

# **MEANING, OBJECTIVES AND DIFFUSION PROBLEMS OF POPULATION EDUCATION**

**( Indian Context )**

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by

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## F O R E W O R D

The significance of population education programme in India, especially in Uttar Pradesh, the most populous State of the country, needs no re-emphasis. Presently this programme, what I feel, is still at low profile, mainly due to resource constraint, calls for an immediate attention and effective implementation in all respect,

However, this Centre under its meagre resources has conducted certain important researches on the issues involving different aspects of population. The present paper entitled "Meaning, objectives and diffusion problems of population education" (Indian context) is a further attempt in this direction.

I am happy that Dr. B.P. Srivastava, member of the research team of this Centre has undertaken this venture and is devoted carry it on.

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## P R E F A C E

After being realised the need of a national policy on population education to integrate population-related issues in national education programme, our country is trying to extend general awareness of the masses for understanding the direct relationship of population dynamics, individual behaviour, and national development i.e., one's own welfare. Despite efforts for integration of population education into formal and non-formal education, which is still under infancy, orientation/training programmes are being organised to disseminate information to the community. Because of its being in the initial stage, as well as, inadequacy of the mechanism for collecting, processing and sharing of information and materials systematically, the discipline of population education has not yet been brought up as an independent discipline of knowledge. The present paper drawn mainly from the Ph.D. thesis of the author is an effort in that direction. It would help understanding the concept of population education, its components and scope with special reference to Indian situation.

I am thankful to Professor N.N. Shrivastava, Director, Population Research Centre, Department of Economics, Lucknow University, Lucknow for his constant encouragement to complete this work.

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## 1. INTRODUCTION

The population education has recently emerged as a major field of education in both the developing as well as in developed countries. After World War II, most of the countries experienced rapid population growth not as a result of an increase in the birth rate but as a result of sharp decline in the death rate. Consequently over a span of period, the possible rate of economic development and natural rate of population increase have gone into disequilibrium in most of the developing countries where birth rate remained very high. It is now being recognised that "demographic trends are of vital concern to all segments of every society and that an educational programme must be developed to create an understanding of these trends and their implications". <sup>1/</sup>

Since the population education is new area, an attempt has been made in this writing to analyse its meaning, objectives, and relevance under Indian conditions. An endeavour has been made to define the population education in the context of the socio-cultural background of the country. It has also been tried to discuss here areas and scope of population education. The available literature on population education has been reviewed to examine above aspects and issues.

## 2. THE MEANING OF POPULATION EDUCATION

People often feel that population education (PE) is synonymous with family planning or teaching demography or population studies or sex education. These notions require clarification.

Leonardo de la Cruz <sup>2/</sup> describes in details about the subject matter of each terminology stated above and made a clear identity of population education as such. He describes that "population education is an educational programme designed to study the population situation, human reproduction and family planning and their impact on quality of life in the family, community, nation and the world". In order to be more specific, he further describes that :

- (i) population education is an educational programme designed to make learners understand the inter-relationship among population change/situation, development, and aspects of quality of human life;
- (ii) the ultimate goal of population education is to make learners contribute to the improvement of the quality of life now and in some future times;
- (iii) population education is . population problem-centered hence tends itself to discovery and enquiring learning processes;
- (iv) population education is a value ladden hence more open to the use of values clarification approach to learning, i.e., to pose realistic alternatives and to enable learners to make sound decisions for action about population issues;
- (v) population derives contents from demography and population studies; and

(vi) population education may include family planning and sex education.

Cruz further states that :

'Family planning' is associated with such terms as birth control, birth planning, child spacing, fertility control / regulation, planned parenthood etc.<sup>3/</sup>

'Sex education' is mainly concerned with human sexuality, reproduction, and often touches the ethical issues relevant to sex-related morality.

'Demography' deals with "the quantitative study of human population and changes in them that result from births, deaths, and migration."<sup>4/</sup>

'Population Studies' is more academic and research oriented . "It covers the body of knowledge, concepts and theories which describes and attempts to explain the dynamics of human population and their relationship with the social, cultural, economic, political and biological environment".<sup>5/</sup>

Yet population education includes the contents of (i) family planning to enhance the quality of life, (ii) sex education to balance the reproductive behaviour, (iii) demography for improving knowledge in regard to quantitative change in human population and its effect on quality of life, and (iv) population studies through which population education programmes are derived.

### 3. COVERAGE AND DEFINITIONS

By the term population education "we mean a school-related programme: which teaches about (1) population dynamics and the dangers and problems that rapid rates of population growth cause to the nation, (2) the advantages to the individual, couple and family or small families, (3) of late marriage and child bearing, and (4) other closely related topics not including sex or contraception". <sup>6/</sup>

A much used definition proposed at 1970 Workshop in Asia sponsored by the UNESCO states : " Population education is an educational programme which provides for a study of the population situation in the family, the community, nation and the World with the purpose of developing in students rational and responsible attitudes and behaviour towards the situation. " <sup>7/</sup>

K. Sheshagiri Rao has tried to provide further clarification of the definition : "Population education can be defined as education aimed at providing an awareness of the population problem in the broad perspective of building a social order of equality and economic justice leading to a welfare state, through the process of internalisation of positive attitudes and emphasising the beliefs



that man can control and determine the course of action himself, of his family, and of his country". 8/

S. Viderman has defined the population education

"...as an educational process which assists the individual (a) to learn the probable causes and consequences of population phenomena for himself and his communities (including the World), (b) to define for himself and his communities the nature of the problems associated with population processes and characteristics, and (c) to assess the possible effective means by which the society as a whole and he as an individual can respond to the influence of these processes in order to enhance the quality of life now and in the future." 9/

Population and the American Future Commission on Population Growth and the American Future on recommending enactment of Population Education Act states :

"...A programme for population education should seek to present knowledge about population processes, population characteristics, the causes of population change for the individual and for the society. We believe that the population education should not approach population as a 'problem' to be solved or as a point of view to be promoted. The goal of population education is to incorporate concepts and materials related to population into school curriculum in order to educate future generations, enabling them to make more intelligent decisions with regard to population matters ". 10/

Line and Wilcman has defined the population education as :

"Population education is the study of human population and how it affects and is affected by several aspects of life : physical, social, cultural, political, economic, and ecological." 11/

The proceedings of the National Conference on Population Education organised by the Population Reference Bureau describes :

"Population education seeks to bring about a realisation of the individual, family, social and environmental effect of the explosive increase in human population, the rapid shifts in the concentration and distribution of people, the implication of changing age and other demographic patterns, and the conceivable options that may be opened to mankind to cope with the consequent problems. While it is not confined exclusively to a particular age group, it is focused primarily on students who will become the principal childbearers within one or two decades." 12/

Byron Massialas states :

"...Population education is defined as the teaching and learning of reliable knowledge about the nature of human population and the natural human consequences of population change. The main purpose of population

education is to help the individual make rational decisions about population matters as the member of his family and community utilizing appropriate information sources and enquiry skills. " 13/

The Population Education Programme (PEP) of Phillipines adopted the philosophy of population education which revolves around the concept of quality of life and in this light the PEP has defined the population education as :

"Population education is the process of developing awareness and understanding of population situation as well as a rational attitude and behaviour towards those situations for the attainment of a better quality of life for individual, the family, the community, the nation and the world".14/

The 1981 Conference of African Parliamentarians on Population Development devoted considerable attention to population education. The Conference defined population education as :

"... an educational programme which helps individual and groups ... to define for themselves the nature of the problems involved in demographic processes... and to determine the means which society as a whole, and they themselves as an individual and / or groups, could use in order to react to these processes and influence them

with a view to improving the quality of life, both present and future". 15/

In a Latin American Seminar population education was defined as :

"...multi-disciplinary educational efforts that shows the factors which influences the qualitative and quantitative characteristics of the human population and that contributes to the preparation of the individual in the area of sexual education, family life education, civics, population awareness and environmental education."16/

In India the National Council for Educational Research and Training - NCERT, which is presently engaged in developing and promoting population education programme held a Seminar in 1969 to discuss major issues involved. In this Seminar the population education was defined as :

"...the objective of population education should be to enable the students to understand that family size <sup>limitation</sup> is controllable, that population/<sup>to</sup> 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. It should also enable the students/<sup>to</sup> appreciate the fact that for preserving the health and welfare of the members of

family, the economic stability of the family and to assure good prospects for the younger generation, the Indian families of today and tomorrow should be small and compact..." 17/

A review of definitions of population education as given by the national and international agencies makes it amply clear that its nature varies from culture to culture, and place to place . However, one thing is common in all definitions, that is, the population education contents should make students/learners aware of the implications of population changes. Regarding the side approaches such as cultural diversity, education for development, environmental issues, family life education, etc. one of the observer indeterminately concludes that "... population education will be what population educators in each locale define it ." 18/ In many respect population education will depend upon over all national policies and the degree of government and community concern over population issues. 19/

The population education in developed countries has been initiated as an educational intervention through school education because the literacy of the developed countries is very high. On the other hand in Indian situation, where the literacy is too low, the population

education shall have to be viewed and presented in a different manner. In India it has to be made relevant for illiterate adults or neo-literates who constitute a majority of the total population. Before expressing any firm view in defining the population education in Indian setting, the cultural heritage of the Indian society has to be taken into consideration. When the question of imparting sex education comes up, a controversy arises. Often the term 'sex education' tends to arouse considerable opposition even prior to understanding its contents. By and large the following are regarded as the major components of sex education. 20/

- (a) Human physiology and reproduction,
- (b) Contraception, and
- (c) Social interaction associated with human sexuality.

In the Indian context, the human reproduction has already been included in the biology courses, therefore, it can easily be incorporated. The knowledge of a complete phenomenon of human reproduction will help in dispelling many myths and superstitions. It will help understand that birth is not a matter of chance or divine gift. Two other major components, namely, (i) contraception and social interactions, there is opposition particularly in traditional societies. People often feel that the information about

sex will place youngsters in moral danger and will give rise to sexual experimentation resulting in unwarranted pregnancies and spread of venereal diseases. Some others feel that it will disturb the young and expose them to sexual information at an age when they are not ready for it. Yet others, though not against the contents, are afraid of handling of the subject by unsuitable teachers. Therefore, it will be in the fitness of things to incorporate these two components in courses meant for adult illiterates and neo-literates and for the courses to be taught to youngs in the schools, in respect of these two elements, be moderated to the extent desired, keeping in view the local cultural constraints and social norms. 21/

In view of the above, the population education, suiting to Indian conditions, may be defined as : The knowledge/subject through which masses learn - (i) dynamics of population, (ii) the causes and effect of disequilibrium in between existing human resource and available natural resources in the country, (iii) the evil effects of existing social beliefs, values and traditions, (iv) the techniques of improving their own quality of life or raising their own standard of living, thereby leading the nation towards over-all development, and (v) about the world situation in these respect.

#### 4. OBJECTIVES OF POPULATION EDUCATION

The broader and ultimate goal of launching population education programme in India is to reduce the continuing population growth pattern prevailing in the country which is an important national concern of the day.

with

Before dealing the specific objectives of population education programme in India, we should have a look on the literacy scenario of the country, because the the population growth has resulted in the increase of illiterates. According to 1971 census figures there were about 37 crores of illiterates whereas in 1981 the number of illiterates increased to 41 crores and besides emphasis through government plans and policies on universalisation of literacy during whole (1981--1991) decade, figure of illiterate persons in India remained the same. In this set of circumstances, the question of integerating population education-related issues in the formal education system alone will not have the desired bearing. In brief, India is such a country where there are about 35% school age children who have no access to educational facilities, and even those who are enrloed in Class I, only about 15 % are able to get-through Class Vth. 22/ The retention



and dropout rate at further levels of educational standards also present a grim situation. Under this situation, without the enactment and forceful implementation for compulsory education upto<sup>a</sup> certain level, the inclusion of population education-related contents in formal educational system will not do much.

Therefore, population education programme in this country should be more oriented and designed to educate illiterate and neo-literate population for achieving the ultimate goal in shorter duration.

We have seen in the past the positive impact of green revolution in this country brought through various measures of agricultural reforms or advancement. The population of India engaged in agriculture, though majority of it being illiterate, have responded positively in regard to adoption of modern agricultural techniques publicised by the government machinery and media, consequently agricultural production of the country was increased a lot. Contrary to it, the same population, besides, the government machinery and media deployed for the family welfare programme, is not responding to population control programme, which is virtually meant for their own welfare. Exploring the reasons behind this apathy, as brought out by various IEC research studies, it has been confirmed that "...the communication

programme has largely failed in providing some very important rationale/knowledge for accepting small family norm." 23/ If we go into details of the referred IEC research study, we find that mere inflicting slogans communicating small family norm without explaining reasons cannot alone motivate masses to act upon. The educational package should consist and demonstrate the sequence of adverse implications on quality of life in case Indian couples continue <sup>to</sup> maintaining their high level of fertility. That is to say, how the population size is increasing, what are the causes of population growth, what is the density, quantum of resources, and ecological balance, how these are related with the 'poverty or peoples' well-being and socio-economic development, and what are the techniques of population control? After having been clearly understood the rationality of the programme, people then in their own interest/welfare will tend to adopt the small family norm.

The demographic knowledge is still an intricate matter for the common people in India. Therefore, the specific objectives of 'population education programme' in India should be to increase awareness of the people regarding :

- 1 dynamics of population,
- 2 factors of population growth and consequences,
- 3 factors of environment degradation,
- 4 relationship between population growth and development, and
- 5 techniques of population control.

John Edlofson has also appreciated the following specific objectives of population education : 24/

- (1) To understand the basic principles of demography,
- (2) To learn about the causative factors of rapid population growth,
- (3) To understand the impact of rapid population growth,
- (4) To understand the close relationship between the peoples' well being and socio-economic development,
- (5) To understand the meaning of and significance of environmental harmony,
- (6) To learn that family size can be controlled, as opposed to fatalism,
- (7) To understand the significance of the small family norm and its relation to the quality of life,
- (8) To understand the far reaching consequences of population density and rapid growth to one's self and one's environment,
- (9) To realise that human behaviour has a direct influence on the social structure and on social change, and
- (10) To change attitudes and instil a sense of responsibility towards the welfare of the nation and the world.

##### 5. THE NEED FOR POPULATION EDUCATION

The classical (Malthusian) theory of population growth stated that any rise in incomes tends to increase birth rates and decrease death rates. About 150 years ago Thomas Malthus had predicated that human population, under the stated imbalance in birth and death rates, will exceed the means of its livelihood and an unprecedented situation for the mankind will arise. The course of events

since Malthus' time, however, has led to the gradual evolution of the theory of "demographic transition". The theory of demographic transition states that birth rate and death rate are associated with economic development. According to this theory the agrarian low-income economy is characterised by high birth and death rates - the birth rate relatively stable, and the death rate fluctuating in response to varying fortunes. Then as the economy changes its form to a more interdependent and specialised market dominated economy, the average death rate declines. It continues to decline under the impact of better organisation and improved medical knowledge and care. Later on the birth rate begins to fall. These two rates pursue a more or less parallel downward course with the decline in birth rate lagging behind. Finally, as further reduction in the death rate becomes harder to attain, the birth rate again approaches equality with the death rate and more gradual rate of growth is re-established, with, however, low risk of mortality and small families as the typical pattern. Mortality rates are now relatively stable from year to year and birth rates - now responsive to voluntary decisions rather than to deeply embedded customs - may fluctuate from year to year.

The above description of the theory of demographic transition fits in those societies/communities where economic

development involves evolution from a predominantly agrarian peasant economy to an economy with a greater division of labour, using more elaborate tools and equipments, more urbanised, more oriented to the market sale of its products, and characterised by rapid and pervasive changes in techniques.

Now in Indian case the story is some what different. The likely course of events, as described in the theory of demographic transition, is not occurring in India. The country is not changing its agrarian feature remarkably. The urban population is only one fourth of the total population. The death rate has fallen from 42.6 in 1901 to 15.0 in 1981 not due to any major economic change in per capita income but due to the intervention of international agencies like WHO and UNICEF and its assistance to combat with the dreadful diseases and epidemics like, smallpox, malaria, plague etc. and also due to assistance being provided by these agencies under universal immunization programme. In contrast to it the birth rate is not declining even at the pace narrated in the demographic transition theory, Meanwhile we are absolutely adding millions by maintaining geometrical growth rate of above 2% (1971 - 2.20, 1981 - 2.22, and 1991 - 2.11). Today, India with approximately 850 million people occupies the

second position in the world population (first is China) and with the present rate of increase it will occupy the first place in the world by the year 2025. The country is facing presently the acute problem of economic growth, namely, low percapita income, unemployment, poor housing, under-nourishment and malnutrition amongst children and adults alike, illiteracy, diequilibrium in eco-system, deforestation, environmental pollution and the problems of social tensions in the community. So the assumptions laid down in the theory of demographic transition do not fit to India and it appears that the prediction of Thomas Malthus, though it is true that some of his basic premises may not valid in this scientific and technical age, will become true , if we are not timely awakened. In sum, the peoblems have increased because, by and large, the efforts of the last more than 40 years since freedom, for improving the standard of living of the masses have been nullified by the growing numbers and the masses are facing increasing miseries and we have no other alternative except imparting population education. Therefore, the national development plans of India emphasise the fact that rapid population growth acts as an impediment to development and as such the government has formulated national population policy to curb the rate of population growth. Recognising the

potential of education in contributing to the solution to this problem, the government has worked out population education policy. Population education is thus being recognised as an important component of education at different levels and is being considered as an integral part of over-all educational planning. It is envisioned that population education will contribute to the achievement of national developmental goals and hence the emergent need of population education in India arises.

#### 6. THE ROLE OF POPULATION EDUCATION

The role of population education is vital in view of the multi-dimensional nature of population problems and its root being deeply embedded in the cultures and traditions of the peoples. Population education is now being looked upon as social need and useful intervention in economic development. It is also an educational interventions that reaches the entire community, as every one in it is already a population actor or potential one. 25/ Thus the population education is launched with the objectives of creating awareness, interest and rational decision making abilities among the people about population phenomenon. It also enables people to understand the significance of population characteristics for the present

and future quality of life including socio-economic development.

- Thus, it may be said that the population education-
- (1) increases understanding of the people about different causes of the population growth and its consequences,
  - (2) makes masses aware that it is the imbalance in between the human resource and the available natural resource (land and environment) which leads to poverty, unemployment, ill health, social disorder and other related socio-economic problems and may lead to natural calamities,
  - (3) create an understanding among the peoples for changing their attitudes, values, norms, traditions according to their changing needs and situation,
  - (4) enables the individuals and the community to realise the need of improving their own quality of life and raising their own standard of living,
  - (5) creates an understanding among the people that it is the dynamics (changing pattern) of the population which affects the quality of life, and
  - (6) awakens the individuals to take on their own decisions for limiting the size of their families for their own economic betterment.



## 7. PROBLEMS OF POPULATION EDUCATION DIFFUSION

In the foregoing pages an effort has been made to explain the scope, definition, contents, objectives, need and role of population education. But the situation of taking population related knowledge to Indian masses appears to be different as compared to other countries. The programme has not yet reached to the common man. The problems which have been identified as obstacle to this programme are - (i) autonomy of states in educational planning, (ii) mass illiteracy, (iii) lack of strong non-formal educational machinery, (iv) diversity in the contents of population education, (v) lack of trained personnel, and (vi) lack of information net work.

### (1) Autonomy of States in Educational Planning -

Due to federal character of Indian Union, the states have autonomous position in planning the education in their own states and on account of this autonomy, the courses of studies in various grades of teaching and the standard of teaching differ from state to state.

Therefore, it is difficult in India to design a unified course for all grades of education for application in all states. It is also not necessary and obligatory

for the states to implement population education programme in their states from the desired time and in the desired manner. This is truly reflected in the case of Uttar Pradesh. At the national level the population education programme was initiated in 1970 but the state of Uttar Pradesh could not implement it even upto 1980.

(2) Mass Illiteracy -- A vast majority of population in India is illiterate in which the percentage of female illiteracy is abnormally high. Also the literacy level of rural people, who constitute approximately 75% of the total population of India, is more low in comparison to over-all literacy level. The State of Uttar Pradesh is much lagging behind in respect to literacy level. In the context of literacy, it is further pointed out that not only the literacy level is low but the level of school enrolment for school going children and retention rate is also deplorable. In this situation, the success of population education programme through formal education is full of doubt unless the education is not made compulsory upto certain grade that too with strict implementation machinery. Moreover, the experiences have also shown that whatever little learning material

is developed for the out-of-school sector under different programme, it mostly meant for the learning needs of either illiterate or neo-literate population and a majority of such population lives in the country-side . The reach of such package of messages or material to the rural areas has not been ensured yet. As it has already been explored that the majority of population in the out-of-school sector is illiterate with a high fertility rate, thus, the literacy level is a serious obstacle in the population education programme.

(3) Lack of non-formal education machinery - A vast majority of people are outside formal school system and there is no effective organisation who shoulders the educational responsibility of illiterate masses for the national development. In India, there exists a Directorate of Adult Education which is opening Adult Education Centres at the village level but again, the lack of resources and trained personnel are creating hinderance in meeting its objectives.

(4) Diversity of contents in Population Education - The population education is a new area and no model exists which could be adopted to suit the conditions prevailing in our country. Some says that it is a sex education,

other says it is a contraception education, or family life education, or family planning education. There are also diverse opinions about the inclusion of certain topics. However, this problem is being solved through various seminars and meetings organised by the UNESCO as well as seminars and meetings organised by the NCERT at the national and state levels. The Regional Consultative Seminar on Population Education held from 16 - 23 September 1986 in Bangkok evolved the core messages of population education in the areas of quality of life, family life education, adolescent fertility, ageing and migration. The Seminar held in Pakistan in (April-May) 1987 evolved the core messages to be adopted as the contents of population education programme, namely, family size, age at marriage, responsible parenthood, population change and resource use, migration and urbanisation, population related beliefs and values, women and development, and population and environment. Another Regional Consultative Seminar on Population Education held in Bangkok 21-28 May, 1990 mapped out future direction of population education in the Region and has given emphasis on curriculum development, development of materials for different audiences, training, research and evaluation, management, supervision and monitoring, development of documentation and information services and regional cooperation.

(5) Lack of Trained Personnel - The major responsibility of educating the out-of-school masses to adopt birth control measures presently rests on the Department of Family Welfare. It has installed a very vast infrastructure right from the macro to micro level for providing health and family welfare services. Besides its regular staff, the department under its various schemes, involved extensively the community at the grass root levels for the promotion of family welfare programme viz., schemes of - Community Health Guide, training of traditional birth attendants, village level depot holders, orientation training camps for opinion leaders, establishment of health and family welfare committees at village level etc. But for the reasons of not having adequate and concurrent demographic knowledge, the staff engaged in educating the people fails to generate an environment conducive to adoption of small family norm .

(6) Lack of Information Network - In India, the National Council of Educational Research and Training has undertaken the responsibility of developing information/decomentation services. The NCERT has established population education cells in State Councils and State Institute of Education in 28 States and Union territories. But due to the resource limitations, the expansion of activities on flow of information appears to be deficient. However, efforts are being made by the NCERT and SCERTs in regard to developing

and integrating population-related issues in the curriculum of various levels of formal education.

### 8. CONCLUSIONS AND FINDINGS

1. The need to disseminate knowledge of population related issues among the school/college students and the masses of the community has recently been realised in order to make them aware about the various adverse effects of heavy increase in the size of population upon their own socio-economic life as well as upon the national development.

Though there is no unanimity of opinion about the meaning and contents of population education, its broad connotation, scope and coverage are largely agreed upon. The objectives are such which cater to the problems of all types of countries developed or developing.

2. In India prior to the decade of '70s only a very small part this subject matter was being taught at the graduate and post-graduate levels and that too combined with other subject (s). In subjects like economics and sociology, it is available only as an optional paper and thus it is skipped over by larger number of students. This subject did not find any place at all in the courses from primary to the higher secondary levels where its significance needless to add is utmost.

3. As it usually happens with any emerging subject or branch of knowledge, the curriculum of population education and its detailed contents are still in evolutionary stage. A modest attempt has been made in this monograph to define the population education, its contents, coverage, need and objectives under Indian situation.

4. The analysis on the prevailing rates of literacy, figures of enrolment and drop outs suggests that the incorporation of population related issues in various subjects of schooling will not yield the desired results particularly in those states where literacy situation is desparately low. This programme will bear fruits only in long run while our country needs immediate solution to the existing populatior growth.

5. In order to achieve the goal immediately, there is a need to educate the whole adult community, in general, and reproductive population in particular, for curbing their reproductive behaviour through a firm and massive peoples' awareness programme (PAP). We have a large contingent of health and family welfare department workers purposively for this work which needs proper training and material strength such that they may be able to education people in a better way. Though there are several problems in the way of implementing

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population education programme in India, the efforts being made at the academic and the administrative levels should not be lost sight of . It is hoped that in future a better coordinated population education programme will be formulated and more effectively implemented to attain the stated objectives.

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