

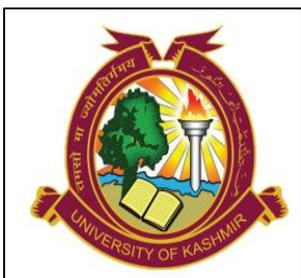
# **B. Ed**

## **PROGRAMME**

**Paper : Population and Gender Education**

**Course Code : BED 15103**

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**Directorate of Distance Education**  
**University of Kashmir**  
**Hazratbal, Srinagar**

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## Course Prepared By

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### Unit 1<sup>st</sup> & 2<sup>nd</sup>

#### Showkat Rashid Wani

Assistant Professor (Education)  
Directorate of Distance Education  
University of Kashmir  
Srinagar

### Unit 3<sup>rd</sup> & 4<sup>th</sup>

#### Dr. Syed Zahoor Gillani

Associate Professor (Education)  
College of Teacher Education  
Maulana Azad National Urdu University (MANUU)  
Srinagar

---

## Programme Co-ordinator and Format Editing

---

#### Habibullah Shah

Assistant Professor (Education)  
Directorate of Distance Education  
University of Kashmir  
Srinagar

---

## Course Co-ordination Team

---

- Prof. Neelofar Khan
  - Mr. Showkat Rashid Wani
  - Mr. Habibullah Shah
  - Mr. Javaid Ahmad Paju
  - Dr. F.A.Sofal
  - Miss. Shabnum
- 

## Published By

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#### Prof. (Dr.) Neelofar Khan

Director  
Directorate of Distance Education  
University of Kashmir, Srinagar  
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**Unit I Population Education and Population Dynamics**

- i) Concept, Meaning and Objectives
- ii) Need and Importance
- iii) Distribution and Density
- iv) Population Composition –Age, sex, Rural/Urban
- v) Factors affecting Population Growth-Fertility, Mortality and Migration

**Unit II Population Education in Schools**

- i) Scope of Population Education in School
- ii) Methods & approaches: Inquiry approaches, observation, self study, discussions and assignments
- iii) Use of Mass Media-Newspapers, Radio, T.V & A-V Aids

**Unit III Gender Studies**

- i) Concept, need and scope of gender studies
- ii) gender studies as an academic discipline
- iii) Gender, economy and work participation
- iv) Gender, globalization and education.

**Unit IV Issues of Indian Women**

- i) Women Education: Need, Importance and Problems
- ii) Co-education-its educational implications
- iii) Education of girl child in India: Present status and challenges ahead
- iv) Kasturba Gandhi Balika Vidyalaya
- v) Girls education in SSA and RMSA

## CONTENTS

Lesson No.	Theme	Page No
1.	<b>Population Education</b>	1-23
2.	<b>Population Distribution and Density</b>	24-35
3.	<b>Population Composition</b>	36-47
4.	<b>Population Growth and Quality of Life Theories</b>	48-69
5.	<b>Population Education in Schools</b>	70-86
6.	<b>Gender Studies</b>	87-98
7.	<b>Issues of Indian Women</b>	99-116

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**LESSON NO: 01      POPULATION EDUCATION**

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**Lesson Structure**

- 1.0 Introduction**
- 1.1 Objectives**
- 1.2 Population Education-An Introduction**
- 1.3 Need and Importance of Population Education**
- 1.4 Objectives of Population Education**
- 1.5 Emergence of population Education**
- 1.6 Let Us Sum Up**
- 1.7 Check your Progress**
- 1.8 Suggested Readings**

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**1.0 Introduction**

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The nucleus of economic and social development is to improve the quality of lives of people, so that they could be assets to the society by making themselves productive. India is the first country in the world to launch a national programme in 1952, emphasizing family planning with a view to reducing birth rates “to stabilize the population at the level consistent with the requirement of national economy”. After 1952, sharp declines in the death rates were, however, not accompanied by similar drop in birth rates. The National Health Policy, 1983 stated that replacement levels of total fertility rate (TFR: average number of children born to a woman during her life time) should be

achieved by the year 2000. In the backdrop of the above, population of India has already crossed 1 billion (100 crore) mark in 2000. The present status regarding the Indian population is 1,345,647,804 (1.34 billion) As of October 5, 2016 (<http://www.indiaonlinepages.com/population/india-current-population.html>). Some basic information may make the matter more clear. India has 18 per cent of global population and 2.4 percent of globe's land area. If current trend of population growth continues, India may overtake China in 2045, to become the most populous country in the world. Stabilizing population is an essential requirement for promoting sustainable development with more equitable distribution. Therefore, we need to educate people about issues of growing population.

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### 1.1 Objectives

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After going through this lesson, you should be able to:

- Explain the nature and meaning of population education;
- Discuss the need and importance of population education;
- Explain the objectives of population education; and
- State the emergence of population education in India;

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### 1.2 Population Education-An Introduction

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World population which was 300,000,000 in 1 AD took 1700 years to increase (double itself) to 640,000,000, but it took only 150 years to double itself again to reach 1,265,000,000 by 1850, and after that only, 100 years to double itself to touch 2,516,000,000 figure by 1950 (<http://en.wikipedia.org/wiki/World-population-estimates>). Current population of the entire world is approximately 7,455,107,987 (<http://www.worldometers.info/world-population/>). At this stage, such unprecedented phenomenal growth of world population has received global attention. When the population changes began to affect the development and quality of life of people at individual, familial, community, national and international level, debate started on problems and issues of population followed by efforts to control the same. That was the

beginning of the efforts to control population both at global and national levels. Efforts to promote direct methods of population control such as adoption of family planning by people have not yielded adequate results due to lack of understanding and motivation at individual and familial levels to adopt family planning methods and techniques. Thus, population education has been identified as one of the effective interventionist strategies to influence adoption of family planning by the eligible couple and other age-groups of population through imparting necessary knowledge, attitudes, skills and practices in respect of population matters. Yet, by 1995, once again the figure has more than doubled (reached 5,760,000,000) in just 45 years. Further, it crossed 7 billion mark on 31 October 2011. As a result, population education has acquired increasing global attention in view of its place in the overall development of the individuals, families, communities, nations and the world. It is, therefore, essential for us to understand the concept and significance of population education at national and international levels.

In ordinary language, by Population Education, we mean the study of the great number of people living on a definite portion of territory having their own Customs, Traditions, Culture, Religion, Beliefs and their own way of life but population education has not yet been defined accurately. The credit for introducing the concept of population education goes to Dr. Sloan Wayland of Teachers College, Columbia University. Several attempts have been made to define population education but no commonly accepted concept has emerged. Perhaps this difficulty has arisen on account of three reasons:

- The concept of population education is of recent origin.
- Population issues are not totally similar in all countries.
- The traditional and cultural values of different countries are not the same.

However, the following definitions put forward by eminent personalities may clear the concept of population education to some extent.

1. **According to Harol Howe**, “Population education is the educational process by which a revision of attitudes towards family size is to be brought about. The process draws on the resources of a number of fields at all levels of education.”

This definition of population education pertains to the size of the family. It is therefore very limited in its scope.

**2. Intensive Training Programme of population education conducted by the Department of Education, Philippines, 1972 defined population education as,**

“Population education is the process of developing awareness & understanding of population situation as well as a rational attitude & behaviour towards this situation for the attainment of quality of life for the individual, the family, the community, the Nation and the World.”

**3. According to Gopal Rao,** “Population Education is an educational programme which provides for the study of the population phenomenon so as to enable the students to take rational decisions towards problems arising out of rapid population growth.”

From the above definitions we can draw the following conclusion:

- Population education is a programme of creating awareness among students and the public about the various causes and harmful consequences of rapid growth of population.
- It explains the very changes, characteristics and nature of at least two essential components of population, i.e., Fertility and Mortality rates.
- It deals with population growth as a phenomenon to be understood for taking decisions about family size and the national population policies.
- It explains how environment is damaged by excessive growth of population.
- Population education is an innovation which is almost universal in nature. The universal goal of population education is to stabilize the human population.

The above discussion reveals that population education should not be misunderstood as sex education, family planning, family welfare project, family life education. But population education is an educational programme which studies the population situation in the family, in the community, in the nation and in the world. It is a relationship between population change and quality of life at the micro and macro-level. Population education enables those students to be aware of the process and consequences

of the population growth on the quality of our lives and the environment. The child gets an opportunity to investigate and explore the interaction between populations and their environments. The child also knows the causes and consequences of population increase at local, national and global level.

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### **1.3 Need and Importance of Population Education**

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It has been gradually realized that since the interrelationship between population and development is highly complex and population problems are multidimensional, it will not yield to any single solution. It is basically related to the developmental needs of a nation and its people. Demographic trends influence, and are influenced by, the level of development and the quality of life of the people. The population situation of any nation largely depends on the demographic behaviour of its people. Changes in the demographic profile of a nation depend largely on attitudes and behaviours of individuals in respect of population and development issues. The demographic behaviour is to a great extent informed by population socialization, a process by which people acquire norms, values, attitudes and belief systems in respect of population related issues and which is embedded within the larger complexes of social practices reflecting the society's internal logical system. This process is greatly influenced by education which enables the individual to know the phenomenon of population change and its consequences. It is commonly observed in many countries that the knowledge of the simple facts of population change, let alone the complex interrelationships with other parameters, is very low even among educated people. It is precisely because of these complexities that population education has emerged as an integral part of the multi-pronged strategy employed to solve contemporary population problems that face the nations.

Basically school is an important agency of a society. The Education Commission of India 1964-66 very aptly observed that the Destiny of a Nation is being shaped in its classroom. Appropriate knowledge, attitudes and skills regarding various dimensions of population would go a long way in determining and moulding the destiny of a Nation in

the right direction. Here some selected opinions of experts and organizations are given on the need and importance of Population Education.

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

- **V.K. Rao**: “Population education is a subject which should be essentially be treated as a part of the much large subject of human resource development, and should be included in the educational framework in the light of this opinion”.

From the above views, we derive the following factors which highlight the need and importance of population education:

- 1. Controlling Population Explosion:** There is an unprecedented population explosion which poses great challenge to the welfare of mankind. Population education serves as a safety value.
- 2. Ensuring Quality of Life:** Growing population is a great hindrance in enjoying a satisfying life. Over-population puts several checks on getting necessary commodities needed in life. Population education provides an opportunity as well as challenge to see how best and through what means we can succeed in creating an urge in every individual to aspire for a better quality of life.
- 3. Increasing National Wealth:** Population education helps us to look at the population not only in terms of its number or consumers of goods and services or natural resources and wealth but also at the producers of National Wealth. When population is treated as a means of production, it is the quality and not the quantity that matters. It is in this context that the role of population education becomes vital as it leads us to appreciate productivity, conservation and maintenance of environment.
- 4. Moral responsibility:** The welfare, health and all round development of every citizen is the moral responsibility of the state. If we want all these developments to take place, we have to check out population through population education.

5. **Value orientation:** Population education helps us to develop socially desirable values in our children. It assists us to develop a sense of equality. It has great potential to develop healthy attitudes and imbibe the spirit of human affiliation. It indicates how to develop discipline in sexual matters.
6. **Getting conscious of certain duties:** The content of population education includes topics on family-life education, sex education, responsible parenthood, delayed marriages, adolescent fertility, etc to motive people to get conscious of their duties and modification of their behaviour for respective life.
7. **Helpful in understanding the importance of family planning:** In a country like India, where large segment of population inhabits the villages, the programmes of family planning are gaining large acceptance at the hands of even illiterate couples because of growing awareness about “Small Family Size”. Mass media, population education volunteers etc have activated people to realize the value of population control for their survival and stability in this fast changing modern world.
8. **Understanding global problems.** According to Khan, one of the formidable problems which stare us in the faces is our rapid increasing population, which offsets every endeavour for development. A need is being felt for imparting factual knowledge about population dynamic, so that the younger generation may understand the nature and magnitude of the burden imposed by rapid population growth.

In short population education is needed:

- To make people aware of the serious problems due to population explosion.
- To increase development.
- To achieve higher standards of living.
- To inform the younger generation about the ground situation and to educate them for leading a planned adult life.
- To provide proper knowledge about the advantages of small family norms.
- To provide understanding that the size of the family can be controlled.

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## 1.4 Objectives of Population Education

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The objectives of Population Education is to bring about “*basic awareness*” among the people about problems of population and favorable attitudes towards a small family size, about the repercussions of the population increase without any check, on the personal life of an individual and socio-economic life of the country as a whole. The objectives of Population Education as a whole can be understood under the following headings:

- 1. To ensure awareness and understanding:** It should offer fundamental demographic concepts, Population situation, process and developments of population variations, the different concepts of quality of life, human reproduction and the family, micro and macro inter-relationship between quality of life and population changes, population policies and programmes, etc.
- 2. Make both, teachers and taught, to realize the fast rate of increase in population in view of urgent national problems:** It should explain in depth how rapid population increase influences individuals, families, societies and nation, both directly and indirectly, to upset the whole balance of existence, producing a big gulf in the world of today between developed and developing countries.
- 3. Lend a helping hand to the Government to fulfill its population goals:** Governments these days seem busily involved in achieving set population goals through a number of programmes for educational institutions and for the out-of-school youth. So, the population education should aim at direction and competence to help the governments to run their programmes efficiently for the welfare of all in an effective and lasting manner.
- 4. To understand that family size is controllable:** It should enable the students to understand that the family size is controllable, that the population limitation can facilitate the development of a higher quality of life in the nation and that a small family size can contribute materially to the quality of living for the individual

family, to ensure good prospectus for the younger generation, the Indian families of today and tomorrow should be small and compact.

**5. To develop an understanding of:**

- i. The small family norm as proper and desirable.
- ii. The relation between population size and the quality of life.
- iii. The fact that family size is a matter of deliberate choice and human regulation rather than of accident of forces beyond human control.

**6. To bring about behavioral changes:** Bringing about behavioral changes in Health knowledge, health attitude and health practices. The ultimate goal should be to develop and maintain physical, mental, environmental and family health at all levels.

**7. To understand the Evil effects of Over Population:** Population Education serves an express purpose of developing an understanding of the evil effects of over- population.

**8. Basis for understanding of population dynamics:** According to Bhatia, the main objectives of population education are to understand the population dynamics including the growth rate and structure of population in the country in the context of world population.

**9. Awareness of Population Policies:** To develop an awareness of the population policies and programmes of the country.

**10. Understanding the ways to check population growth:** To develop an understanding of fact that there are ways to plan parenthood, to regulate family size and consequently check population growth.

In short, the purpose of population education has to be:

- *Imparting adequate knowledge and information regarding population facts.*
- *Developing proper understanding of the range of socio-economic problems of population explosion, the measures adopted by the government to curb population, role of citizens in national development.*

- *Inculcating positive attitude in life for a small family size, stable policies on health and family planning, co-operation of citizens in improvement of standards of living, preservation of natural resources etc.*
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## **Emergence of Population Education**

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The concept of population education emerged in the context of population and development - the two most pressing issues before humankind today. Both are closely interrelated and both encompass a number of complex factors. Viewed as an phenomenon of the process of development, population issues have aroused widespread concern among almost all the members of the comity of nations. There have been undaunted endeavours to accelerate the pace of socioeconomic development through the instrumentalities of science and technology and to secure distributive justice for the people through different institutional mechanisms. But those are confronted with some basic population related questions of how many people are going to inhabit the earth, how they are to be supported and enabled to make their contributions to development efforts, what they are going to bequeath to posterity and how long they are going to be sustained by the natural and human resource base. The rapid population growth and the concomitant problems of poverty, lack of adequate health and educational facilities, malnutrition, non-fulfillment of even the basic needs of a vast majority of the populace, paucity of employment opportunities, dwindling natural resources and consequent environmental degradation constitute critical dimensions of the present population and development phenomena. It is also pertinent to note that the population phenomenon today embraces issues beyond development. While the size, growth, composition and distribution of population have a close bearing on socioeconomic development, the population related issues also bring forth concerns for the “carrying capacity” of biological and ecological system and the future of mankind.

The idea that population education can play a potential role in addressing population problems and issues, was first mooted in Sweden in 1935. The Population Commission of Sweden, which expressed its concern on the declining rates of birth in

that country, recommended a comprehensive and truly vigorous educational campaign to clarify population related issues aimed at influencing the fertility behaviour of individuals. A similar view was expressed in the United States during 1937-38. Since the birth rate continued to decline and population seemed to be dwindling, it was suggested that population studies be included as a content area in the school curriculum. However, nothing noteworthy happened during the next two decades.

It was in the 1960s that the matter was seriously reconsidered in the United States. Warren S. Thompson and Philip M. Hauser published papers in March 1962 issue of Teachers College Record, Columbia University reiterating the inclusion of population content in the school curriculum. Interestingly, they made such recommendations in a completely different context, as the perception of population problem had changed during 1960s and the concern had shifted from decline in growth rate to rapid population growth in both the industrialized and developing worlds. In the fifties and sixties, therefore, efforts were initiated in a number of countries to arrest population growth; and motivational activities for adults provided information about the consequences of high birth rate. The information, education and communication "IEC" or information education and motivation "IEM" strategy was employed in family planning programmes to achieve the desired objectives. However, in the developing world the "IEC" activities of family planning programmes were not always as successful as had been expected. It was in this context that the potential of education was realized in order to overcome deeply entrenched traditional learning that influenced demographic behaviour of the people. The school education, in particular, was considered effective for achieving this objective. However, the nomenclature of population education was given to this educational innovation at a later date. Sloan Wayland was the first to use the term "*population education*" around 1968.

The first national endeavour to evolve and concretize the concept of population education was made in India in 1969 and then in the Philippines and the Republic of Korea in 1970. The Workshop on Population and Family Education sponsored by the UNESCO Regional Office for Education in Asia held in September 1970 at Bangkok,

was a land-mark in the history of population education. It not only facilitated the identification of objectives of population education, the selection of suitable contents and the consideration of strategies for introduction of population education into formal and non-formal education systems but also resulted in the launching of national population education programmes by many countries in Asia. Similar activities were initiated by UNESCO Regional Offices in Santiago (Latin America and Caribbean) and Dakar (Africa South of the Sahara). The United Nations Population Fund (UNFPA), previously known as United Nations Fund for Population Activities, played a vital role in appreciating the potential of population education and providing funds for national programmes from the late sixties onwards.

Population education emerged as an educational innovation during 1970s and various countries initiated activities to introduce it into their ongoing education systems. The recommendations of the World Population Plan of Action adopted at the 1974 World Population Conference held in Bucharest, also encouraged nations to adopt the strategy of population education. The Plan of Action recommended that "the Governments should consider making provision, in both the formal and non-formal educational programmes, for informing their people on the consequences of existing or alternative fertility behaviour for the well-being of the family, for the educational and psychological development of children and for the general welfare of society, so that an informed and responsible attitude to marriage and reproduction will be promoted".

In India, the Family Planning Association for the first time sent a Memorandum to the State Government of Maharashtra in 1968 recommending that education in population dynamics should be made a part of school curriculum. However, the idea of population education was crystallized in the National Seminar on Population Education organised in Bombay in August 1969. It recommended that population education should be introduced into curriculum of schools and colleges. The Seminar made an attempt to define population education in the context of Indian situation, but more importantly, expressed the national consensus for introducing this educational innovation in the education system of the country.

### **Population Education and Other Concepts**

In the initial phase of its evolution, there were several misconceptions regarding population education, and some of those still continue to affect its proper understanding. Population education was popularly equated with family planning or family planning education, primarily because of its emergence in close association with the "IEC" or "IEM" activities of the family planning programmes. It was also regarded as a euphemism for sex education and family life education, as in some countries the concerned programmes approached population issues in terms of sexuality. Population education was also equated with population studies, and even now both the terms are sometimes used interchangeably, because the core of the knowledge base of population education, (the basic core content upon which the population education curriculum is developed), contained the elements of population studies. While population education is none of these "educations" in the true sense, it draws contents from all those educational areas the objectives of which are mutually supportive. It is necessary, therefore, to discuss the nature and objectives of certain related areas, as it may help in proper understanding of the distinction and complementary between population education and them.

### **Family Planning**

In many countries population programmes were initiated as family planning programmes which had a special "IEC" or "IEM" component. This component came to be popularly known also as family planning education. In some countries this campaign was launched in a very narrow sense aimed at creating awareness about controlling birth by using contraceptives. It helped in the supply and use of contraceptives to eligible couples. But over the years family planning also has adopted a broad orientation. It is now increasingly being regarded more than an intervention to promote the use of contraception. It is a means of caring for the health of mother and child, enhancing the quality of families by regulating and spacing child birth, raising the age at marriage and improving the position of girls and women, helping sub-fertile couples to beget children and providing counseling for parents and potential parents. Despite these changes, the family planning education continues to address itself primarily to adults and youth, and its

approach also remains predominantly prescriptive, explaining the oversimplified dogmatism of assertions like "small family is a happy family". Population education shares all the content of the family planning education and also focuses on its objectives. But the scheme of contents of population education is broader and its specific objectives are more varied than those of the family planning education. Both have basic differences in their approach. Population education does not follow prescriptive and didactic approaches. Whereas family planning education aims at conveying specific messages of family size and quality of life issues, population education focuses on influencing attitude and behaviour of individuals and developing basic thinking and decision-making skills in them.

### **Sex Education**

Sex Education is an educational programme designed to provide learners with adequate and accurate knowledge about human sexuality in its biological, psychological, socio-cultural and moral dimensions. It largely, though not exclusively, focuses on the individual self-awareness, personal relationships, human sexual development, reproduction and sexual behaviour. It also covers the anatomy and physiology of reproductive systems, physical, emotional and psychological changes during puberty and conception, pregnancy, and birth. It deals with sexual behaviour, sex roles and sexually transmitted diseases. Whereas population education deals with many of these contents, it focuses on their interrelationships with population issues and also on population processes other than fertility.

### **Family Life Education**

Closely related to sex education, the family life education is an educational process designed to assist young people in their physical, social, emotional and moral development, as they prepare themselves for adulthood, marriage and parenthood. It deals with issues like ageing as well as social relationships in the sociocultural context of family and society. It provides an opportunity to the learners to study family relationships and peer relationships. It does not simply deal with physiology and anatomy of reproduction and human sexuality. While population education includes these concerns in

its scheme of content, it also covers many other issues that are beyond the scope of the family life education.

### **Population Studies**

Population studies is the body of knowledge, concepts and theories, which describe and attempt at explaining the dynamics of human populations and their relationships with social, cultural, economic, political and biological environments. It focuses on population issues related to the demographic processes of fertility, mortality and migration. It also covers components such as population size, age and sex composition, its spatial distribution and socioeconomic characteristics. Population studies as a general body of knowledge, therefore, has made substantial contribution to the knowledge base of population education. During the initial years of the evolution of population education it was thought to be the “be-all and end-all” of population education, and the curriculum framers were expected to perform the simple task of including and hierarchically arranging the facts, theories and concepts of population studies into the scheme of content of population education. But over the years, the conceptual framework of population education has broadened to incorporate those components which do not belong to population studies but to other disciplines and professional fields, such as life sciences, medical sciences, social sciences, pedagogy, and psychology and so on. Moreover, population related attitudes, behaviour and decisions, rather than the internal logic of population studies are characteristically the major concerns of population education.

### **Population Education**

Population education differs from all the areas delineated above in that its need arose under special historical circumstances and some typical contemporary issues. Family planning education was initiated with a view to conveying specific messages focused on the need to control population growth. Sex education originally developed in response to the concern for changing sexual mores and increasing incidence of deviant sexual behaviour, venereal diseases and out of wedlock pregnancies. Family life education grew out of recognition of the growing evidence of family instability and

disintegration. Population studies evolved, not as a separate discipline but as an interdisciplinary body of knowledge by bringing together facts, theories and concepts based on the research studies conducted by the specialists of different disciplines and professional fields for explaining various facts of population phenomenon. Population education emerged as an educational response to the concern for population problems emanating from the changing inter-relationship between population and development.

It is primarily because of the context in which it emerged that population education, by its very nature, has been treated as a culture and region specific concept. Its definition in one country or region differs from that in the other. The numerosity of definitions is also the result of the constant changes being effected in the concept by including new areas of concern based on the experiences of international regional and national experimentation. Moreover, the definitions have been construed in various ways. Population education has been defined by describing the nature of activity or by stating objectives or contents or by spelling out behavioural outcomes. However, not all the definitions are actually different from one another; there is a substantial commonality among them with certain differences in the emphasis on some aspect or the other.

Population education is broadly defined as an educational intervention aimed at helping individuals in understanding the interrelationship between population and development, in appreciating the determinants and consequences of population processes and changes, in assessing the possible actions that they and their respective families and communities can take to modify these processes and in carrying out selected actions. It is a part of total social learning process and based on the premise that an educational intervention which helps the learners define problems and search for solutions will have greater impact than the prescriptive programme that employs only assertions.

#### **Evolution of the Concept in India**

Since its inception the conceptual framework of population education has been changing quite frequently because of the changes in the perception of population phenomenon and its relationships with development variables. Every time when there was a change in the perception pattern of population issues, a need was felt to re-

conceptualize population education. Although the changes that have occurred in the conceptual framework of population education in different countries over the years have reflected the context-specific variations, there has been an overarching commonness in them. And hence, the understanding of the process of evolution of the concept will provide adequate insight into its advancement across the academia.

### **Conceptualization of Population Education**

The first attempt to conceptualize population education in India was made during late 1960s. The National Seminar on Population Education held in August 1969 made the following recommendations to define the concept:

- "The objective of population education should be to enable the students to understand that family size is controllable, that population limitation can facilitate the development of a higher quality of life.... It should also enable the students to appreciate the fact that for preserving the health and welfare of the members of the family, ensuring economic stability to the family ... the Indian family of today should be small ... with only two or three children."
- "Students at all levels have a right to accurate information about the effect of changes in family size and in national population on the individual, the family and the nation so that this body of knowledge is utilized to control family size and national population"
- "Population should not be treated merely as a quantitative phenomenon.... It is the quality of the population that is most relevant both as a factor of growth and an end product of growth."

In pursuance of the recommendations of the National Seminar, Population Education Curriculum was developed by National Council of Educational Research and Training (NCERT) in 1971. It defined population education as an educational intervention to make the target groups aware of the multi-faceted population phenomenon so that it leads them eventually to take rational decisions concerning population matters. The Syllabus contained a scheme of content which was developed by drawing contents from the six major content areas - population growth, population and

economic development, population and social development, population health and nutrition, population, biological factors and family life and ecological considerations and population. Population education thus was treated as a demography-laden concept, predominantly as education in demography and population studies.

### **The First Reconceptualization (1986-87)**

The need to reconceptualise population education was felt for the first time during the early part of 1980s because of certain specific reasons. Evaluation studies on various facets of the implementation of the National Population Education Project identified significant gaps in the integration of elements of population education in content and process of school education. It was realized that since population education had been treated as a demography-laden concept, its ambitious conceptual framework, with excessive elements of population dynamics, had hindered the process of effective integration of its elements into the school curriculum. The need for modification in the conceptual framework was also felt in the background of the recommendations adopted by the International Conference on Population held in Mexico City in 1984, which unfolded new dimensions of population phenomenon. The initial step in reconceptualising population education was taken at the UNESCO Regional Seminar held in 1984, in which five major themes were identified as the core elements of the conceptual framework of population education. Those were: Family Size and Family Welfare, Delayed Marriage, Responsible Parenthood, Population Change and Resource Development, and Population related Beliefs and Values.

The National Policy on Education 1986 which reflected the magnitude of the major causes and consequences of rapid population growth also specified "promotion of observance of small family norm" as one of the core curricular areas to be reflected in the national system of education. It provided an appropriate context to reconceptualise population education. Moreover, nearly half of the ten core curricular areas identified by the policy document such as equality of sexes, protection of environment, removal of social barriers, and inculcation of scientific temper were considered critical for realizing population education objectives.

During the process of revision of the conceptual framework of population education in India, six major themes: family size and family welfare, delayed marriage, responsible parenthood, population change and resource development, population related values and beliefs, and status of women were identified. The scheme of content was prepared by drawing contents relating to these major themes from the following six content areas: economic development, social development, environment and resources, family life, health and nutrition, and demographic implications. The reconceptualised framework also emphasized the strategy of integrating maximum contents at minimum points in order to provide comprehensive treatment to contents to make the integration of population education elements in the textbooks more effective. The new conceptual framework defined population education as an education in the interrelationships among population, development, resources, environment and quality of life.

#### **Why Re-Conceptualization Again?**

All concepts having an interactive relationship with social environment require reconsideration particularly after a perceptible change takes place in the context in which they were formulated. Sometimes, it is the odd fate of a concept to have too successful a rein. After it secures scientific acceptance, it may become so popular and fashionable that it is applied indiscriminately, leading to the dilution of its essential characteristics, generating a need to resuscitate it. The concept of population education has also undergone such a process.

The need to reorient the conceptual framework of population education was reflected in the Istanbul Declaration and the Plan of Action adopted by the International Conference on Population Education and Development, 1993, which brought forth the limitations of the existing concept and recommended the inclusion of a number of emerging concerns in it. But the reconceptualization of population education was necessitated by the latest and most striking development of a global consensus on population and development. In the discourse of population issues since Malthus initiated it, population phenomenon has been analyzed in view of perceptions of its

interrelationships with other variables of development and social environment. The present perceptions of the patterns of these interrelationships reflected in the Programme of Action (POA) adopted by the International Conference on Population and Development, held in Cairo in 1994, made it an imperative requirement for planned interventions addressed to population phenomenon to reorient, revitalize and rejuvenate themselves to realize the vision of the new paradigm of population and development. The ICPD Programme of Action has effected what is being described as "Paradigm Shift" from number to conditions for population stabilization. It is considered essential now to focus on the individual needs instead of demographic targets and to integrate population concerns into development strategies rather than pursuing and providing sustenance to population control approach. Moreover, the ICPD for the first time has explicated two distinct roles of education: (a) education as a key factor in population stabilization; and (b) education as a means to promote greater responsibility and awareness of the interrelationships between population and sustainable development.

The need to shift from purely demographic or population control approach to a broader sustainable development approach has been advocated in other international conferences also. The United Nations Conference on Environment and Development, Rio De Janeiro, 1992 focused on the linkages between population, natural resources, environment, development and quality of life in the Agenda-21 : The Global Plan of Action adopted by it. The International Conference on Population Education and Development, 1993 and the Fourth World Conference on Women held in Beijing, 1995 that adopted Beijing Declaration and Platform for Action also emphasized these linkages.

#### **Experiences under National Population Education Project**

The experiences gained during the implementation of NPEP have also suggested the need to reconceptualise population education again. The Population Education Framework even after the first reconceptualisation did not include elements relating to the process of growing up and HIV/AIDS, as these elements had been regarded very sensitive. But without these elements the Population Education Framework remained incomplete. In view of the problems that adolescents have been confronting for lack of

authentic knowledge about the process of growing up from childhood to adulthood and the recently realized urgency to impart HIV/AIDS education, it was felt that the Population Education Framework must incorporate all the elements that had been considered crucial for attaining the objectives of population education.

Moreover, the Framework of Population Education being primarily influenced by the IEC approach had not been in consonance with the existing school curriculum framework, and hence the gaps in effective integration. Population education tended to be didactic making efforts to convey messages. But the existing school framework is open-ended and is considered a process during which messages are caught. Population education, therefore, needed to be reconceptualised as an educational endeavour that would make the learners aware of all possible dimensions of population - development interrelationships, promoting a general approach of supporting and empowering learners to take rational decisions regarding population and development issues; and also making them aware of the social consequences of their individual decisions. Accordingly, the population education framework was once again reconceptualised. It makes an attempt to focus on all possible variables that interact with population and development phenomena and to bring the concept of population education in tune with the existing school curriculum.

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### **1.5 Let Us Sum Up**

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In this lesson, we have attempted to clarify the meaning need and importance of population education. Besides, an attempt has also been made to discuss the objectives of population education. Population education which emerged as an educational innovation in response to population problems only about four decades ago, is now being experimented in over a hundred countries of the world in non-too-uniform a manner. It has been introduced in the education systems of different countries as an important component of the multi-pronged strategy employed to help nations attain the goals of population stabilization and sustainable development. Very few educational programmes have matched its pace of expansion and adopted such varied conceptual frameworks and

strategies of curriculum transaction. Perhaps no other educational concept has experienced such frequent changes in its framework and been subjected to so many misunderstandings as the concept of population education. This has been so because of not only the nature of the context in which it emerged but also its newness and its complex characteristics.

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## 1.6 Check your Progress

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1. Discuss the meaning, need and importance of population education?
  2. Discuss in detail the objectives of population education?
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## 1.7 Suggested Readings

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- Lakshmi Reddy, M. V. 1993. Population Education Programmes in India. New Delhi: Uppal Publishing House.
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DDEKU

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**LESSON NO: 02 POPULATION DISTRIBUTION AND DENSITY**

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**Lesson Structure**

- 2.1 Introduction**
- 2.2 Objectives**
- 2.3 Population of India-A Brief Synopsis**
- 2.4 Density and Distribution of Population**
- 2.5 Factors Affecting Density and Distribution of Population**
- 2.6 Population Density at State Level**
- 2.7 Population Density at District Level**
- 2.8 Let Us Sum Up**
- 2.9 Check your Progress**
- 2.10 Suggested Readings**

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**2.1 Introduction**

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The distribution of population in India depends mainly on physical features, climate conditions, means of communication, development of agriculture and industries etc. India is primarily an agricultural country and more than 70 % of its population depends up on agriculture. As agriculture is the main occupation of 82% of the Indian people live in rural areas. The coastal plains and the Ganga plain where facilities for agriculture are quite excellent because of level land, fertile soil and suitable climate are

very thickly populated areas. So East U.P., North Bihar and West Bengal which form the major part of the Ganga plain have a very high density of population.

People in India do not find easy means of earning a living in the mountains, deserts and plateaus. The mountain regions of the north have therefore, a very low density of population. In Rajasthan desert density is also very low—only 10/km<sup>2</sup>. Large areas of the plateau regions are also unsuitable for human habitation. In this lesson an attempt has been made to sketch a detailed account regarding the density and distribution of population in India.

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## 2.2 Objectives

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After going this lesson, you should be able to:

- Give a brief account of population in India;
  - Discuss the nature and factors responsible for the density and distribution of population in India; and
  - Give a brief description of population distribution in India at state level with special reference to the State of Jammu and Kashmir.
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## 2.3 Population of India-A Brief Synopsis

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India is the second most populous country in the world next only to China. As per the census of 2011, the total population of India was 1, 21, 05, and 69,573 approximately. This accounted for all most 18 % of the world's total population. While India possesses only 2.42% of the world's total land area, she is required to sustain almost 17.84 % of the world's population. The population density in India is 446 per Km<sup>2</sup>. In terms of area, India stands seventh preceded by Russia, Canada, China, the United States of America, Brazil and Australia. Barring China, the total population of these large five countries is far less than that of India. The total area of these five countries is over sixteen times whereas their total population is much less than that of India. This may partly explain how handicapped we are because of our huge population. It can also be revealed from the

fact that the total population of North America, South America and Australia added together is less than the population of India. On the top of it, we are adding over 17 million people each year. It is more than the total population of Australia. In fact the net addition to Chinese population each year is less than ours.

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## 2.4 Density and Distribution of Population

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Population of the world or of any country is not uniformly distributed. The same is true about India also. Some parts of the country are densely populated, some parts moderately populated and some parts are sparsely populated.

The size of population of different areas can be compared in many ways. One of the ways can be to compare the absolute size of the population. But it does not provide any idea about the relationship of population with the area or resource base of the country. This type of comparison is therefore not adequate. For example, population of Singapore is 4.2 million and that of Peoples Republic of China is 1,300 million. Indeed one is too small and the other is too big. Now take into consideration that the area of Singapore is just 630 sq. km; whereas China has an area of 9.5 million sq.km. This helps us to know how crowded Singapore is as compared to China. Therefore, the population of various countries are generally compared in terms of density of population. This is a method of comparing the man-land ratio of different regions. For this purpose, the population of a region is assumed to be distributed evenly in all its parts and the number of people per square kilometre is thus calculated. This is called arithmetic density of population, which can be calculated by dividing the total population of a country or a region by the total area. Therefore the density of population is expressed as the number of persons per square kilometre. According to 2011 census, the density of population in India is 446 persons per square kilometer. Over the last 100 years density has increased more than four times. It has increased from 77 in 1901 to 324 in 2001. When we say that the density of population of India is 446 persons per square kilometre, this does not mean that population is exactly 324 persons in each and every square kilometer

In reality, the distribution of population in India is highly uneven. The uneven density of population in India is clear from the fact that in Arunachal Pradesh the average number of population is only 13 persons per square kilometer, whereas it is 9,294 persons per square kilometer in Delhi as per 2001 census.

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## 2.5 Factors Affecting Density and Distribution of Population

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As we discussed earlier, the spatial spread of population in India is not uniform. There are very wide regional variations. Let us see what factors are responsible for these variations. All such factors affecting the population distribution and density may broadly be grouped into two major categories. They are (A) physical factors and (B) socio-economic factors.

**A. Physical Factors:** Physical factors play a vital role in the density and distribution of population. Physical factors include landform, climate, soil, etc. Though there is a lot of improvement in technology but the patterns of population distribution all over the world continues to reflect the influence of varied physical factors.

1. **Landforms:** It influences the distribution pattern of population. The most important attributes of landforms which determine population density and distribution are the altitude and slope. The most striking evidence of the influence of altitude and slope on population density and distribution have been observed between mountains and plains. For example, take the case of most densely populated Indo-Ganga plains on the one hand and a highly mountainous state of Arunachal Pradesh on the other. Other than this, factors like drainage, and water table have also been affecting population distribution.
2. **Climate:** Climate is one of the essential elements of the physical factors which influence the spatial distribution of population through temperature conditions and the amount of precipitation. Take the case of hot and dry deserts of Rajasthan and the cold and wet Eastern Himalayan region where very low temperature and heavy precipitations prevail. This is the reason for

uneven distribution and low density of population here. Almost even distribution and high density of population are found in plains of Kerala and West Bengal where rainfall is high. It is low in the regions of Rajasthan, and lee-ward sides of Western Ghats.

3. **Soil:** Soil is another factor which affects the density and distribution of population. One may be tempted to question the validity of the role of soil in the present day highly industrialized society. But even today about 75 percent of population in India lives in villages. People in villages earn their livelihood from agriculture which depends upon the quality of soil. That is why alluvial region of northern plains and coastal and deltaic regions of India continue to support high densities of population. On the other hand, it may be worth mentioning that vast tracts of land in desert areas like Rajasthan, Rann of Kutch in Gujarat, Terai region in Uttarakhand have been suffering from problems like soil erosion and soil efflorescence which support only low density of population. In any region, the density and distribution is influenced by more than one factor. Take for example North-Eastern region of India. Here several factors are responsible for low density of population. These factors are high rainfall, rough terrain, dense forests and poor quality of soil.

**B. Socio-Economic Factors:** Socio-Economic Factors also play an equally important role in density and distribution of population. However, there may not be a perfect agreement upon the relative importance of these factors but it has generally been agreed that the role of socio-economic factors increases in the present context. Various socio-economic factors which have impact upon the population are as under:

1. **Socio-Cultural and Political Factors:** Mumbai-Pune industrial complex is a good example to show how social, cultural, historical and political factors collectively have contributed to its rapid growth of population and its density. Less than 200 years ago, there were small insignificant islands of the Thana Creek on the western coast. The adventurous

Portuguese seamen claimed these islands for their monarch. They in turn gifted these islands to the Royal Family of England by way of dowry. These couple of sleepy fishing village located on these islands could never guess that they would shortly turn into India's largest population conglomeration. East India Company of England set up a trading centre on these islands and later made it the capital city of Bombay Presidency. Enterprising trading and business communities of Parsis, Kuchchhis and Gujaratis played a leading role in setting textile mills, development of water power and laying roads and railways across the Western Ghats connecting it with its hinterland. Unexpectedly, the Suez international navigation canal made Mumbai the nearest Indian port to Europe. Availability of educated youth from Mumbai and Pune and inexpensive and disciplined labour from Konkan also contributed to the rapid population growth. The discovery of Bombay High oil and natural gas fields gave boost to its petro-chemical industry. Today, Mumbai is known as commercial capital of India backed by international and domestic airports, major sea ports and national road and rail terminals. Similar is the case with other cities like Kolkata and Chennai which were established by the colonial rulers.

- 2. Availability of Natural Resources:** The Chhotanagpur Plateau region has all along been a rocky and rugged terrain. This rainy and forested region has been a home of several tribes and was one of the sparsely populated parts of the country. However, a string of industrial towns and centers have sprung up over the past century soon after rich minerals such as iron-ore, manganese, limestone, coal etc. were found in unusual abundance and close to one another. The rich coal and iron fields have attracted heavy industries particularly iron and steel, heavy engineering, and metallurgy and transport equipment industries. The region has also important super-power thermal stations from where power is supplied to

far off areas. After liberalization, many multi-nationals as well as national companies have been establishing their industries in large numbers.

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## 2.6 Population Density at State Level

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Population data can be plotted and described or interpreted in a couple of ways depending upon its purpose. For finding out a broad distribution pattern, population is collected and plotted on the basis of large units like states or their major parts. If information is needed for more accurately, the smaller units like districts or even tehsils are used. Let us first find out a broad pattern of population distribution and density in India. On the basis of availability of state level data, the density of population in India can be broadly divided into three zones: the areas of high density, the areas of moderate density and the areas of low density.

- 1. Areas of High Density:** The areas having a density of population of more than 400 persons per square kilometer are included in this category. These areas have a high density due to fertile land and high amount of precipitation e.g. Kerala, West Bengal and Tamil Nadu. In these regions, a larger number of people can be provided sustenance per unit of area due to availability of fertile land which can produce more food for a large number of people. But the situation is entirely different in the case of Union Territories like Delhi, Chandigarh and Pondicherry. These regions are highly urbanized and offer job opportunities in industrial and service sectors. Thus we can say that the areas having fertile soil and those having good employment opportunities are densely populated.
- 2. Areas of Moderate Density:** States and Union Territories in which the density of population ranges between 100 and 400 persons per square kilometer are called areas of moderate density of population. They are Andhra Pradesh, Assam, Dadra & Nagar Haveli, Goa, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tripura, Jharkhand, Chhattisgarh, Jammu and Kashmir, Uttarakhand, Himachal Pradesh, Nagaland, Manipur and Meghalaya. This region includes

largest part of the country in terms of area. Broadly speaking moderate density of population is characterized by the areas in which the agriculture is handicapped by rugged topography, lower amount of precipitation and paucity of water for irrigation. The scope for developing primary and secondary activities is quite large if the facilities are provided in this area. For example, at the time of independence Chhotanagpur region was a sparsely populated area but development in the field of mining and industries in this part of the country has been mainly responsible for moderate density of population in this region.

- 3. Areas of Low Density:** All the remaining parts of India having a density of population less than 100 persons per square kilometer may be classified under this category. The States and Union Territories falling under this category include Arunachal Pradesh, Mizoram, Sikkim and Andaman and Nicobar Islands. Low density population areas are characterized by rough terrain, low rainfall or unhealthy climate. Due to the above reasons the prospects of earning livelihood is low in these areas. Agriculture cannot be developed in dry or cold areas. Uneven topography and poor agricultural resources put a limit on urbanization and industrialization. Therefore, the number of persons that can be supported per unit area is low in such regions. Difficulties exist not only in transport and communication in the hilly and mountainous areas but also in the over all levels of economic development. That is why the density of population in all these areas is low.

- The areas of high density include the states of West Bengal, Kerala, Bihar, Punjab, Tamil Nadu, Uttar Pradesh and Haryana and Union Territories of Delhi, Chandigarh, Lakshadweep, Pondicherry and Daman and Diu.
- All these areas provide good scope for earning a livelihood through either agriculture or through jobs in various types of secondary and tertiary activities.
- The areas of low density of population in India include Arunachal Pradesh, Mizorm, Sikkim and Andaman & Nicobar Islands.
- These areas suffer from either low rainfall or rough terrain or harsh climatic conditions or combinations of these factors.

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## 2.7 Population Density at District Level

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A minute observation reveals that in each state there are variations in distribution of population and more than one category of population density is found. The geographical or spatial distribution becomes clearer by making an analysis of district level pattern. The great unevenness in distribution is mainly because of the diverse physical conditions as well as the variations in distribution of natural resources and stages of economic development. It varies from 2 persons per square kilometre in Lahul and Spiti district of Himachal Pradesh to 29,395 persons per square kilometre in National Capital Territory of Delhi. The top twenty districts in the country are either fully urban or highly urbanized. It includes all the nine districts of Delhi; Kolkata, Hawrah, North Twenty-Four Pargana in West Bengal; Mumbai and Mumbai (suburban) in Maharashtra; Mahe and Pondicherry in Union Territory of Pondicherry, Chennai; Bangalore; Hyderabad and Union Territory of Chandigarh. The density is generally high over two marked continuous stretches of land. They are (a) large parts of Northern plains from Punjab to West Bengal and (b) Coastal plains from Orissa coast in the east to Konkan coast in the west. A belt of moderately high densities extend over the entire Maharashtra, plains of Gujarat, Telangana, parts of Tamil Nadu, southern Karnataka and the Chhotanagpur region of Jharkhand. The areas of low density are generally found over the hilly forested and snow bound areas of the country, mainly situated in the Himalayan region, desert areas of Rajasthan specifically Jaisalmer districts and large expanse of uninhabited marshy lands of Kachchh districts of Gujarat.

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## 2.8 Let Us Sum Up

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In this lesson, we have attempted to clarify the meaning need and importance of population education. Besides, an attempt has also been made to discuss the objectives of population education. Population education which emerged as an educational innovation in response to population problems only about four decades ago, is now being experimented in over a hundred countries of the world in non-too-uniform a manner. It

has been introduced in the education systems of different countries as an important component of the multi-pronged strategy employed to help nations attain the goals of population stabilization and sustainable development. Very few educational programmes have matched its pace of expansion and adopted such varied conceptual frameworks and strategies of curriculum transaction. Perhaps no other educational concept has experienced such frequent changes in its framework and been subjected to so many misunderstandings as the concept of population education. This has been so because of not only the nature of the context in which it emerged but also its newness and its complex characteristics.

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## 2.9 Check your Progress

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1. Discuss the nature and meaning of population density and distribution in India?
2. Discuss in detail the factors responsible for population density and distribution in India?
3. Give a brief account of population density and distribution of the State of Jammu and Kashmir?

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## 2.10 Suggested Readings

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- Lakshmi Reddy, M. V. 1993. Population Education Programmes in India. New Delhi: Uppal Publishing House.
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**Lesson Structure**

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3 Population Composition-An Introduction**
- 3.4 Population Composition in terms of Age Structure, Sex Ratio and Rural/Urban Dichotomy**
- 3.5 Family Welfare Programme - An Introduction**
- 3.6 Evolution of Family Welfare Programme**
- 3.7 Impact of Family Welfare Programmes Since Inception**
- 3.8 National Population Policy**
- 3.9 National Commission on Population**
- 3.10 State Population Commissions**
- 3.11 Fertility-Concept and Determinants**
- 3.12 Determinants/Factors Affecting Fertility**
- 3.13 Mortality – Concept, Determinants and Measurement Mortality**
- 3.14 Causes of Death**
- 3.15 Determinants/Factors affecting Mortality**

### **3.16 Measurement of Mortality**

### **3.17 Let Us Sum Up**

### **3.18 Check your Progress**

### **3.19 Suggested Readings**

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## **1.0 Introduction**

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The data on population by age and sex is vital for demographers, health administrators etc. for planning and evaluation of various developmental and health programs. The classification of rural/urban, sex and marital status by age unveils the characteristics of population composition and provides disaggregated data for target oriented projects. As per available data from SRS, there has been a gradual decline in the share of population in the age group 0-14 from 41.2 to 38.1 per cent during 1971 to 1981 and 36.3 to 30.9 percent during 1991 to 2010, whereas, the proportion of economically active population (15-59 years) has increased from 53.4 to 56.3 percent during 1971 to 1981 and 57.7 to 61.6 per cent during 1991 to 2010. On account of better education, health facilities and increase in life expectancy, the percentage of elderly population (60+) has gone up from 5.3 to 5.7 percent and 6.0 to 7.5 percent respectively during the periods under reference. Marital status and Female mean age at marriage are essential constituents to monitor fertility and population growth. The data on marital status has been included in SRS from 1991, whereas on Female mean age at marriage is from 1990. There is a marginal increase in the proportion of married Female from 45.7 in 1991 to 48.2 in 2010, whereas the proportion of widowed/divorced/separated female has remained stagnant at 8.0. The mean age at effective marriage for Female has improved from 19.3 years in 1990 to 21.0 years in 2010. This lesson provides data on percentage distribution of population by age, sex and residence for all broad age groups from 0-4, 0-14, 15-59 and 60+ for India and bigger States. It also includes data on percentage distribution of population by marital status for total population, 10+ and 15+ ages by sex and residence.

The state-wise variations in Female age at effective marriage and their corresponding proportions have also been presented in this lesson.

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### **1.1 Objectives**

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After going this lesson, you should be able to:

- Analyze the rural-urban, male-female (Sex ratio) and age composition of Indian population
  - Trace out the historical background of family welfare programmes;
  - Discuss the determinants and measurement of fertility;and
  - Explain the concept, determinants and measurement of mortality.
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### **1.2 Population Composition -An Introduction**

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Humans are important component of any country. India is the 2<sup>nd</sup> most populous country after China in the world with its total population of 1.22 billion (2011). India's population is larger than the total population of North America, South America and Australia put together. The first population Census in India was conducted in 1872 but its first complete Census was conducted only in 1881. Among the socio-economic and historical factors of distribution of population, important ones are evolution of settled agriculture and agricultural development; pattern of human settlement; development of transport network, industrialization and urbanization. It is observed that the regions falling in the river plains and coastal areas of India have remained the regions of larger population concentration. Even though the uses of natural resources like land and water in these regions have shown the sign of degradation, the concentration of population remains high because of an early history of human settlement and development of transport network. On the other hand, the urban regions of Delhi, Mumbai, Kolkata, Bangalore, Pune, Ahmedabad, Chennai and Jaipur have high concentration of population due to industrial development and urbanization drawing a large numbers of rural-urban migrants.

**Density of Population**

Density of population is expressed as number of persons per unit area. It helps in getting a better understanding of the spatial distribution of population in relation to land. The density of population in India (2011) is 364 persons per sq km and ranks second among the most densely populated countries of Asia following Bangladesh (849 persons). There has been a steady increase of about 250 persons per sq km over the last 50 years as the density of population increased from 117 persons/ sq km in 1951 to 364 persons/sq km in 2011. Variation of population densities in the country which ranges from as low as 13 persons per square kilometer in Arunachal Pradesh to 9,340 persons in the National Capital Territory of Delhi. Among the northern Indian States, West Bengal (1030), Bihar (1102) and Uttar Pradesh (828) have higher densities, while Kerala (859) and Tamil Nadu (555) have higher densities among the peninsular Indian states. States like Assam, Gujarat, Andhra Pradesh, Haryana, Jharkhand, and Orissa have moderate densities. The hill states of the Himalayan region and North eastern states of India (excluding Assam) have relatively low densities while the Union Territories (excluding Andaman and Nicobar islands) have very high densities of population.

**Growth of Population**

Growth of population is the change in the number of people living in a particular area between two points of time. Its rate is expressed in percentage. Population growth has two components namely; natural and induced. While the natural growth is analysed by assessing the crude birth and death rates, the induced components are explained by the volume of inward and outward movement of people in any given area. The decadal and annual growth rates of population in India are both very high and steadily increasing over time. The annual growth rate of India's population is 2.4 per cent. At this current rate of increase, it is estimated that the country's population will double itself in another 36 years and even surpass population of China. In next section, we shall discuss the composition of population in terms of various variables.

### 1.3 Population Composition in terms of Age Structure, Sex Ratio and Rural/Urban Dichotomy

Population composition is a distinct field of study within population geography with a vast coverage of analysis of age and sex, place of residence, ethnic characteristics, tribes, language, religion, marital status, literacy and education, occupational characteristics, etc. In this section, the composition of Indian population with respect to their rural-urban characteristics, language, religion and pattern of occupation will be discussed.

#### Age Structure

The relative age structure of people contained within a specific age group is one of the most vital and basic characteristic feature of population since it affects almost all the different dimensions of community life, social attitudes, political tendencies, economic activities, military services, and mobility of population. Human population is divided into three groups:

- i) Below 15 years of age.
- ii) Between 15 and 60 years of age.
- iii) Above 60 years of age.

The first group is of children supposed to be entirely dependent on parents. The second group consists of adults or workers who are supposed to be economically independent. The third group comprises old people returning back to the category of non-workers. The division of population into these groups is referred as population pyramids.

In India, as per 1981, census, this threefold division was as follows:

Age	Percentage
0-14	39.5
15-59	54.3
60 and above	6.2
<b>Total</b>	<b>100%</b>

Taking the first and the third group together i.e.  $(39.5+6.2) = 45.7\%$  of our population is taken as Dependent Population.

The remaining population of 54.3% has to support this dependent population. The proportion between the two is termed as **Dependency Ratio**. In India the dependency ratio is about 83, which means that in every 100 persons in the age group of 15-59 years have to support 83 persons who are dependent on them. The children below 15 years of age are bound to be highly demanding in terms of educational, nutritional and health needs.

### **Sex Ratio**

Human Population consists of two main components-Male and Female. The numerical proportion between the two is known as **Sex Ratio**. *Sex ratio is defined as the number of females per 1000 males.* In India for the past century males have been increasingly outnumbering female proportion. With unfavorable sex ratio, the female life expectancy too had been low as compared with the males. The average life expectancy at birth for females is 56.4 against 55.6 for males. Literacy is one of the most significant factors which influence the longevity of human population. In 2001 the female literacy in our country was 65.38 in total, i.e., 75.85 among males and 54.16 among females. Kerala has the highest literacy rate i.e. 90.92 % in total i.e. 94.20% among male and 87.86% among females.

<b>Year</b>	<b>Sex Ratio</b>
1901	972
1911	964
1921	955
1931	950
1941	954
1951	946
1961	941
1971	930
1981	933
1991	927
2001	933
2011	943

**India Sex Ratio (Decadal) from 1901-2011**

### **Rural and Urban Composition**

Composition of population by their respective places of residence is an important indicator of social and economic characteristics. This becomes even more significant for a country where about 72 per cent of its total population lives in villages. India has 640930 villages according to the Census 2011 located in 640 districts. The size of villages also varies considerably. It is less than 200 persons in the hill states of north-eastern India, Western Rajasthan and Rann of Kutch and as high as 17 thousand persons in the states of Kerala and in parts of Maharashtra. The proportion of urban population (27.8 per cent) in India is quite low but it is showing a much faster rate of growth over the decades. In fact since 1931, the growth rate of urban population has accelerated due to enhanced economic development and improvement in health and hygienic conditions.

The population of any country on the earth's surface is distinguished into rural and urban settings. The Urban population is recent in origin, as the majority of the population since historical times was confined to rural areas.

- i. Rural Population:** Rural Population confines itself to small villages and depends upon agricultural economy, which involves maximum unskilled labour, who lives in these villages. Each village is a cluster of houses without any plan. The houses are mostly made up of mud walls, cheap wood and thatched roofs. There is no proper arrangement of sanitation and drainage system in villages. The water of the wells is contaminated and is the main cause of gastric and other diseases. The villages are mostly devoid of facilities. The roads are not developed. The life is slow, calm and peaceful without any competitive atmosphere. The villages lack civic amenities, employment and educational facilities.
- ii. Urban Population:-** The urban sector comprises of towns and cities, which is the result of industrialization. The cities and towns are the nucleus of administration, commerce, industry and education. As towns expand and there is rush of people from villages towards cities, the pressure on transport, water supplies, accommodation, sewage and refuse disposal steadily increases which creates

various social and environmental problems. In cities population level is alarming. The following factors are responsible as the main reasons for urbanization movement:

- There is a Network of industries in towns and cities.
- Standard of living is high in urban areas.
- There is availability of better social services in cities i.e, educational, health, sanitation, recreational, transport and accommodation system.
- Unemployment in rural sector.
- Accessibility of trade & commerce.

### **Linguistic Composition**

India is a land of linguistic diversity. There were 179 languages and as many as 544 dialects in the country. In the context of modern India, there are about 22 scheduled languages and a number of nonscheduled languages. Among the scheduled languages, the speakers of Hindi have the highest percentage (45%). The smallest language groups are Kashmiri and Sanskrit speakers.

### **Religious Composition**

Religion is one of the most dominant forces affecting the cultural and political life of the most of Indians. Hindus are distributed as a major group in many states (ranging from 70 - 90 per cent and above) except the districts of states along Indo- Bangladesh border, Indo-Pak border, Jammu & Kashmir, Hill States of North-East and in scattered areas of Deccan Plateau and Ganga Plain. Muslims, the largest religious minority, are concentrated in Jammu & Kashmir, certain districts of West Bengal and Kerala, many districts of Uttar Pradesh, in and around Delhi and in Lakshadweep. They form majority in Kashmir valley and Lakshadweep. The Christian population is distributed mostly in rural areas of the country. The main concentration is observed along the Western coast around Goa, Kerala and also in the hill states of Meghalaya, Mizoram, Nagaland, Chotanagpur area and Hills of Manipur. Sikhs are mostly concentrated in relatively small area of the country, particularly in the states of Punjab, Haryana and Delhi. Jains and Buddhists, the smallest religious groups in India have their concentration only in selected

areas of the country. It is observed that in India, the proportion of workers (both main and marginal) is only 39 per cent (2001) leaving a vast majority of 61 per cent as non-workers. This indicates an economic status in which there is a larger proportion of dependent population, further indicating possible existence of large number of unemployed or under employed people. About 58.2 per cent of total working population are cultivators and agricultural labourers, whereas only 4.2% of workers are engaged in household industries and 37.6 % are other workers including no household industries, trade, commerce, construction and repair and other services.

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## **1.8 National Commission on Population**

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National Commission on Population was constituted under the Chairmanship of Hon'ble Prime Minister of India vide Government of India Gazette Notification dated 11th May 2000. The Commission started functioning from its Secretariat at Planning Commission, Yojana Bhavan. However, in February 2005, the Commission was re-constituted as per the decision of Cabinet and its Secretariat was shifted from Planning Commission, Yojana Bhavan to Ministry of Health & FW. The Chairman of the re-constituted Commission remained Hon'ble Prime Minister of India, Deputy Chairman of the Planning Commission and the Minister of Health & FW, the two Vice Chairmen and Secretary, FW, as the Member-Secretary of the Commission.

The Terms of reference of the Commission are as follows: -

- To review, monitor and give directions for the implementation of the National Population Policy with a view to meeting the goals set out in the policy.
- To promote synergy between demographic, educational, environmental and developmental programmes so as to hasten population stabilization.
- To promote inter-sectoral coordination in planning and implementation across government agencies of the Central and State Governments, to involve the civil society and the private sector and to explore the possibilities of international cooperation in support of the goals set out in the Policy.

- To facilitate the development of a vigorous people's movement in support of this national effort.

The first meeting of the reconstituted National commission on Population was held under the chairmanship of Hon'ble Prime Minister on 23rd July 2005. The following decisions were taken in the meeting:

- Conduct of an Annual Health Survey of all districts which could be published annually so that health indicators at district level are periodically published, monitored and compared against benchmarks
- Setting up of five groups of experts for studying the population profile of the States of Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and Orissa to identify weaknesses in the health delivery systems and to suggest measures that would be taken to improve the health and demographic status of the States.

In accordance with the above decision, the following measures have been taken to implement the decisions:-

- i. Ministry of Health & Family Welfare had wide ranging discussion with Office of Registrar General, Planning Commission and Prime Minister Office for conducting Annual Health Survey (AHS) and Office of Registrar General of India (RGI) has been identified as the nodal organization for conducting the AHS. Subsequently 108 posts have been created in the office of RGI for supervising the work of AHS. The fieldwork shall be undertaken through independent agencies selected through open bidding.
- ii. Five Experts Groups have been constituted on 29th September 2005 for studying the population profile of the States of Bihar, Uttar Pradesh, Rajasthan, Madhya Pradesh and Orissa in order to identify weaknesses in the health delivery systems and to suggest measures to improve the health and demographic status of these States.

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## 1.9 State Population Commissions

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State Population Commissions have been constituted in 20 States/UTs. viz. Andhra Pradesh, Arunachal Pradesh, Assam, Haryana, Himachal Pradesh, J&K, Kerala, Madhya Pradesh, Gujarat, Uttar Pradesh, Maharashtra, West Bengal, Meghalaya, Mizoram, Punjab, Rajasthan, Sikkim, Tamil Nadu, Andaman & Nicobar Island and Lakshadweep.

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### 1.16 Let Us Sum Up

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The development of a country depends upon both quality and quantity of the human resources. The quality of human resource depends upon the population composition. They are rural - urban, sex - age, linguistic, religious, scheduled Castes, Scheduled Tribe, literate-non literate composition. India is proverbially known as the country of villages. Till today more than 72 percent of people live in rural areas. The rate of urbanization is however increasing. The growth rate of urban population is higher than the average growth rate in the country. This is mainly due to migration of people from rural to urban areas. There are 35 metropolitan cities in India having population more than 10, 00,000. On the other hand, sex ratio in India is unfavorable. The highest number of females per one thousand males in Kerala (1058) whereas it is lowest in Haryana (861). If we take Union Territory into account then the lowest sex ratio in the country is in Daman and Diu (709). The sex ratio has been gradually decreasing in each successive census except some marginal increase in the 1951, 1981 and 2001 census. You will know about the status of sex ratio in your area by conducting the project work. The rate of literacy in India is not very high (65.38%). It is the highest in Kerala where the literacy rate is as high as 90.92% and on the other extreme is the state of Bihar where literacy is as low as 47.53% percent. India is a land of great social diversity. It is the home of people belonging to different racial stocks, languages and religions. The tribal people are the nearest relations of some of the original racial stocks. The Schedule Castes are intermixture of various racial stocks. According to 2001 census, Scheduled Castes and Scheduled Tribes constitute 16.00% and 8.20% respectively of the total population. The

concentration of this population is found in the plain areas due to their profession. Whereas Scheduled Tribes generally live in isolated forested and hilly tracts. They are pre-industrial stage of development and believe in super-natural powers. India is a unique country in terms of language and religion. Here all the major religions of the world are found. There are 18 major languages and hundreds of dialects are spoken in the country.

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### 1.17 Check your Progress

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1. Discuss in brief the following characteristics of Indian population.  
(a) Age structure (b) rural-urban ratio and (c) sex ratio
2. What are the factors responsible for the decline in sex ratio? Discuss in brief.

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### 1.18 Suggested Readings

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1. Aggrawal S.N. (1972), *India's Population Problem*, Tata McGraw-Hill, New Delhi.
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**LESSON NO: 04 FACTORS AFFECTING POPULATION GROWTH**

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**Lesson Structure**

- 4.1 Introduction**
- 4.2 Objectives**
- 4.3 Fertility-Concept and Determinants**
- 4.4 Determinants/Factors Affecting Fertility**
- 4.5 Mortality – Concept, Determinants and Measurement Mortality**
- 4.6 Causes of Death**
- 4.7 Determinants/Factors affecting Mortality**
- 4.8 Measurement of Mortality**
- 4.9 Migration-An Introduction**
- 4.10 Migration-How Thinkers View It?**
- 4.11 Types of Migration**
- 4.12 Causes of Migration**
- 4.13 Migrational Differentials**
- 4.14 Let Us Sum Up**
- 4.15 Check your Progress**
- 4.16 Suggested Readings**

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## 4.1 Introduction

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Population in a country is not static. Population changes from time to time. Population is influenced by many Fertility and the growth of population and decline in Population is known as Population Dynamics. Population of a country or in a place is influenced by physical, physiological and environmental factors. When, these factor one among these factor affect population positively or negatively population size, structure and composition will be affected. This process of change in the population size and structure is known as population dynamics. Fertility, mortality and migration are the most influencing factors on population dynamics. Age, marriage, divorce, widowhood and separation are also factors involved in population dynamics. All these concepts have been discussed threadbare in this lesson.

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## 4.2 Objectives

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After going this lesson, you should be able to:

- Analyze the rural-urban, male-female (Sex Ratio) and age composition of Indian population
  - Trace out the historical background of family welfare programmes;
  - Discuss the determinants and measurement of fertility; and
  - Explain the concept, determinants and measurement of mortality.
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## 4.3 Fertility-Concept and Determinants

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Human fertility is responsible for biological population is known replacement and for the maintenance of human society. The growth of population depends on the human fertility. Fertility is a positive force through which the population expands. The process of replacement of members through fertility is a complicated process, but the need and necessity of fertility was felt from the very beginning of society. Efforts were made through prayer and magic to make women fertile in primitive society. In some societies women without children were, considered as the cursed. Through

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medical treatment, efforts were made to maintain, for the continuation of human society. Fertility of women has become a matter of interest for social scientists after Second World War. The term fertility is generally used to indicate the actual reproductive performance of a women or group of women; Fertility starts with adulthood. The beginning of puberty is an indication of fertility. Thus fertility is, the actual reproductive performance applied to an individual /a group.

Fertility is defined in the words of *Lewis and Thompson*, “as the actual reproductive performance of a woman or group of women”. The fertility of a woman has always been a matter of vital concern to all aspects. Fertility being related to birth rate and birth rate is determined in terms of crude birth rate. The crude Birth rate is defined as the number of births per 1000 population in a year. It is an average figure and is based on total population consisting of men, women and children.

According to *Lewis and Thompson*, “Fecundity is a biological potential-the physiological capacity to participate in reproduction. The absence of this potential is referred as infecundity or sterility”. Fecundity is the capacity to conceive or bear children.

Fertility is closely related with birth rate. Though birth is a biological process, yet birth rate is influenced by social, economic, religious and moral considerations.

In order to understand the concept of fertility, it is essential to analyze some important term related with fertility. These concepts are to be identified and to be defined. Fecundity refers to the capacity of a man or woman or a couple to participate in reproduction. The fertility of an individual is limited by her or his fecundity. The term fecundity is biological. It refers to the maximum fertility level that can be obtained. On the other hand fertility is the actual reproductive performance. Fertility can be studied from the statistics of birth. There is no direct measurement for fecundity. Fecundity of an individual or a couple may be quite normal. But fertility performance may be low. Thus the term fertility indicate the actual level of reproductive performance influenced by the psychological, social, cultural, political and economic factors.

Natural fertility is the fertility of human population that makes no deliberate efforts to limit the birth. Fertility may be considered natural if no contraception or

induced abortion is used. Prolonged breast feeding or abstinence after child birth causes in lowering fertility. The highest level of natural fertility is much below the level of biological maximum fertility. The levels of natural fertility differ from society to society. Sterility may be used in connection with individual or group when a man or woman or a couple has not had a single child is considered sterile. In common practice sterility measures are associated only for women. Sterility can be natural (involuntary) or artificial (voluntary). But the term sterility is generally used to denote natural sterility.

Conception takes place when male sex cell, sperm is united with female sex cell, ovum. In fertilization a new cell called zygote is produced. Thus conception has a beginning of a long process of growth and development of child in uterus. Contraception refers to the measures taken in order to prevent conception in sexual intercourse. The contraceptive methods are also termed as birth control methods.

Family size refers the total number of children of a woman or a couple born at a point of time. The completed family size indicates the total number of children of a woman up to end of the reproductive period. The live birth of woman is classified according to the birth order. e.g., I order birth, II order birth and so on. Women may be classified according to the number of children born active to them. The first parity women are those who have given birth to one child. Parity refers to the mother.

#### **Causes of High Birth Rate/ Fertility in India**

Number of causes is responsible for population increase in India. These are described as under:

- 1. Child Marriage:** Early marriage is a common feature in India. About 90% of girls are given in marriage in the age group of 15 to 20 years. In this way women get a long child bearing period. Unmarried women of the age of 30 years constitute 41% and 23% of women population in Europe and America respectively.
- 2. Natural Factors-** India is a tropical country where girls attain puberty at early age. They achieve motherhood in the age group 12-15 years. Hence, in India

women delivers 6 to 7 children on an average whereas a woman in Japan delivers 5 and in America 3 children only.

3. **Preference for Male Child:** In India, religion plays a contributory role in large size families. Among maximum Indians families, a son is a must to impact continuity to family line age and to perform the funeral rites for the salvation of the departed soul. Even after so many girls in the family, the desire for having one son prompts parents to continue with their child producing activity.
4. **Fatalism:** Mostly Indians are fatalists. Children are considered as gift of God. They, therefore, have little faith in birth control methods.
5. **Illiteracy:** Rate of illiteracy is still pretty high in India. Illiterate persons fail to understand the significance of family planning. They do not feel the necessity of having a limited family.
6. **Poverty:** Poverty is a contributory factor in India to the rising birth rate of people. Poor people have to spend little on the upbringing of their offspring. Besides, the children supplement the family income. For them, large family is not a burden. According to Gunnar Myrdal in a poor society children are not burden on the resources of a given family, rather they are the only source of the social security of family.
7. **Pre-dominance of Villages:** Nearly 72% of Indian population lives in villages and remaining 23% in urban areas. On account of acute housing problem, expensive bringing up of children and breaking up of joint family system, birth rate in urban areas is low. On the other hand, upbringing of children being cheap in villages, birth rate is high.
8. **Agriculture as the main occupation:** India is an agricultural country. Even, children get some sort of work in agriculture. Thus they do not prove to burden on their family. So Indian farmers do not mind large families. On the other hand

children of urban areas have little scope of employment in industries. So, they are in favour of small family.

- 9. Low Status of Women:** In India women enjoy low social status. They are treated merely as child producing machines. They command respect in proportion to their number of children they have. Their only duty is to gratify the sex hunger of their male partner. So, the population is on the increase.

#### 4.4 Determinants/Factors Affecting Fertility

Every man and woman has the capacity to produce children i.e., they are fertile, though exceptions are there. There are however, many factors, which affect and influence the fertility of both the sexes. The main factors, which affect the fertility process of both the sexes, may be discussed as under:

**Factors Affecting Fertility**

<i>Biological Factors</i>	<i>Direct factors</i>	<i>Indirect social Factors</i>	<i>Other Social Factors</i>
<ul style="list-style-type: none"> <li>○ Health</li> <li>○ Diseases</li> <li>○ Food Habits</li> </ul>	<ol style="list-style-type: none"> <li>1. Oral Pills</li> <li>2. Loops</li> <li>3. Condoms</li> <li>4. Abortion</li> <li>5. Infanticide</li> </ol>	<ol style="list-style-type: none"> <li>I. Age of Marriage</li> <li>II. Polygamy</li> <li>III. Separation and Divorce</li> <li>IV. Widowhood</li> <li>V. Celibacy</li> </ol>	<ol style="list-style-type: none"> <li>i) Food Supply</li> <li>ii) Urbanization</li> <li>iii) Role of Religion</li> <li>iv) Occupation-al Pattern</li> <li>v) Death Rate</li> </ol>

- 1. Biological Factors:** Biological factors play a vital role in the process of fertility. Health of an individual is the most important biological factor and with it are related the factors like disease and food habits etc. when health conditions and living standards of the people are sound and high, the fecundity also increases and in this way the death rate slows down. It has been observed that the death rate in developed countries is very slow as compared to the death rate of poor and under developing nations of the world.
- 2. Direct Factors or measures which aim to contain the population growth:** The direct factors which influence and effect fertility include;

- a. *Oral Pills*
- b. *Loop*
- c. *Condom*
- d. *Abortion*
- e. *Infanticide*

- a) **Oral Pills:** The chances of pregnancy among women are reduced to the minimum by the use of oral pills for a period of 20 days in a month. If these pills are used without medical advice, they are likely to cause complications.
- b) **Loop:** It is one of the devices for checking fertility. It is generally used by women and the success of avoiding child birth is about 96%. Loop can be removed at any time. It is most useful in checking period of birth between the two children.
- c) **Condom:** It is mainly used by men and it is the easiest way of checking fertility and child birth. It does not need any medical advice.
- d) **Abortion:** When a woman becomes pregnant at a time when she is not interested to have any child, she may go for abortion, though it is illegal in some societies. In the Muslim society, abortions are strictly prohibited, while in advanced European and American societies, there is no hesitation in following abortion. Abortion checks the fertility of the women and it influences and affects the birth rate of the children.
- e) **Infanticide:** Infanticide is the brutal practice of checking fertility. It was common in Arabs before the advent of Islam. Islam is totally against this unnatural practice and it is Islam which prohibited this insane, practice of killing girl children at the time of their birth, giving women their rights. In military society, children who are born blind, handicapped or those who are born as ill times are killed.

**3. Indirect Social Factors:** The Indirect Social factors are influenced by social customs and in turn affect fertility, indirectly. These factors are:

- i) *Age of Marriage*

- ii) *Polygamy*
  - iii) *Separation and Divorce*
  - iv) *Widowhood*
  - v) *Celibacy*
- i) ***Age of Marriage:*** It is obvious that late marriage reduces the fertility. It is a well known fact that the fertility rate is higher in countries where marriages take place at comparatively early ages, as compared with the people who marry at late stage because couples married at an early age bear a long child bearing capacity.
- ii) ***Polygamy:*** Polygamy as an indirect social factor influences fertility. Polygamy means that a husband can marry more than one wife. It is common in the Muslim Society. By this factor, population increases rapidly.
- iii) ***Separation and Divorce:*** It has been observed that in some cases, no cordial relationship exists between husband and wife after marriage. The relations become strained and separation or divorce is the final outcome, which may affect the fertility.
- iv) ***Widowhood:*** A widow always lives lonely and separately. As she lives without her husband, she cannot have legal children. Therefore, widowhood quite obviously influences fertility.
- v) ***Celibacy:*** Fertility is also affected and influenced by social and self imposed controls about marriages. It is a period of self resistant and abstinence from sex. In Malthusian terminology it is a preventive check against fertility. The ideal age of marriage is 25 years for the boy and 20 years for the girl i.e. upto this age boy and girl should not marry.
4. **Other Social Factors:** The social factors other than indirect ones which influence the fertility include:
- a) *Food Supply*
  - b) *Urbanization*
  - c) *Role of Religion*

- d) *Occupational Pattern*
- e) *Death Rate*
- a) **Food Supply:** Food is the basic need for the survival of human life. It has been often seen that in societies where there is shortage of food supply there is less fertility.
- b) **Urbanization:** Urbanization is not conducive for fertility. Fertility and the size of the town are very closely related. In the urban areas, the cost of living and literacy is very high as compared to rural areas. Therefore, the urban class does not favour big families. They stress on “*Dou say Maafi aik hi Kafi*”
- c) **Role of Religion:** Religions also play an important role in influencing fertility. In some religions where there is no bar on the polygamy and the number of children, fertility or birth rate is very high. It is certain that more the number of wives more are the number of children. Therefore religion acts as supportive factor for population explosion.
- d) **Death Rate:** Fertility is influenced by death rate. It was almost sure that at least one or two children will die. Since most of the fatal diseases have been controlled which used to kill children the death rate has decreased.
- e) **Occupational Pattern:** The Occupational pattern of the family influences the fertility. People who are engaged in mental work have less number of children, than people who are involved in physical labor.

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#### 4.5 Mortality – Concept, Determinants and Measurement Mortality

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Mortality also plays an important role in population dynamics. The factor of mortality has played a dominant role for the decrease in population rate. The developed countries have remarkably effected by the fallen death rate. The study of mortality is useful for analyzing current demographic conditions. It helps to determine the possible changes in mortality conditions of the future. The public health administration depends on the study of mortality. The implementation and evaluation of public health programmers

are made by accessing the mortality rate. The statistics on death is also used for preparing the policies of insurance companies. Thus the study of mortality deal with the affects of death on population.

The UN and WHO have defined death as a “permanent disappearance of all evidence of life at any time after birth has taken place”. The death can occur only after a live birth. The span between birth and death is life. Live birth is the complete expulsion from its mother, of a product of conception with evidences of life such as breathing, blood circulation and movement of muscles. So any death after live birth is considered as mortality. Abortion and still birth are not referred as death. They are fetal death. Any expulsion of fetus before it became capable of independent existence outside its mother is known as abortion. It can be induced or spontaneous (natural). When a birth does not have any of the characteristics of life, it is known as still birth.

From the very primitive society itself human beings have been interested in trying to control diseases and to prevent death. The interests and attempts in health science increased during 18<sup>th</sup> and 19<sup>th</sup> centuries. The association below death and growth of population was assessed in 17<sup>th</sup> century and the measures for preventing the death have been taken seriously.

Mortality in vernacular context means the number of deaths in a given period or it is the loss of life on large scale. Death rate is regarded as an index of the well being of a nation. The countries which are economically sound and where people enjoy high standards of living have a lower death rate than the countries which are economically backward. The developed countries have succeeded to lower their death rate due to availability of food supplies, pure drinking water, health care, better sewage disposal and clean environment. Mortality rate used to be very high in the past because people were not more conscious and careful about their health and the medical care was not available. Poor health of the mother lead to a large number of deaths of infants. In India 40% of the total deaths occurs in age below 5. There was high mortality before 1921 in India. At that time epidemics, cholera, small pox etc were frequent. They affected large traits of the country and claimed heavy loss of life. Food scarcity conditions also affected India. There

was First World War and many people died in it. The situation changed rapidly after 1921.

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#### 4.6 Causes of Death

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According to WHO the main causes of death are classified into five categories namely:

- Infections, Parasitic and Respiratory Diseases.
- Diseases of Circulatory System.
- Cancer
- Death from Violence.
- Other disease i.e., Gastro intestinal, Diabetes, birth injuries and diseases peculiar to the first four weeks of life.

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#### 4.7 Determinants/Factors affecting Mortality

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Some of the reasons/factors which have curtailed the mortality or Death rate include:

1. Decline of Epidemics
  2. Urbanization of population
  3. More Medical Facilities
  4. Facility of Maternity Homes
  5. Spread of Female Education
  6. Balanced Diet
1. **Decline of Epidemics:** In order to eradicate such epidemics as plague, cholera, small pox, malaria etc from Indian soil, much amount has been spent. It resulted in decline of death-rate.
  2. **Urbanization of Population:** More and more people are living in urban areas. In 1911, hardly 10.3% of population lived in urban areas. It is increasing and more

further in coming years. Health, hygiene and sanitation facilities in towns and cities are more than in villages. This has also lowered the death rate.

3. **More Medical Facilities:** Medical Facilities have increased in India. Under Five Year Plans, many hospitals and primary health centers are opened in the country. Free medical facilities are also multiplied. The invention of medicines like Penicillin, Streptomycin etc, has also saved lives of millions of people.
4. **Facilities of Maternity Homes:** Facilities of Maternity Homes in the country have also increased substantially. The number of nurses and trained mid-wives has also increased substantially.
5. **Spread of Female Education:** In India, literacy among woman is progressing rapidly. Educated women bring up their children with hygienic care. This rapidly brings down the infant mortality rate.
6. **Balanced Diet:** People are now getting nutritive and balanced diet. Government has also been paying due attention to this matter. Health programmes are shown by T.V channels regularly.

As the effect of these measures, decline in death-rate has been more pronounce than birth rate.

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#### 4.8 Measurement of Mortality

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The main methods of finding out Death-Rates are as:

1. Crude Death Rate
2. Age Specific Death Rate
3. Infant Death Rate.
1. **Crude Death Rate:** According to David-Heer, as recorded in his book “Society and Population”, “Crude Death Rate may be defined as the ratio of the number of deaths which occur within a given population during a specified year to the size of death population at midyear.” It is calculated as:

$$\text{Crude Death Rate} = D/P *K$$

Where D = Deaths registered in a year.

P= Total Population of an area in that year

K= Constant (1000)

2. **Age Specific Death Rate:** This is another method of finding the Death Rate. It is known that mortality rate among the children is usually high, which results in the decrease of death pressure. But during old age, the pressure of death again increases. Therefore, in order to find out death rate correctly the people should be classified under different categories according to Age group. Therefore, the Age specific Death Rate is found with the help of following formula:

Age Specific Death Rate =

$$\left[ \frac{\text{No. of deaths in a specific section of Pop. Of an area in a given period}}{\text{Total Pop. Of that specific area in the same period}} * 1000 \right]$$

3. **Infant Death Rate:** Infants are the main victims of death in every society. In case, data about their death rate is collected, that will help in finding out the mortality rate of society. This can be found out with the help of following formula

$$\text{Infant Death Rate} = \text{Do-1} / \text{B} * \text{K}$$

Where Do-1 = Deaths in the age group of 0-1

B= Total Registered Births

K= Constant (1000)

#### 4.9 Migration-An Introduction

Migration is one of the important factor of population change. Migration affects population size, socially, culturally economically and politically. Migration may increase or decrease the size and structure of population. It always plays an important role in the distribution of population. So the study of migration is important to demographer, sociologists, economist, planners and administrators. Because of various reasons study of migration is important. It is a symptom of basic social change. Migration was the base for industrialization. For the emergence of cities and metropolis migration played a vital role. It has its significance in every period of time.

Migration has an economic interest. It does affect production, supply and distribution of products. Migration makes a change in the economic status of people. Due to the socioeconomic impact made by the migration, planners and administrators try to study the process of migration. It helps to prepare a policy and a plan for socio-economic development. The socio-psychological problems created by migration will be existing in sending and receiving places. To solve these problems the causes and consequences of migration are studied in detail. For the earlier migration, there is no record. People were nomads and moving around. After practice of agriculture human beings started to settle. People moved in groups to the fertile lands and settled on the banks of rivers. This is considered to be the first migratory movements. But there is not much historical evidences regarding this migration. The impacts of migration in the traditional societies cannot be evaluated due to the lack of information. The nature of the physical environment was the major cause. The availability of water and fertility of land were most prominent elements influenced in the process of migration. The techniques and tools developed by the communities were also motivating forces for migration. The social organizations of the group also attracted other communities. So the factors influenced for migration are categorized under four groups:

1. Climate
2. Fertility
3. Flora and Fauna
4. Cultural factors

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#### **4.10 Migration-How Thinkers View It?**

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The UN Demographic Dictionary defined Migration as follows:

“Migration is a form of geographical mobility or spatial mobility between one geographical area to another, generally involving a change in residence from the place of origin or place of departure to the place of destination or the place of arrival”. Such migration is called permanent migration. It can be distinguished from other forms of movement which do not involve a permanent change of residence.

The term immigration refers to movements into and emigration refers to the movement out of a population territory. Thus migrants leaving Kerala to USA to settle down are immigrants to USA and emigrants to Kerala. In-migration refers to movement into a particular area. Out migration refers to movement and out of a particular area. In migration and out migration refers to movements within a country. Both refer internal migration. Thus migrants who came from Kashmir to Delhi are considered to be immigrants for Delhi and out migrants for Kashmir. The term Migratory Movement is used for that section of population movement which is due to migration. The place, from which a move is made, is the place of origin or departure. The place of arrival or destination refers to the place at which a move terminates. The total of the arrivals of immigrants and immigrants and departures of emigrants and out migrants is known as gross Migration. This is also known as Volume of Migration. Net migration is the difference between the total number of persons who arrives and the total number of persons who leave. This is also referred as Balance of Migration. The phrase migration stream refers to the total number of moves made during a given migration interval. The persons involve in migration streams have a common area of origin and a common area of destination.

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#### **4.11 Types of Migration**

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The mobility of people within a national boundary is very difficult to measure. People move from one place to another. These movements are diverse in nature. The distances covered vary from few kilometers to several kilometers and large number of movements are casual. The duration of stay involved may also vary from few hours to several years. Some movements do not involve a permanent change of residence. They are not considered as migrants. The restriction on the concept of migration also eliminates other types of movements such as nomads. They have no fixed places of residence. Internal and International migration are noted. Internal migration is migration of persons within a country. International migration is movement of population from one country to another.

Census report, Vital Registration and Sample Surveys are three sources of information on internal migration. In census enumeration the question on the places of birth is widely asked. In 1971 the question concerned the place of the last usual residence was asked. From 1981 onwards the information was obtained about the reasons of migration. Sample surveys help to study the internal migration. The study of differential migration is helping to study the factors of migration.

**Internal Migration:**

Migration is affected by economic, political, social and educational factors. Those who have studied internal migration adapted two distinct approaches. The first is associated with push and pull factors. It attempts to study the conditions in the place of origin and the situations outside. The second approach attempts to formulate empirical generalization. It prepares Mathematical models of migration. Push and pull factors are related with the circumstances prevailing at the place of origin and place of destination. The major push factors are:

1. High density of population that creates pressure on existing resources
2. Exhaustion of natural resources
3. Calamities like flood, draught, famines etc.
4. Socio-religious political conflicts.

National sample survey shows that 75.4% of migrated mass in India had migrated to gain better employment 12.6% had done so for educational purposes. It is obvious that push-pull approach has been useful in history of migration. This approach does not had to any theory of migration studies proved that migration occur not because of either push or pull factors alone. But combined of both. Everest Lee analyzed the factors associated with the decision of migration. Four categories are identified;

1. The factors associated with the area origin:
2. The factors associated with the area of destination
3. Intervening obstructs
4. Personal factors

Lee has attempted to formulate several hypotheses regarding the types of migration. These hypotheses cover:

1. Volume of migration
2. Development of streams and counter streams of migration

There are direct and indirect techniques to measure the internal migration. The direct techniques are based on the data obtained from census report. Questions on the following items provide information for direct estimate of migration movement:

1. The place of birth of the person
2. The last or previous place of residence
3. The duration of stay of a person at that present place of residence
4. Place of residence at a fixed prior date.

The indirect techniques of migration do not require special questions. The extent of migration can be estimated from census report.

#### **International migration:**

International migration is defined as geographical mobility of people from one country to another. The concept of country is defined in terms of political as well as cultural factors. International migration is as old as the history of human society. But the first international migration were natural rather than political. It is estimated that the first international migration has begun from Africa towards East African countries; but we have no clear statistics about this migrations. The major migratory scheme was geographical mobility from Europe to America. Millions of European migrants crossed the Atlantic Ocean in search of fortune and to settle down in north and south America. They were from Britain, Spain, Portugal, Italy and France. Another significant stream of European migrants settled in Latin American countries. Europeans also migrated to Australia Newzealand etc. British migrants moved towards South Africa in 18<sup>th</sup> and 19<sup>th</sup> Centuries. Chinese moved towards Taiwan, Philippines and Japan. Indians moved towards Burma, Ceylon and Malaysia. Countries like Fiji, Trinidad, Mauritius Mali etc. were also attracted in that period. Most of the Indian migrants were traders or laboures. The most important transfer of civilians occur in India in 1947 from

Pakistan. It is estimated that 7.2 million migrants came to India from Pakistan. Almost the same number migrated from India to Pakistan. The most dramatic event in the history of international migration is founding of Israel. Israel is the only country that collected and assimilated the immigrants within a few years. From May 1948 up to December 1951 Israel added about 7 lakhs of immigrants. No other country in the world has ever recorded such a rapid immigration rate without any compulsion.

International migration is also influenced by push and pull factors. It also affects the place of origin positively or negatively. It helps the place of destination positively in developmental affairs.

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#### 4.12 Causes of Migration

General as well as personal causes are pointed out for migration. The most significant reason for geographical mobility is associated with economic development, political, social and demographic pressures are also associated. There are important factors of obstacles in the international migration. The main principles that have been found in the international migration are:

1. When the population growth in a region exceeds the economic growth
2. When a region of low population attracts other regions.
3. For seeking suitable employment and business opportunities
4. The unskilled labourers are attracted.

The intensity of migration varies universally. The international migration may be selective as it regards sex, age, occupation and skills. Skilled of unskilled labourers is unfavourable to local unskilled labourers, but beneficial for skilled labourer.

The possible personal reasons for internal and international migrations are:

1. To help others
2. To be with relatives
3. To find a climate more suitable for health
4. To find neighbors with same status
5. For voluntary service like military or social work.

The other causes for migration are :

1. Education
2. Marriage
3. Business
4. Employment
5. Purchasing of property
6. Luxurious and glamorous life
7. Calamities and famine
8. Ex communication
9. Group conflicts like war
10. Fertility of land
11. Religious reasons
12. Death of some persons

Thus internal and international migration takes place due to various reasons. The internal migration cannot be measured easily. International migration can be measured from various sources. The important sources for collecting information about international migration are:

1. Port and Airport statistics
2. Land frontier statistics
3. Passport statistics
4. Population register statistics
5. Transport contract statistics

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### **4.13 Migrational Differentials**

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The stream and volume of migration differ interns of various factors . The difference in the migratory movements are defined as differential migrations. Differential migration is analyzed by the following factors.

**1. Differential Migration by Volume:** The Differential Volume of migration will be higher from the youth group. The physical capacity and the desires or dreams pull the youth from several countries. Among the children and the aged the migration rate will be minimum.

**2. Differential Migration by sex:** Among the migrants males constitute the largest volume. Only very few females are able to migrate. The occupational environment is not much favourable for females in the process of migration.

**3. Differential Migration by education:** The educated and those who find out a better job in their place of origin will be more in migration. And for better education people migrate.

**4. Differential Migration by marital status:** Marriage is another relevant factor that influences migration. Un-married migrants more than the married. Even among married the first period of marriage will be promoting migration than after several years of marriage. The married with children move lesser to another country than childless couples.

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#### 4.14 Let Us Sum Up

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The development of a country depends upon both quality and quantity of the human resources. Human resource is the most important resource in an area. It is the quality rather than quantity of this resource which is important for the economic development of a country. India is the second most populous country of the world after China. The distribution of population is generally studied in terms of density. The density of population in India is not uniform. On the basis of density of population, India can be divided into three broad regions of high density, the areas of moderate density, and the areas of low density. The factors which affect density and distribution can be grouped into two categories. They are physical factors and socio-economic factors. The population of India has been increasing very rapidly since 1921 and the rate of growth has been increasing. The growth rate of population is determined by the birth rate, death rate and migration of an area. Like density and distribution, the growth rate is also not uniform

throughout the country. Migration is an important factor for the growth rate of population. Migration can be divided into various types. It can be divided as permanent and temporary. On the basis of source of origin and destination of migrant population, it can be divided into rural to rural, rural to urban, urban to urban and urban to rural. These four types can be grouped under two categories i.e. inter-state migration and intrastate migration. People move from one place to other under the influence of economic, sociopolitical and demographic factors. The causes of migration can be studied in terms of push and pull factors. The consequences of migrations are numerous and they can be studied in terms of economic, social and demographic consequences. The migrants involve themselves in extra marital relation and drug abuse due to their loneless since they have left their family at their source

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#### 4.15 Check your Progress

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1. Discuss in detail the concept and measurement of fertility?
2. Define mortality? Discuss in detail the determinants and measurement of mortality?
3. Write a short note on Migration?
4. Give a detailed account of the causes responsible for migration?
5. What is meant by migration? Define various types of migration with suitable examples.

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#### 4.16 Suggested Readings

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1. Aggrawal S.N. (1972), *India's Population Problem*, Tata McGraw-Hill, New Delhi.
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**LESSON NO: 05      POPULATION EDUCATION IN SCHOOLS**

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**Lesson Structure**

- 5.1 Introduction**
- 5.2 Objectives**
- 5.2 Population Education in Schools-An Introduction**
- 5.4 Scope of Population Education in Schools**
- 5.5 Methods and Approaches of Population Education**
- 5.6 What is the Inquiry Approach?**
- 5.7 Primary Goal of the Inquiry Approach**
- 5.8 Outstanding Characteristics of the Inquiry Approach**
- 5.9 Home Assignment**
- 5.10 Discussion**
- 5.11 Use of Mass Media – Newspaper, Radio, T.V., A.V Aids and Newspaper**
- 5.12 Let Us Sum Up**
- 5.13 Check your Progress**
- 5.14 Suggested Readings**

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## 5.1 Introduction

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Formal population education aims to teach school children about basic population issues and to encourage them eventually to have smaller families. It is vital to include population in the school curriculum because population and family life issues are an important aspect of many personal, community, and national decisions. National population education programs began in about a dozen countries, mostly Asian, during the 1970's. Teachers play a crucial role in the success of a population education program. Training teachers in population issues is a massive task and requires continued guidance. Some training strategies include: 1) face-to-face training by experts/supervisors in short courses or workshops; 2) peer training, in which trained teachers instruct other teachers in schools; 3) Self-Learning Educational Modules which introduce teachers to population education through self-explanatory booklets; and 4) correspondence courses using standard population education training materials. However, these strategies have not always proved practical and effective. Teaching materials that have proved most successful are those which the teachers themselves helped to prepare. The most efficient way to incorporate population topics into teaching materials is during a comprehensive curriculum revision; another is to include questions about population on standardized national or regional examinations.

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## 5.2 Objectives

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After going this lesson, you should be able to:

- Explain the scope of population education in schools;
- Define the inquiry approach and its use in population education;
- Enumerate some of the characteristics of the inquiry approach;
- Apply the steps of the inquiry approach in the classroom; and
- Discuss the role of Mass Media – Newspaper, Radio, T.V. and A.V aids Newspaper for population education;

### 5.3 Population Education in Schools-An Introduction

Population Education as defined by the United Nations Fund for Population Activities (UNFPA, 1998) is the process of helping people understand the nature, causes and implications of population process as they affect, and are affected by individuals, families, communities and nations. It focuses on family and individual decisions influencing population change at the micro level as well as on broad demographic changes. Population education addresses such issues as rapid population growth and scarce resources as well as population decline in light of increasingly elderly population. Population education equips students with the factual knowledge about population dynamics required to understand the nature and magnitude of the burden imposed by both declining and rapid population growth. Population education is not sex education or family planning education nor birth control but helps us to investigate and explore the interaction between population and education. Population education helps and enables us to be aware of the process and consequences of population growth on the quality of lives and the environment. The child gets an opportunity to investigate and explore the interaction between the population and their environment. The child also becomes acquainted with the causes and consequences of population increase at the local and national levels. It helps learners to understand that family size is controllable and population limitation can facilitate the development of higher quality of life. It preaches population moderation. Population education is aimed at developing age-appropriate curricula to complement pupils/students' science and social science instruction about human population trends and their impacts on natural resources, environmental quality and human wellbeing. The United Nations Educational Scientific and Cultural Organization (UNESCO) (1978) outlined the major goals of population education programs as:

- i. Understand and evaluate the prevailing situation in their community and country;
- ii. Explore and appreciate the dynamic forces that have helped to create the present population and the likely future consequences of the trends;

- iii. Make conscious and informed decisions based on their understanding and evaluation of the Population situation;
- iv. Become aware of the relationship between the population issues and problems and the socio-economic development of their communities and nations;
- v. Respond in a rational and responsible manner to population related issues and problems.

Population education equips learners with an understanding of the influence of population growth on social, political, economic and cultural life of individuals. Population education is aimed at developing age-appropriate curricula to complement pupils/students' science and social science instruction about human population trends and their impacts on natural resources, environmental quality and human wellbeing. Population education is multidisciplinary in concept and neither provides nor prescribes any contraceptive education or any other measures to limit the size of the population. Facts like the size or the growth rate of the human population should be in the head of every citizen. Schools should inform students about population issues in order for them to make projections about the future generations.

Malhotra (2010) summarizes the scope of population education thus:

- i. Population education provides learners with a knowledge and understanding of the prevailing population situation in their own country and the world;
- ii. Creates an awareness among learners about the relationship between population situation in their own country and the world;
- iii. Assists us to make conscious, rational and informed decisions regarding family size and population matters in the community and policy adopted by the State;
- iv. Equip us with necessary knowledge, skills, attitudes, values to ascertain and evaluate the impact of population change both in terms of the students future welfare and the welfare of their community, nation and the world;
- v. Studies the nature, causes, changes, characteristics, composition and distributional aspects of human population; and

- vi. Studies the relationships of man with his environment along with his quality of life.

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## 5.4 Scope of Population Education in Schools

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Population Education as per UNESCO is defined as “an educational programme which provided for a study of the population situation in family, community, nation and the world with the purpose of developing in the students, rational and responsible attitudes and behavior towards that situation”. There is a wide scope of Population Education in schools because:

1. Schools are the centre’s of teaching and learning for young generation.
2. Schools have a traditional of being future oriented.
3. Schools promote social change.
4. Schools are engaged in adopting new innovations and changes.

Population Education includes the following areas of study:

- a. Population dynamics and pattern of population growth.
- b. Developing of basic understanding of the process of human reproduction.
- c. Understanding of health problems associated with child bearing.
- d. Appreciation of the relationship between quality of life for a family and its size.
- e. Appreciation of the significance of population characteristics and policies for socio-economic development.
- f. Familiarity with the population policies and family planning programmes of only own country.

**The main problems of imparting population educations in schools are:**

1. Confusion in concept.
2. Shortage of qualified and trained teachers in population education.
3. Prejudice of parents.
4. Lack of suitable planning.

5. Lack of coordination among various agencies working in the field of family planning/ welfare and education.

**On schools imparting of Population Education aims to:**

1. To develop among the students a keen insight into the interrelationship between population change and the process of socio economic development.
2. To create among the students and teachers awareness about the population situation in the country and the strategies adopted to meet this critical situation.
3. To create an awareness among students that the present population explosion in our country is the result of speedy birth rate.
4. To develop desirable attitudes and behavior among students and teachers towards the population issues to determine the quality of life.
5. To help students to realize the socio-economic burden involved in bringing up large families usually resulted in deterioration in quality of living.
6. To provide Population Education at its right place in the curriculum of the formal as well as the non formal programme of education.
7. To make curriculum removal a continuous and ongoing process to meet the emerging challenges that confront society from time to time.

The following six major areas have been identified for Population Education concepts in schools which have been borrowed from social science to biological sciences. They have a wide scope for encompassing most of the concepts related to the Population Education at the school level. These are: -

- a. Population growth (determinants and demographic situation)
- b. Population growth and economic development (consequences)
- c. Population growth and social development (Consequences)
- d. Population, health and nutrition.
- e. Population, biological factors and family life.
- f. Population programme national and international.

At NCERT New Delhi the Population Education cell has developed a draft syllabus on Population Education for different stages. Population Education is not to be

treated as a separate subject in the school curriculum but should be integrated with other curricular subjects.

## **5.5 Methods and Approaches of Population Education**

Population education is aimed at influencing the students' attitudes and behaviour over time, until they become parents. It is taken for granted that the subject matter is controversial. These two considerations necessitate developing in a student the skills for making responsible decisions about the controversial issue of his reproductive behaviour. In making responsible decisions, the student has to have complete information concerning an issue. Given this objective and the controversial nature of the subject matter, it is obvious that the teaching method appropriate to population education cannot be one in which the teacher dictatorially tells students that this behaviour is the right one and all others are wrong. Rather, the ideal teaching method should present and evaluate plausible alternatives in terms of the advantages and disadvantages associated with each. And on the basis of this evaluation, a given alternative is either accepted or rejected with the clear understanding that the right decision for one may be the wrong decision for another. In short, what the population education programme aims to develop is the type of student who can freely make responsible decisions, rather than one who will, automatically decide on a small family. The programme aims to develop the type of students who can observe, describe, predict and understand what changes in population mean: what is the effect on the family of having few or many children; what is the effect on society of having many more younger people than older people in the population; what affects the growth of population more birth rates or death rates, etc. If students are personally involved in the process of learning about the population situation and feel that they arrived at an understanding of the situation themselves, then the knowledge will be more meaningful than if it were given in a lecture. As a result, the influence on the students' attitudes and behaviour will be deeper and more lasting. It is not surprising, therefore, that in choosing the teaching method to use in population education, curriculum developers have settled on the so-called discovery or inquiry approach.

The success of population education programmes depends a great deal on the actual teaching-learning process. Teaching-learning methods that may be used in population education ranged from highly formalized and structured, to non-directive participatory group work, to non-structured and highly informed discussions. The kinds of teaching methods can be divided into those that appear more teacher-centred, e.g. lecturing, and those that are more student-centred, e.g. project method, debates and discussions, field trips.

Population education is different from traditional subjects like English Language, Mathematics, etc which aim to present a body of factual information and methodologies. The aim of population education is to enable students to explore personal values, attitudes, and beliefs as well as to develop the abilities to freely choose a rational course of action. Population education therefore requires emphasizing analysis, starting from collective inquiry and leading to appraisal of issues or problems that affect the learners and their social environments.

Because of its interdisciplinary nature, population education encourages participation and group work and emphasizes problem-solving. It is noteworthy that while the teacher-centred methods emphasize cognitive aspects of learning, the student-centred methods involve students as active participants in the teaching-learning process. The student-centred method has implications for both the teacher and the learner in terms of its advantages and the limitations.

The advantages are obvious especially for the learners. It helps them to develop an analytical mind, to think critically, and to weigh issues objectively before arriving at a conclusion. It strengthens the learners' problem-solving skills. Since the learner has developed an analytical, critical, and independent mind, an in-depth understanding of and involvement in the population education issues become easy. The learner becomes more independent of the teacher, because the learner can solve problems and make decisions on his or her own.

The student-centred method is not without limitations, though. The teacher must be a skilled facilitator, be ready to establish rapport with the learner, be non-judgemental.

The student may become a little reluctant to share knowledge and experiences for obvious reasons. However, student-centred approaches are considered more effective given the nature of the subject. As such, It is important to adopt those instructional methods that emphasize how to learn than what to learn.

The commonly identified methods of teaching population education are:

- The Inquiry Method
- Discovery Method
- Problem-Solving Method
- Value Clarification Method
- Discussion Method
- Role Playing Method

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## **5.6 What is the Inquiry Approach?**

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The inquiry approach is a teaching style where the learner, with the minimum guidance from the teacher seeks to discover and create an answer to a recognized problem by Defining a problem, Formulating the hypothesis, Gathering data, Reporting data, Testing the hypothesis, Formulating a conclusion and Stating one's commitment or applying the conclusion.

Inquiry is not the discovery of an answer that is lifted from a book but rather, the development of an answer by the learner himself, based on the result of his own investigations. This means that in his search for the answer to the problem, the student pores over several sources of relevant information, analyzes these, organizes the information, concludes and decides on the best alternative solution. Briefly defined, the inquiry approach means getting answers to questions through the collection and analysis of data. The term “Inquiry approach” has been used interchangeably with such terms as “discovery approach”, “problem solving”, “inductive method”, “deductive method”, “conceptual approach”, “process approach”, and Socratic questioning. This causes some confusion. While it is true that these terms do not involve exactly the same steps, they

share one common point, which is the placing of a high premium on the learner's thinking and finding. In all these approaches, called by one name or another, the learners are actively involved in the process of investigating, searching, defining a problem, formulating hypotheses, gathering and interpreting data, and forming a conclusion. To resolve the confusion, the inquiry approach has been redefined by Massialas and Cox (1966: 12-13) as an environment or orientation of teaching and learning rather than a specific method. Teaching methodology can be viewed as a continuum of alternatives, with the traditional expository method at one extreme and the inquiry approach at the other. The difference between the discovery approach and the expository method of teaching is that in the traditional approach, the teacher controls the information which is to be discussed. The teacher sets the framework and calls upon the students to fill in the sequence of information which she wishes to develop through knowledge recall and memorization. On the other hand, the discovery method requires more than just remembering information. The students are actively involved in the processes of defining problems, categorizing data, setting hypotheses and taking positions to develop critical thinking.

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### **5.7 Primary Goal of the Inquiry Approach**

The primary goal of the inquiry approach, according to one prominent author, is “to provide the students a sense of efficacy, i.e. the belief that they have the skills to look critically at their environment and, to a large measure, control their own destiny and influence the decisions affecting them.” This involves more than simply knowing where to get the needed information. It requires also an attitude of curiosity, the ability to analyze a problem, and the ability to use information in validating the conclusion. Thus, simply put, the inquiry approach aims at developing in the learners those skills and attitudes that will enable them to think critically and, in effect, to become independent problem solvers. If the learners, young as they are, are trained to recognize problems in their environment, to formulate and test ideas for a solution, hopefully, they will grow into adults who will become critical thinkers and good problem solvers.

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## 5.8 Outstanding characteristics of the inquiry approach

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1. **It is process rather than content-oriented.** The inquiry approach gives emphasis to process outcome. In other words, in addition to the knowledge and skills the students acquire, they also gain experience that help them learn how to learn. For example, instead of listening to a lecture on the advantages and disadvantages of having few children, the students themselves are guided to probe the issue of family size.
2. **It is conceptual instead of factual.** In the inquiry approach the content emphasis is on concepts and generalizations. Whereas the content in the expository method is a narrative and descriptive account of events, the content in the inquiry approach is built around basic concepts and generalizations. Instead of simply enumerating the beliefs, sayings, songs, and practices which reflect values concerning family size, students investigate the beliefs, practices, songs, and sayings in their own communities that favour a large family. Afterwards, they analyze what they have gathered according to a set of criteria which they themselves have evolved.
3. **It is student-centered.** The student plays a much bigger role in the inquiry approach than in the expository approach. He works co-operatively with the teacher in exploring the various aspects of the problem instead of merely listening to the teacher tell about it. The student does the actual investigating or data collecting, while the teacher serves as a facilitator providing assistance only when required.
4. **It is active:** The inquiry approach views the student not as a passive receiver of information but as an active receiver who is thinking, seeking, discovering, reorganizing and testing data from his environment. The student actively participates in the entire learning sequence from the statement of the problem to the drawing up of a conclusion. In this process, he is trained to become not only an independent learner but a critical thinker as well.

5. **Content:** It uses content not as an end in itself but rather as a means to attain other important purposes. In the inquiry approach, as the student seeks answers to a problem, the processes he goes through help to develop his learning skills. He becomes more critical. He learns to probe issues, to analyze and to discriminate, and to make decisions on alternatives.
6. **Effective:** It is more effective than the traditional expository approach in terms of bringing about learning, retention, and transfers of knowledge; in stimulating critical thinking and more active participation and in developing in students a favourable attitude towards the subject matter and towards the teacher.
7. **Competence:** The effectiveness of the discovery approach depends to some extent on teacher and student competence, administrative support, compatibility of teaching methods to the content and on the general cultural and social environment.

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## 5.9 Home Assignment

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Home assignment is undertaken outside the normal school day. It is a kind of independent work which the pupil is expected to do at home to supplement instruction, received at school. As a practical teaching device, home work is a step towards education. It enables the child to use his own resources and work unsupervised.

### **Importance of Home Assignment:**

Home assignment is necessary to supplement the teaching work done in the school.

1. It develops the power of independent and unaided work in the child.
2. It is useful activity which keeps the child busy at home and is a valuable aid in fulfilling the demands of too heavy syllabi for different classes to be completed during the school study hours.
3. It is an effective means of fixing up the subject matter taught in the class. It also develops the habit of hard work among the children.

4. It develops the moral and intellectual qualities and self-reliance, self-direction and initiative.
5. Home assignment serves as a link for parent-teacher co- operation.

There are some educationists who are against the allotment of home assignment to school children. They say that no home work should be given to the students. While assigning home work following points can be considered:

1. Home assignment should be graded as per individual's interests, needs and abilities and not according to the whim of the teacher.
2. It should not be devoted to topics covered in the class.
3. It should cover not only academic work but also activities like hobbies connected with various school subjects. It will break the monotony of routine and mechanical work.
4. It should not be used as a tool for punishment.
5. It should be definite and limited in scope.
6. Homework should be well thought and well planned in advance.
7. It should be sympathetically checked and encouragingly corrected.
8. The teacher should not be very rigid in asking the children to do the whole of the allotted work.
9. It should encourage library readings.
10. Parents should be contacted from time to time about home assignment.

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## 5.10 DISCUSSION

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Discussion is a very useful device used by good teachers in their classroom situations. During discussion, the teachers and the students are actively engaged in the process of teaching learning. Every teacher cannot come out successful in class room discussion. The teacher who has thorough knowledge and fully clear concepts in his mind prefers to pick up classroom discussion. Such a teacher is able to co-ordinate the discussion well. The different students speak one by one and the teacher keeps everything under his thumb and control. In a good discussion, all the speakers address to the teacher

and give their arguments. He does not allow any type of verbal disputes in the class. The teacher ultimately is able to give one shape of different thoughts presented by the students during classroom interaction. Discussion as a device should be used for a limited time only. Prolonged discussion does not serve any useful purpose and that also becomes dull and boring for everybody.

## 5.11 Use of Mass Media – Newspaper, Radio, T.V. and A.V aids

### Newspaper

Newspaper is the most powerful media device through which we can disseminate information related to “population education”. It is most economic and easily accessible to every common man as internet is available everywhere in the country. Its service is quick and within no time it reaches in the hands of millions of people.

A newspaper is equipped with information related to latest development in Population Education through its various columns comprising editorial, essays comments, letters to the editor, stories, cartoons etc. By the help of this device many aspects of Population Education may be circulated for the benefit of the people. It can also cover foreign countries in relation to population education. Newspaper disseminates information about population growth. It can also include its impact on Indian society. It can cover news about epidemic diseases, diseases like STD, AIDS, HIV and communicable diseases.

It is a very powerful media which can attract the people to participate in family welfare programmes.

#### **Radio: -**

Radio has reached in every nook and corner of society. In every corner of the country people do have radio. It is most convenient and powerful media through which knowledge of Population Education can be disseminated not only to school going children but to masses at large.

1. 3. Personal contact with the teacher is not possible at all.
2. Learners will be passive listeners.

**Films:**

Previously films were considered as source of entertainment and pleasure but recently they are used to facilitate the learning process. It has been noticed that the teaching through films makes the learning effective and interesting. The learning through films is retained in mind by young children for a longer period because at this age their brains are alert and receptive. Mainly there are two types of films.

1. Documentary films
2. Class room films

**Documentary films:**

These films are used to convey conductive information / factual information. These films deal with events, circumstances etc. in a factual way e.g. family welfare, child health care.

**Class room films:**

These films pattern to the topics which teacher deals with in the class viz fertility and education, WHO Poles, Pulse Polio immunization programme.

**Precautions to be adopted while using films:**

1. The teacher should give brief introduction of the film prior to display of the film.
2. The film should full fill the objectives of the lesson.
3. The topic of the films should be in accordance with the syllabus.
4. The teacher is expected to give explanatory comments in between the screening of the film.
5. The important aspects of the film may be replaced.

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**5.12 Let Us Sum Up**

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In this lesson, we have attempted to discuss the Scope of Population Education in Schools. Besides, an attempt has also been made to discuss the Methods and Approaches of Population Education with special reference to Inquiry Approach, Home Assignment and Discussion. Finally, the role of Mass Media – Newspaper, Radio, T.V., A.V Aids and Newspaper for population education has also been an epoch task of this lesson.

### 5.13 Check your Progress

1. Discuss in detail the Scope of Population Education in Schools?
2. Explain the Methods and Approaches of Population Education with special reference to:
  - Inquiry Approach
  - Home Assignment
  - Discussion
3. Discuss the role of Mass Media – Newspaper, Radio, T.V., A.V Aids and Newspaper for population education

### 5.14 Suggested Readings

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**LESSON NO: 06****GENDER STUDIES**

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**Lesson Structure**

- 6.1 Introduction**
- 6.2 Objectives**
- 6.3 Background Information**
- 6.4 Concept, Need and Scope of Gender Studies**
- 6.5 Gender Studies as an Academic Discipline**
- 6.6 Gender, Economy and Work Participation**
- 6.7 Gender, Globalization and Education**
- 6.8 Let Us Sum Up**
- 6.9 Check Your Progress**
- 6.10 Suggested Readings**

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**6.1 Introduction**

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Dear students, Gender Studies which is commonly called Women studies has moved around the world as an idea, a concept, a practice, and finally a field or Subject. As late as 1982 in Germany Gender Studies (*Frauenstudium*) was not considered a Subject (*Fach*) and therefore could not be studied in the university but only in special or summer courses. By the early twentieth century gender studies was recognized in higher education from India to Indonesia, from the United States to Uganda, China to Canada, Austria to Australia, England to Egypt, South Africa to South Korea, and now in almost all countries of the world.

Women's access to education has been recognized as a fundamental right. The benefits of education are manifold. Educating women results in improved productivity,

income, and economic development, as well as a better quality of life, above all a healthier and better nourished population.

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## 6.2 Objectives

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Dear students, after reading this lesson, you should be able to:

- Discuss the concept of Gender studies;
- State the scope of gender studies and its impact on economy;
- Impact of globalization on gender studies and education; and
- Discuss gender studies as an academic discipline.

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## 6.3 Background Information

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Gender studies, as a concept and a site of learning, really began with the second wave of the women's movement in the late 1960s. But generations of work and information gathering preceded that time, particularly in the nineteenth-century penchant for writing stories of "great women" and gathering them in collections of "women worthies." A later, more democratic strain of the study of women was begun by the historian Mary Beard, who in her 1946 volume *Woman as Force in History* took a different tack. Simone de Beauvoir wrote of women as "other" in *The Second Sex* (1953), while Betty Friedan analyzed "the problem that has no name," the malaise and victimization of middle-class women, yet all these important precursors did not initiate women's studies.

waves of the women's movement began with hundreds of small consciousness-raising (CR) groups in many cities and towns of the world; as women collectively started to understand and then study their situation, they initiated courses and classes on women's history, literature, and culture, first on a community, adhoc basis but quickly moving to the college classroom and university research. Today we see all universities with a full-fledged department of gender studies.

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## 6.4 Concept Need and Scope of Gender Studies

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Before discussing gender studies let us first understand what is gender, people are born female or male, but learn to be girls or boys who grow into women or men. They are taught what the appropriate behavior and attitudes, roles and activities are for them and how they should relate to their people. This learned behavior is what makes up gender identity and determines gender roles.

Gender is a dynamic concept, varying from culture to culture and from one social group to another within the same culture, race, class, economic circumstances and age. The conceptual distinction between sex and gender developed by Anne Oakley is a useful analytical tool to clarify ideas and has now been almost universally taken up. According to this distinction sex is connected with biology, whereas the gender identity of men and women in a given society is socially and psychologically determined.

A gender study is the study of women and gender in every field. Over the years the term itself and the naming of the enterprise have been contested and changing. The first name was "female studies," but "women's studies" quickly found more adherents. The name "women's studies" has been criticized for its ambiguous apostrophe (the study of or by women?), for its (supposed) assumption that all women can be studied together, and for its "hegemonic narrowness" that does not take into account transgendered or lesbian identities. Some programs have changed their names to "gender studies," "women and gender studies," or "feminist studies." And of course in the exporting of "women's studies" around the world, various languages are unable to translate "gender" or "women's studies" in satisfactory ways. It is safe to say, however, that all permutations share some commonalities—that women matter and that their own assessment of their experiences is the starting point for description and analysis; that the history of women's subordination is differently experienced but commonly shared; that the elimination of that subordination is a common goal. The concept of gender as a social construction that reflects and determines differences in power and opportunity is employed as the primary analytic category.

Gender Study is the educational strategy of a breakthrough in consciousness and knowledge. The uniqueness of Women's Studies has been and remains its refusal to accept sterile divisions between academy and community, between the growth of the mind and the health of the body, between intellect and passion, between the individual and society. Women's Studies, then, is equipping women not only to enter society as whole, as productive human beings, but to transform the world to one that will be free of all oppression.

As per a UN report, education for women is the single most effective way to improve lives and health of a family and a society at large. A woman with education is a powerful person, she has the power to educate the children in her family, guide them in taking decisions, contribute economically and offer valuable inputs for improvement on home and social front. Women constitute almost half of a country's population, when 50% of the population is denied education – a nation remains underdeveloped. Empowered women contribute to the development of the society, community and nation in numerous ways. Education is the most important power that shape the lives of mankind. It empowers with the ability to think, reason, take appropriate decisions and protect oneself from oppression & abuse. However, in most of the developing world around the globe including India, women are often denied of education opportunities. Even though, women constitute 48% of the total population in India – the women literacy rate in urban area is 79.11% as against 88.76% males, and the figures are even lower in the rural scenario where 57.93% women are literate as against 77.15% literate males. In 2014, India GDP growth ranges between 4.6% – 5.3% (1<sup>st</sup> – 3<sup>rd</sup> Quarter) and this growth percentage can be drastically improved if women are educated and starts contributing equally economically.

Education opens a whole new world of opportunities for a girl, it gives her the confidence to tackle different problems of life, become economically independent, make better choices, resolve family or community issues satisfactorily, stand for her rights and guide her children. There are numerous other benefits of women education, the main benefits can be summarized as under:

- Women who are educated are able to take charge of their future
- They earn and contribute to their family income
- Women who are educated help reduce child and maternal mortality
- Educated women are better equipped to take care of their children
- They are less likely to be taken advantage of and lowers exposure to domestic abuse
- Have great confidence and takes right decisions
- Contributes in a positive way to the society and the nation at large
- When women are included in key decision-making positions, they take holistic decisions for the development of the society
- Including women in politics tend to have different growth dimensions

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## **6.5 Gender studies as an Academic Discipline**

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Gender Studies as a discipline has evolved into a more clearly defined subject area. Collecting responsibilities will continue to reflect the interdisciplinary nature of the subject. Previous to 1989, women's studies materials were purchased by all bibliographers. The first goal in developing the collection is to acquire materials that are uniquely related to the discipline. In recognition of the development of gender studies as a discrete discipline, Gender Studies was allocated a separate acquisitions budget in 1989. Collection development responsibilities for Women's Studies as a discipline in the Humanities and Social Sciences Collection (Baker Library) are now primarily the responsibility of the Women's Studies bibliographer. Through communication with the Women's Studies Program Coordinator and faculty recommendations we recognize emerging trends and have made a more concentrated effort to collect materials on feminist theory, gender studies, lesbian studies, women in science, and women of colour, goddess literature, and women mystery writers. While these areas were covered in other disciplines, there has been shift to a more systematic

approach to acquiring materials to support gender studies research and women's interests at the College. The second goal of collecting in the area of Gender Studies is to acquire materials related to women as a subset of all subject areas. Therefore, all bibliographers collect materials related to women in the course of developing their own collections. Associated Libraries also collect materials for and about women in their particular library's subject areas.

The first course constructed their content around women's experiences, which reflected the grassroots nature of liberationist politics as well as a democratic and particularist epistemology. Gender study teachers found that the opening of Universities in the 1960's and 1970's brought in nontraditional students, often older women returning to school after raising children or after a divorce, to pursue education and credentials for new careers. This population has enriched gender studies classes by bringing perspectives and debates into the classroom that are relevant to postgraduate and non college women. Most Gender studies curricula are grounded by a specific introduction to women's studies course. Besides the introductory course, core curricula then may include courses on feminist theory and epistemology; political and legal issues; feminist perspectives on social structure and social power, race, class, sex and sexuality; and individual and family development issues

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## 6.6 Gender Economy and Work Participation

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Women make up a little over half the world's population, but their contribution to measured economic activity, growth, and well-being is far below its potential, with serious macroeconomic consequences. Despite significant progress in recent decades, labor markets across the world remain divided along gender lines, and progress toward gender equality seems to have stalled. Female labor force participation (FLFP) has remained lower than male participation, women account for most unpaid work, and when women are employed in paid work, they are overrepresented in the informal sector and among the poor. They also face significant wage differentials vis-à-vis their male colleagues. In many countries, distortions and discrimination in the labor market restrict

women's options for paid work, and female representation in senior positions and entrepreneurship remains low. The challenges of growth, job creation, and inclusion are closely intertwined. While growth and stability are necessary to give women the opportunities they need, women's participation in the labor market is also a part of the growth and stability equation. In particular, in rapidly aging economies, higher female labour force participation can boost growth by mitigating the impact of a shrinking workforce. Better opportunities for women can also contribute to broader economic development in developing economies, for instance through higher levels of school enrollment for girls

To promote a sustainable future, development projects need to address inequalities and focus on creating an environment in which men and women can prosper together. This means creating programmes that increase women's control over income and household resources, improve their productivity, establish their legal and social rights and increase the social and economic choices they are able to make. The society wishing to make material and spiritual progress must assure that women are fully integrated into its productive, educational, cultural and political activities. Women must be active participants in decision making at all levels.

Presently in our social and economic setup there are various social and cultural barriers to women's participation in the nation's development. Early marriage, high bride price, domestic and rural drudgery, discriminatory family treatment and old age insecurity are some of the social injustices that afflict womanhood. Involving women is essential for national development and for this to take place, it is indispensable to change attitudes of the population, to strengthen and enforce the laws and to have the new social consciousness of the principle of equality between the sexes and above all the empowerment of women.

In make a society completely fair and balanced, there should be no gap between men and women in categories that are not based on gender opportunities and access to resources should be the same for both men and women. There has been a growing

realization among the world community that without the active participation of women side by side along with men, the goals of national development would remain a dream.

### **6.7 Gender, Globalization and Education**

Gender and globalization are two unavoidable subjects in the analysis of our contemporary world. Globalization must be considered because “it is the underlying structural dynamics that drives social, political, economic, and cultural processes around the world” (Robinson, 2003). And gender because it is constitutive of most social relations and a common ground on which to construct power on a daily basis. Though gender might work as a contingent element of reality, it is present in all spheres of society and most moments of social life. Gender and power go together, with masculinity holding a steady advantage under most circumstances. Gender, however, is proving to be an increasingly complex concept because it presents multiple forms as it intersects with other powerful social markers. It is clear that we need to analyze with greater specificity the linkages between gender and other forms of subordination such as ethnicity, race, and social class. The importance of their crosscutting nature is being recognized under the frame of intersectoral analysis or intersectionality, which was defined at the 2001 World Conference against Racism (in Durban, South Africa), as “compound discrimination, double or multiple discrimination.” Intersectoral analysis becomes crucial in these times of globalization for it enables us to see under what conditions the exclusion of women is deepened.

Globalization today is much more than technology. The advances in technology have both facilitated and been affected by new economic strategies – a position that strongly promotes market-led decision-making, or what we commonly term neo-liberalism. The market-led ideologies that prevail today have resulted in a steady removal of the state from productive activities and in the vigorous defense of free trade as the key means to achieve greater economic growth. Additional features of economic globalization are: (1) militarism, which now seems to call for acceptance of the principle of preemptive war, internationally changing the roles of countries that were supposed to

be neutral following World War II (Japan now sends arms to Iraq and Indian Sea countries), and which makes defense a priority issue for countries, which then shift governmental investments accordingly, and (2) religious fundamentalism, as the notion of good and evil becomes expedient to distinguish countries and justify conflict among them. We are seeing higher levels of religious fundamentalism than existed 50 years ago, a fundamentalism that visibly affects Christians, Muslims, Jews, and Hindus (Correa, 2003). Fundamentalism is a major force today because people with strong religious beliefs or under the influence of religious leaders are shaping government action, particularly court decisions affecting women's rights in major countries, such as India and the U.S. For many developing countries, the neoliberal model of the economy prevents the design and implementation of sectoral policies and inhibits regional development. Two permanent sources of tension pitting domestic needs against international obligations and pressures produce an ineffectual state. First, the amount of political power wielded by the private sector has grown tremendously: typically, a handful of transnational corporations control many national economies and often function as oligopolies in which one or two enterprises dominate any given sector. Second, the pressures generated by the external debt jeopardize the future of many countries in serious ways.

To ensure payment of the external debt, international financial institutions have promoted the design and implementation of major changes in the economies of debtor countries. There is consensus that these structural adjustment programmes (SAPs) constitute the primary mechanism through which globalization has affected people in developing countries and, particularly, women's lives in the South (Desai, 2002). SAPs establish the economic priorities of countries and shape their government programmes for debt repayment in order to qualify those countries for new lines of credit. Such programmes usually call for opening national economies to global trade, engaging in government austerity, and engaging in privatization of state enterprises (Patel and McMichael, 2004). SAPs invariably call for reduced government budgets; consequently, few countries are able to honour redistributive welfare rights.

Globalization brings education to the front lines. In the prevailing discourse, education is expected to be the major tool for incorporation into the ‘knowledge society’ and the technological economy. Education is indeed being democratized as more people achieve higher levels of education. Yet, education is only one factor in economic growth, and the rewards from education are quite finite. Two key questions to consider regarding education are: what is globalization doing to knowledge? and what is globalization doing to equity policies? The short response is that knowledge, through schooling, is becoming a commodity: a service people buy according to their preference and economic means. When knowledge is a commodity, then schools and universities are market places, not terrains that contribute to redress inequalities. Equity policies are being relegated to second place. Dominant discourses about the “the new economy” emphasize individual opportunity, knowledge generation, and continuous learning, but at the same time, there is “widespread retraction of government funding and services related to both general education and training and gender equity” (Fenwick, 2004). The main impacts of SAPs in developing countries upon education have been: reduction in educational expenditures (states are required to keep a zero-deficit budget), the decentralization of educational systems (ostensibly to permit greater parental participation and the adjustment of curriculum to local contexts, but often to decrease central government costs in education), and evaluations to make educational systems internationally comparable and move them toward convergence in content and performance. However, the falling of per capita income of many nations has increased the opportunity costs of children, particularly those in rural areas, while simultaneously increasing the direct costs of education (fees, textbooks, uniforms, school transportation), and accelerating the migration of highly trained human capital to countries in the North (Bonai, 2002). Three types of education provision are emerging: public, private non-profit, and private-for-profit. The hierarchies in which these types of schools function vary across nations, depending on their historical development.

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## 6.8 Let Us Sum Up

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From the above discussion, we conclude that women constitute almost half of the population of the world. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy. In this context, it can be argued that lack of women education can be an impediment to the country's economic development. In India, women achieve far less education than that of men. As per the Census report 2001, the literacy rate of women is 54.16 per cent and that of men is 65.38 per cent. There has been a sincere effort to improve the education attainment of women by both government and voluntary organizations. The changes in the policies and infrastructural supports on primary, secondary and higher education reflect the initiatives of the Government of India towards women education. Women's studies as a concept and a practice is here to stay. It has been so institutionalized, there is so much new knowledge and new scholarship, there have been so many hearts and minds changed through this study that the various splits and positions can only help to proliferate the ideas.

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## 6.9 Check Your Progress

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1. What do you mean by models of Gender studies? Discuss the need and scope of gender studies?
  2. What are the prospects of gender studies as an independent academic discipline?
  3. Discuss gender and economic development and state the role of work participation of women?
  4. Discuss the impact of globalization and education in gender studies?
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## 6.10 Suggested Readings

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**LESSON NO: 07                    ISSUES OF INDIAN WOMEN**

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**Lesson Structure**

- 7.1 Introduction**
- 7.2 Objectives**
- 7.3 Background Information**
- 7.4 Women Education: Need, Importance and Problems**
- 4.5 Co-education- its Educational Implications**
- 7.6 Education of Girl Child in India: Present Status and Challenges Ahead**
- 7.7 Kasturba Gandhi Balika Vidyalaya**
- 7.8 Girls Education in SSA and RMSA**
- 7.9 Let Us Sum Up**
- 7.10 Check Your Progress**
- 7.11 Suggested Readings**

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**7.1 Introduction**

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Dear students, education plays a vital role in the development of a nation whether it is social or economic development. A nation can be educated in the real sense of the term, when its entire population is educated. Over the years, India's literacy rate has improved manifold from 12% in 1947 to 74.4% in 2011. Even though, the literacy rate is still below the average of 84% around the world. If we look at the percentage of educated people, there is a huge gap between male (82.14%, in 2011) and female (65.46%, in 2011) literacy rates in India. Low women literacy rate has a huge negative impact on the overall growth and development of the society – where women are majorly responsible

for child care and development. As per research results, it is proved that children who are taken care by educated women are well-nourished and have all-rounded development. Though slow, in the last decade (2001-2011) the gender gap is seen to be narrowing rapidly – women literacy rate has been growing at 11.8% and men at 6.9% which is of course a positive sign in the national development but the educational backwardness of Indian women is so deep rooted that to educate them at par with their male counterparts still needs some bold and concrete steps by the stakeholders.

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## 7.2 Objectives

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Dear students, after reading this lesson, you should be able to:

- Discuss the need importance and scope of Women education;
- Define co education and state its educational implications;
- Understand the status of girl education in India and its challenges ahead;
- Understand the basic features of Kasturba Gandhi Balika Vidyalyiya;

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## 7.3 Background Information

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The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights. They were regarded as the bond slave to men for their economic dependence on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities.

The importance of women in matters of building the character of the citizens, economic reconstruction of the country and social reforms is being realized. Under the fast changing conditions in the country in the recent times increased attention is being paid to their education. Though different Commissions and (Committees appointed at times, suggested for the solution of the problems of women's education and for its expansion, even then there are certain problems still persist in that field. Despite of the fact the Ministry of Human resource in India is headed by a woman but still a lot of measures are to taken to bring women education at par with that of men in our country.

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#### **7.4 Women Education: Need, Importance and Problems**

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##### **NEED FOR WOMEN EDUCATION:**

There is no doubt in the fact that getting education is the fundamental human right of every individual irrespective of gender. But some people in our society do not understand this and make such a simple thing extremely complicated. We must be aware of the fact that if women are denied education then close to half of the population is uneducated. Educating a woman means educating the family and the nation. 'Education for all' is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven't achieved what was expected so far. At the start of British Raj till independence just 2-6% of females were literate. The percentage went up to 15.3% in 1961 and 28.5% in 1981. Literacy rate crossed 50% in 2001. By 2011 female literacy rate in India stood at 65.46%. So there is an obvious increase in the female literacy rate but India is far behind as compared to other countries at global level. Female illiteracy rate varies with the state. In Kerala 86% of women are literate whereas literacy rate in Bihar and Uttar Pradesh is just between 55-60%. Shockingly the rural areas of India have the lowest female literacy rate. Rural Rajasthan has less than 12% female literacy rate.

Gender based discrimination is prevalent in India. Thus you must have seen or heard that many parents especially in lower strata of society send their male child to

school but not the girl child. This is one problem where parents do not send their daughters to school. Secondly, it is also common to see that parents especially in urban areas often send their male child to better schools. Even if girls are enrolled, their dropout rate is very high. This unjust treatment to fare sex is a matter of concern even today in the 21<sup>st</sup> century, when globalization and communication has revolutionized the human civilizations and bridged almost all gaps of discrimination.

**IMPORTANCE OF WOMEN EDUCATION:**

We must understand the consequences of not educating our girl child. When a woman is not educated then it not only affects her but the entire family as well as the nation. Research has proved that illiterate women have high fertility as well as mortality rate. It has been seen that infant mortality rate reduces to half in case women have received primary education as compared to illiterate female. Apart from this children, of illiterate woman are malnourished. Illiteracy also reduces the overall earning potential of the family. Women must be educated for a healthy and a happy life. An educated woman can be a better human being, successful mother and a responsible citizen. Educating women will definitely increase the living standard both at and outside home. An educated woman will encourage her kids to study further and wish them to live a better life than her. Educating women results in promoting self respect and also helps in raising the status of women. An educated woman will be aware of her rights. She can fight against social evils such as domestic violence, dowry demand, low wages etc.

Education is the most important power that shapes the lives of mankind. It empowers with the ability to think, reason, take appropriate decisions and protect oneself from oppression & abuse. However, in most of the developing world around the globe including India, women are often denied of education opportunities. Even though, women constitute 48% of the total population in India – the women literacy rate in urban area is 79.11% as against 88.76% males, and the figures are even lower in the rural scenario where 57.93% women are literate as against 77.15% literate males. In 2014, India GDP

growth ranges between 4.6% – 5.3% (1<sup>st</sup> – 3<sup>rd</sup> Quarter) and this growth percentage can be drastically improved if women are educated and starts contributing equally economically.

Education liberates women from the clutches of inequalities. Education is force to reduce gender inequalities and access to mobility, share in decision making and contribution to natural development. Education enhances women's economic productivity in the farm and non-farm sectors. In a study of the productivity of men and women farmers in sub-Saharan Africa, the gain in productivity from education was found to be higher for women than men. Studies on the determination of wage earnings have found the marginal effect of education to be about as large for women as for men once labour force participation, work experience, and sector of employment have been taken into account. But discriminatory employment participates against have limited their work opportunities and have reduced the earnings they can expect to gain from education. Entry barriers against women, explicit or implicit, in certain occupations serve as obstacles to education. Examples are restrictions against the hiring of married women in wage paying jobs in the manufacturing and service sectors. Some of the barriers begin even at primary school level with teachers and text books projecting attitudes that discourage performance of girls, or promoting stereotypes of girls not being capable as boys in learning technical subjects and mathematics. Some begin at the post primary education level with gender specific admission policies in areas of study. A few more research evidences would be put forth to argue education as a means of women empowerment.

**PROBLEMS OF WOMEN EDUCATION:**

The problem of women's education in India is one which attracts our attention immediately. In our country, due to conservative traditionalism, women's status has, through ages, been considered to be lower than that of men. During the later part of the Vedic period the Aryans had sealed the fate of women culturally and socially by denying them the right to study Vedas and thus half of the population was deprived of one of the most fundamental human rights.

They were regarded as the bond slave to men for their economic dependence on them. Even today, in spite of the recognition of women's status equal to that of men, the majority of them suffer in primitive ignorance as ever before. Illiteracy and ignorance is prevalent more in women folk than in men-folk and this evil is rampant especially in rural areas and backward communities. The importance of women in matters of building the character of the citizens, economic reconstruction of the country and social reforms is being realized. Under the fast changing conditions in the country in the recent times increased attention is being paid to their education. Though different Commissions and (Committees appointed at times, suggested for the solution of the problems of women's education and for its expansion, even then there are certain problems still persist in that field.

**The main problems facing their education are:**

- (i) Development of immorality;
- (ii) Suitable Curriculum for the education of girls;
- (iii) Lack of social consciousness among women;
- (iv) Scarcity of lady teachers;
- (v) Lack of proper physical facilities;
- (vi) Unwillingness of lady teachers to serve in rural areas;
- (vii) Financial difficulties;
- (viii) Problem of transport;
- (ix) Problem of wastage and stagnation;
- (x) Problem of co-education;
- (xi) Lack of enthusiasm and interest of the officials in charge of education

The education of girls and women is an integral part of national development. Steps that are being taken to improve and expand their education will not recede to the background due to lack of finance. It must be remembered that there is still a big gap to be filled between the education of the boys and girls, further; mother is the pivot of family life in India. Our way of life depends on her. It is essential; therefore, that at least

the programmes for girls and women that have already been included in the current plan are not disturbed. Before drawing conclusion it may be mentioned that the task of the school authorities in India is to prepare the girls for the triple role she will have to play in adult life. First, as the founder and fashioner of a happy home, secondly to be able to earn her livelihood independently and honorably if circumstances demand her to do so and thirdly to discharge her duties as a responsible and enlightened citizen.

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### **7.5 Co-education- its Educational Implications**

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In early civilizations, people were educated informally: primarily save within the household. As time progressed, education became more structured and formal. Women often had very few rights when education started to become a more important aspect of civilization. Efforts of the ancient Greek and Chinese societies focused primarily on the education of males. In ancient Rome, the availability of education was gradually extended to women, but they were taught separately from men. The early Christians and medieval Europeans continued this trend, and single-sex schools for the privileged classes prevailed through the Reformation period. In the late 19th and early 20th centuries, coeducation grew much more widely accepted. In Great Britain, Germany, and the Soviet Union, the education of girls and boys in the same classes became an approved practice. In the 16th century, at the Council of Trent, the Roman Catholic Church reinforced the establishment of free elementary schools for children of all classes. The concept of universal elementary education, regardless of sex, had been created. After the Reformation, coeducation was introduced in Western Europe, when certain Protestant groups urged that boys and girls should be taught to read the Bible. The practice became very popular in northern England, Scotland, and colonial New England, where young children, both male and female, attended dame schools. In the late 18th century, girls gradually were admitted to town schools. The Society of Friends in England, as well as in the United States, pioneered coeducation as they did universal education, and in Quaker settlements in the British colonies, boys and girls commonly attended school together. The new free public

elementary, or common schools, which after the American Revolution supplanted church institutions, were almost always coeducational, and by 1900 most public high schools were coeducational as well.

For years, a question many educators, parents, and researchers have been asking is whether or not it is academically beneficial to teach to boys and girls together or separately at school. Some argue that coeducation allows males and females of all ages to become more prepared for real-world situations, whereas a student that is only familiar with a single-sex setting could be less prepared, nervous, or uneasy. However, at certain ages, students may be more distracted by the opposite sex in a coeducational setting. This distraction may affect how often a student is willing to raise his or her hand in class and urge students to be less focused on the lesson. According to advocates of coeducation, girls without boy classmates have social issues that may impact adolescent development. Girls may have lower, more traditional aspirations and may choose occupations that tend to be more traditional in nature as opposed to science-related occupations. They argue that the absence of the opposite sex creates an unrealistic environment not duplicated in the real world. In classes that are separated by gender, male and female students work and learn on the same level as their peers, the stereotypical mentality of the teacher is removed, and girls are likely to have more confidence in the classroom than they would in a coeducational class.

Studies have shown that in a good coeducational school the students treat each other as friends, rather than as members of the opposite sex. There is a lack of gender stereotyping. This practice may lead to a smoother transition from secondary school to university or to the world of work. Some students may be distracted by members of the opposite sex and may form relationships which interfere with their concentration on their studies. In such cases there is a need for counseling to encourage such students to adopt a balanced approach to their academic work and their social life. A single-sex school environment may reduce the risks of distraction in the first place.

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## 7.6 Education of Girl Child in India: Present Status and Challenges Ahead

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### **Present Status of Girl Education in India:**

In emerging India as far as women is concerned this factual inequality is expected to be taken care of by the paternalistic role which the state is expected to play. Legal paternalism is inherent in the directive principles of the Indian Constitution. The preamble of Indian constitution goes one step further and expresses the people's resolve to secure, among other things, the dignity of the individual. Then, of course, the fundamental rights, clearly reflecting the egalitarian concept, proclaim manifestly the power of the state to take affirmative action for the benefit of women of India. So, at least, since independence it would seem that women in India are no more prisoners of tradition, culture and history, but their destination is governed by moral, natural and written laws, and also by the abiding creed built into our constitution.

In India even after 70 years of independence we are lagging behind in certain areas of the educational sector and we need to take certain concrete steps in addressing them. One of the major concerns among them is education of the girl child. India is committed to not only impart elementary education to all children of 14 years, but also to ensure that girls do not lag behind boys in education. Our country is the 2<sup>nd</sup> most populous country of the world with a population growth rate of about two per cent a year, almost two crore children get added to the population which needs to be educated. Therefore, the task of bringing down the percentage of illiterates in the population needs multi-pronged strategies and constant attention to all groups of population. We need to educate the existing illiterates and ensure that no child remains without getting at least elementary education. Then there is problem of reaching out to the most disadvantaged sections especially the girls.

Special programmes have been chalked out to remove the gender gap, especially at the elementary level. In 2656 blocks female literacy is below the national average and the gender gap in literacy is above the national average. Two new schemes are

implemented in this regard in these blocks. The National Programme for Education of Girls at the Elementary Level (NPEGEL) is meant to work through women and community groups at the village level to build an environment for girl education. Community groups regularly monitor the achievement. Based on the findings of the community monitoring, the groups would be able to recommend specific village-wise interventions to prevent any dropouts from the system. The villages are grouped into clusters for NPEGEL. At the cluster level, one school implementation is developed as a model gender-sensitive school.

The second major initiative undertaken by the state is the Kasturba Gandhi Swatantra Vidyalaya Scheme. Under it residential schools are being set up in the educationally backward blocks. This scheme specially targets those areas that have small, scattered habitations with no schools. Large distances make it impossible for girls to attend the formal primary schools. These schools also target communities where girls are more disadvantaged i.e. SC's/ST's and OBC's and minorities. Then there is the on-going Mahila Samakhya programme under which Mahila Sanghas have been formed. These Sanghas or women's groups have become focal points for women where they ask questions fearlessly, think, analyze, and above all feel confident to articulate and address their needs. As a group they have the strength to overcome obstacles and to articulate demands for themselves and their daughters, which individually they cannot. An innovative initiative in the area of girls education has been the Mahila Shikshan Kendra. These are centres aimed at developing a pool of trained and literate women at the village level. They range from a curriculum development in partnership with the learners imparting life skills to skill development to enable the learners join the mainstream education system. The Kendras have been able to draw in girls, especially adolescent girls who, for a variety of reasons, do not benefit from the formal schools.

Investment in education is a long term one; the results come to the fore only after a few years. The steps taken in the past decades have started bearing results now. The results are indeed promising in the case of girls. In the 6-14 year age group, over 43 per cent of the children enrolled in schools are girls as compared to only 28 % five

decades back. The gender parity index, which measures gender equality on a 0-1 scale, has risen from 0.41 to 0.83 in the same period. The dropout rate for girls is down from 71% in 1961 to 41% or even less now, a sign that more and more girls are able to pursue studies beyond the basic level.

### **Challenges For Girl Education in India:**

Although a remarkable progress has been made in girls' education in India, there are still a number of challenges and barriers to be overcome. Despite improvement, secondary school enrollment of both boys and girls is low in most parts of our country. Bringing more girls into secondary schools require not just building and staffing more schools, but taking into account the social, geographic and financial barriers. There are a lot of economic and social barriers when it comes to education, particularly girls' some of them are as under:

**Exclusion Barrier:** Social exclusion sidelines certain groups, denying them social rights and protections that should be extended to all citizens. Exclusion leads to lower parental demand for schooling and to inadequate and sub-standard public supply. Parents want to keep children home for many reasons from a general resistance to change, to a desire to retain a separate ethnic identity, to disinterest in what schools have to offer. Some parents identify discrimination and mistreatment by schools and teachers as a reason to keep their children out of school. Direct opportunity costs, lack of employment opportunities upon graduating and low returns to those who have attended school also keep excluded children out of school.

**Gender Barrier:** Families may have a preference for educating boys over girls, given better labor market opportunities for boys and the fact that girls in many societies are "married away", and no longer providing for their own families. Some administrative rules specifically affect girls and erect significant barriers. Two important administrative rules that affect girls' participation in schools are – single-sex schools and expelling pregnant and married girls from school.

**Language Barrier:** In many parts of our country the language of instruction in primary schools is a national or regional language, even though large shares of the population

speaking a different mother tongue. Rules regarding the language of instruction often disproportionately affect girls, particularly in communities that exclude women.

**Lack of Schools in Remote Communities:** Most of India's poor people live in rural areas. And distance to school increases the opportunity cost of school attendance and the security risk to children (especially girls) walking to school, and hence remains a highly constraining factor in school participation.

**Poor Quality of Schools:** Given the value of child labor in household production, sending children to school can be viewed as not worth the effort when the quality of the school is poor. Teachers are less qualified and often less likely to come to work, fewer hours of instruction are offered, teaching methods emphasize rote learning more than investigation, textbooks and instructional materials are less likely to arrive on time, and the physical infrastructure of the school is more likely to lack electricity, water, sanitary facilities and other basic features. The quality of school affects learning, progress and completion.

**Discrimination:** Unconscious discrimination, stereotypes, and expectations affect opportunities, motivation and interpersonal behavior. These factors have particularly strong effects on student performance in heterogeneous schools and classrooms.

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## 7.7 Kasturba Gandhi Balika Vidyalaya (KGBV)

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Kasturba Gandhi Balika Vidyalaya (KGBV) was launched in July 2004, the KGBV sets up residential schools at the upper primary region –primarily from girls from SCs, STs, OBC families as well as minority communities. The scheme is being implemented in Educationally Backward Blocks where the female rural literacy is below the national average. 75 per cent of the seats in KGBVs are reserved for SCs, STs, OBCs and minorities. The remaining 25 per cent of the vacancies are filled with girls of BPL families.

The Government of India had sanctioned 1180 KGBVs as of 2006 but had made only 782 operational by September 2006 and 52,186 girls had been enrolled. The KGBV is being implemented in 24 States and 1 Union Territory. KGBV is as such, targeted at girls above ten years of age. Out of school girls of this age require bridge courses to mainstream them into KGBVs. In Karnataka, these are being provided in all the 58 KGBVs in operation in Educationally Backwards Blocks, in coordination with the Ministry of Women and Child Development, Mahila Samakhya Officials and NGOs. Madhya Pradesh offers two types of Bridge Courses-non-residential and residential. Non-residential Courses are offered in areas in which there are a substantial number of out of School Children (10 or more). Residential Courses are offered only in tribal areas. Out of the 959 residential bridge courses, 671 are for girls and 39,201 girls have been enrolled in bridge courses in Madhya Pradesh.

From instance of implementation in Karnataka, it can be seen that KGBV has much scope for participation. 27 out of the 58 KGBVs Karnataka are run by Mahila Sanghas (Women's groups formed under the Mahila Samakhya Scheme). However to ensure proper service delivery in terms of free uniforms, textbooks and mid-day meals, more active participation is required. Like Committees consisting of members of the Panchayat, Local Government authorities, Mahila Sangha women and more importantly, of parents and teachers.

**Recommendations:**

It is important to remember that the girl child is most susceptible to low School quality, low teaching quality and lack of innovative way of learning. Thanks to the high opportunity cost of schooling a girl child and because a girl is like “watering someone else's courtyard” (as she will get married and not be a part of her parents' family any longer), if a girl fails a class or two, she is very likely to be forced to drop out. Thus, while the NPEGEL and EGS schemes may cause a girl child to get enrolled into school, they are not likely to ensure that she will not drop out. For this, a two pronged strategy is important which are enlisted below:

1. Start a massive publicity campaign extolling the virtues of educating a girl and the benefit that might accrue to her family in the form of monetary gain once she starts earning and status and prestige in the community. Education is sensitive to interpersonal motivation. If one family sends its girls to school, its neighbors' are likely to do so as well.

The publicity should also invite parents to form associations and register with the district authorities. They should be informed of the benefits of organizing themselves to protest against the low teaching standards and to ensure teacher regularity and service delivery.

2. The centre should release its grants for the next year of the scheme if and only if there is evidence of community mobilization. This should imply the formation of the women's self-help groups, parent teacher associations and school management committees. These can be trained by NGOs hired by the State Governments or district authorities to insist upon taking records for teachers' attendance and regularity

These associations can be a very effective check upon insufficiencies related to teaching and learning material as well. They will ensure that all television sets and computers are in operation. Only local groups like women's associations, school managing committees and parent teacher associations have the incentive to maintain checks upon how well the children of the community are being educated. While they may pay low fee government school, they incur huge opportunity cost in the form of their children's time. Thus it is the beneficiaries of the scheme- the parent and the students who should be empowered enough to ensure service delivery under the Sarva Shikhya Abhiyan. Perhaps they CAS should form School Management Committees directly once they are formed by district authority or own initiative. This will empower local bodies as they will get more funds than they would have gotten had trickled through the state and district channels. With these funds, the SMCs can ensure the construction of schooling

infrastructure and the provision of the teaching and learning materials. The SCM should be able to hire, pay and fire the school teachers.

### **7.8 Girls Education in SSA and RMSA**

The SSA was launched in accordance to the Eighty-sixth constitutional amendment for Universal elementary education (UEE) towards the end of the Ninth Five year Plan in 2001 and was integrated with the District Primary Education Programme (DPEP) it was continued to the Tenth Five Year plan. The aims and objectives of the SSA were rather ambitious. It was intended to ensure that all children were enrolled into the schooling system by 2003. All initially enrolled children were to complete Five years of schooling by 2007 and eight years by 2010. By 2010, the SSA aimed to achieve Universal retention. The SSA was also an attempt to bridge gender and social disparities at the primary level by 2007 and at the elementary level by 2010. It was meant to improve access to education as well as the quality of elementary education. The SSA needs to make concerted efforts to turn the spotlight on specific groups and locations. Past efforts to communicate general messages were valuable and need to continue, however there is a need for more group/ community/vocation specific strategies and communication practices. In short, the most difficult to reach need a lot more context specific attention.

#### ***Recommendations***

It is recommended that the XI plan period should pay special attention to specific groups/ communities and locations and compel information on the enrollment, retention and class-wise dropout rates of girls across clearly identified social groups-schedule caste (sub-groups of SC who were especially deprived), Muslim communities (rural/urban), schedule tribe (specific tribes that are especially deprived), OBC groups where educational status of Women continues to be poor. Systematic mapping of social/groups and communities need to be done district-wise and data compiled by social groups /sub-groups (where relevant) and by gender. This needs to be followed up with adopting/modifying existing provisions under SSA programmes like Mahila samakhya, NPEGEL and KGBV to meet specific needs of groups identified.

- It is recommended that –were necessary—special projects be designed within SSA to meet the specific educational needs of girls in specific social groups especially Muslim groups in both rural and urban areas.
- Funding and supporting formal schools should be the core of SSA’s initiatives in promoting education amongst Muslim girls. Support to Maktabas Madarsas cannot be substitute for regular schooling.
- Strengthen the formal school system were necessary through girl’s schools at the middle level in order to ensure that girls have greater access to formal school. There need to be more formal schools for girls in Muslim areas and for OBC communities in northern and north-western India and those areas where there are other social groups were girls are pulled out after primary. The government needs to carry out details mapping of social groups areas were girls education beyond the primary level in constrained because the lack of exclusive girls schools.
- It goes without saying that more girl schools means more women teachers giving prevailing cultural practices and also growing sense of insecurity of girls in mixed schools (recent reports of sexual abuse of girls in some states) there need to be a provision whereby the community is encouraged to appoint older women as escorts. Essentially multiple strategies are required to enable girls to go beyond the primary stage and access formal schooling.

### **RMSA and Girls Education**

RMSA is a major scheme launched in March, 2009 with the vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group 15-16 years. The objective of the scheme is to enhance access and improve quality of education at secondary stage, while ensuring equity. The scheme envisages enhancing the enrollment for classes IX-X by providing a secondary school within a reasonable distance of every habitation, improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removal of gender, socio-economic and disability barriers, universal access to secondary level education by 2017, and universal retention by 2020.

The Centrally Sponsored Schemes viz ICT at schools, Girls' Hostel, Inclusive Education for Disabled at Secondary Stage and Vocational Education were subsumed from 2013-14 under the RMSA. The subsuming of these schemes under the RMSA, would lead to significant financial savings and administrative rationalization of the provisions under the schemes which, on the one hand would add to the fund availability under RMSA and on the other hand, since interventions under these schemes extend to aided schools as also cover the segment of higher secondary, their subsuming under RMSA will in effect provide for convergence based implementation of RMSA with the inclusion of aided schools and higher secondary segment. These are now integrated component of RMSA.

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## 7.9 Let Us Sum Up

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It's very important that all people, from men to women, get an education they rightly deserve. Education is something that everyone should get regardless of gender. Girls are more than capable of learning as just as boys are. In some ways girls are more intelligent than boys; it has been scientifically proven that girls mature faster than boys. This is because girls hit puberty before boys do. We should step up to help girls and women in foreign countries get an education that they rightfully deserve and need. Education is the key to a better lifestyle. No girl should be left behind in the race to a better education. Girls can do great things too. Who knows? Maybe something incredible will be discovered that would help the entire world. India needs to be educated, education for all in India.

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## 7.10 Check Your Progress

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1. What is present position of women education in India? Discuss the need and scope of women education?
2. What is Co education? Discuss its educational implications?
3. What is the current status of Girl education in India?
4. What are the challenges and problems of girl educational in our country?
5. Write notes on:

- i) Kasturba Gandhi Balika Vidyalyiya (KGBV)
  - ii) Girl education and SSA
  - iii) Girl education and RMSA
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### **7.11 Suggested Readings**

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