

**" AN EVALUATION OF THE POPULATION
EDUCATION PROGRAMME OF THE
STATE OF ASSAM "**

**Sponsored by
Population Education Cell
State Institute of Education
Jorhat , Assam**



CONDUCTED BY

**DEPARTMENT OF
CHILD DEVELOPMENT AND FAMILY RELATIONS
COLLEGE OF HOME SCIENCE
ASSAM AGRICULTURAL UNIVERSITY
JORHAT -785013 (ASSAM)
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ACKNOWLEDGEMENT

I deem it my prime privilege to offer sincere gratitude to Population Education Cell , State Institute of Education , Jorhat , Assam for selecting the department of Child Development and Family Relations , Faculty of Home Science , Assam Agricultural University , Jorhat for offering the short term evaluative project on " An evaluation of the Population Education Programme of the State of Assam". Subsequently they had offered their kind suggestions whenever necessary during the period of study for which I shall remain indebted to them .

I am ever thankful to the PEC , SIE , Jorhat , Assam for extending financial support to carry out the study . The PEC has been constantly helping us throughout the period of carrying out the study . Their constant help in project formulation , including sample selection , tool preparation , data collection , data analysis as well as report writing have made us complete our work in time . They have also provided us with secondary data wherever required . The references supplied by PEC have helped us in tool preparation and report writing . To sum up , guidance rendered by PEC have made our work less straineous and more meaningful .

I offer my deep sense of gratitude to the Vice-Chancellor and the Registrar , AAU for granting us administrative approval to take up the study .

I am deeply obliged to the Dean , Faculty of Home Science , AAU for highly encouraging us to take up the project . I am highly indebted to her for all her timely help and co-operation as well as suggestion in various matters during the course of study .

I am thankful to the Child Development component of All India Co-ordinated Research Project for extending us computer facility . Thanks and appreciation are also extended to account staff , typist and other office staff of the Faculty of Home Science for their timely help .

Last but not the least , I am highly indebted to the respondent teachers , key and resource persons , respondent students , district officers of non-formal education , office staff of the School Inspectors for their responses , help and co-operation at various stages during the course of study . Without the help of those people , the present study would not have been possible .

Though all could not be mentioned , but none is forgotten .

Date : 10.12.2000.

Place : Jorhat

Dr. (Ms) Minoti Phukan
Project in-charge .

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INTRODUCTION

India is projected to have one billion people on 11th May, 2000, which is 16% of the World's population on 2.4% of the globe's land area. In India the number of illiterates have been almost the half of the total illiterates in the world in spite of an increase in the literacy rate from 18 to 52 percent as per 1951 and 1991 census. It is obvious that a further increase in population at the present rapid rate will nullify all the gains of developmental efforts. The most crucial problem our nation is facing to-day is the problem of population explosion. The present rate of increase in population is a threatening to the very existence of the nation. Hence it has become very important to check the present growth rate of population and thereby stabilize the population growth.

Many programmes have been initiated by the government and non-government organisation towards population stabilization. Family planning is an important variable influencing the reduction of fertility in modern times. India is the first country in the world to include Family Planning in the Five Year Plan in 1951. Under the Family Planning Programme a vast network of family centres have been created all over the country. It seeks to maintain quality of life of couples with a two child norm by the use of independent choice of family planning methods.

Although India is the first nation to adopt Family Planning Programme, yet it has not become successful in stabilising population. One of the major factor contributing for not attaining population stabilization is illiteracy. If the literacy rate is increased other problems will disappear automatically. There is variation in birth rate within states according to literacy rate. As Kerala ranks first in literacy the crude birth rate is the lowest i.e. 23.3. Rajasthan with the lowest literacy has the highest crude birth 39.7 (1985). Hence it is clear from the data that population explosion can be checked through education. Population education has been recognised as an important part of the national strategy to control population growth. The population education programme in India, is expected to influence fertility

behaviour in a society which is characterized by low educational levels and low standards of living. Population Education and Family life education need to be made a part of general education in which school teacher's role both as an educator as well as a role model, becomes of paramount importance.

The concept of population stabilization through population education was initiated by National Population Education Policy (NPEP). The objective of including the message of small family norms and other population related issues in the minds of school and college students and the clientele of adult and non-formal education is being achieved through National Population Education Project (NPEP). Since its inception in 1980, NPEP has done much towards achieving its main objectives. The long and short term objectives are distributed in different cycles. They are :

1. First Cycle (1980 - 1985) : Main objective is to institutionalising population education through the school education system.
2. Second Cycle (1986 - 1990) : The main focus is on consolidation of the projects multidimensional activities and further expansion of the network.
3. Third Cycle (1991 - 96) : Special attention is paid to girls and SCs/ STs through various curricular activities with an emphasis on community participation.
4. Fourth Cycle (1997 - 2001) : The project entered in to the fourth cycle in 1997. Its main aim during this period was to achieve the objectives and goals of Population and Development Education in school till 2001.

In Assam the United Nations Fund for Population Activities (UNFPA) assisted Population Education Project was set up in State Institute of Education (S.I.E.), Assam, Jorhat in 1981 during the second phase of the first cycle and started project activities from 1983. The project has already completed three cycles of operation and has entered the fourth cycle in 1997. The population Education Cell of State Institute of Education, Assam, Jorhat has been implementing the programme through various activities in different levels. However, no evaluation has yet been undertaken regarding implementation of various steps of this Population Education Programme in the State.

In view of the present scenario, it becomes essential to make a systematic evaluation of implementation of Population Education Programme in Assam. In that context State Institute of Education, Assam, Jorhat has offered a proposal to the department of Child Development and Family Relations, College of Home Science, Assam Agricultural University, Jorhat to undertake a study entitled "An Evaluation of the Population Education programme of the State of Assam" with the following objectives.

1. To know the status of Population Education Programme of the State in historical perspective.

2. To know the extent of coverage of the Population Education Programme of Population Education Cell (PEC), S.I.E. Assam.

District wise, Gender wise Community wise.

Teachers (Elementary and Secondary), Teachers Education, General Public, Guardians etc.

3. Impact of Population Education Programme in creating awareness regarding various issues of population.

Work plan of the project

The project entitled "An Evaluation of the Population Education Programme of the State of Assam" was to be completed within 6 months. It commenced from 24 th May 2000. The works scheduled for this entire period are shown below :-

1. Collection of informations regarding : 24 th May to 10th June 2000.
the programmes arranged by P.E.C.
2. Preparation of check lists and also : 11th June to 10th July 2000 .
visiting P.E.C. to collect information .
3. Data collection and coding : 11th July to 30 th Sept. 2000.
4. Tabulation of data and preparation : 1st October till end of Nov.2000
of report .

CHAPTER - II

Method

This chapter describes the research design adopted in conducting the study entitled " An Evaluation of the Population Education Programme of the State of Assam " The procedure is adopted keeping in view the objectives of the study and this is described under the following heads :-

- (a) Sample Universe .
- (b) Sample Frame .
- (c) Tools and procedures for data collection .
- (d) Statistical procedure adopted for analysis and interpretation of data .

(a) Sample Universe :

The study was carried out in the state of Assam in the North- East India, For better evaluation of the population education programme five districts were purposively selected . These were Jorhat , Golaghat, Dibrugarh, Nagaon and Sonitpur district. The criteria for purposively selecting these districts were the number of programmes such as teachers training , students activity , advocacy programme and observation of certain special days.

b) Sampling Frame :

The sample selection for the present study was as follows :

Selection of Teachers :

The Population Education Cell S. I. E. Jorhat has the records of the trained teachers in different years . A list of teachers was prepared from that records considering different phases of the Population Education Cell's work plan . The sample of teachers included 173 teachers from the five districts (Table 2.1) , out of which 69 were male teachers and 104 female teachers . As the records showed more numbers of female trained teachers , hence more numbers of female trained teachers were selected for the study . Another 50 numbers of teachers who did not under go any population education training were selected from different school to find out the differences between trained and non-trained teachers about their awareness on population education .

Selection of Key and Resource Persons :

A list of key resource persons was prepared from the records of the Population Education Cell. Considering the different phases (cycles) of the cell 26 numbers of key and resource persons were selected purposively from the selected districts, out of which 18 were female. As male key and resource persons were found to be more in the record hence more numbers of male key and resource persons were selected for the study.

Selection of students :

For this study students were selected from three different schools of Jorhat district out of which two schools had population education trained teachers and had organized different co-curricular activities for students on population education specially the different aspects of adolescence education. Eighty numbers of students were selected as sample from these two schools. The other school had not arranged such activity for students. Teachers of that school were also not trained. Sixty seven number of students were selected from this school. The students were selected from these three types of schools to find out the difference between their general awareness of population education. The students of Class VIII, Class IX and Class X of the (Table 2.2) three schools were included in the study. All the students who were present in the day of administering the tool were included in the study. In total, the sample included 153 students of which 12 were male students and 81 female students.

Tools and Procedure for Data Collection.

Tools: Three different tools were used for this investigation.

- i) Questionnaire cum interview schedule for teachers.
- ii) Questionnaire cum interview schedule for key and resource persons.
- iii) Questionnaire for students.

i) Questionnaire cum interview schedule for teachers :

It consisted of two parts. The first part consisted of questions regarding the training organised for the teachers by the Population Education Cell. This part included questions about the training process, teacher's follow up activities, their suggestions and problems. The second part of the questionnaire included items on general awareness of the teachers on current population education related issues.

Table : 2.1**Distribution of respondents teachers in selected districts .**

Name of the District	Number of trainees		Total
	Male	Female	
Jorhat	8	37	45
Dibrugarh	7	31	38
Golaghat	14	11	25
Sonitpur	16	11	27
Nagaon	24	14	38
Total	69	104	173

Figures in the table indicate the numbers of respondents.

Table : 2.2**Distribution of respondent students in selected schools .**

Name of school	Male	Female	Total
Sankar Dev Seminary	31	-	31
Gitarthi	-	55	55
Johat High Madrasa	41	26	67
Total	72	81	153

Figures in the table indicate the number of respondents

ii) Questionnaire cum interview schedule for key and resource person :

The interview schedule cum questionnaire for key and resource persons contained detail questions on training process, follow-up activities, their problems and suggestions on population education.

iii) Questionnaire for students :

The questionnaire for the students also consisted of two parts. The first part of the questionnaire included questions about students participation and their involvement in different programmes of population education organised by school authority as well as IPEC. The second part consisted of questions on general awareness of the students on population education and adolescence education related issues.

iv) Administration of the tools :

With prior permission from the school authorities and concerned officers data were collected from the teachers, students and key and resource persons. Before interviewing the respondents, possible efforts were made to establish rapport for getting accurate information. Teachers, key and resource persons were interviewed individually. In interviewing teachers and key and resource persons 15 to 20 minutes time was required for each interview. In case of students, the tool was administered in a group that is in the classroom itself. Before administering the tool, a brief introduction was given about the purpose of the study. Students were given proper instructions for filling-up the questionnaire. The whole process of administering the tool for the students required an hour.

A) Statistical procedure adopted for analysis and interpretation of data :

After collection of data, raw data were categorized and coded for tabulation and statistical compilation.

Coding :

A coding plan was developed to code the information obtained through questionnaire. The data were coded on the coding sheets. Editing of the coded data were also done to avoid any kind of mistake.

Tabulation :

The data were transformed from coding sheets to tables to give a clear picture of findings and for proper statistical analysis .

Scoring :

The second part of the questionnaire for teachers and students were scored . A score of 1 was given for each correct answer and 0 for each wrong answer . A score of '-1' was given for each wrong answer given by the teachers .

Statistical analysis :

Data obtained were analysed statistically . Percentages and graphs were used to interpret the data to find out the difference between trained and untrained teachers about their general awareness on population education and related issues . Wilcoxon Matched Pared Signed Tests (WMS test) for large samples was used . The same test of significance was used to find out whether any differences exist between the students of the schools having trained teachers and the students of schools without trained teachers as well as the students not involved in such activities . the formula used for the same test is given by Z and tabulation as -

$$Z = \frac{T - \mu_t}{\sigma_t}$$

$$\text{Where } \mu_t = \frac{n(n+1)}{4}$$

$$\sigma_t = \frac{\sqrt{n(n+1)(2n+1)}}{24}$$

N = Total numbers of observation in the sample .

T = Smaller sum of liked signed ranks .

CHAPTER - III

RESULT AND DISCUSSION

Result of the present study are depicted and interpreted in the light of the objectives. This chapter is discussed under following heads.

3.1. Status of population Education Programme of the State in Historical perspective.

3.2. The extent of coverage of the Population Education Programme of Population Education Cell (PEC).

3.3 Impact of Population Education Programme in creating awareness regarding various issues of population.

3.1 Status of Population Education Programme of the State in Historical Perspectives :

India is the second largest populated country of the world. It was estimated that India's population will grow up to 216 crores by 2050 A. D. if the average of over three children per women stands at the same level in the coming years. A developed country cannot sustain a population of 216 crores i. e. more than double of what exists today and the nation will witness long before 2050 either malthusian catastrophes or rapid increase in death rate. Thus population stabilization has become a national goal. As a part of it different types Government and Non-Government schemes or projects have been launched and operated all over the country.

Among the various efforts made to control population growth, population education and family planning programmes are crucial. The initial attempt in India, was to undertake a population policy which generally focussed on family planning services for adults in reproductive span. India was the first country to launch an official programme of family planning in 1952. Meanwhile different programmes on population education were also launched which included both Government and Non-Government programmes.

In short these programmes include :-

1. Different awareness programmes through different agencies, popular media etc.
2. Free sterilization operation for male and female.
3. Free distribution of contraceptives.

4. Establishment of different branches under govt. supervision for proper working of these plans and programmes .
5. Survey on different types of population related issues .

However limited success achieved by these programmes led to a search for supporting activities that would cover and encourage a wider acceptance of the ideal of a small family norm . Therefore , it is within this context that population education has commanded itself as a possible response from the educational system towards promoting among youth and adults an insight into the consequences of population growth on the quality of life . The programmes of population education has thus been adopted by India in 1980. This would promote for learners at any level an in-depth understanding of relationships of population process with social reality , increased concern of responsibility for social well being and acquisition of greater skills in dealing with population related matter and problems . Population Education is designed to impress upon the students in schools and colleges ,the consequences of uncontrolled population growth ,the benefits of small family norms , the dynamics of economics , sociology and statistics of population growth , its distribution and relations to the levels of living . Population education carried out through the formal and non-formal educational channels will help to prepare young people for their future family roles .

As evident from the Year Book of Family Welfare Programme in India (1996-1997) , Four Population Education Projects at Schools , Universities . Adult and Technical Education Levels (through NICER , DAE , UGC and DGE & T) with UNFPA assistance remained under operation in States /UTs for integrating population issues in various curricula . The project at Schools , University and Post Literacy & Continuing Education Levels are currently in the process of reformulation for implementation in the next phase , covering the period 1998-2001 , which will focus on strategies and implementation approaches based on the new paradigm of population and development which emerged from ICPD , Cairo , 1994 .

The much awaited new National Population Policy (NPP) has also been initiated in our country which has a special focus on health and education seeks to achieve a stable population by 2045 .

Inspite of different types of plans and programmes launched by the Government , the North-East India is always lacking behind from all the facilities provided by the Central Government due to the ignorance , lack of initiativeness , enthusiasm or improper use of human resources or facilities . As usual , as a part of North East India , Assam is lagging behind in various issues of population stablization plans and programmes .

Besides all these population related programmes the Government of Assam accepted the Population Education Project in 1981 in the second phase but it started to work in January , 1983 by creating the Population Education Cell in the State Institute of Education , Jorhat , Assam . The Govt. of Assam also constituted a state level advisory committee and decided to institutionalize population education throughout the State on priority basis .

The Population Education project during initial stages emphasized on population education . As a part of it in the second and third cycle, different programmes were organised on population education . These programme included training for teachers , key and resource persons and non formal education personnels . Apart from the training many other activities were also organised like observation of World Population Day , arranging co-curricular activities for students etc.

Considering the adolescent stage as a traumatic period , educational centres , state bodies , social welfare and family welfare centers, and other agencies planned certain programmes and courses which resulted in the development of the special fields of Sex Education and Family Life Education . Due to the increased social unrest , crimes and violence the project gave emphasis on adolescence education . About 50 percent of India's population are below 18 years of age , therefore the adolescence education has become very important . This age group should be allowed to enter the reproductive stage with proper orientation to the population problem. Considering the importance of adolescence stage the last phase of the population education programme was taken-up with the objective of imparting adolescence education , which includes :

1. Reproductive health education .
2. Various Psychological aspects of adolescence .

Although many plans and programmes have been launched towards stabilizing population, success would depend upon implementation of the same.

Different programmes being organised in Assam as a part of Population Education Programme as stated below:-

1. Observation of World Population Day, 11th July '1991 organised by State Education Board.
2. Observation of Population Education work, 1992 in Darrang and Goalpara district organized by Population Education Cell, S.I.E., Jorhat.
3. The Regional Centre, Guwahati Organised an orientation course for officials dealing with School Education and of high school teachers on "Preparation of Adolescent Girls for safe motherhead" from 1st to 5th August '1994.
4. Talk on population awareness 6th December '1994 at Jagiroad College.
5. Teacher training on AIDS, 11th to 13th March 1996 at Dergaon Basic Training Centre.
6. Observation of AIDS day, 1st December 1996 at Jorhat.

3.2 Detail report on extent of coverage of the Population Education Programme of PEC, SIE, Assam.

District wise, Gender wise and Community wise.

Teachers (Elementary and Secondary). Teachers Educators, General public, Guardians etc. are discussed bellow.

From the secondary source of information the extent of coverage of the Population Education Programme of PEC, SIE, Assam was found out. The State of Assam has 2,22,94,562 population (Census - 1992) which are distributed in 23 districts. More than lakhs of teachers impart education to half of its population which consist of primary, secondary and College level students. The Population Education Cell of State Institute of Education, Assam has covered 20 districts for its Population Education Programmes. In the remaining three districts i. e. Borpeta, Bongaigaon and Chachar, no training has been imparted by PEC of SIE except only co-curricular activities which was done in Borpeta district.

From the analysis of collected secondary data on coverage of the Population Education Programme of PEC, SIE, Assam it is seen that (Table 3.21) ^{78.3} primary

5003
and secondary school teachers were trained till May, 2000. During this period (382) key and resource persons (Teacher Educators) and non formal educators were also imparted training by the Population Education Cell of SIE, Assam. Advocacy programmes on adolescence education were organised during the fourth cycle i. e. from the year 1997. Thirty three numbers of such advocacy programmes were found to be held till date. A seminar with 69 participants and a meeting with 22 text book writers were also organised.

Table: 3.2.1

Distribution of Training Programmes of Population Education Cell of State Institute of Education . Assam since its inception in 1983 till May '2000 .

SL. NO.	CATEGORIES	NUMBER OF PARTICIPANTS
1.	Training of primary school teacher	7883
2.	Training of secondary school teacher	5003
3.	Training of key and resource person	383
4.	Training of non formal education	114
5.	Advocacy programmes	33 times
6.	Seminar	1 (69 participants)
7.	Meeting of text book writer	1 (22 participants)
	Total	13,382

3.2.1 DISTRICT WISE COVERAGE OF THE PROGRAMMES

1. **JORHAT DISTRICT**: Among all other districts, the PEC has organised maximum of its programmes in Jorhat Districts (Table 2) . The total number of trainees covered till May'2000 is 2961. Out of this 114 primary school teachers, 1301 secondary school teachers, 105 teacher educators and 23 non-formal educators have been trained. There are 15 Advocacy programmes and 1 seminar held in this district. Different types of co-curricular activities (24 nos) are also organised.

TABLE : 3.2.1.1.**CYCLE WISE COVERAGE OF PROGRAMMES OF JORHAT DISTRICT**

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	490 (7)	343 (6)	16 (1)	-	-	-
Cycle 2	217 (3)	45 (1)	-	-	-	4
Cycle 3	437 (6)	161 (4)	9 (1)	23 (1)	-	6
Cycle 4	-	752 (15)	80 (3)	-	15 times	14
Cycle 5	1144(16)	1301 (26)	105 (5)	23 (1)	15	24

(Figures within brackets indicate numbers of programmes)

2. DIBRUGARH DISTRICT : PEC has conducted several programme in Dibrugarh district (Table 3) . The numbers of primary teachers trained are 1838 , secondary teachers are 244 and teacher educators are 95 . Advocacy programmes are organised 9 times . The total number of teachers trained are 2177 and only two co-curricular activities are found to be held in this district .

TABLE : 3.2.1.2.**CYCLE WISE COVERAGE OF PROGRAMMES OF DIBRUGARH DISTRICT**

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	605 (8)	142 (2)	-	-	-	-
Cycle 2	189 (3)	-	50(1)	-	-	1
Cycle 3	1044(10)	52(1)	-	-	-	1
Cycle 4	-	50 (1)	45 (1)	-	9 times	-
Total	1838(21)	144 (4)	95 (2)		9	2

(Figures within brackets indicates numbers of programmes)

3. SIBASAGARH DISTRICT : The total no of teachers trained in this district is 760(Table 4). Out of this 480 are primary school teacher and 280 are secondary school teachers. Advocacy programmes are organised twice in this district. No programmes for teachers educations and non formal educators are found to be held in this district. Only three co curricular activities are conducted till date .

TABLE : 3.2.1.3.

CYCLE WISE COVERAGE OF PROGRAMMES OF SIBSAGARH DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	302 (3)	143 (2)	-	-	-	1
Cycle 2	178 (3)	-	-	-	-	-
Cycle 3	-	137(2)	-	-	-	1
Cycle 4	-	-	-	-	2 times	-
Total	480(6)	280(4)	-	-	2	3

(Figures within brackets indicates numbers of programmes)

4. GOLAGHAT DISTRICT : A total of 1313 trainees of different categories are trained in Golaghat district (Table 5) . The numbers of primary teachers trained are 897 and secondary school teacher are 346. Teacher educators and non formal educators trained are 36 and 34 respectively . No advocacy programme has been organised. A text book writers meeting is held in 1990 with 22 participants .

TABLE : 3.2.1.4

CYCLE WISE COVERAGE OF PROGRAMMES OF GOLAGHAT DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	294 (3)	185 (4)	-	-	-	-
Cycle 2	250 (3)	-	-	-	-	2
Cycle 3	353(4)	161(2)	36 (1)	34(1)	-	1
Cycle 4	-	-	-	-		6
Total	897(10)	349(6)	36 (1)	34(1)		9

(Figures within brackets indicate numbers of programmes)

5. NAGAON DISTRICT: The population education cell has trained 157 participants in this district through different programmers (Table 6). The numbers of primary school teachers trained are 836 and the secondary school teachers trained are 654. The number of trained teacher educators are 86 and no training is organized for non formal educators .

TABLE : 3.2.1.5.

CYCLE WISE COVERAGE OF PROGRAMMES OF NAGAON DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	196 (2)	64 (1)	86 (1)	-	-	-
Cycle 2	431 (5)	255(4)	-	-	-	1
Cycle 3	209 (2)	287(6)	-	-	-	2
Cycle 4	-	48 (2)	-	-	1 time	-
Total	836(9)	654(13)	86 (1)	-	1	3

(Figures within brackets indicates numbers of programmes)

6. TINSUKIA DISTRICT: In this district a total of 789 school teachers are trained (Table 7).No programme has been arranged for other categories of trainees. The numbers of primary and secondary school teachers trained are 273 and 516 respectively .

TABLE :3.2.1.6

CYCLE WISE COVERAGE OF PROGRAMMES OF TINSUKIA DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	273 (3)	53 (1)	-	-	-	-
Cycle 2	-	-	-	-	-	-
Cycle 3	-	463(7)	-	-	-	-
Cycle 4	-	-	-	-	-	-
Total	273(3)	516(8)	-	-	-	-

(Figures within brackets indicates numbers of programmes)

7. SONITPUR DISTRICT: The Population Education Cell has imparted training to 817 trainees in this district (Table 8) . The numbers of primary school teacher trained are 233 and secondary school teacher trained are 594 . Two co-curricular and one advocacy programme are also organised in this district .

TABLE : 3.2.1.7

CYCLE WISE COVERAGE OF PROGRAMMES OF SONITPUR DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	98(1)	92 (1)	-	-	-	-
Cycle 2	-	91(2)	-	-	-	1
Cycle 3	135(2)	367(4)	-	-	-	1
Cycle 4	-	44(1)	-	-	1 time	-
Total	233(3)	594(8)	-	-	1	2

(Figures within brackets indicate numbers of programmes) .

8. LAKHIMPUR DISTRICT: In this district a total of 1216 trainees are trained with 1012 primary and 204 secondary school teachers . Only two co-curricular activities are conducted in this district (Table 9) .

TABLE : 3.2.1.8.

CYCLE WISE COVERAGE OF PROGRAMMES OF LAKHIMPUR DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	156(2)	-	-	-	-	-
Cycle 2	110(1)	88(1)	-	-	-	1
Cycle 3	746(7)	116(2)	-	-	-	1
Cycle 4	-	-	-	-	-	-
Total	1012(10)	204(3)	-	-	-	2

(Figures within brackets indicate numbers of programmes) .

9. KAMRUP DISTRICT: In Kamrup district training are organised for primary and secondary school teacher and teacher educators with 84, 49 and 24 participants respectively (Table 10) . Advocacy and co-curricular activities are organised twice .

TABLE : 3.2.1.9

CYCLE WISE COVERAGE OF PROGRAMMES OF KAMRUP DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	-	-	24(1)	-	-	-
Cycle 2	84(1)	49(1)	-	-	-	-
Cycle 3	-	-	-	-	-	1
Cycle 4	-	-	-	-	2 time	1
Total	84(1)	49(1)	24(1)	-	2	2

(Figures within brackets indicate numbers of programmes) .

10. GOALPARA DISTRICT: The total of trainees are 574 out of which 437 are secondary school teachers and only 80 primary school teacher (Table 11). A non formal educators training with 57 participants is conducted in the second cycle .

TABLE : 3.2.1.10

CYCLE WISE COVERAGE OF PROGRAMMES OF GOALPARA DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	-	78(1)	-	-	-	-
Cycle 2	80(1)	-	-	57	-	-
Cycle 3	-	359(5)	-	-	-	1
Cycle 4	-	-	-	-	-	-
Total	80(1)	437(6)	-	57	-	1

(Figures within brackets indicate numbers of programmes) .

11. DARANG DISTRICT: Two teachers training programmes of primary and secondary school teachers with 93 and 63 participants are organised in this district. A total of 156 trainees are trained and 3 advocacy programmes are also organized

TABLE : 3.2.1.11

CYCLE WISE COVERAGE OF PROGRAMMES OF DARANG DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	93(1)	-	-	-	-	-
Cycle 2		63(1)	-	-	-	-
Cycle 3	-	-	-	-	-	1
Cycle 4	-	-	-	-	3 times	1
Total	93(1)	63(1)	-	-	3	2

(Figures within brackets indicate numbers of programmes) .

12. NALBARI DISTRICT: A total of 547 trainees are trained which includes 343 primary , 168 secondary school teachers and 36 teachers educators . Two co-curricular activities are conducted in the fourth cycle .

TABLE : 3.2.1.12

CYCLE WISE COVERAGE OF PROGRAMMES OF NALBARI DISTRICT

Cycle	Primary Teacher	Secondary Teacher	Teacher Educator	Non Formal Educator	Advocacy Programme	Co-curricular Activities
Cycle 1	-	-	36(1)	-	-	-
Cycle 2	-	-	-	-	-	-
Cycle 3	343(4)	168(2)	-	-	-	-
Cycle 4	-	-	-	-	-	2
Total	343(1)	168(2)	36(1)	-	-	2

(Figures within brackets indicate numbers of programmes) .

13. **MORIGAON DISTRICT:** Only 87 primary school teachers are trained during first cycle. No other activities are organized except two co-curricular activities in the third cycle.
14. **DHEMAJI DISTRICT:** The Population Education Cell has organized only one activity in the first cycle that is a primary teachers training with 64 participants.
15. **DHUBURI DISTRICT:** In this district only 70 primary and 70 secondary school teachers are trained during second cycle. In the fourth cycle one co-curricular activity is organised.
16. **NORTH CACHAR DISTRICT:** In second cycle, one primary school teacher training with 65 participants and one secondary school teacher training with 58 participants are organized. No other programmes are found to be held in this district.
17. **KARIMGANJ DISTRICT:** In the first cycle, one primary school teacher training is organized with 62 participants. No other activities are organized except one co-curricular activity during fourth cycle. The co-curricular activity (Population Education Week) is organized in Block and District levels.
18. **KOKRAJHAR DISTRICT:** During the first cycle one primary school teacher training is organized with 63 trainees. No other activities are organised except this training.
19. **HAILAKANDI DISTRICT:** One primary school teachers training is organized in the first cycle with 64 participants. Besides this training no other activity is held in this district.
20. **KARBI ANGLONG DISTRICT:** The Population Education Cell organized two teacher training programmes in this district. The first training is for primary school teacher with 95 participants (cycle 1) and the second training is for secondary school teacher with 29 participants (cycle 2).

3.2.2.CYCLE WISE COVERAGE OF THE POPULATION EDUCATION PROGRAMMES IN ASSAM.

Cyclewise coverage of training of primary school teachers , secondary school teacher , teacher educator , non-formal educator , co-curricular activities and advocacy programmes are shown in fig. 1 , fog. 2 , fig. 3 , fig. 4 , fig. 5, and fig. 6 respectively .

The Population Education Cell of State Institute of Education , Assam has implemented different types of Population Education Programmes from the very beginning of its inception in 1983. The cell has covered almost the entire State through various types of activities . The focused activities of the cell are Teacher trainings (188 numbers) for different categories of teachers , Advocacy programmes (33 numbers) on adolescence education which covers teachers , parents and as a whole the community people . The cell has also created awareness among general public , specially the students through its various types of co-curricular activities (56 Nos.) . The co-curricular activities mainly include observation of World Population Day , AIDS , Population Education Week , Village adoption programmes and in that connection different types of rally , competition etc. are organized .

Figure 7 shows the cycle wise coverage of the population education programmes in Assam .

TABLE : 3.2.1.13

CYCLE WISE COVERAGE OF POPULATION EDUCATION PROGRAMMES IN ASSAM .

Cycle	Programme for primery trscher	Programme for secondary teacher	Programme for teacher education	Programme for non formal	Advocacy programme	Co-curricular activities
Cycle 1	35 (2942)	18 (1100)	4 (162)	-	-	-
Cycle 2	22 (1674)	13 (748)	1 (50)	1 (57)	-	10
Cycle 3	35 (3267)	35 (2261)	1 (45)	1 (57)	-	19
Cycle 4	-	17 (894)	4 (125)	-	33	27
Total	92 (7883)	83 (5003)	10 (382)	2 (144)	33	56

(Figures within brackets indicate numbers of participants) .

Fig. 1. Cycle wise coverage of primary teacher trainings

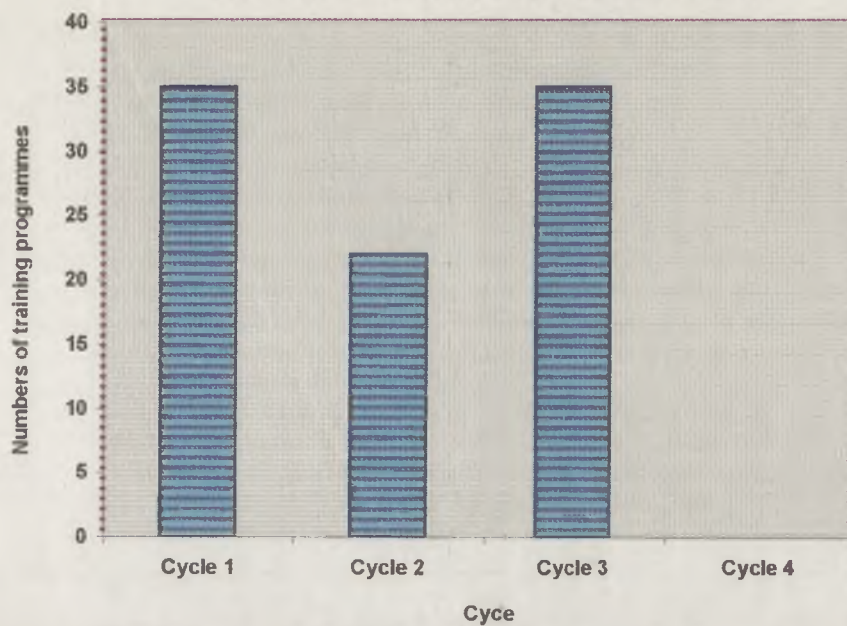
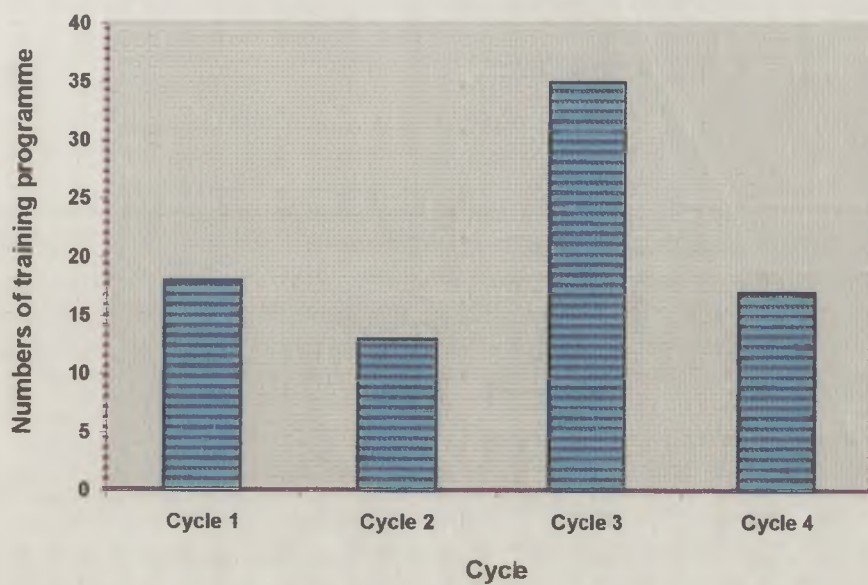
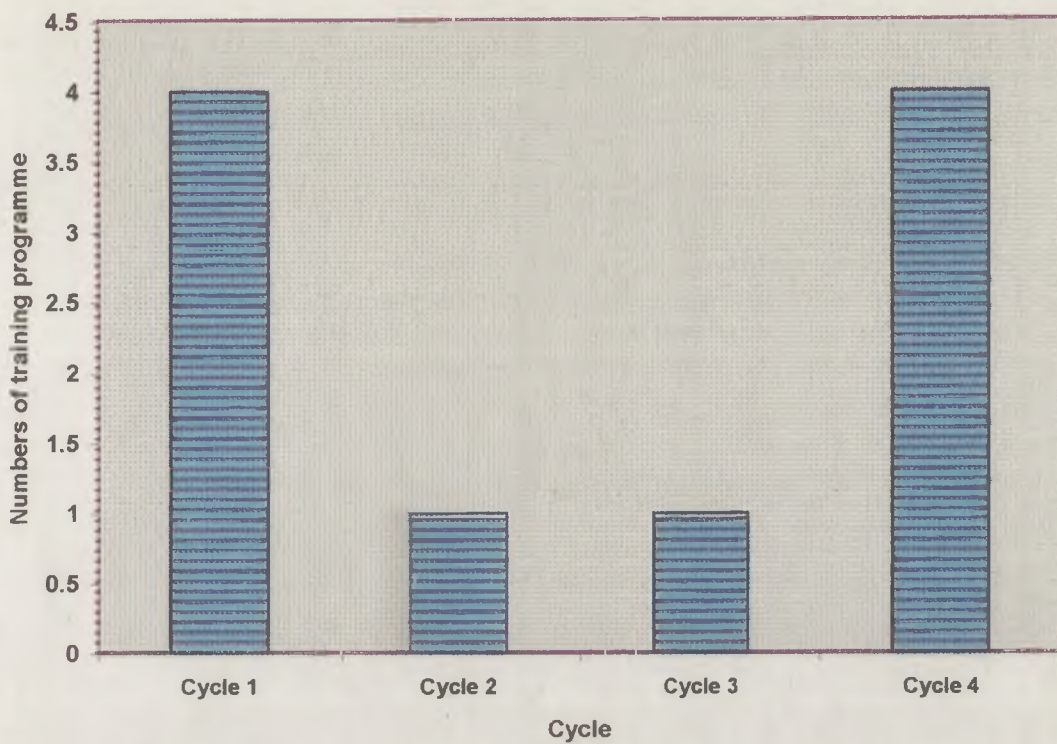


Fig.2. Cycle wise coverage of secondary teacher trainings



Cycle 1
Cycle 2
Cycle 3
Cycle 4

Fig.3. Cycle wise coverage of Teacher Educators Training



Cycle 1
Cycle 2
Cycle 3
Cycle 4

Fig.4. Cycle wise coverage of Non Formal Educators Training

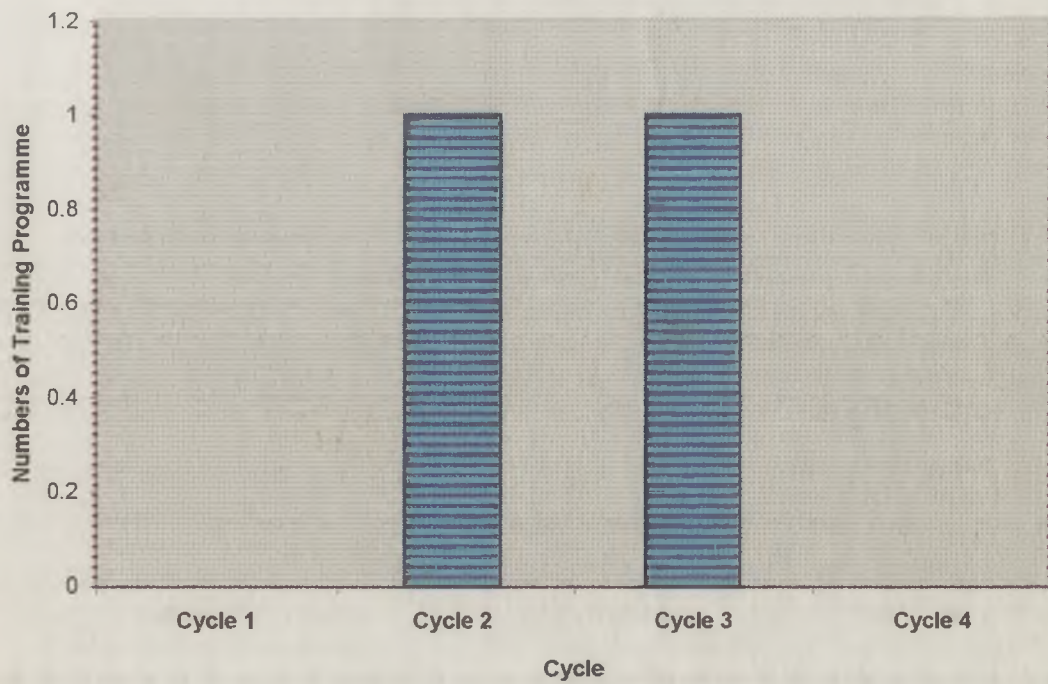


Fig.5. Cycle wise coverage of Co-curricular Activities

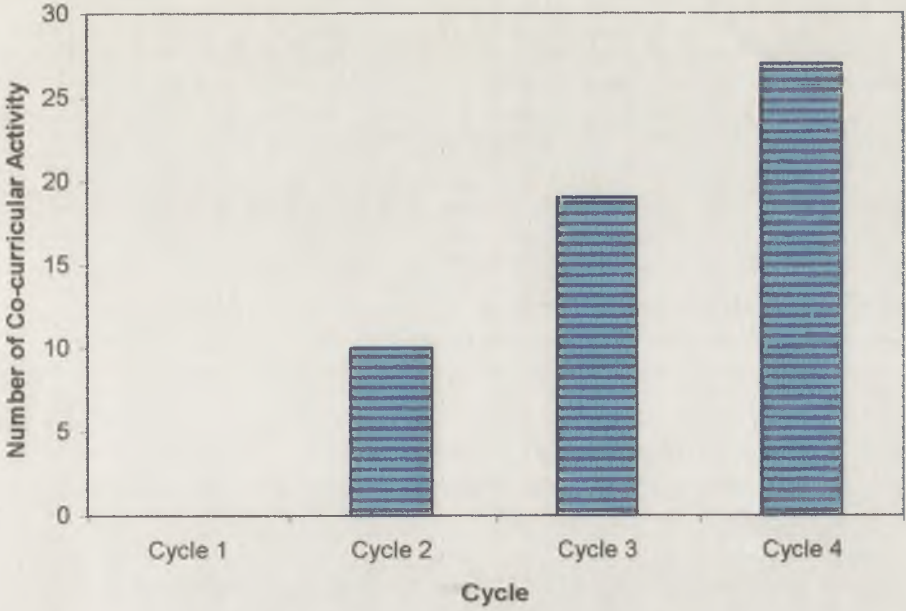


Fig.6. Cycle wise coverage of Advocacy Programmes

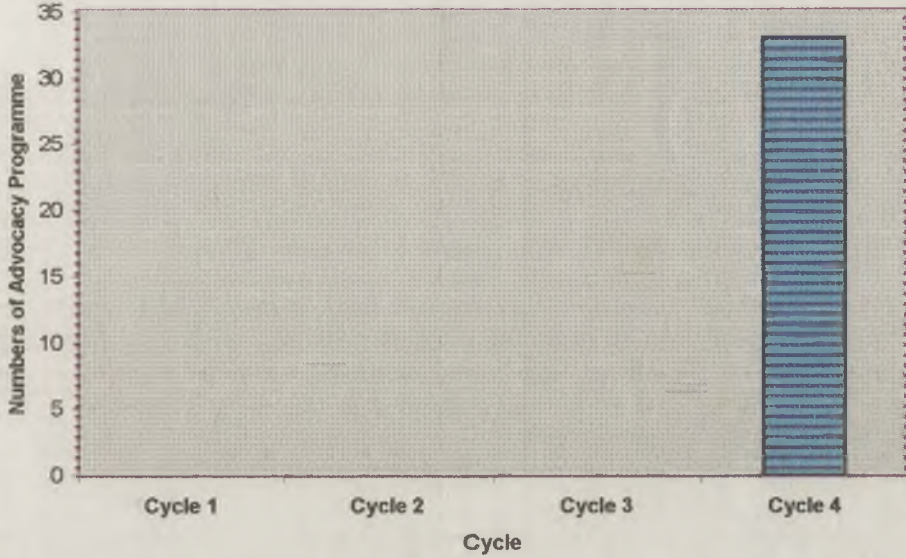
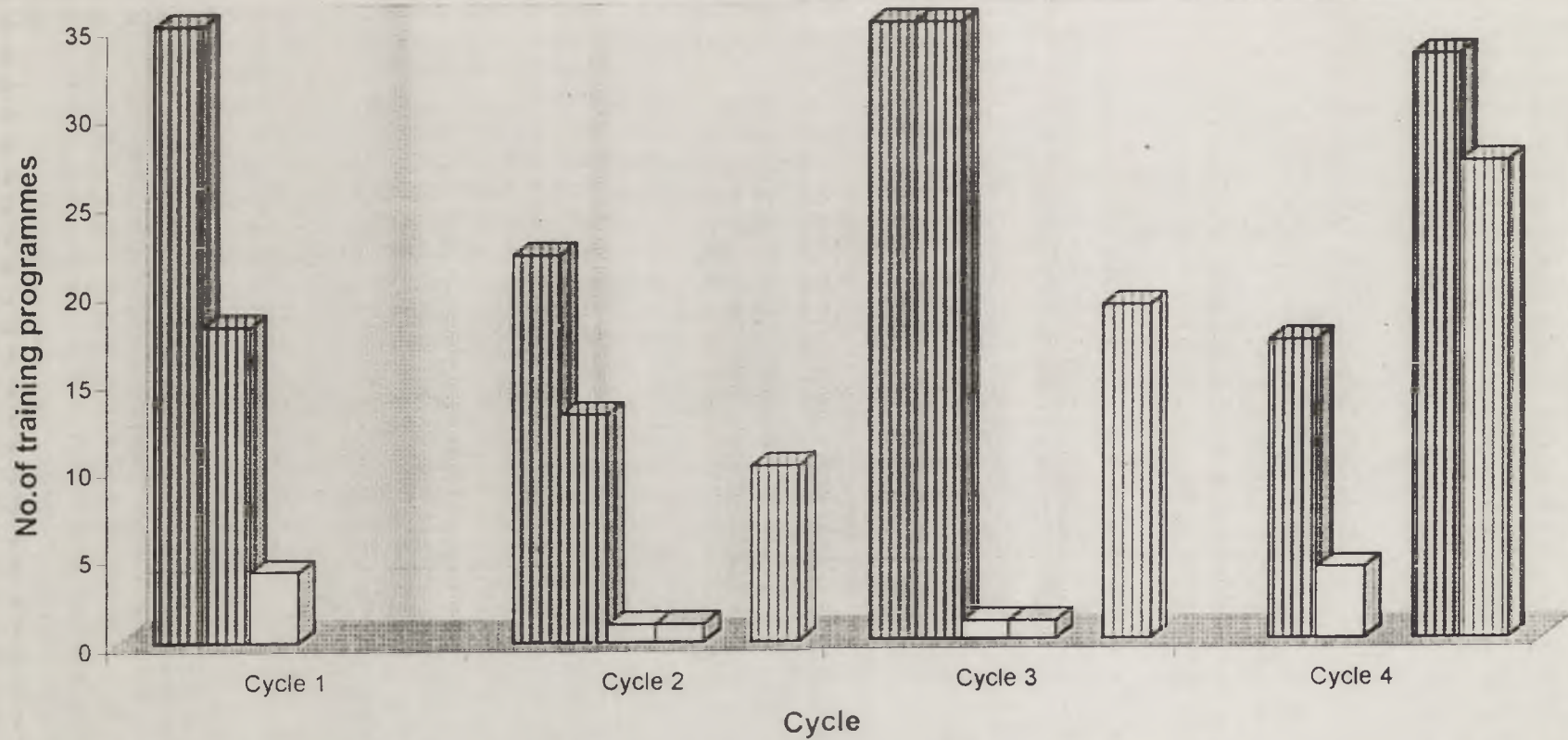


Figure 7. Cycle wise coverage of population education programmes in Assam



PRIMARY TEACHER

SECONDARY TEACHER

TEACHER EDUCATOR

NON FORMAL EDUCATOR

ADVOCACY PROGRAMME

CO CURRICULER ACTIVITIES

The cycle wise analysis of the collected data gives the following results :

1. In the first cycle 19 districts are covered , only formal teacher training programmes (58 numbers) are held during this cycle .

2. In the second cycle 13 districts are covered . The forty seven PEC programmes in this cycle include mainly teacher trainings (37 numbers) and 10 other co-curricular activities .

3. In the third cycle the PEC has covered 10 districts . its activities include 72 numbers of teacher trainings and 19 other co-curricular activities .

4. The PEC has entered fourth cycle in 1997 and given emphasis on adolescence education besides population education activities . Thus the programmes implemented are oriented to general public (parents) , and adolescents besides the teachers . During this cycle 10 districts are covered which include 21 numbers of teachers training , 33 advocacy programmes and 27 numbers of co-curricular activities . No primary teacher training programme is found in this cycle . It may be due to the fact that the Cell has given emphasis on adolescence education . The cycle is not yet completed thus this observation may have to be altered after its completion .

EDUCATIONAL MATERIALS PUBLICATION BY POPULATION EDUCATION CELL :

The Population Education Cell has published study materials for teachers , key and resource persons , students and non-formal educators .The cell published handouts , guide books for key persons , training manual and status report , population Education curriculum for schools were also prepared . Charts were made on different topics related to population education . The cell also published supplementary reading materials in different languages like Assamese , Bengali , Nepali , Manipuri , Jhar , Garo , Bodo , Karbi , Hindi and English . Annual news letters were also published which consisted of the annual progress report and work plan .

3.3 IMPACT OF POPULATION EDUCATION PROGRAMME IN CREATING AWARENESS REGARDING VARIOUS ISSUES OF POPULATION :

Out of the three objectives ^{of this study} ^ two objectives are achieved by analysing the secondary data . But for the third objective primary data were collected from the field where the respondents were teachers , students and resource persons .

This part is discussed under five heads :-

- 3.3.1. Background information of the teachers .
- 3.3.2. Impact of population education programme in creating awareness among teachers .
- 3.3.3. Background information of key and resource persons.
- 3.3.4. Impact of population education programme in creating awareness among key and resource persons.
- 3.3.5. Impact of population education programme in creating awareness among students .

3.3.1. BACKGROUND INFORMATION OF THE TEACHERS :

Teachers being trained on population education and adolescence education were selected for the study . To conduct the interview trained teachers of five districts were selected purposively .

(i) Background Information of Teachers in Selected District :

Educational qualification of trained teachers showed variation from matriculation to beyond graduation

Table- 3.3.1.1(1)

Background informations of the interviewed teachers with percentages shown in braket .

Age	Educational qualification				Designation				Total
	Matric	Higher Secondary	Graduate	Above	Assistant Teacher	Subject Teacher	Head Master	Principal	
25-35	4 (10.26)	2 (5.13)	27 (69.23)	6 (15.38)	36 (92.30)	3 (7.70)	- -	- -	39
35 & above	7 (5.22)	13 (9.7)	108 (80.60)	6 (4.48)	112 (83.58)	8 (5.97)	12 (8.96)	2 (1.49)	134 (100)
Total	11 (6.36)	15 (8.67)	135 (78.03)	12 (6.94)	148 (85.55)	11 (6.36)	12 (6.94)	2 (1.16)	173 (100)

Majority of the respondents (78.03%) were graduate . Designation of the respondents were assistant teachers (85.55%) , subject teacher (6.36%) , headmaster (6.94%) and principals (1.16%) . As expected the headmaster and principals were of higher age group i. e. 35 years and above .

(ii) Distribution of respondents attending various trainings in selected districts :

Besides the training on population and adolescence education , the respondents had attended various trainings .

Table - 3.3.1.1. (ii)

Distribution of respondents attending various training in selected in districts.

Name of Districts	Various training		
	Training organised by PEC	Training organised by NGO	Other training
Jorhat	45	4	27
Golaghat	25	1	12
Dibrugarh	38	8	23
Nagaon	27	3	16
Sonitpur	38	2	21
Total	178(100)	18(10.40)	99(57.22)

Figure within braket indicate percentage .

Majority of the respondents (57.22%) had attended other types of educational trainings including basic training , B. Ed. training , normal training and educational workshops , seminars etc. Some of the respondents (10.40%) had also attended like N. C. C. , Scout-Guide , defence training , organised by some other institution . They had also attended trainings organised by N. G. O. on AIDS, drugs and alcohol etc.

3.3.2. IMPACT OF POPULATION EDUCATION PROGRAMME IN CREATING AWARENESS AMONG TEACHERS :

The present study had made an attempt to see the impact of population education programme in creating awareness among teachers trained by the Population Education Cell . Data regarding the awareness of teachers on population education and related matters were collected from the teachers with the help of interview schedule cum questionnaire prepared for that purpose .

3.3.2.1. DETAILS OF THE TRAINING PROGRAMME : (As stated by the trainees)

A Total of 173 teachers were interviewed on different subjects of population education . Some of these teachers had attended more than one training . The teachers opined that there were no such conditions / criteria in selecting teachers for population education training . Usually an official order was made by SIE for the selected schools and teachers were asked by concerned school authority to attend the training programme . In case of adolescence education training , the procedure was same but the number of teachers asked for attending the training programme were restricted to two numbers from each school . Thus majority of the respondent teachers (68.04%) attended the training programme in respecting the official order , 33.5 percent joined the training programme as they have keen interest in gathering knowledge on population and adolescence education and only 1.03 percent joined the training as it will be helpful for their career development. It was found from the study that majority of the respondent teachers (81.50%) were aware of the Population Education Cell situated at Jorhat and only 18.5 percent respondent teachers were not aware about its existence .

The subjects included in the training programmes were population and adolescence education . Training programmes upto 1996 (i.e. during 1st , 2nd and 3rd cycle) emphasized on population education whereas training programmes arranged from 1997 onward emphasized on adolescence education .

Table - 3.3.1.2.

Details of the training programmes arranged by Population Education Cell

Year of	Subject of training			duration				Teaching methods				
	Popul -tion	Ad les -cence	Total	Less than 3 days	Three days	Less than 5 days	Five days	Discus -sion	Group discus -sion	Work -shop	Demons -tration	All
1985	2	-	2	1	1	-	-	2	-	-	-	-
1986	2	-	2	1	1	-	-	2	-	-	-	-
1990	6	-	6	-	6	-	-	2	-	-	-	-
1991	27	-	27	5	22	-	-	26	18	-	-	-
1992	4	-	4	3	1	-	-	3	1	-	-	-
1993	20	-	20	5	15	-	-	16	2	-	-	-
1995	7	-	7	7	-	-	-	7	-	-	-	-
1996	18	-	18	10	5	3	-	15	12	4	-	1
1997	8	19	27	2	4	4	-	25	8	-	-	-
1998	-	9	9	1	-	1	7	1	1	8	-	-
1999	-	33	33	-	-	14	19	11	10	7	3	20
2000	-	39	39	6	2	7	14	29	16	-	2	9
Total	94	100	194	60	55	29	40	143	70	19	5	30
	(48.45)	(51.55)		(30.93)	(28.35)	(14.94)	(20.62)	(100)	(36.08)	(9.79)	(2.58)	(15.46)

Figures within the bracket give the percentage of respondents .

Continuation of table 3.3.1.2

Details of training programmes arranged by Population Education Cell.

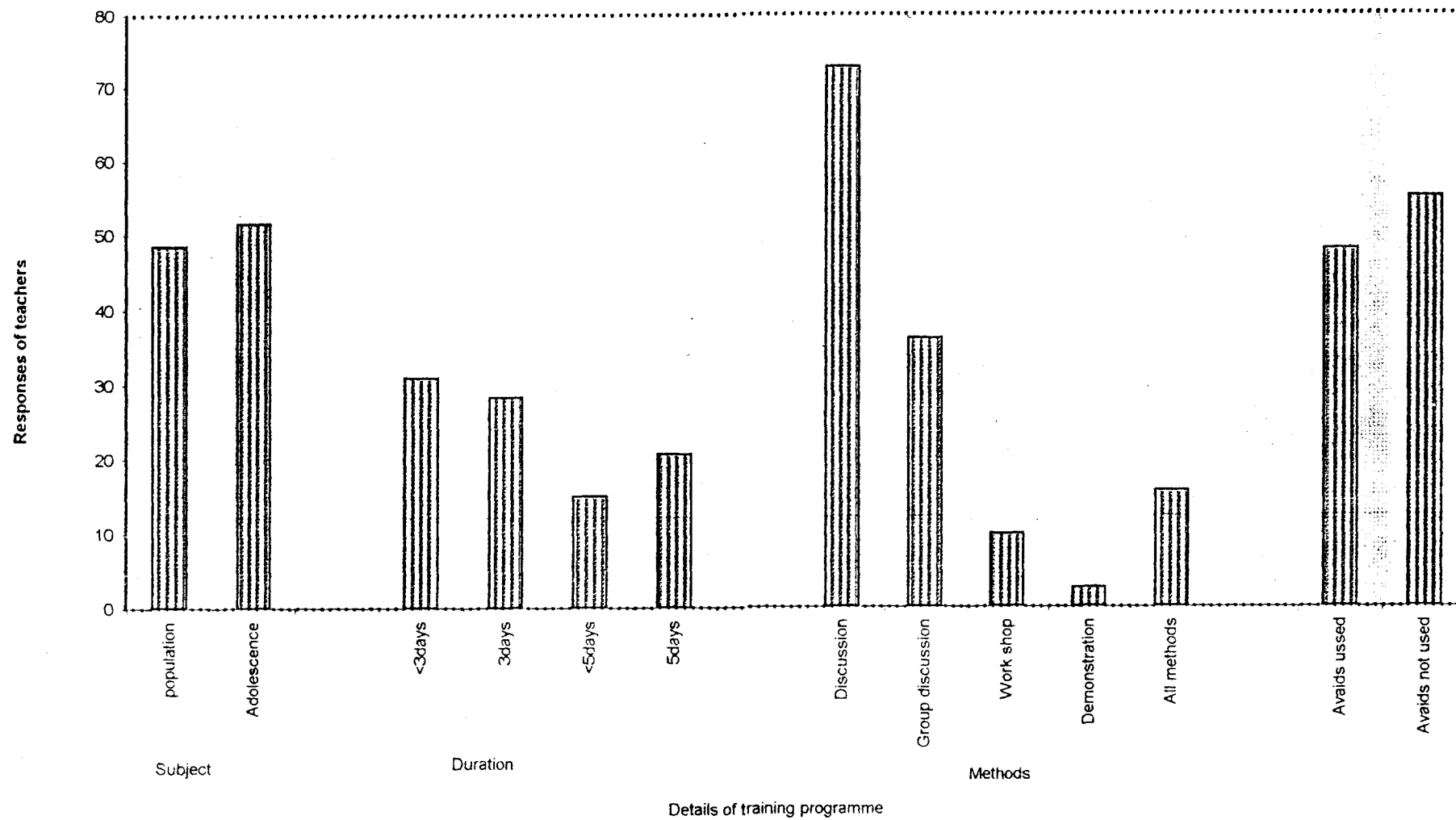
Year	Audio-visual aids used		Books used		Types of books								Discussion on co-curricular activities		Evaluation		Problem	
	Yes	No	Yes	No	A	B	C	D	E	F	G	H	Yes	No	Yes	No	Yes	No
1985	-	2	-	2	-	-	-	-	-	-	-	-	-	2	-	2	1	1
1986	2	-	2	-	2	2	-	-	-	-	-	-	-	2	-	2	-	2
1990	4	2	3	3	-	4	-	-	-	-	-	-	-	4	1	5	-	6
1991	8	19	24	3	11	16	-	-	-	-	-	6	10	17	-	27	4	23
1992	2	2	2	2	2	1	-	-	-	-	-	-	1	3	-	4	1	3
1993	6	14	15	5	8	9	-	-	-	-	-	5	3	17	10	10	-	20
1995	1	6	7	-	-	7	-	-	-	-	-	-	1	6	-	7	-	7
1996	10	8	16	2	6	11	-	-	-	1	-	-	12	6	5	13	-	18
1997	2	25	19	8	4	2	-	5	2	6	5	2	13	14	3	24	1	26
1998	8	1	9	-	1	-	-	7	-	-	-	3	8	1	6	3	3	6
1999	30	3	-	33	-	-	2	19	11	18	18	6	33	-	28	5	8	25
2000	15	24	21	18	-	2	-	3	11	14	13	1	22	17	16	23	9	30
Total	88	106	118	76	34	54	2	34	24	39	36	23	105	89	69	125	27	167
	45 (54.36)	(54.64)	60 (82)	(39.17)	17 (52)	(27.83)	(1.03)	(17.52)	(12.37)	(20.10)	(18.56)	(11.85)	(54.12)	(45.88)	(35.57)	(64.43)	(13.92)	(86.08)

Figure within the bracket indicate percentage .

Name of the books :

- A - Rastria Janasangas Shiksa Prakaalpa (Part 1,2 & 3)
- B - Shiksakar Hatputhi
- C - Prasna Manjuri
- D - Schoolia Prajayat
- E - Schoolia Prajayat
- F- Kayshor Shiksa Aru Kanakai ?
- G- Kayshor Shiksa
- H- Any other

Fig.8. Details of training programmes arranged by Population Education Cell



Regarding duration of training programme , it was found from the responses of the trainees that 30.93 percent trainees attended training programmes which were arranged for less than 3 days followed by 28.35 percent trainees attended training programmes arranged for 3 days . As low as 14.94 percent trainees attended training programmes which were arranged for the less than 5 days whereas 20.62 percent trainees attended training programme which were arranged for 5 days .

Different types of teaching methods were adopted in these training programmes . Collected data indicated that majority of the trainees (73.71%) attended the training programmes where discussion method was adopted . Percentage of those trainees who attended the training programme where group discussion , workshop and demonstration methods were used were 36.08 percent , 9.79 percent and 2.58 percent respectively . Again according to 15.46 percent respondent trainees all the above mentioned methods were adopted .

It was revealed that 45.36 percent respondents had undergone the training programmes where audio-visual aids were used whereas according to 54.64 percent respondents no audio-visual aid was used in the training programmes . Majority of the respondents (60.82%) received books in the training programmes but according to 39.17 percent respondents no book was provided to the trainees in the training programme (Fig - 8.)

As regards to the emphasis given during training programme on the role of co-curricular activities in promoting population on adolescence education , it was found from the responses of trainees that no discussion on co-curricular activities were held during Ist and 2nd cycles . Table 3.3.1.2.shows that discussions on importance of co-curricular activities were initiated from 3rd cycle onwards .

Evaluation of the participants is an important part of the training programme. It was found from responses of the trainees that in Ist and 2nd cycle , evaluation of the trainees was not emphasized . According to 35.57 percent trainees evaluation was done before and after the training programme , whereas 64.43 percent of the trainees were not evaluated .

As regards to the problems faced by the trainees during the training programmes, it was found that most of the trainees didn't find any problem (86.08%). The percentage of trainees who found problems were 13.92 percent. The problems of the trainees as stated by the respondent teachers were communication problems, difficulty in proper understanding of the subject matter due to lesser use of audio-visual aids and loud speaker, language problem in case of non Assamese teachers etc. The problems faced by the teachers during adolescence trainings was the difficulty in free interaction in some of the topics of adolescence education between the trainers and the trainees.

3.3.2.2 NEED FOR THE TRAINING ON POPULATION EDUCATION :

The selected teachers were asked about the need and importance of the training programme organised by P.E.C. Majority of the respondents (84.02%) felt it necessary to organise such training programme on Population Education. Table 3.3.1.3. shows the situation.

Table- 3.3.1.3.

Distribution of Respondents according to their need for the training programme.

Need for the Training		Training should be arranged					
Yes	No	All Teachers	Frequently	To Pay more emphasis on interaction between teachers & students	Others	No response	Total
163 (84.02)	31 (15.98)	62 (31.96)	39 (20.10)	14 (7.22)	19 (7.79)	60 (30.93)	194 (100)

Figures in bracket give percentages.

They opined that the trainings should be arranged for all teachers (31.96%) and more frequently (20.10%) some respondents (7.22%) viewed that during the training programme more emphasis should be given on teaching the trainees regarding the way of interacting with the students in schools while giving sex education. According to the respondent teachers, they faced difficulty in communication with the students on some of the aspects of adolescence education. They also opined that the duration of the training programme was not sufficient for them to learn a new subject (specially adolescent education). Hence, the same topics in more detail form should be included in the

programme for a longer duration of time. Few of the respondents indicated that the training programme should be organised separately for male and female teachers, as it creates problem in free conversation of sex related matters included in the adolescence education programme.

3.3.2.3. VIEWS OF TEACHERS REGARDING SUBJECT INCLUDED IN THE ADOLESCENCE EDUCATION PROGRAMME.

Since the objective of the last cycle of the project of PEC was to emphasise adolescence education, so the views regarding the subjects included in the whole programme were studied.

Table -3.3.1.4

View of the teachers regarding subjects included in the adolescence education programme

Subject are sufficient		View of teachers			No. responde	Total
Yes	No	More details are necessary	Some aspects should be deleted	Any other		
81 (41.75)	113 (58.25)	23 (11.85)	4 (2.06)	22 (1.34)	145 (74.74)	194 (100)

It was found out that more than half of the respondents (58.25%) found the subject in the programme insufficient. They opined that the topic covered by the school curriculum should be in more detail.

Respondents viewed that the topics like family planning methods, detail information about AIDS, drugs and other related subjects should be explained clearly so that the students could develop a healthy positive attitude towards those subjects. They also expressed that some of the sex related matters may be deleted from the school books as such they hesitate to explain and they avoid it. It was also found that the teachers need additional pictures and audio-visual aids to explain some topics in the class. Few of the topics in the books were not prepared according to the age and class level of the student. All the topics and lessons should be well organised across the classes to make it more comfortable, meaningful and successful.

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3.3.2.4 LESSONS AND BOOKS FOR POPULATION/ADOLESCENCE EDUCATION INCLUDED IN THE CURRICULUM AND PUBLISHED BY PEC:

The respondents were asked about the lessons and books which were prepared for population and adolescence education . Table and Fig. 9 depict the finding regarding the above subject .

Table-3.3.1.5

Lessons and books for Population/Adolescence education included in the curriculum & published by PEC .

Type of education	Lessons and books provided are sufficient		Total	Lessons should be					Total
	Yes	No		Included in the curriculum	Separate books	Not necessary in the curriculum	Any other	Responses not found	
Population education	13 (15.66)	70 (84.34)	83 (100)	42 (50.60)	8 (9.64)	-	18 (21.69)	15 (18.07)	83 (100)
Adolescence education	12 (13.33)	78 (86.67)	90 (100)	48 (53.33)	6 (6.67)	1 (1.1)	19 (21.1)	16 (17.78)	90 (100)
Total	25 (14.45)	148 (85.55)	173 (100)	90 (52.02)	14 (8.09)	1 (.58)	37 (21.39)	31 (17.92)	(100)

Figures in bracket indicate percentage .

Majority of the respondents viewed that the lessons and books including the study materials were not sufficiently prepared for population education (84.34%) and adolescence education (86.67%) . Moreover , most of the respondents suggested that the lessons should be included in the school book , which had been already covered by the school curriculum . Few of them suggested to provide separate books to utilise in the classroom for each class. In this context 37 percent of respondents were found to be unaware of the study materials and books supplied by PEC as they never received anything from PEC . Some of the respondents said that the whole training programme as well as the supplied study materials , books , lessons were meaningless for them as they were not the teachers of those subjects where the lessons for population education and adolescence education were incorporated . Therefore , the teachers should be selected according to the subject they taught . For eg. for adolescence education a science teacher can be trained . They also suggested to organize workshop , lecture etc. to impart such education to the students . Some type of informal discussions , flim show , radio talk also could be arranged for the students in the school level

Fig.9. Lessons and books for population/adolescence education included in the curriculum and published by PEC

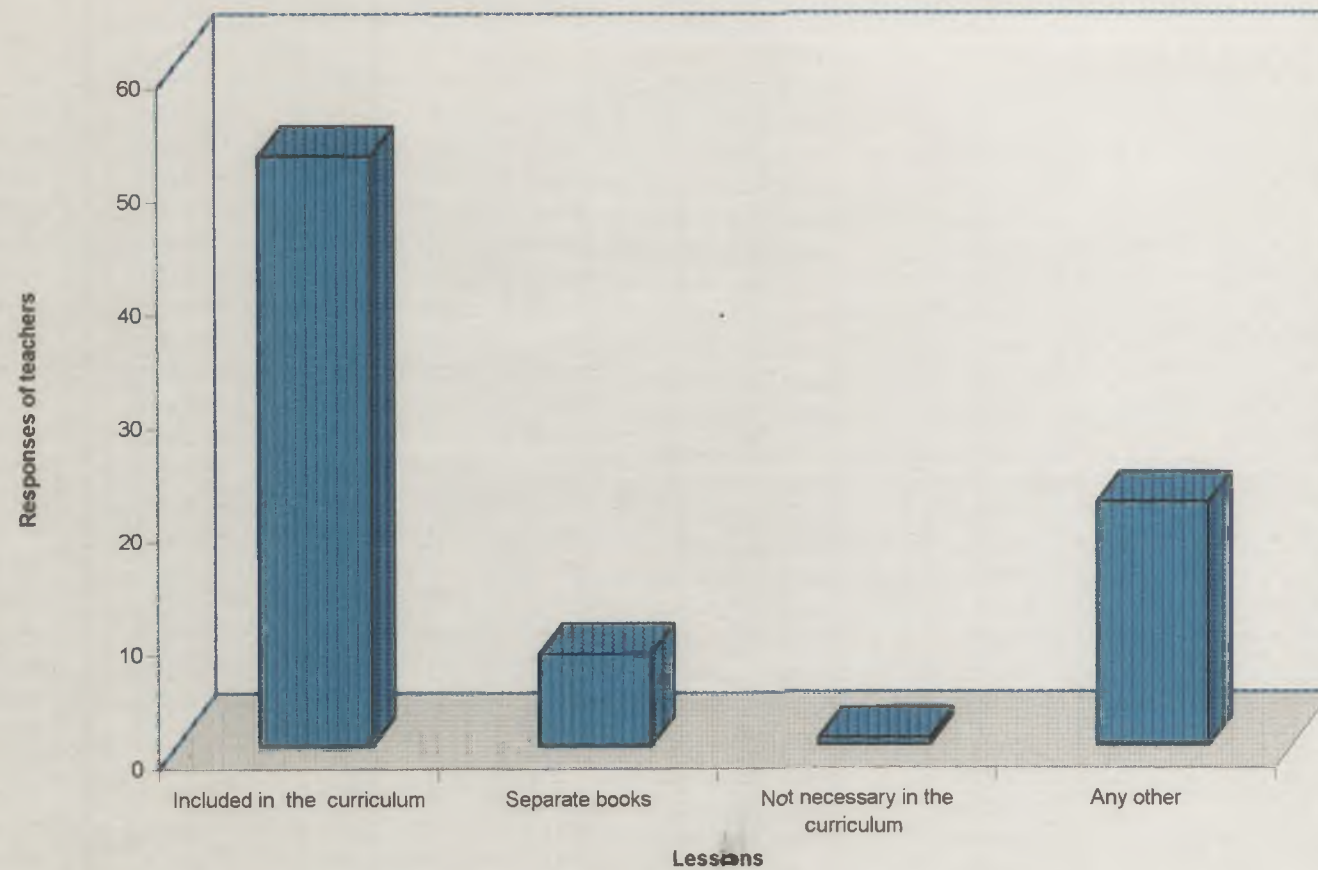
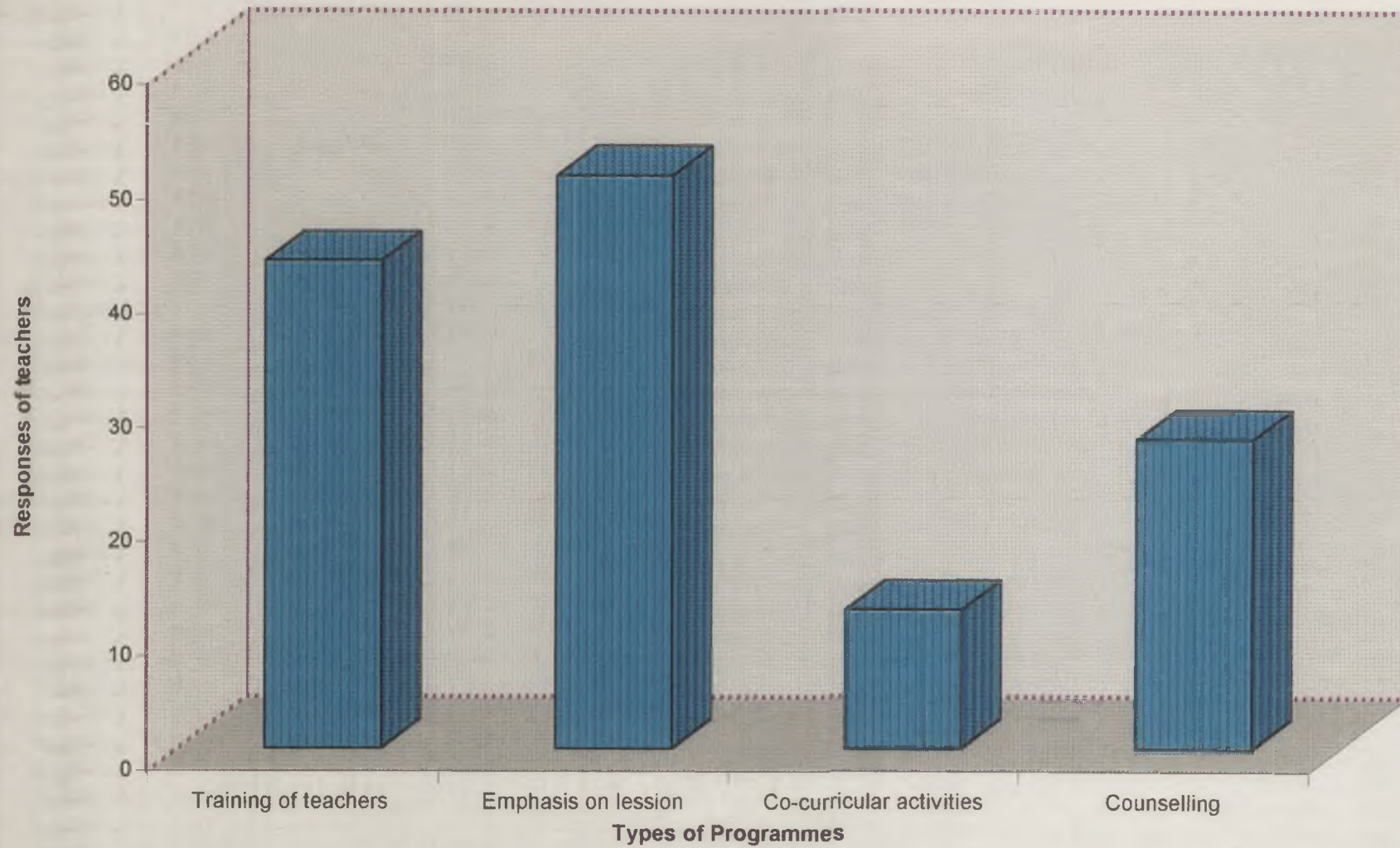


Fig.10. Follow up programmes done by the respondent teachers



3.3.25 FOLLOW-UP PROGRAMME DONE BY THE TRAINED TEACHERS :

The Population Education Cell organised various training programmes for the school teachers in different cycles of their programmes . The idea behind giving such trainings to teachers is to make students and community people aware of the problems of population explosion and adolescence education . Hence , the trained teachers are expected to do some follow-up programmes at their own level .

The follow-up programmes taken up by the trained teachers at their own level are depicted in table 3.3.1.6 .

Table - 3.3.1.6
Follow up programmes by the respondents .

District	Type of Programme						Time of the follow up programme	
	Training of teachers		Emphasis on lessons	Co-curriculum activities	Couselling	None	After training	Before training
	Formal discussion	Informal discussion						
Golaghat	-	7	10	2	-	11	8	9
Dibrugarh	3	17	22	5	11	8	20	9
Sonitpur	3	8	10	2	7	8	12	7
Nagaon	3	15	21	1	12	6	25	7
Jorhat	-	18	24	11	17	10	25	8
Total	9 (5.20)	65(37.57)	87(50.30)	21(12.14)	47(27.17)	43(24.85)	90(52.02)	40(23.12)

Figures within the bracket indicate percentenge of respondents.

It was seen that half of the respondents (50.30%) had given more importance on the lessons which are taught in the class related to population education . It can be noted that only 5.2 percent and 12.14 percent respondent teachers had formal discussion with co-teachers and conducted co-curricular activities in the schools for students respectively . Some of the trainees (37.57%) discussed informally regarding training with other teachers and some (27.17%) of them offered counselling services to the students. It is quite surprising to note that 24.85 percent trained teacher had taken-up none of the above programme at their level (Fig. 10) .

In this context some important opinions as well as problems faced by the respondent teachers were brought forward in the course of data collection. Majority of them were not aware about lessons related to population education in some subjects, as the lessons do not show clear picture about the topic. Moreover, the teachers were not told about these related lessons during the training. Only after the interview they could follow the aim behind the particular lessons of the subject. The teachers were also of the opinion that they ceased to teach the lesson related to population education as no question was seen in the final examination conducted by SEBA. It was also found from the interview that most of the teachers hesitated to teach freely the lessons regarding adolescence education. In this regard they viewed that they preferred to have training on how to interact with students while giving adolescence education to them. Some of the teachers of arts subjects opined that the training programmes will be more useful for the science teachers, particularly the training organised for the adolescence education.

It was found that in some schools the trained teachers faced difficulty in arranging co-curricular activities as the principals were not trained and they did not realise the importance of giving such activities to students. Teachers suggested to arrange this sort of trainings at village level to educate the village mass. Teachers opined that the PEC should follow-up programme after the training so that the trained teachers can also communicate the necessary details.

It is also depicted by the table that more than half of the trained teachers (52.02%) were involved in follow-up programmes after under going the training. It is interesting to note that before going to such training some of the teachers (23.12%) were seemed to be interested in taking-up some sort of programmes like teaching the lessons related to population education and counselling services to the students at their own level.

3.3.2.6 HELP RECEIVED FROM PEC IN ORGANISING FOLLOW-UP PROGRAMMES:

Various help received from the PEC by trained teachers in organising different follow-up activities are shown in Table 3.3.1.7.

Table - 3.3.1.7.

Help recieved from the PEC by trained teachers in organising different follow up activities .

District	Help received by the respondents		Types of help rendered by PEC		
	Yes	No	Financial	Study material	Resource person
Golaghat	-	-	-	-	-
Dibrugarh	3	3	2	-	-
Sunitpur	3	-	-	-	2
Nagaon	8	2	7	-	3
Jorhat	6	4	6	-	1
Total	20(11.56)	9(5.20)	15(8.67)		6(3.47)

Figures in the bracket indicate the percentages .

Here the follow-up programme includes the advocacy programme and co-curricular activities . It was appeared that most of the advocacy programmes were organised under the direction of PEC . At times the teachers were suggested to organise co-curricular activities for students . It was also found that only 11.56 percent teachers received help from PEC in terms of financial support (8.67%) or resource person (3.47%) . While organising these activities 5.20 percent teachers did not receive any help from PEC . The rest of the respondent teachers were not aware about the help rendered by the PEC in organising such activities . Here it can be worth mentioned that the majority of the teachers attending population education training were not aware of the help offered by PEC .

Among all the respondent teachers only 5.2 percent respondents voluntarily sought for the help offered by PEC . Others were rendered help by PEC itself or they were not aware of the help offered by PEC .

3.3.2.7. PROGRAMMES ARRANGED BY PEC IN SCHOOL :

In the present study an attempt has been made to find out the programme arranged by PEC in different schools (Table 3.3.1.8) .

Table - 3.3.1.8.

Programmes arranged by PEC in schools .

Year of programme	No. of respondents	Type of Programmes			
		Training		Co-curricular activities	Extra-mural lecture
		Population	Adolescence		
1986	1	1	-	-	-
1991	3	3	-	-	-
1993	2	2	-	-	-
1995	1	1	-	-	-
1996	1	1	-	-	-
1997	2	1	1	-	-
1998	5	1	3	1	-
1999	4	-	2	2	-
2000	20	-	15	1	4
Total	39(60)	10(15.38)	21(30.77)	4(6.15)	4(6.15)

Figure within the bracket indicate percentage .

The PEC had arranged programme irrespective of trained teacher present in the school . During the course of data collection sixty five (65) school in different district were visited . It is clear from the table 3.3.1.8 that PEC had organised more programmes on adolescence education than population education .Moreover , other activities like co-curricular and extra mural lecture were also taken-up by PEC during the last cycle of the project where the activities were conducted only to emphasize adolescence education

3.3.2.8. SUGGESTION OF TEACHERS REGARDING METHODS OF GIVING POPULATION EDUCATION TO THE STUDENTS AND COMMUNITY :

Teachers were asked to give some suggestions regarding methods of imparting population education to the students and community . Majority of the respondents (70.52%) felt that it should be given through different school activities (Table 3.3.1.9.).

Table - 3.3. 1.9.

Suggestions of teachers regarding methods of giving population education to the students and community .

Type of activities	Number of respondents
School activities	122 (70.52)
Mass media/ Audio visual aids	91 (52.60)
Lecture method / Informal discussion	110 (63.58)

Figures within bracket indicate percentages .

They opined that population education should be included in the curriculum . Some lessons on population and adolescence education will help the teachers in discussing these topics . Apart from this , the teachers also mentioned about the importance of co-curricular activities in imparting the knowledge of both population and adolescence education .

The use of mass media and audio-visual aids were also supported by some of the teachers (52.60%) . According to them the use of audio-visual aids like film shows , slide projectors , chart and posters helped the student in easy understanding of the subject and better concept formation .

Some teachers (63.58%) suggested that informal discussion , meeting and lecture method can help in imparting population education . Informal discussion can be made in off periods or a special period can be fixed for such burning topics . Lectures can be delivered in the prayer time and also some meetings can be organised at a fixed interval .

3.3.2.9. MEDIA WHICH GENERATES AWARENESS ON POPULATION EDUCATION :

As revealed from table 3.3.1.10 . Population Education Cell has helped in generating awareness among 57.22 percent respondents .

Table - 3.3.1.10

Organisations / Media which generates awareness on population education to the teachers .

Organisation / Media	Number of respondents
Population Education Cell	99 (57.22)
Non-government organisations	28 (16.18)
Newspaper / Magazines	108 (62.43)
Television	99 (57.22)
Radio	59 (34.10)

Figures in the bracket indicate the number of percentanges .

Other agencies like newspaper and magazine , television , radio and NGO had helped in generating awareness among 62.43 percent , 57.222 percent , 34.10 percent and 16.18 percent respondents trainees respectively . The respondent teachers were of the view that PEC should not limit its programmes to teachers training only . Efforts should be made towards arranging some follow-up activities like providing study materials and by informing the trained teachers about all the latest developments regarding population education . Such programmes would help PEC in achieving more success in this direction .

3.3.2.10 GENERAL AWARENESS OF TEACHERS REGARDING POPULATION EDUCATION RELATED ISSUES :

To find out whether there exit any differences in the general awareness regarding population education related issues between trained and untrained teachers . Wilcxon Mætched Paired Signed Rank test was used with the scores of two categories of population .

The normal approximation was used to test the hypothesis with Z values, where Z is given by -

$$Z = \frac{T - \mu_t}{\sigma_t}$$

$$\text{Where } \mu_t = \frac{N(N+1)}{4}$$

$$\sigma_t = \sqrt{\frac{N(N+1)(2N+1)}{24}}$$

N - Total number of observation in the sample .

T - Smaller sum of liked signed ranks .

The calculated value of Z was 4.82, which is greater than the table of value of Z of 1.96 at 5 percent probability level. Hence, there were significant differences between the trained and untrained teachers with respect to their general awareness on population education related issues.

Therefore, it can be said that the trainings arranged on population education has positive impact towards creating awareness on population education and related issues.

Similarly, Population Education Cell conducted an evaluative test of the trainees before and after attending the training. The test used was "Awareness and attitude development test on adolescence education" developed by NCERT. Significant differences were found between pre and post evaluative test. It shows that trainings are necessary for extending the knowledge of population education.

3.3.3.BACKGROUND INFORMATION OF KEY AND RESOURCE PERSON :

The total number of respondents interviewed as key persons were 26 out of which 18 were males and 8 were females . Only 3 male respondents belonged to the age group of thirty to forty years and rest of the respondents (i.e. 23 nos) belonged to age group of 41 and above. In this age group 15 respondents were male and 8 were female . The educational qualification of the respondents were graduate and above graduate. The number of respondents having qualification till graduation were 11 (42.3%) and 15 were educated upto above graduate(57.60%). Regarding the designation of the respondents, 46.15 percent were Head Masters, 15.38 percent were Principals, 15.38 percents were subject teachers, 3.8 percent were Assistant teachers, 7.69 percent were lecturers and 11.5 percent were District Officers of non formal education.

Table - 3.3.2.1.

Background information of the respondent (key resource persons)

Age (in years)	Gender			Educational qualification		Designation					
	Male	Female	Total	Graduate	Above graduate	Head master	Principal	Subject teacher	Assistant teacher	Lecturer	Non formal education personal
30-40	3	-	3	-	3	-	-	1	-	1	1
41 and above	15	8	23	11	12	12	4	3	1	1	2
Total	18	8	26	11 (42.3)	15 (57.69)	12 (46.15)	4 (15.38)	4 (15.38)	1 (3.8)	2 (7.69)	3 (11.5)

Figures in the braket indicate percentages of respondents .

Findings of the table 3.3.2.1 shows that most of respondents belonged to the age group of 41 and above and only three of them were from the age group of 30-40 years . None of the respondents were retired . Respondents opined various reasons for attending training either on population education or adolescence education some attended training because of official order, some to impart the knowledge gained in the training to the students and community people while others wanted to know more about the adolescence education and population education .

3.3.4. Impact of population education programmes in creating awareness among key and resource persons .

Training of key and resource persons are very important for popularisation of population education and adolescence education programmes . Since imparting training to all the teachers was not possible , so, the Head Masters and Principals of schools , senior teachers and the District Officers of non-formal educations were trained as key and resource persons .

3.3.4.1 Details of the training programmes arranged by population education cell :

Separate training programmes were arranged for key persons and resource persons . As stated earlier 26 key and resource persons were interviewed and 4 of them had participated in such trainings twice . Heance , the total number of trainees participating in 6 th population education training and adolescence education training were 30 in number

Table 3.3.2.2

**Details of the training programmes
arranged by Population Education Cell .**

Year	Subject		Duration					Methods					Audio-visual Aids	
	Popula-tion	Adoles-cence	1 day	2 day	3 day	4 day	5 day	Discus-sion	Group-discus-sion	Work-shops	Demons-tration	All	Yes	No
1991	3					3		3	1					3
1993	1				1		1	1						1
1995 (NFE)	3				3			2				1	1	2
1999- 2000 (R.P.)		7					7					7	6	1
1999- 2000 (K.P.)		16	16					15	3	1	1		1	15
Total	7 (23.33)	23 (76.66)	16 (53.33)		4 (13.33)	3 (10)	8 (26.66)	21 (70)	4 (13.33)	1 (3.3)	1 (3.3)	8 (26.66)	8 (26.66)	22 (73.34)

Figures in the bracket indicate the percentage of respondents .

Continuation of table - 3.3.2.2.

Year	Books distributed in training		Name of books								Co-curricular activities		Problem faced in training		Evaluation	
	Yes	No	A	B	C	D	E	F	G	H	Yes	No	Yes	No	Yes	No
1991	2	1	1							1	3		1	2	1	2
1993	1		1									1		1		1
1995 NFE	3		1	1						3	2	1	2	1	1	2
1999-2000 R.P.	7					7	7	7	4	3	7		1	6	3	4
1999-2000 K.P.	16					12	14	12	13	3	10	6	2	14	2	14
Total	29 (96.6)	1 (3.3)	3 (10)	1 (3.3)	- (63.3)	19 (70)	21 (63.3)	19 (56.6)	17 (33.3)	10 (73.3)	22 (26.6)	8 (20)	6 (80)	24 (23.3)	7 (73.3)	22

Figures in the bracket indicate the percentage of respondents.

Names of the books

- A- Tastria Janasangsa Shiksa prakalpa (Part 1,2 &3)
- B- Shiksakar Hatputhi
- C- Prasna Manjuri
- D- Schoolia Prajayat Kayshor Shiksa
- E- Schoolia Prajayat Kayshor Shiksa (Part -2)
- F- Kayshor Shiksa Kia Aru Kanakai ?
- G- Kayshor Shiksa
- H- any other

Table 3.3.2.2 depicts the details of training programmes organised by P.E.C. . The number of key and resource persons attending the training the on population education was very less (23.33%) but the same for adolescence education programmes was more i. e. 76.66 percent. The duration of the training programme of population education varied from three to four days and that of adolescence education were of one day or five days. The Head masters and Principals of different schools who were trained as key person were given training for a day only, which according to them was not sufficient. But the training for resource persons were of five days and the trainees found it sufficient if they were given some follow up activities.

Different methods were adopted for training programmes . It was found that during population education training mainly the discussion method was used . Majority of the respondents (70%) attended the training where the discussion method was used but according to some of the trainees other methods like group discussion , workshop and demonstration were also used in adolescence education training programme . Moreover , a few respondents (26.66%) viewed that in some training programmes of adolescence education all these methods were adopted .

It can be predicted from the data of table 3.3.2.2 that the use of audio-visual aids were very less and it was lesser in case of population education trainings . The percentage of respondents giving positive response to the use of audio-visual aids was only 26.66 percent while the percentage of respondents giving negative response was 73.34 percent .

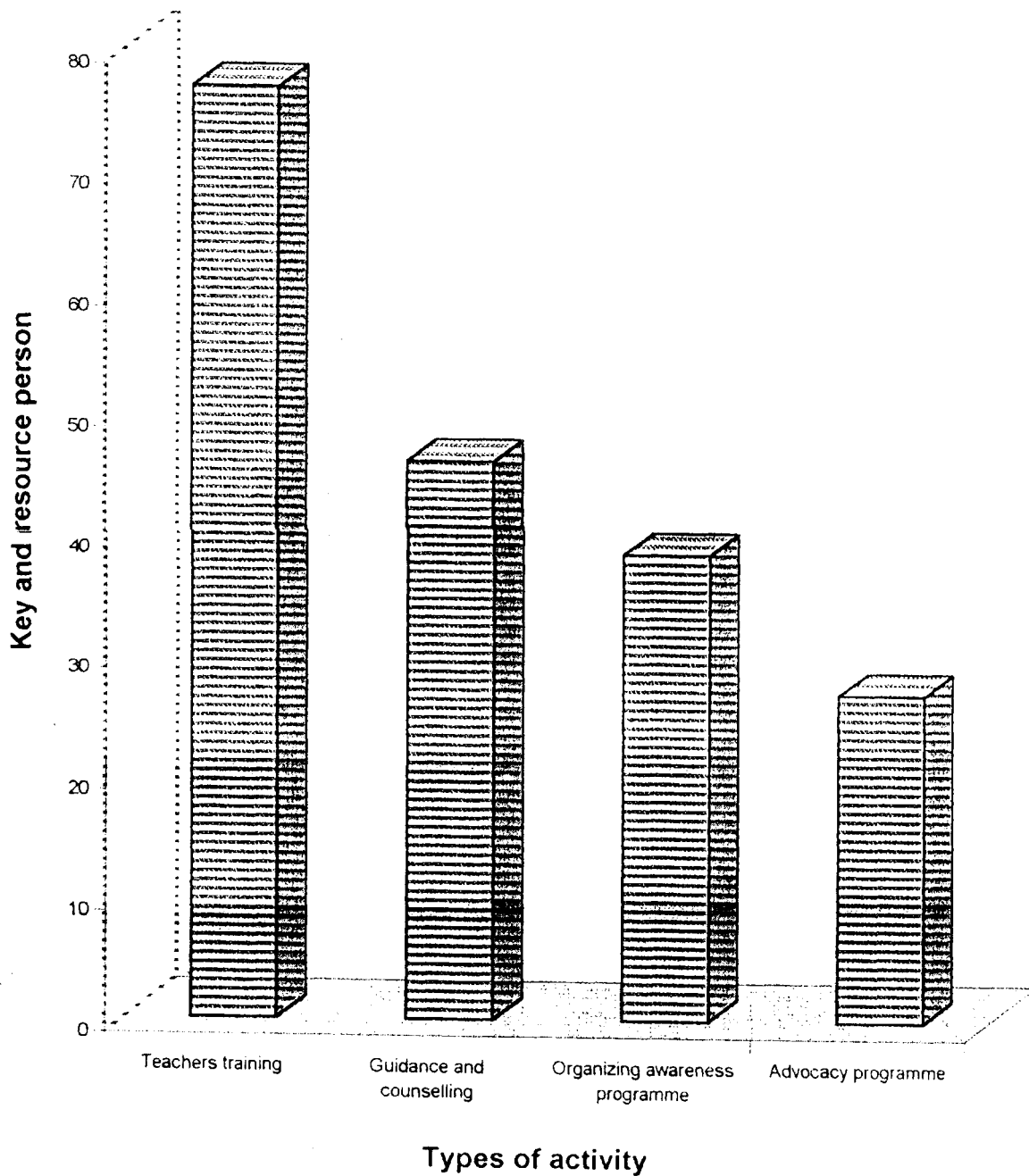
Books and other study materials were distributed to the trainees during training programmes . The books distributed to key persons were similar to the books distributed to the teachers . Majority of the respondents (96.6%) received books during the training and only a few of them (3.3%) didn't receive any book during the training programmes .

As regards to the emphasis given during the training programme on the role of co-curricular activities in promoting population or adolescence education , it was found that 96.6 percent respondents had given positive responses and only 26.6 percent respondents said negatively .

In case of the problem faced by the trainees during training programme it was found that majority of the trainees (80%) didn't find any problem and only a few (20%) of them found problems . The main problem and only a few (20%) of them found problems . The main problem faced by the key persons was about duration of training programme , which were arranged only for a single day . Trainees opined that one day training programme is too short to do a task smoothly and successfully .

Evaluation of the trainees which includes pre-test and post-test is an important part of the training programme. According to the responses of the trainees, it can be predicated that evaluation of the trainees was not emphasized during 1st, 2nd and 3rd cycle but during the 4th cycle evaluation of the trainees was done . It was found during investigation that a standardized test was administered to the trainees before and after attending the training during the 4th cycle i.e. during adolescence education programme .

Fig.12. Follow up programmes done by key and resource persons



3.3.4.2. Follow up programme done by the key and resource persons.

The Population Education cell imparts different types of training programmes to the teachers and other educational personnels. It was expected by the Population Education Cell that the trained persons should undertake some follow - up activities at their own level.

The types of activities organised by the respondents after attending the training were of various types and shown in table 3.3.2.3. and (fig - 12) .

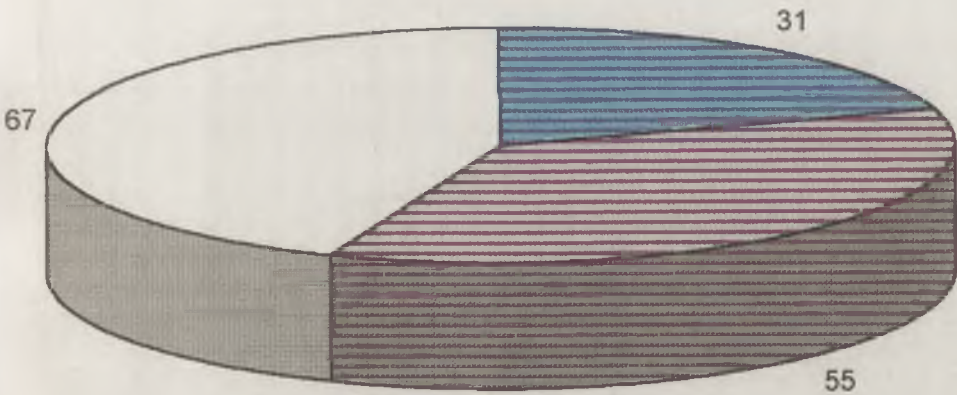
Table 3.3.2.3.
Follow up activities organised by the respondents after attending the training .

Trained Persons	Type of activities					No activity	Period after which such activities were organised		Involvement in such activities before training	
	Teacher training		Guidance & Coun- selling	Organising awareness programme	Advocacy programme		Within one month	After one month	Yes	No
	Formal	Informal								
Resource person	2	2	5	6	5		4	3	2	5
Key person	6	8	6	3	2	2	7	7	1	15
N.E.F.		2	1	1			1	2	2	1
Total (26)	8 (30.77)	12 (46.15)	12 (46.15)	10 (38.46)	7 (26.92)	2 (7.69)	12 (46.15)	12 (46.15)	5 (19.23)	21 (80.77)

Figures in the bracket indicate the percentage of respondents .

Their involvement in teacher training were of formal and informal type. Majority of the trainees (46.15%) organised informal teacher trainings and some of them (30.77%) organised formal teacher training . In case of imparting guidance and counselling to the students, persons trained as key and resource persons organised more numbers of such activities than officers of non - formal education . Similar was the case of organising awareness programmes for the students. Advocacy programmes were organised only by resource persons and key persons. Almost all the resource persons were found to organise follow - up programmes as they were directed by the higher authority to do so . Moreover , the resource persons themselves also found it exciting in organising such follow up activities. The findings of table 3.3.2.3 shows that the percentage of respondents organising follow up programmes within one month and after one month were equal (i.e. 46.15%) . Majority of the respondents (80.77%) didn't organise any population or adolescence related activities before attending the training programmes.

Fig.13. School wise distribution of respondent students



■ Sankar Dev
Seminars

The respondents further said that the trainings had benefitted them in some or other way. They felt that such training helped them to realize more regarding the problems of population explosion and extend the same to the community people and students. They came to know regarding the importance of adolescence education and its usefulness in the curriculum.

3.3.5 IMPACT OF POPULATION EDUCATION PROGRAMME IN CREATING AWARENESS AMONG STUDENTS:

In the present study students were also interviewed and tested to see the impact of population education programmes in creating awareness among them. School wise and class-wise distribution of selected samples are presented in table 3.3.3.1 and 3.3.3.2 respectively and Fig 13.

Table 3.3.3.1

School wise Distribution of Sample

Name of School	Gender		Total
	Male	Female	
Sankar Dev Seminary	31	-	31
Gitarthi	-	55	55
Jorhat High Madrasa	41	26	67
Total	72	81	153

Table : 3.3.3.2

Classwise distributuion of sample

Name of	Class									All Total
	viii		Total	ix		Total	x		Total	
	Male	Female		Male	Female		Male	Female		
Sankar Dev Seminary	10	-	10	12	-	12	9	-	9	31
Gitarthi High School	-	-	-	-	37	37	-	18	18	55
Jorhat High Madrasa School	5	4	9	23	19	42	13	3	16	67
Total	15	4	19	35	56	91	22	21	43	153

3.3.5.1 EDUCATIONAL LEVEL OF THE PARENTS OF RESPONDENT STUDENTS:

In this study it was found that 75.16 percent and 77.7 percent of the students were not aware of the educational level of their fathers and mothers respectively. Available data showed a wide variation in the educational qualification of parents from illiterate (2.6%) to graduate level (11.7%) . Table 3.3..3.3.

Table : 3.3.3.3
Educational level of parents of respondents students .

Parents	Educational Level						No response	Total
	Illiterate	Primary	High School	Matric	Higher Secondary	Graduate		
Father	2	1	10	12	2	11	115(75.16)	153
Mother	2	-	12	10	3	7	119(77.7)	153
Total	4 (2.6)	1 (0.6)	22 (14.37)	22 (14.37)	5 (3.26)	18 (11.7)		

Figures in the bracket indicate the percentage of respondents .

3.3.5.2. STUDENTS PARTICIPATION IN DIFFERENT CO-CURRICULAR ACTIVITIES ON POPULATION EDUCATION PROGRAMMES .

The Population Education Cell had arranged different types of co-curricular activities on issues related to population education for the students in different districts . The highest numbers of such co-curricular activities were organized in Jorhat district . Teachers , key and resource persons were also trained to arrange different co-curricular activities in their respective schools and districts .

Results in this aspect revealed that students had attended different co-curricular activities related to population education. These co-curricular activities were organised in their own school or they had participated in some other schools or other institutions. It was found that arrangement of co-curricular activities were very low (35.82%) in the schools where the teachers did not have any training on population education related issues. Table 3.3..3.4.

Table - 3.3.3.4

Population / adolescence education programmes organised for students in different schools .

Name of school	Type of programmes						Total	Organisers				
	Popula- -tion educa- -tion	Adoles- -cence educa- -tion	AIDS	Drugs & alcohol	Total	Any other		P.E.C.	Club	N.G.O	School autho- -rity	Unknown
Sankar Dev Saminary	6	5	2	5	18 (78.26)	5 (21.73)	23 (74.19)	-	5	1	8	9
Gitarthi High School	6	14	19	14	53 (79.10)	14 (20.89)	67 (121.81)	6	4	1	46	10
Jorhat High Madrassa School	3	3	5	1	12 (50)	12 (50)	24 (35.82)	4	-	-	-	20
Total	15	22	26	20	83 (72.8)	31 (27.19)	114 (74.5)	10 (8.89)	9 (7.89)	2 (1.75)	54 (47.37)	39 (34.21)

Figures in the bracket indicate percentage of activities as stated by respondents .

Since the teachers of such schools were less aware of population education related issues they were found to organise very less co-curricular activities on population education related issues .The interested students of these schools were found to join in co-curricular activities outside school. Moreover, the students were also not encouraged to participate in co-curriculars activities organised by other schools or any other organisations.Students were asked about the organisations of the co-curricular activities to check wheather they were aware of the organiser or not . According to the students views majority of the co-curricular activities (47.37%) were organised by school authority and only 8.77 percent activities were organised by Population Education Cell . It was found that students were not aware about the organisers of some of the programme (34.21) where they participated. Even though the trained teachers organised co-curricular activities in their respective schools in response to the instructions given by the Population Education Cell but it was seen that the students were not aware about it and also about existance of Population Education Cell .

3.3.5.3 DIFFERENT TYPES OF ACTIVITIES ORGANISED FOR STUDENTS ON POPULATION EDUCATION:

The Population Education Cell organised or instructed the teachers, key and resource persons to organise different co-curricular activities in schools on different issues related to population education. The number of participation in different co-curricular activities of students are shown in table 3.3.3.5.

Table - 3.3.3.5.

Different types of activities organised for students on population education .

Type of activities	Subject of programme					Total of population & adolescence education	Any other	Total
	Population education	Adolescence education						
		Adolescence education	AIDS	Drugs & alcohol	Total			
Quiz	5	-	3	-	3	8 (42.10)	11 (57.89)	19
Essay	-	1	6	5	12	12 (80)	3 (20)	15
Debate & Extempo	2	5	7	4	16	18 (94.7)	1 (5.26)	19
Drama	-	1	1	-	2	2 (100)	-	2
Discussion	2	4	6	3	13	15 (88.2)	2 (11.76)	17
Art competition	2	-	1	2	3	5 (55.5)	4 (44.4)	9
Procession	4	-	2	6	8	12 (54.54)	10 (45.45)	22
Counselling	-	11	-	-	11	11 (100)	-	11
Total	15 (18.07)	22 (26.51)	26 (31.32)	20 (24.10)	68 (81.92)	83 (72.8)	31 (27.19)	114 (74.5)

Figures in the bracket indicate percentage of activities as stated by respondents.

Continuation of Table - 3.3.3.5.

Different types of activities organised for students on population education .

Type of activities	Duration			Types of participation	
	1 day	2 days	3days	Participants	Audiance
Quiz	19 (47.36)	-	-	9 (47.36)	10 (52.63)
Essay	15 (100)	-	-	15 (100)	-
Debate & Extempo	19 (100)	-	-	19 (100)	-
Drama	2 (100)	-	-	2 (100)	-
Discussion	14 (11.76)	3	-	2 (11.76)	15 (88.23)
Art compitition	9 (100)	-	-	9 (100)	-
Procession	21 (100)	-	1	22 (100)	-
Counselling	-	3	8	11 (100)	-
Total	99 (86.84)	6 (5.26)	9 (7.89)	89 (78)	25 (21.92)

Figures in the braket indicate percentage of activities as stated by respondents .

The activities organised for students were quiz programme (42.10%) art competition (55.5%) procession (54.54%) and counselling (100%). Majority of the programmes (86.84%) were organised for one day. Only discussion and counselling programmes were held for 2 days and 3 days respectively. However, at times the students got the opportunity to join in the activities as participant and sometime as audience in the programme.

Findings of table shows that 72.8 percent programmes were organised on population and adolescence education for the students. Among these majority of the programmes (81.92%) were on adolescence education and related issues which were organised during the last cycle (1997-2001) under adolescence education programme. Only 18.07 percent programmes were on population education organised during the first three cycles under population education programme (Fig. -14)

Fig.14.Different types of programme for students

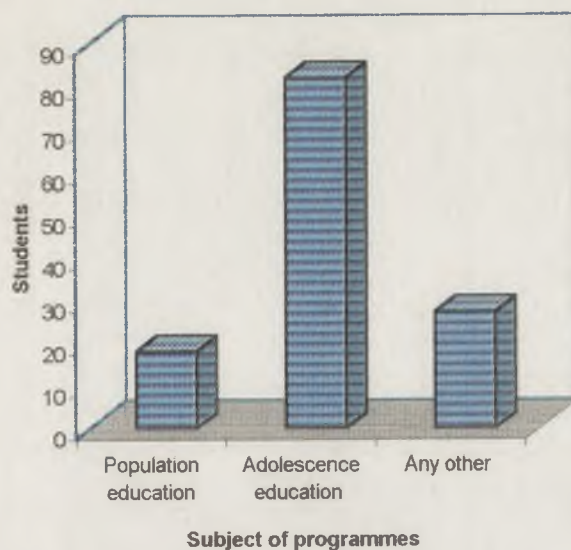
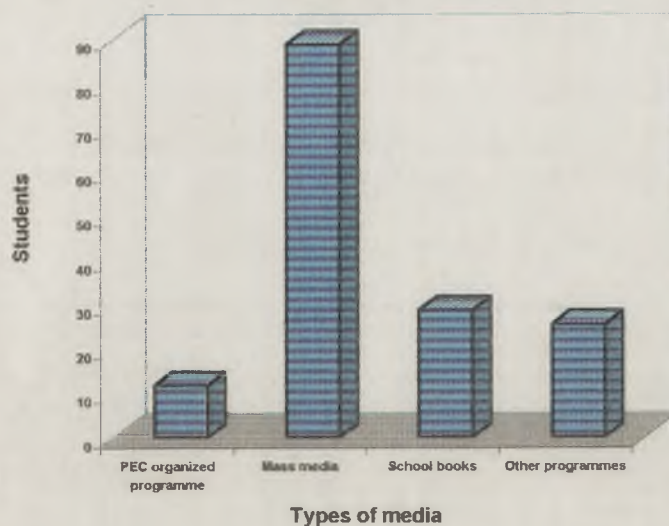


Fig.15. Media which generates awareness on population/adolescence education



Teachers training	76.92
Guidance and counselling	46.15
Organizing awareness programme	38.46
Advocacy programme	26.92

3.5.4: MEDIA WHICH GENERATES AWARENESS ON POPULATION EDUCATION :

Students get information on population education and adolescence education from different sources Table 3.3.3.6 and Fig. 15 .

Table - 3.3.3.6

Media which generates awareness on population education among the students .

Class	Different medias			
	PEC organised programme	Mass media	School books	Other types of programme
viii	2	16	5	1
ix	11	79	20	26
x	5	41	19	12
Total	18 (11.76)	136 (88.89)	44 (28.76)	39 (25.49)

Figures in the bracket indicate the percentage of respondents .

It was found from present study that majority of the respondent students (88.89%) received information on population education from mass media like newspapers , magazine and television . The second highest source of information was school books from which 28.76 percent respondents received information followed by the Population Education Cell which helped in offering informations to 11.76 percent of respondent students . It was also observed that when the issues come out through the medias like newspaper , magazine and television, mostly the people were not very much aware about its sources which provide the basic information . In this study the respondent students could not even mention about the issues found in school books where the PEC only prepared the whole curriculum (Fig.-15).

Students opined that programmes on population and adolescence education help them in collecting informations on population as well as adolescence education related issues . They viewed that such programmes make them well informed (85.62%) on those topics and also help them to take decision (38.56%) in a proper way . Table 3.3.3.7. Apart from this the students also opined that such programmes also help them in creating awareness among others (21.57%) .

Table - 3.3.3.7

Opinion of students after participating in different activities on population / adolescence education .

Class	Student's opinion			
	Students are well informed	Able to take decision	Generate awareness among others	No idea
viii	14	7	3	4
ix	67	38	23	20
x	50	14	7	6
Total	131 (85.62)	59 (38.56)	33 (21.57)	30 (19.61)

Figures in the bracket indicate the percentage of respondents .

3.3.5.5: GENERAL AWARENESS OF STUDENTS ON POPULATION EDUCATION RELATED ISSUES :

The present study conducted one test to see the awareness regarding population education and adolescence education among the students . The students were divided into two groups . One group had undergone different population education programme and their teachers were also trained in different population education / adolescence education programmes . Another group of students as well as their teachers had no such training . With regards to their general awareness on population education related issues was calculated by Wolcoxon Matched Pairs Signed Ranks test which is given by Z.

The calculated value of Z was 5.6 which is greater than the table value of 1.96 at 5 percent probability level . Hence there were differences between the students of schools having trained teachers and students of school having untrained teachers with respect to their general awareness on population education .

Therefore , it can be said that the activities organised for the students on population education related issues by PEC or the trained teachers have positive impact in creating awareness on population education related issues among the students .

SUMMARY AND CONCLUSION

In this present evaluative study on Population Education, teachers, key and resource persons and students were interviewed to collect necessary informations regarding the activities organised by Population Education Cell. The study was based on following objectives -

1. To know the status of population education programme of the State in historical perspective.
2. To know the extent of coverage of population education programme of Population Education Cell (PEC). S.I.E. Assam.
3. Impact of population education programme in creating awareness regarding various issues of population.

The first and second objectives were met from the secondary source of information. For the 3rd objective interview schedules were prepared and data were collected from the trained teachers, key and resource persons and students.

The growing population of India has become a great problem for the country. Thus population stabilization has become a national goal. Various efforts were made to control population growth. The initial attempt in India, was to undertake a population policy which generally focused on family planning services. After that in 1980, India adopted the programmes of population education. Population education is designed to impress upon the school and college going students about the consequences of uncontrolled population growth, the benefits of small family norms, the dynamics of economics, sociology and statistics of population growth, its distribution and relation to the levels of living. The Govt. of Assam accepted the Population Education Project in 1981 but it started to work in January, 1983 by establishing the Population Education Cell in the State Institute of Education, Jorhat, Assam. The Population Education Project during its initial stages (first, second and third cycles) emphasized on population education. During the last stage (fourth cycle) emphasis was given on adolescence education.

The Population Education Cell of State Institute of Education covered 20 districts of Assam for its population education programmes. In the remaining three districts i.e. Barpeta, Bongai Gaon and Cachar no training was imparted. The Population Education Cell had trained 7883 numbers of primary and

5003 numbers of secondary school teachers till May, 2000 . During this period 382 numbers of key and resource persons and 114 numbers of non-formal educators were also imparted training on population education . Advocacy programmes were organised during the adolescence education programmes which included teachers ,students , parents and community people .

As regards to the views of teachers regarding the training programme majority of them felt it necessary . They opined that the trainings can be made more interesting and resourceful by maximising the use of audio-visual aids and by providing the trainees with study materials . The respondent teachers were asked about the lessons and books which were prepared for population and adolescence education . Majority of the respondents viewed that the lessons and books including the study materials were not sufficiently prepared for population education and adolescence education . The respondent teachers viewed that the population education and adolescence education should be included in school curriculum as lessons in text book or a separate book . For teaching adolescence education the teachers should be well trained and science teachers should be preferred. Moreover , the training should be given to the young teachers so that they get time to do some follow up activities . In case of the follow up programmes taken up by the trained teachers it was found that the teachers trained under population education programme were not so concerned about the follow up programme . But the teachers trained in adolescence education were much aware about the follow up activities . Accordingly different follow-up activities were taken up by the trainees . It may be suggested that there should be an official liability of concerned authorities sponsoring the teachers to attend the training to take up such activities after undergoing the training .

Key and resource persons were also interviewed to collect informations regarding the training programme . Separate training were arranged for key and resource persons . Very few training programmes were arranged for key and resource persons during population education programmes, but in the last cycle i.e. during adolescence education programme the number has increased. The duration of the training programme varied from one day to five days . Different methods were adopted for training programmes but in most cases discussion method was only used .

It was found that the use of audio-visual aids was very less and it was lesser in case of population education trainings. Books and leaflets were also distributed to the trainees during the training programme which according to them were not sufficient. As regards to the follow-up actions done by the key and resource persons it was found that the involvement of key persons in organising any kind of follow-up activities was less as compared with the resource persons. Resource persons were directed by the Population Education Cell to organise follow-up activities. Resource persons arrange advocacy programmes in school which were arranged during the last cycle only. It was also found that all follow-up activities were mainly done during the last cycle i.e. during adolescence education programmes.

Students were also interviewed and tested to see the impact of population education programmes in creating awareness among them. The Population Education Cell had arranged different types of co-curricular activities for students on issues related to population education. Such activities were organised by the Population Education Cell itself or they render help to the school authority to organise such co-curricular activities. It was found that some students were not aware of the organiser of the activities and most of them were not aware of the existence of Population Education Cell. Maximum number of co-curricular activities were organised in the last cycle.

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15-02-2002

জনসংখ্যা শিক্ষা সম্পর্কীয় প্রশ্নাবলী

(শিক্ষকৰ বাবে)

সাক্ষাত গ্রহণ কৰোতাৰ নাম :

স্থান :

দিনাংক :

- ১। নাম :
- ২। বিদ্যালয়ৰ নাম :
- ৩। ঠিকনা :
- ৪। বয়স : ৫। লিংগ : পুৰুষ/মহিলা.....
- ৬। শিক্ষাগত অৰ্হতা :
- ৭। শিক্ষকতা অৰ্হতা :
- ক) আৰম্ভণিৰ পৰা বিৱৰণ :
- খ) বৰ্তমান পদবী :
- গ) আৰম্ভণিৰ পৰা একেখন বিদ্যালয়তে আছেনেকি ? হয়/নহয়
- যদি নহয়, ক্ৰমাগত ভাবে বদলিৰ বিৱৰণ :
- ৮। অন্য ধৰণৰ প্ৰশিক্ষণ অভিজ্ঞতা :
- ৯। আপুনি ৰাজ্যিক শিক্ষা সংস্থা, যোৰহাটৰ অধীনস্থ জনসংখ্যা শিক্ষা কোষ (PEC) ৰ বিষয়ে অৱগতনে ? হয়/নহয়।
- ১০। আপুনি জনসংখ্যা শিক্ষাকোষে আয়োজন কৰা কোনো প্ৰশিক্ষণত যোগদান কৰিছেনে ? হয়/নহয়। যদি হয়, ১নংৰ পৰা ২০ নং প্ৰশ্ন সমূহ আপোনাৰ বাবে।
- ১) প্ৰশিক্ষণৰ মূল বিষয় কি আছিল ?
- ক) জনসংখ্যা শিক্ষা খ) কৈশোৰ শিক্ষা
- গ) ক, খ দুয়োটা ঘ) অন্য বিষয়ক
- ২) প্ৰশিক্ষণৰ ক) স্থান :
- খ) সময় : চন
- গ) প্ৰশিক্ষণৰ কাল (দিন) :
- ৩) প্ৰশিক্ষণ কালত আপোনাৰ পদবী কি আছিল ? :

৪) আপুনি এনেকুৱা প্রশিক্ষণ বৰ্তমানলৈকে কিমান বাৰ লৈছে

প্রশিক্ষণৰ সংখ্যা

বিষয়

প্রশিক্ষণৰ কাল (দিন)

চন

ক)

খ)

গ)

৫) আপুনি এই প্রশিক্ষণ লবলৈ যোৱাৰ মূল কাৰণ :

ক) আপোনাৰ এই বিষয়ত অধিক জানিবলৈ ইচ্ছা।

খ) চাকৰিৰ প্ৰয়োজনত।

গ) শিক্ষা বিভাগৰ নিৰ্দেশত।

৬) প্রশিক্ষণৰ শিক্ষা পদ্ধতি কেনেকুৱা আছিল ?

ক) আলোচনা

খ) দলগত আলোচনা

গ) কৰ্মশালা

ঘ) কাৰিকৰী নিৰ্দেশনা/আলোচনা নিৰ্দেশনা।

ঙ) ক, খ, গ, ঘ আটাইকেউত।

৭) প্রশিক্ষণৰ কালত দৃশ্য-শ্ৰাব্য (অডিঅ' ভিজুৱেল) সামগ্ৰীৰ ব্যৱহাৰ কৰিছিলনে ?

হয়/নহয়

৮) প্রশিক্ষণ কালত আপোনাক জনসংখ্যা শিক্ষা বিষয়ক পুথি দিছিলনেকি ?

হয়/নহয়

যদি হয়, কেনেধৰণৰ পুথি দিছিল ?

ক) ৰাষ্ট্ৰীয় জনসংখ্যা শিক্ষা প্ৰকল্প ১ম, ২য়, ৩য় সংখ্যা।

খ) শিক্ষকৰ হাতপুথি।

গ) প্ৰশ্ন মঞ্জুৰী।

ঘ) স্কুলীয়া পৰ্য্যায়ত কৈশোৰ শিক্ষা।

ঙ) স্কুলীয়া পৰ্য্যায়ত কৈশোৰ শিক্ষা (২য় খণ্ড)।

চ) কৈশোৰ শিক্ষা কিয় আৰু কেনেকৈ ?

ছ) কৈশোৰ শিক্ষা।

জ) অন্য ধৰণৰ হাতপুথি।

৯) প্রশিক্ষণ কালত বিদ্যালয়ত শিক্ষা দিয়াৰ উপযোগী সহপাঠ্যক্ৰমিক কাৰ্য্য (Co-curricular activities)

ৰ ওপৰত আলোচনা হৈছিলনেকি ?

হয়/নহয়

যদি হয়, বিৱৰণ :

.....

১০) প্ৰশিক্ষণৰ আগত আৰু প্ৰশিক্ষণৰ পাছত কোনো ধৰণৰ মূল্য নিৰ্ণায়ক পৰীক্ষা হৈছিল নেকি ?
হয়/নহয়।

১১) প্ৰশিক্ষণ কালত আপুনি কোনো ধৰণৰ অসুবিধাৰ সন্মুখীন হৈছিল নেকি ? হয়/নহয়।

১২) জনসংখ্যা শিক্ষাৰ বাবে এনেকুৱা আৰু প্ৰশিক্ষণ প্ৰয়োজন বুলি ভাবেনে ? হয়/নহয়।

আপোনাৰ মন্তব্য :

.....

১৩) কৈশোৰ শিক্ষাই সামৰি লোৱা বিষয়বস্তু সমূহ আপুনি বৰ্তমান সময় অনুযায়ী যথার্থ হৈছে বুলি ভাবেনে ?

মন্তব্য :

.....

১৪) কৈশোৰ শিক্ষা/জনসংখ্যা শিক্ষাদানৰ বাবে পাঠ্যপুথিত সন্নিবিষ্ট পাঠ আৰু জনসংখ্যা শিক্ষা কোষৰ
হাতপুথি সমূহেই যথেষ্ট নেকি ?

মন্তব্য :

.....

১৫) জনসংখ্যা শিক্ষা বিস্তাৰ/কৈশোৰ শিক্ষাৰ বাবে আপুনি কি কি পদক্ষেপ লৈছে ?

ক) সহ শিক্ষকৰ প্ৰশিক্ষণ।

খ) পাঠ্যপুথিত সন্নিবিষ্ট উক্ত বিষয়ক পাঠৰ গুৰুত্ব সহকাৰে শিক্ষাদান।

গ) সহপাঠ্যক্ৰমিক ক্ৰিয়াকলাপৰ ওপৰত গুৰুত্ব প্ৰদান।

ঘ) কৈশোৰ কৈশোৰীহঁতৰ বাবে দিহা-পৰামৰ্শ।

ঙ) কোনো কাৰ্য্য কৰা নাই।

১৬) আপুনি এনে কাৰ্য্য জনসংখ্যা শিক্ষাকোষৰ দ্বাৰা প্ৰশিক্ষণ লোৱাৰ পাছত লৈছেলেনে ? হয়/নহয়

১৭) আপোনাৰ উক্ত কাৰ্য্যৱলীৰ চমু বিৱৰণ :

কাৰ্য্য :

বিষয় :

উদ্দেশ্য :

সময় :

ফলাফল :

.....

সমস্যা :

.....

- ১৮) আপোনাৰ উক্ত কাৰ্য্যৱলী সম্পন্ন কৰোঁতে জনসংখ্যা শিক্ষাকোষে কোনো সহায় আগবঢ়াইছিল নেকি ? হয়/নহয়।
- ক) যদি হয়, বিৱৰণ :
-
- খ) যদি নহয়, আপুনি সহায় বিচৰা নাছিল নেকি ? হয়/নহয়।
- ১৯) আপোনাৰ বিদ্যালয়ত জনসংখ্যা শিক্ষা কোষে জনসংখ্যা শিক্ষা/কৈশোৰ শিক্ষাৰ বাবে কোনো ধৰণৰ কাৰ্য্যসূচী অনুষ্ঠিত কৰিছিল নেকি ? হয়/নহয়।
- যদি হয়, বিৱৰণ :
-
-
- ২০) জনসংখ্যা শিক্ষা/কৈশোৰ শিক্ষা বিস্তাৰৰ বাবে আপুনি জনসংখ্যা শিক্ষা কোষে আয়োজন কৰা প্ৰশিক্ষণৰ পৰা লাভৱান হৈছেন ? হয়/নহয়।
- ১) জনসংখ্যা শিক্ষা অসমত কেতিয়াৰ পৰা প্ৰৱৰ্তন হৈছে।
- ক) ১৯৮৩ খ) ১৯৪৫ গ) ১৯৮০
- ২) ভাৰতৰ জনসংখ্যা কিমান ? আৰু ই পৃথিৱীৰ মুঠ জনসংখ্যাৰ কিমান শতাংশ ?
- ক) ২ বিলিয়ন ১৫ শতাংশ।
- খ) ১ বিলিয়ন ১৬ শতাংশ।
- গ) ১ বিলিয়ন ১০ শতাংশ।
- ৩) জনসংখ্যা বিস্ফোৰণৰ ফলত হোৱা প্ৰধান সমস্যা সমূহ হ'ল :
- ক) সমতুল পৰিপুষ্টি, সুস্বাস্থ্য, পৰিবেশ ইত্যাদিৰ বিকাশত বাধা।
- খ) প্ৰদূষণ। গ) নিবনুৱা সমস্যা।
- ঘ) দেশ এখনৰ সকলো প্ৰকাৰৰ উন্নতিৰ বাধা।
- ঙ) উপৰোক্ত সকলো।
- ৪) জনসংখ্যা বিস্ফোৰণ ৰোধ কৰিব পাৰি :
- ক) জনসংখ্যা বিস্ফোৰণ সমস্যা সমূহৰ বিষয়ে সজাগতা আনি।
- খ) পৰিয়াল পৰিকল্পনাৰ (সীমিত পৰিয়ালৰ) প্ৰতি জনপ্ৰিয় ধাৰণাৰ সৃষ্টি কৰি।
- গ) উপৰোক্ত দুয়োটা কাৰ্য্যৰ দ্বাৰা।

- ৫) স্কুলীয়া পৰ্য্যায়ত জনসংখ্যা শিক্ষা/কৈশোৰ শিক্ষা দিয়াৰ মূল বিৱৰণ :
- ক) জনসংখ্যা পৰিস্থিতি সম্পৰ্কে সচেতন কৰি তোলা।
 - খ) পাঠ্যক্ৰম আৰু বাস্তৱ জগতৰ মাজত সহঃসম্বন্ধ স্থাপন কৰা।
 - গ) দায়িত্বশীল নাগৰিক গঢ়ি তোলা।
 - ঘ) সৰুপৰিয়াল সুখী পৰিয়াল এই মূল্যবোধৰ প্ৰতি প্ৰয়োজনীয় দৃষ্টিভঙ্গী গঢ়ি তোলা।
 - ঙ) উপৰোক্ত সকলো কাৰণৰ বাবে।
- ৬) কৈশোৰ অৱস্থাত ছাত্ৰ/ছাত্ৰীক প্ৰজনন স্বাস্থ্য সম্পৰ্কে সঠিক জ্ঞান দিয়া উচিত : হয়/নহয়।
- ৭) এইডছ (AIDS) এবিধ যৌন ৰোগ : হয়/নহয়।
- ৮) এইডছ (AIDS) ৰ মূল কাৰক
- ক) এবিধ বেণ্টেৰীয়া
 - খ) এবিধ ভেকুঁৰ
 - গ) HIV ভাইৰাছ।
- ৯) এইডছ (AIDS) সংক্ৰমিত হয় :
- ক) অবৈধ, প্ৰতৰোধ নোলোৱা যৌ সঙ্গম।
 - খ) ৰক্তপ্ৰদান বা সংক্ৰমিত তেজৰ লগত সংস্পৰ্শ।
 - গ) বীজাণু মুক্ত নকৰা বেজীৰ ব্যৱহাৰ।
 - ঘ) সংক্ৰমিত মাতৃৰ গৰ্ভধাৰণ মাকৰ গাখীৰ।
 - ঙ) ম'হ, উৰহ ইত্যাদিৰ কীট পতঙ্গৰ দ্বাৰা।
 - চ) কৰমৰ্দন কৰা, সাৱটি ধৰা আৰু চুমা খোৱা।
- ১০) আপোনাৰ বিদ্যালয়ৰ ওচৰত এখন সুৰাৰ বিপনী হ'লে আপোনাৰ কৰ্তব্য :
- ১১) ছাত্ৰ/ছাত্ৰী জনসাধাৰণক জনসংখ্যা শিক্ষা দিয়াৰ কেইটামান উপায় হ'ল :
- ক)
 - খ)
 - গ)
- ১২) আপুনি উপৰোক্ত কথাবোৰ কেনেকুৱা ধৰণৰ উৎসৰ পৰা জানিব পাৰিছে ?

জনসংখ্যা শিক্ষা সম্পর্কীয় প্রশ্নাবলী
(মূল ব্যক্তিৰ [Key persons] বাবে)

সাক্ষাত গ্রহণ কৰোতাৰ নাম :

স্থান :

দিনাংক :

- ১) নাম :
- ২) ঠিকনা :
.....
- ৩) বয়স : ৪) লিংগ : পুৰুষ/মহিলা.....
- ৪) শিক্ষাগত অৰ্হতা :
- ৬) বৰ্ত্তমান পদবী :
- ৭) অৱসৰ প্ৰাপ্ত নেকি ? হয়/নহয়।
- ৮) আপুনি ৰাজ্যিক শিক্ষা সংস্থা, যোৰহাটৰ অধীনস্থ জনসংখ্যা শিক্ষাকোষৰ বিষয়ে অৱগতনে।
হয়/নহয়।
- ৯) আপুনি জনসংখ্যা শিক্ষাকোষে আয়োজন কৰা কোনো ধৰণৰ প্ৰশিক্ষণত যোগদান কৰিছেনে ?
হয়/নহয়।
- ১০) প্ৰশিক্ষণৰ মূল বিষয় বস্তু কি আছিল ?
ক) জনসংখ্যা শিক্ষা খ) কৈশোৰ শিক্ষা
গ) ক, খ, দুয়োটা ঘ) অন্যবিষয়ক
- ১১) আপুনি প্ৰশিক্ষণ লোৱাৰ মূল উদ্দেশ্য কি আছিল ?
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- ১২) প্ৰশিক্ষণৰ :
স্থান :
সময় :
- ১৩) প্ৰশিক্ষণ লোৱাৰ সময়ত আপোনাৰ পদবী কি আছিল ?
- ১৪) আপুনি এনেকুৱা প্ৰশিক্ষণ মুঠতে কিমান বাৰ লৈছে
প্ৰশিক্ষণৰ সংখ্যা বিষয় প্ৰশিক্ষণৰ কাল সময়

১৫) প্রশিক্ষণৰ শিক্ষন পদ্ধতি কেনেকুৱা আছিল ?

ক) আলোচনা

খ) দলগত আলোচনা

গ) কৰ্মশালা

ঘ) কাৰিকৰী নিৰ্দেশনা/আলোচনা নিৰ্দেশনা

ঙ) উপৰোক্ত সকলো

১৬) প্রশিক্ষণ কালত দৃশ্য-শাব্য (অডিঅ' ভিজুৱেল) সামগ্ৰীৰ ব্যৱহাৰ কৰিছিল নেকি ? হয়/নহয়
যদি হয়, কি আছিল ?

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১৭) প্রশিক্ষণ কালত আপোনাক জনসংখ্যা শিক্ষা/কৈশোৰ শিক্ষা বিষয়ক পুথি দিছিল নৈকি ?
হয়/নহয়। যদি হয়, কি আছিল ?

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১৮) প্রশিক্ষণ কালত বিদ্যালয়ত/..... জনসাধাৰণক শিক্ষা দিয়াৰ উপযোগী সহপাঠ্যক্ৰমিক
বা আন শিক্ষাৰ আহিলা ইত্যাদিৰ ওপৰত আলোচনা হৈছিল নেকি। হয়/নহয়।

১৯) প্রশিক্ষণ কালত আপুনি কোনো ধৰণৰ অসুবিধাৰ সন্মুখীন হৈছিল নেকি ? হয়/নহয়।

যদি হয়, অসুবিধা সমূহ :

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.....
.....

২০) প্রশিক্ষণৰ আগত আৰু প্রশিক্ষণৰ পাছত কোনো ধৰণৰ মূল্য নিৰ্ণায়ক পৰীক্ষা হৈছিল নেকি ?
হয়/নহয়।

২১) প্রশিক্ষণৰ পৰা আপুনি কেনেদৰে উপকৃত হ'ল ?

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২২) জনসংখ্যা শিক্ষাৰ বাবে এনেকুৱা আৰু প্ৰশিক্ষণৰ প্ৰয়োজন বুলি ভাবেনে ?

মন্তব্য :
.....
.....
.....

২৩) জনসংখ্যা শিক্ষা/কৈশোৰ শিক্ষা বিস্তাৰৰ বাবে আপুনি প্ৰশিক্ষণৰ পাছত কি কি পদক্ষেপ লৈছে ?

- ক) শিক্ষকৰ প্ৰশিক্ষণ।
- খ) কিশোৰ কিশোৰীহঁতৰ বাবে দিহা পৰামৰ্শ।
- গ) জনসংখ্যা শিক্ষা/কৈশোৰ শিক্ষাৰ প্ৰতি সচেতন কৰাৰ উদ্দেশ্য বিভিন্ন অনুষ্ঠান অনুষ্ঠিত কৰা।
- ঘ) আন কোনো কাৰ্য্য।
- ঙ) কোনো কাৰ্য্য কৰা নাই।

২৪) আপুনি প্ৰশিক্ষণৰ কিমান দিনৰ পাছত এনে কাৰ্য্যসূচী কৰিছিল ?

.....

২৫) আপোনাৰ উক্ত কাৰ্য্যৱলীৰ চমু বিৱৰণ :

কাৰ্য্য :

সময় :

উদ্দেশ্য :

সমস্যা :

.....

ফলাফল :

.....

সহায় :

.....

২৬) প্ৰশিক্ষণৰ আগতে আপুনি জনসংখ্যা শিক্ষা/কৈশোৰ শিক্ষাৰ বাবে কোনো কাৰ্য্য কৰিছিল নেকি ?
হয়/নহয়। যদি হয় বিৱৰণ।

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জনসংখ্যা শিক্ষা সম্পর্কীয় প্রশ্নাবলী

(ছাত্র-ছাত্রীৰ বাবে)

সাক্ষাত গ্রহণ কৰোতাৰ নাম :

স্থান :

দিনাংক :

- ১) নাম :
- ২) বিদ্যালয়ৰ নাম :
- ৩) শ্ৰেণী :৪) বয়স :
-
- ৫) লিংগ : ল'ৰা/ছোৱালী।
- ৬) পিতৃৰ শিক্ষাগত অৰ্হতা :
- ৭) মাতৃৰ শিক্ষাগত অৰ্হতা :
- ৮) তুমি তলত উল্লেখ কৰা বিষয় সমূহৰ ওপৰত হোৱা কোনো আলোচনা চক্ৰ/অনুষ্ঠানত যোগদান কৰিছানে ?
- ক) জনসংখ্যা শিক্ষা সম্পৰ্কীয়।
- খ) 'কৈশোৰ শিক্ষা সম্পৰ্কীয়।
- গ) এইডছ (AIDS) সম্পৰ্কীয়।
- ঘ) সুৰা, ড্ৰাগছ ইত্যাদি সম্পৰ্কীয়।
- ঙ) অন্য বিষয়ক।
- চ) কোনো অনুষ্ঠানত যোগদান কৰা নাই, যদি ৮) নং প্ৰশ্নৰ উত্তৰ (চ) নহয়।
- ৯) উক্ত অনুষ্ঠানত কোনে অনুষ্ঠিত কৰিছিল ?
- ক) ৰাজ্যিক শিক্ষা সংস্থা, যোৰহাটৰ অধীনস্থ জনসংখ্যা শিক্ষাকোষ (PEC)।
- খ) কোনো সংঘ।
- গ) বেচৰকাৰী অনুষ্ঠান।
- ঘ) বিদ্যালয় কৰ্তৃপক্ষ।
- ঙ) জ্ঞাত নহয়।
- ১০) অনুষ্ঠানটি কেনেধৰণৰ আছিল ?
- ক) কুইজ প্ৰতিযোগিতা। খ) ৰচনা প্ৰতিযোগিতা।
- গ) তৰ্ক, আকস্মিক বক্তৃতা। ঘ) নাটক।
- ঙ) আলোচনা চক্ৰ/কৰ্মশালা। চ) কোনো দিৱস ইত্যাদি।
- ছ) চিত্ৰাঙ্কন প্ৰতিযোগিতা। জ) শোভাযাত্ৰা।
- ঝ) দিহা পৰামৰ্শ। ঞ) অন্য বিষয়ক।

১১) উক্ত অনুষ্ঠানৰ বিৱৰণ :

অনুষ্ঠান	বিষয়	সংখ্যা	সময়	অনুষ্ঠানৰ কাল	তোমাৰ সহযোগ
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তুমি জানানে :

১) ভাৰতৰ মুঠ জনসংখ্যা কিমান ?

ক) দুই বিলিয়ন খ) এক বিলিয়ন গ) তিনি বিলিয়ন

২) জনসংখ্যা বিশ্লেষণৰ ফলত হোৱা প্ৰধান সমস্যা সমূহ হ'ল :

ক) সমতুল পৰিপুষ্টি, সু-স্বাস্থ্য, পৰিবেশ ইত্যাদিৰ বিকাশত বাধা।

খ) প্ৰদূষণ।

গ) নিবনুৱা সমস্যা।

ঘ) দেশ এখনৰ সকলো প্ৰকাৰৰ উন্নতিৰ বাধা।

ঙ) উপৰোক্ত সকলো।

- ৩) সৰু পৰিয়াল সুখী পৰিয়াল : হয়/নহয়।
- ৪) ছাত্ৰ/ছাত্ৰীয়ে তেওঁলোকৰ সকলো শাৰীৰিক, মানসিক সমস্যাৰ কথা শিক্ষক অথবা পিতৃ-মাতৃৰ লগত আলোচনা কৰা উচিত। হয়/নহয়।
- ৫) প্ৰজনন স্বাস্থ্যৰ প্ৰতি সচেতন হোৱা উচিত : হয়/নহয়।
- ৬) এইডছ (AIDS) ৰ বিষয়ে জানানে ? হয়/নহয়।
- ৭) এইডছ (AIDS) ৰ মূল কাৰক ?
 ক) বেঙেৰীয়া খ) ভেকুঁৰ গ) HIV ভাইৰাছ
- ৮) এইডছ চিকিৎসা কৰিলে আৰোগ্য হয় : হয়/নহয়।
- ৯) এইডছ (AIDS) সংক্ৰমিত হয় :
 ক) শাৰীৰিক সম্পৰ্ক।
 খ) ৰক্তদান বা সংক্ৰমিত তেজৰ লগত সংস্পৰ্শ।
 গ) বিজাণু মুক্ত নকৰা বেজীৰ ব্যৱহাৰ।
 ঘ) সংক্ৰমিত মাতৃৰ গৰ্ভধাৰণ, মাকৰ গাখীৰ।
 ঙ) ম'হ, উৰহ ইত্যাদি কীট পতঙ্গৰ দ্বাৰা।
 চ) কৰমৰ্দন কৰা, সাৱটি ধৰা আৰু চুমা খালে।
- ১০) সুৰা তথা অন্য ড্ৰাগছ ইত্যাদিৰ ব্যৱহাৰে স্বাস্থ্য, পৰিয়াল তথা সমাজৰ ধ্বংসৰ কাৰণ : হয়/নহয়।
- ১১) তুমি উপৰুক্ত কথাবোৰ কেনেকুৱা ধৰণৰ উৎসৰ পৰা জানিব পাৰিছা।
 ক) জনসংখ্যা শিক্ষা কোষে আয়োজন কৰা কোনো অনুষ্ঠান।
 খ) অন্য কোনো অনুষ্ঠান।
 গ) বাতৰি কাকত, আলোচনী, দূৰদৰ্শন, কথাছবি ইত্যাদি।
 ঘ) তোমাৰ স্কুলীয়া পাঠ্য পুথিৰ পৰা।
- ১২) উপৰুক্ত কোনটো উৎসৰ পৰা তুমি উক্ত কথা বিলাক ভালধৰণে জানিব পাৰিছা।

- ১৩) উপৰুক্ত কথাবোৰ জানি তুমি কেনেধৰণে উপকৃত হৈছা।

