance. He is required to select short, simple and useful case studies published in newspapers, magazines and newsletters for the purpose. He/she may read out the case study in the class and may ask certain questions to facilitate discussion among the students without passing any value judgment. The teacher may ensure that an animated discussion takes place and that all aspects of the case study are covered. An example of the case study is given below.

Exemplar Case Study

"Nabum died of liver damage yesterday due to chronic alcoholism at the age of 42. He was a clerk serving in a Government office. He had a happy family with his wife and a young daughter. He fell into some bad company and took to drinking alcohol regularly. He had also developed the habit of playing gambling with his friends. Consequently, his financial condition became worse and he neglected his family. His wife left for her village with her daughter leaving Nabum alone in his house."

After reading the case study aloud, the teacher should ask a few questions and ensure an animated discussion among the students in all aspects of the study. The questions for discussion for example may be as follows.

- Why do people take alcohol?
- How did Nabum's habit affect his family life?
- Do you think that Nabum's wife was justified in leaving her husband?
- What else Nabum's wife could have done instead of leaving her husband alone?
- What according to you is the responsibility of the society towards such issues?

3.3.5 Role Play

Role play is an educational technique that allows the students to explore realistic situations by interacting with other people to have experiential learning on some important issues. It is an activity presenting a small spontaneous play which describes possible real life situations. In a role play participants imitate someone else's character. A situation is given to the students and they take on the roles of the characters involved. Role play allows students to practice situations before they meet them in their real life. It also gives them an opportunity to have experience in the application of life skills that are important to protect them from risky situations in life. Role play has been proved to be especially useful in an area like Adolescence Education, the main focus area of Population Education. Some exemplar role play situations are given below.

Situation-1

In a marriage party some young boys and girls in a group are drinking alcohol. But one of their friends does not join them. They persuade him and even force him to drink. But he knows that drinking is bad for health. He really does not want to drink but at the same time also does not want to lose the company of his friends. How would he tell them 'No' even though his friends are pestering him to do so?

Situation-2

At a bus stop five-six boy students are standing waiting for the bus. When two girl students of their age walk passed them, two of the boy students start teasing them. The girls become scared. The other boy students in the group do not like the behaviour of their friends and try to persuade them not to tease the girls. How would they do so?

Situation-3

There may be a situation in which a closely known elderly person starts misbehaving with an adolescent girl which the girl does not like. The girl understands his behaviour and intentions and tries to come out of the situation. The role play in this situation will focus on the negotiation skills on the part of the girl.

3.3.6 Field Visits

In recent times, another method which is considered to be very effective in Population Education is field visits or field trips. Field visits provide an experiential teaching learning situation where students have the opportunity to explore, experience and reflect on the ideas they were taught in the classroom while having fun. Field visits break down the barriers between the classroom and the community and provide a good opportunity for experiential learning. Students participating in field visits experience bonding with the community which not only improve the level of their participation but also their communication skills in the process of exploring the course content. For example while studying about Population Education content areas like environmental degradation, migration of population, and urban congestion etc., students participating in field visits not only learn these concepts at the reflective level they also develop their own opinions and create awareness in the community on various environmental and social issues.

However, good planning is always required for conducting field visits. The teacher concerned has to give careful attention for trip selection, pre visit preparation, actual conduct of the trip itself, appropriate follow up and evaluation of the visit etc.

3.3.7 Survey

Survey is a method of gathering information, opinion and feeling of people on some important issues confronting the society. In this method the students under the guidance of the teacher gather data by asking questions to people who are thought to have the desired information. Surveys are generally divided into two broad

categories; the questionnaire and the interview. Questionnaires are usually the paper and pencil instruments that the respondents complete themselves. Interviews are completed by the interviewer based on what the respondent says.

Characteristics of a survey

- Information is collected from a group of people
- The main way in which the information is collected is through asking questions
- Information is collected from a sample rather than from every member of the population

Steps in conducting a survey

- Prepare a number of questions related to the issue under study to find answers
- Select a sample
- Administer the questions to each sample
- Analyze the responses of the sample
- Draw conclusion about the opinions of the sample
- Generalize to the population from which sample was collected

3.3.8 Quiz

In recent times quiz has become a popular classroom activity. Quiz provides the students a joyful opportunity to gather all types of information on a particular topic or theme and make them understand the implications of various aspects of the concerned topic. This classroom activity creates a motivated environment for the students in which learning takes place in a very involved manner. Besides, quiz as a teaching learning technique also encourages the students to study harder so that they can compete and help others to succeed. A quiz is also used as a technique of assessment to measure the growth of student's knowledge, skill and attitude on a particular content. Quiz has been used effectively in an area like Population Education.

For conducting quiz in an area like Population Education a teacher has to plan the activity well in advance deciding about the topic on which the activity will take place, the number of groups and the students to be included in each group etc. Similarly the teacher has to develop a quiz-item pool by collecting various types of questions from various sources on the concerned topic. On the appointed day and time a quiz master or the teacher himself/herself may conduct the quiz by asking questions from the quiz item pool to each of the group turn wise. If the question is not answered by any one of the team, the question will be shifted to the audience and if the audience also fails to give the correct answer, the quiz master will give the answer. The activity may be concluded with the final remarks of the quiz master, highlighting some important points of the topic as well as the overall performance of the students.

3.4 Evaluation Strategy

Evaluation of learner's performance is an integral part of the teaching learning process; learner's evaluation is a continuous process of collection, analysis and interpretation of information on all aspects of the learner's progress and development to judge the effectiveness of the entire educational process for further improvement. Since Population Education is also an educational process aiming at inculcating rational attitude and responsible behaviour among the learners towards population and development related issues and helping them to take informed decisions, use of an appropriate evaluation strategy is of utmost importance.

3.4.1 Scholastic and Co-scholastic Evaluation

As we know, the aim of education is to develop various abilities among children. These abilities are generally classified into abilities in scholastic and co-scholastic areas. Scholastic areas cover activities in academic or subject specific areas whereas co-scholastic areas include life skills, attitudes, values and abilities in co-curricular areas.

Scholastic Evaluation: The term scholastic refers to those activities, which are related to intellect or the brain. It is related to the evaluation of learning outcomes in curricular subjects. It refers to evaluation of the cognitive abilities of learners in various academic activities, which are associated with various academic subjects.

Therefore, all the activities in cognitive domain, namely, knowledge, understanding, application, analysis, synthesis and creativity come under scholastic abilities. Different scholastic areas include subjects like mathematics, languages, sciences, social sciences, work experience, physical education, arts and crafts, music and painting etc.

Co-scholastic Evaluation: Evaluation of co-scholastic abilities constitutes an integral part of a comprehensive evaluation system. Co-scholastic areas include life skills, attitudes, interests, values, and physical health etc. Broad co-scholastic areas as have been identified in the CBSE Manual (2010) are life skills, work education, visual and performing arts, attitudes, values and co-curricular activities. Life skills include self-awareness, problem solving, decision making, critical thinking, creative thinking, interpersonal relationships, effective communication, empathy, coping with emotions, coping with stress. Attitudes of learners include attitude towards the activity, the teachers, school mates, school environment, and the value system etc. In Population Education, not only the content areas of Population Education are integrated in different school subjects and text books at different stages, various types of co-curricular activities are also conducted in schools on Population Education related problems and issues regularly. Therefore in Population Education, both scholastic and co-scholastic evaluation is done to assess the effectiveness of the educational intervention.

3.4.2 Use of Appropriate Tools and Techniques of Evaluation

In order to find out the extent of effectiveness of the educational intervention in terms of realisation of the learning objectives of Population Education among the students, various tools and techniques of evaluation are employed by the teachers.

Evaluation tools

Evaluation tools are instruments used to collect evidences about students' achievement such as; Questions, Observation schedule, Interview schedule, Checklist, Rating scale, Anecdotal records etc.

An evaluation tool consists of questions to test realization of different objectives on the part of the students. Proper evaluation is possible through an effective evaluation tool.

Criteria of an Effective Evaluation Tool

- (I) An effective evaluation tool should be objective based.
- (II) It should cover all the aspects of the content to be tested
- (III) Allotment of marks should be judicious.
- (IV) Questions should be written in clear and unambiguous language. They should also be within the comprehension of the students and should clearly indicate the scope and length of the answer.
- (V) Time should be adequate.

Evaluation Technique

Evaluation technique refers to a definite procedure or method followed for knowing about the students' achievement, such as Examination, Observation, Assignments, Projects, Debates, Group Discussions, Quizzes and competitions etc.

There are a variety of techniques and tools available for evaluating the learning experiences of students in Population Education. Since the main purpose of evaluation in Population Education is to provide a systematic assessment of development of knowledge, ability and different types of life skills among the students without labeling them as 'passed' or 'failed', 'slow' or 'intelligent', the techniques and the tools need to be adjusted to the level/type of learning of the learners. In Population Education therefore, more of observation and assignment techniques as well as Debates, Group Discussions, Quizzes and competitions etc. may be used for students in groups both in formal as well as in informal situations for assessment of their learning experiences in terms of their improvement in knowledge, attitude and life skills.

Unit-4

Co-curricular Activities in Population Education

Structure

Introduction

- Need for Co-curricular Activities in Population Education
- School and Community based Activities
- Observance of important days related to Population Education
- National Population Education Project (NPEP) Activities in Schools

Introduction

The curricular activities are mainly cognitive in nature and concentrate on intellectual development of the students. However, the objective of education is not confined to intellectual development alone. Education aims at all-round development of the personality i.e., besides intellectual growth, education shall also cater to the emotional, physical, psychological and social development of the students. Co-curricular activities are therefore, conducted to supplement the curricular activities both inside and outside the class room for all-round development of personality of the students

The major emphasis of all kinds of co-curricular activities is to promote experiential learning through creative self-expression and simultaneously offering satisfaction, relaxation and recreation to the learners. Co-curricular activities promote the spirit of give and take among students and thus, learning becomes more interesting and effective. They create a favorable setting for the students to develop into mature and responsible citizens. It is in this background that educational planners, administrators and teachers discuss the logistics of promoting co-curricular activities in schools.

4.1 Need for Co-curricular Activities in Population Education

An educational innovation like Population Education aims at development of a positive attitude and rational behaviour among students in respect of the emerging issues and concerns and thus emphasizes more on positive attitude formation and value clarification rather than on knowledge accumulation. Co-curricular activities are therefore, considered to be of utmost importance in realizing the objectives of Population Education. However, at present the need for co-curricular activities in Population Education has become imperative because of the following reasons.

❖ Integration in Curricular Mechanism is Time Consuming

Integration of Population Education related contents in the regular process of school education is time consuming whereas the urgency of the problem demands

exposure to the students at the earliest. Co-curricular activities can meet the demand without waiting for its integration in curricular mechanism.

❖ **Generates Demand from Bottom**

Organization of co-curricular activities help in generating the demand for new knowledge from the bottom, namely, students, teachers and the community. This makes the task of integration of concerns of sensitive nature such as; Adolescent Reproduction and Sexual Health (ARSH) in the curriculum and regular courses easy and acceptable. There will be no resistance for teaching those areas to the students and learning will become smooth and effective.

❖ **Nature and Contents of Innovation**

The nature and the contents of the educational innovation like population education is such that all the components of it cannot be integrated in the textbooks of various school subjects because of the limitations of mother subjects. For the transaction of those “left-over” components, the co-curricular activities may be an effective medium. Moreover, even those components, which are there in the textbooks, may be communicated much more effectively if reinforced through co-curricular activities.

❖ **Impact becomes more Permanent**

For any educational innovation like population education, to be successful, it is essential that it interests the target group and co-curricular activities help in generating that interest among the target group. The Project Evaluation Study conducted by the IIPS, Bombay, revealed that the co-curricular activities in Population Education organized by the NCERT have generated a lot of interest not only among the students and teachers but also among the parents and the community. This makes the impact in terms of knowledge gain and attitudinal change among the learners/participants comparatively more permanent.

4.2 School and Community based Activities

4.2.1 School Based Activities

The school has a strategic role to play in planning and organizing within its scope a wide range of co-curricular activities. The main objective is to promote learning through creative self expression and at the same time offering enjoyment, relaxation, satisfaction and recreation to the students. Some of the school based co-curricular activities may be;

(a) Question Box Activity (b) Role Play (c) Value Clarification (d) Storytelling, (e) Poem Recitation, (f) One Act Play (g) Lecture by Experts and (h) various types of competitions such as; Essay Writing, Debate, Speech, Slogan Writing and Drawing/Painting/Poster making competitions etc.

4.2. 2. Community Based Activities

Community based activities are organized by the teachers and students primarily meant for the parents and other community members, and thus building bridges between the school and the community. These are also called promotional activities. Some of such community based activities can be (a) Survey, (b)Village adoption by schools, (c) Street plays (d) Photo Exhibition, (e) Films /Dramas/ Variety Shows, (f) Prabhat Pheries / Padyatras / Motor Cycle Rallies, (g) Observance of important Days /Events / Weeks, and (h) Long Distance Run etc.

4.3 Observance of important ‘Days’ related to Population Education

Generally, the schools observe important days/events /weeks etc. by conducting relevant activities to mark the occasion. With a view to make Population Education an integral part of the school programme, observance of important days / events /weeks etc. may be encouraged. On such occasions various types of activities related to the content areas of Population Education may be organized which convey the messages in a subtle manner.

Some such important 'Days' are;

- 12th January - National Youth Day
- 8th March - International Women's Day
- 15th March - World Disabled Day
- 22nd March - World Day for Water
- 7th April - World Health Day
- 22nd April - Earth Day
- 15th May - International Day of the Family
- 31st May - Anti Tobacco Day
- 5th June - World Environment Day
- 21st June - International Day of Yoga
- 26th June - International Day against Drug Abuse and Illicit Trafficking
- 11th July - World Population Day
- 8th September - International Literacy Day
- 1st October - International Day for the Elderly
- 16th October - World Food Day
- 14th November - Children's Day
- 1st December - World AIDS Day
- 3rd December - World Day of the Handicapped

4.4 National Population Education Project (NPEP) Activities in Schools

Ever since the inception of National Population Education Project (NPEP) in 1981 in our country, conduct of co-curricular activities in Population Education under the project has been playing a significant role in conveying the messages of Population Education not only to the students and teachers but also to other members of the community.

NPEP under the guidance of the NCERT has successfully organized a number of Population Education related co-curricular activities in schools in the past years. Observance of World Population Day, Population Education Week and World AIDS Day every year throughout the country has contributed maximum in creating

awareness about the elements of Population Education. Similarly, All India Poster Competition, Essay Competition, National Debate Competition and Quiz Competition etc. are also being organized every year. A number of innovative student's activities in Adolescence Education, the main focus area of Population Education, such as; Question Box activity, Group Discussion and Value Clarification etc. were also conducted for secondary level students throughout the country. More recently, National Role Play and Folk Dance Competitions on Population Education are being organized every year to disseminate various Population and Adolescence Education related issues to the students in particular and the community members in general. All these competitions are organized at all levels beginning right from school level to District level and then at State and Regional level and finally at the National level.

Co-curricular activities conducted under the National Population Education Project (NPEP) is also considered as a "Success Story" of the Project in India. However, co-curricular activities in Population Education are yet to become an integral part of the school curricula in both Government and privately managed schools in our country. This can be achieved only when these activities are dovetailed in the ongoing co-curricular activities of the school system.
