

APPENDIX E

ALL LESSONS I - IX

Lesson I

Class: IX and X

Date: 25.7.1980

Subject: Population Education

Topic: Introduction to Population Education

Specific Objectives

1. To develop an understanding in the students that the population phenomenon is not static.
2. To develop an understanding in them about the density of population.
3. To develop an awareness and understanding of the three population processes - namely, births, deaths and migration - and their impact on population growth.
4. To create an understanding in them about the major components of population education.
5. To develop realization in them that population education is essential for improving the quality of their life in future.

Content

1. The word 'population' is used in different content, e.g., child population, school population, class population, female/male population, etc.

2. In order to study the population of a given place, one can study it from different angles based on its characteristics.

3. In certain areas of Udaipur there are more people who stay compared to other areas. The areas in which more people stay per square kilometer are said to be more dense than other areas in which there are very few persons staying in per kilometer area.

4. In our state Bharatpur is most dense and Jaisalmer is least dense in our state. U.P. is most dense state in our country.

5. The population of a given place or area keeps on changing, It never remains standstill.

6. The same way family's population situation also keep changing.

7. This increase/decrease in population of a family/district/state/nation is influenced by the three main processes - birth rate, death rate and migration pattern.

8. These changes in the situation influences the way of living of people.

9. Our country has limited resources- both agricultural and industrial. There has to be a balance between these resources and family size or production and the

number of people who are to use them.

10. There are various reasons for the increase of population in our country.

11. Child marriages in our country influences the population situation and the health of both mother and child.

12. It is essential to make people aware and understand that in order to live happily and enjoy the various resources. Hence, we need to plan our parenthood,

13. This type of education in which one is provided with the awareness and understanding as how the population changes, what are the influences of decrease or increase in population on family's standard of living and the birth of each baby should be planned carefully so that their quality of life can be improved and thereby the nation can improve - is called as population education.

14. The population education deals with - demography, determinants and consequences of population growth, human reproduction and family planning.

To Sum up

1. The population phenomenon is not static. That is, it helps on changing.

2. The births, deaths and migration influences the

population situation of a place. Some places have more dense population than others.

3. The population education is an educational process to create an understanding and awareness of population phenomenon, their causes and consequences, to enable people to make desirable decisions regarding their parenthood and family planning.

4. The population education deals with demography, causes and consequences of population growth, human reproduction and family planning.

5. The population education is essential for all age groups and more so for young people to improve the quality of living.

Activities for Students

I. From your own family find out:

1. the family composition (number of children, sex, their age and occupation, educational background of three generation).

2. the age at which your parents, grand parents and great grand parents got married to see the generational gap/change in marriage age.

II. Choose any three families in the neighbourhood and find out their adult/child population and their

proportions.

Teaching Aids

Charts - Charts will be prepared and screened during the lesson.

Supervisor's Remarks

Lesson II

Class: IX and X Date: 26.7.1980
Subject: Population Education
Topic: An Overview of Population Situation of the
World and India

Specific Objectives

1. To develop awareness and understanding in the students about the meanings of the demographic concepts and processes.
2. To equip them with the knowledge about the history of population growth of the world.
3. To create an understanding in them about the interrelationship between the demographic processes and their influence on the present population situation.
4. To create an awareness in them about the population situation of the developed and developing countries.
5. To develop realization in them that the problem of over population is more serious for developing countries than the developed countries.
6. To develop awareness in them about the population situation of the world with reference to India and Rajasthan State.

Content

1. Throughout the world man is considered to be a part of nature.

2. It is believed that the total human population of world at the time of Christ was about 300 million and it increased to about 500 million by 1650. It then doubled again to 1000 million around 1850. It doubled again to 2000 million by 1930. The world population reached to 4000 million (4 billion) around 1975, having doubled in 45 years only. At the present rate of growth it is likely to be doubled in the next 25 years only.

3. The three main processes - birth rate, death rate and migration, influence the population situation of a place.

4. The meanings of the terms death rate, birth rate, migration, fertility, reproductive period, infant mortality rate, fertility, fertility rate and population growth rate.

5. The death rate is constantly declining through the past years. There is decrease in birth rate as well. But the problem is that both, birth rate and death rate, have not declined at the same rate to reduce the population growth.

6. The year 1921 is great dividing line in the population history.

7. Both developed and developing countries are facing the problem of population growth.

8. Of the total world population, 60 per cent is shared by the developing and 40 per cent by the developed countries.

9. The problem of population growth is more severe for the developing countries.

10. Of the world population of 4 billion (4000 million) 548 million (1971 census) nearly 15 per cent are Indians. India is seventh largest country in terms of size and is second largest in terms of its population, next to China whose population is 840 million.

11. From 548 million in 1971 India's population increased to 613 million in 1975. About 13 million people (one Australia) is added to our population every year. In the world today every seventh person is an Indian.

12. The population of different states has been increasing at different rates. The highest population is that of U. P. (88.3 million in 1971) while Sikkim is the least populous in India (0.21 million in 1971).^{13.} When the land area is taken into consideration U.P. is the largest (.44 million Sq. K.M.) and again Sikkim has the lowest land area (7,299 Sq.K.M.).

14. As per density of population Kerala (with 549 persons per Sq.K.M.) is the most densely populated state.

15. In the State of Rajasthan, Jaipur is the most populous district in Rajasthan with a population of 2,482 thousands in 1971.

16. Jaisalmer is the least populous district with a population of 167 thousands.

17. Bharatpur with 184 persons per Sq.K.M. is the most densely populous district and Jaisalmer having the most scattered or least dense population with only 4 persons per Sq. K.M.

18. There are various determinants and consequences of population growth.

To Sum up

1. The world population is increasing at a very rapid rate.

2. The demographic processes like birth rate, death rate and migration are interrelated and influence the population situation.

3. The major reason for the present problem of over population is the low death rate and comparatively high birth rate.

4. The total world population of both developing

and developed nations has increased but with different rates.

5. Of the total world population 60 per cent is shared by the developing and only 40 per cent by the developed nations.

6. The developing nations have high birth rate and low per capita income compared to the developed nations and so the problem is more serious for developing countries.

7. About 13 million people (one Australia) is added to Indian population every year.

8. India's population has increased at a very rapid rate after 1921.

9. The highest population in India is that of U.P. whereas the lowest population is that of Sikkim.

10. U.P. is the largest in land area whereas Kerala is the most dense state of India.

11. In the State of Rajasthan, Jaipur is most populous and Jaisalmer has the lowest population.

12. Bharatpur is most densely populated and Jaisalmer has the most scattered population.

13. The population situation of any place keeps on changing due to the birth rate, death rate and internal as well as international migration.

Activities for the Students

I. (a) In the map of India colour the most and least populated state.

(b) Write the various population figures in the maps (of India and Rajasthan) - population, density, land area for the different states and districts.

II. Contact five families each and find out the births, death and migration, if any, that have taken place in their families during the past two generations.

III. Work out the density of population when:

(a) the total land area of a city is 530 Sq.K.M.

(b) the total population is 6,000.

Work out the population of the city having 3,000 families and each has one child only, 2 children, 3 children and 4 children.

Teaching Aids:

1. Charts
2. Blackboard.

Supervisor's Comments

Lesson III

Class: IX and X Date: 28.7.80
Subject: Population Education
Topic: Determinants and Consequences of Population Growth

Specific Objectives

1. To help the students to understand the various determinants, e.g. social, economic and religious that have influenced the population growth of our country.
2. To develop understanding in them about the inter-relationship between the different determinants of population growth.
3. To create an understanding in them about the various consequences of over population on the life of the individual.
4. To develop an understanding in them that the various consequences of population growth are interrelated.
5. To develop realization in them about the requirements for future if the population growth is not controlled in terms of medical facilities, food, houses, educational institutions, employment, etc.

Teaching Aids

The film "Down to Earth" (Hindi) will be screened

on 29th July, 1980 to supplement and support the information given today.

Previous Knowledge

1. The students know the meanings of the important terms/words related to population situation.

2. The students also possess the knowledge about the population situation of the world, India and Rajasthan and how it has given in the past years.

Introduction

The teacher will ask the following questions to the class:

1. What was the characteristic of India's population situation before 1921?
2. What is the characteristic of India's population situation at present or after 1921?
3. Which are the main three processes that affect the population situation of any place?
4. What is the main reason for the population growth in our country even when the death rate is declining day by day?

Statement of Aim

Important determinants and consequences of

population growth on our living conditions.

Presentation

(The content will be presented to the students by lecture-cum-question-answer method).

Content

Teaching Point

1. Relationship between fertility or reproductive behaviour of a woman and population growth.

The population of a given place increases as the fertility behaviour in women increases. When the women produces more children the family size increases and as a result the population of that place also increases.

2. Early marriage and population growth are related to each other.

Early marriage of a boy or a girl increases the chances of producing more children. When the girl gets married at an early age the reproductive period for her increases which may lead to producing children at an early age as well as produce children till late age. This affects the population situation of a given place. By late marriages the situation will be different.

3. High fertility is said to be a fundamental adjustment to high mortality.

In the past when the mortality rate was very high it was necessary to produce more children for group survival. Due to high fertility and high mortality the population did not grow significantly. But recently when the mortality rate has been checked or is controlled due to medical advancement, there is a need to change the fertility behaviour of the women. Because, at present, the birth rate has not declined proportionately to the death rate which has led to increased population in our country.

4. Family structure and high fertility are inter-related and lead to population growth.

In the past, when there were more joint families the social and economic functions of family were shared jointly by all the members. More children were preferred to provide security at old age and care to younger ones in the absence of parent/s. These days the families are breaking down and all these functions have to be carried out by the nuclear families. In such a changing society, if people continue to produce more children the nuclear families will not be able to carry out all the functions satisfactorily. The population will grow and their standard of living will deteriorate day-by-day. With the change in family structure there is need to bring about the change in the fertility behaviour also to control the growing population.

5. Status of women affects population growth.

The various researches have proved that the families wherein the status of women is high the family size is also small whereas when the status is low the family size is large. The status of women is mainly affected by education and job. When she is more educated and is in job she will prefer small family so that she can take care of the family members properly. Sometimes she may not be highly educated or may be educated but not in job, even then her status may be high. When her status is high she can take part in deciding the number of children they should have and may prefer small family. Therefore, her status affects her fertility behaviour and this in turn affects the population growth of a place.

6. Want of son is directly related to population growth.

In our culture for various social, economic and religious reasons a male child is wanted by most of the families. The birth of a male child brings higher status for women, he adds to family income and continue the family name. He is preferred to perform various religious tasks. There is no harm in preferring a male child as long as it does not lead to undesirable consequences - mainly in terms of health of mother and child and standard of living of the family. For want of son couple should not continue to produce more daughters which affects the standard of living negatively. In such circumstances it is desirable to adopt a son than producing more daughters and invite more strain on the family's economy. So a couple should take the decision as

as whether to wait for having their own son or adopt one or do without this. The ^{wrong} decisions in this connection increase the population.

7. The notion that "children are gifts of God" affects the population growth.

Most of the people believe that children are gifts of God and so they should not be controlled. It is not so. The children are born only when a man and a woman have sexual relationship. The child will be born under the normal circumstances when the ovum and the sperm unite with each other. This notion that children are gifts of God and so should not be checked is prevalent due to lack of education (mainly about human reproduction) in our people. Due to this belief people continue to produce more children and there is an increase in the population. Hence, there is a need to change this belief and understand how the human reproduction takes place. The birth of a child is in hands of the couple. They can limit their family size, if they want.

8. The belief that children are economic assets leads to population growth.

Children are considered to be economic assets in the family. Generally, it is believed that more the number of children in the family more hands to earn. They forget that this increases more mouths to feed as well. This belief has led to large families mainly in the rural areas

areas and in the middle and lower middle or poor families. With each child birth the family expenditure increases and the standard of living gradually decreases. The population growth increases and at the same time the standard of living goes down which hampers the nation's progress. The child labour also increases.

9. Urbanization to certain extent leads to population growth.

Due to urbanization many people from rural areas and from small towns have migrated to urban areas or big cities. Economically they continue to support their families. This has led to increase in urban slums. Due to lack of recreational facilities and hard pressed economic conditions they have a tendency to produce more children. Thereby the population grows day-by-day.

10. All these determinants or reasons of population growth are interrelated and do not operate in isolation.

The fertility behaviour is affected by early marriage, status of women, want of son and so on. The same way the fertility behaviour is also influenced by their beliefs. Therefore, most of these operate in relation with each other and not in isolation.

11. The consequences of population growth on our living conditions.

When the population grows beyond a certain limit

there is a need for more food, more houses, more educational institutions, medical facilities, employment opportunities, environmental pollution and so on. The increased population of our country has affected the standard of living of our families and nation's progress negatively.

(All these various consequences have been shown very nicely in the film "Down to Earth" tomorrow).

Tomorrow's film mainly deals with how the human population has grown in the past years, what are its main reasons and consequences on the living conditions of the families. This film also tells us how these different consequences are interrelated and what will be the future requirements if the population continues to grow at this rate.

Evaluative Questions

1. What are the various determinants of population growth?
2. Are these different determinants interrelated? In what ways? Give one example.
3. In what way the population growth influences the living conditions of the family?
4. Would the requirements in future increase/decrease with the increase in population situation or change in situation?

Black-Board Summary

1. The birth of a child in the family influences the population growth of a place.

2. The child birth is influenced by a number of determinants/factors/reasons like fertility behaviour of a woman, early marriage, high mortality, family structure, status of women, want of son, beliefs related to child birth, migration and urbanization.

3. All these determinants are related to each other and do not operate in isolation. All these influence the birth rate and thereby the population growth.

4. There are various consequences of population growth related to medical facilities and health, availability of food products, educational facilities, employment facilities, housing, environmental pollution and so on.

5. All these consequences of population growth are interrelated and influence the individual and his quality of life as a whole.

6. There is an urgent need to control the population growth otherwise with this speed we will need or require more food, more houses, more educational institutions, more employment facilities, hospitals and doctors, and so on to meet the needs of growing population.

Activities for the Students

1. From your own family find out from your mother about the various reasons for her preference for having children.

2. To explore and find out the changes in the population situation of their neighbourhood during the past years.

Note: (1) These activities will be given to them after they have seen the film.

(2) The Evaluation Proforma will be given to them to fill up after the film.

Supervisor's Remarks

Lesson III (Continued)

Class: IX and X Date: 29.7.1980
Subject: Population Education
Topic: Determinants and Consequences of
Population Growth

Specific Objectives

1. To develop understanding in the students about the various determinants and consequences of population growth through the film - Down to Earth.
2. To create an understanding in them about the interrelationship between the various determinants and consequences of population growth.
3. To develop realization in them about the requirements for future, if the population continues to grow at the present speed.

Teaching Aids

The film - Down to Earth - will be screened to give and add information to supplement and support the content taught in the previous class on 28th July, 1980.

Previous Knowledge

1. The students have the knowledge about the various social, economic and religious determinants of population growth.

2. The students already possess the broad/general idea and understanding about the various consequences of population growth at the micro and macro levels.

Introduction to Film

The film "Down to Earth" has four major parts and each one deals with one separate aspect of determinants and consequences of population growth. This film has the commentary in Hindi so that all the students can understand it with minimum difficulties. This film takes care of some points covered in the last class plus some ^{more} details about the consequences of population growth.

Statement of Aim

Important determinants and consequences of population growth on our living conditions.

Presentation

The students will be briefly introduced about the main theme of the four parts of the film. Then with this brief introduction the film will be shown to them.

Content

Film - Down to Earth (Hindi) prepared by FPAI, Bombay.

Presented in colour, the film blends line action with the animated cartoon technique to depict man's life on

earth from the emergence of the first living cell, to today's anxiety ridden city dweller. Ecology, pollution, the need for population control are subtly woven into the fabric of the film.

Module 1 - "The Friendly Planet"
(11 minutes)

The bounty of earth, the appearance of the first living cell, the emergence of diverse species culminating in man are depicted. Thousands of years later, man the hunter becomes man the agriculturist. The founding of stable communities, the growth of learning, trade, science, medicine, revolutions in human life. Industrialization accelerates the push to the cities, with populations bloating to proportions that endanger the delicate balance of earth's resources.

Module 2 - The Ravaged Elements
(11 minutes)

Forest and woodland are gobbled up to satisfy space and food needs of an ever-growing population, erosion, floods, the extinction of some animal species is the resultant 'fall out'. Air and water resources polluted by human and industrial wastes, endanger health and life. Ultimately, man's sanity itself is challenged as he finds himself cut off from space, fresh air, greenery, no better than a captive bird in a cage.

Module 3 - The Over-Crowded Sphere
(10 minutes)

An imaginative portrayal of the plight of the descendants of two couples who originally settled on a small and fertile island called "Graph". Doubling every thirty years, the population in 200 years depletes the island of its natural wealth with attendant misery for all, will earth, doubling its population every 33 years, go the way of Graph.

Module 4 - The Fourth Revolution
(11 minutes)

The animated cartoon technique effectively depicts the industrial revolution followed by the agricultural revolution and the revolutions in medicine and public health. The promise of progress and plenty, consequent to these remarkable achievements, today threatens to reverse itself, unless man can evolve a fourth revolution - The Revolution of Population Control.

Evaluation

The evaluation of the film will be done on the next day's class through discussion and tomorrow the evaluation will be conducted through a short written paper only as mentioned in the evaluation of lesson on 23.7.80.

Supervisor's Remarks

Lesson IV

Class: IX and X Date: 30.7.80
Subject: Population Education
Topic: Interrelationship Between Population Growth
and Quality of Life

Specific Objectives

1. To develop insight in the students about the salient features of the film - Down to Earth.
2. To create awareness in the students about the meaning of quality of living and its indicators.
3. To develop awareness and understanding in them about the differences in the quality of living of large and small families.
4. To equip them with an understanding of the relationship between the quality of living of the families and the national economy and progress.
5. To provide information and develop understanding in them about the impact of industrialization and urbanization on the quality of living of the people.
6. To develop understanding in them about the major reasons for quality of living being high of the developed nations as compared to the developing nations like India.

Teaching Aids

Chart showing the indication of quality of life.

Previous Knowledge

1. The students have an idea about the relationship between quality of life and population growth through the film - Down to Earth.

2. They also have some knowledge through the film - Down to Earth, about the impact of urbanisation and industrialization on quality of life of people.

Introduction

The teacher will ask the following basic questions and further probing with examples will be done from their answers only base on the film - Down to Earth:

1. What was the first part of the film - Down to Earth - about?
2. How has the man evolved?
3. What was the progress he made as he grew through the years?
4. What is the impact of industrialization on the earth's resources?
5. What did you see in the second part of the film?

6. Which were the major needs of man?
7. In what way the forest or woodland prove useful to prevent rains/floods?
8. Why were the forests being cut/destroyed?
9. In what way the growing population has influenced the air and water resources?
10. What was the significance of a bird in the cage and a fish in the glass container?
11. What was in the past XII that attached you most?
12. What did it try to show through the graph?
13. What will happen if the population continues to double every thirtythree years?
14. What was the point of emphasis in the fourth part?
15. Why inspite of agricultural and industrial revolution people find difficult to achieve progress?
16. What is most essential problem today to be given priority to improve the living standard of people and achieve national progress?

Statement of Aim

Interrelationship between population growth and quality of life.

Content

Teaching Point	Method of Presentation
1. The meaning of the term "quality of life".	The question-answer method will be used to explain the quality of life.

Content

Quality of life means the way the people live. When all their needs are satisfied the quality of life is said to be high. The various needs of man are food, clothing, house, education, medical care and health, getting love and affection, recreation, etc.

Q.1 - What do you understand by the term quality of life?

Q.2 - Which are the different needs of man?

Black-Board Summary

The way the people live indicates their quality of life.

2. The various indications of quality of life which are interrelated.

A chart showing the different indicators will be displayed and a student will be called in front to read the different indicators from the chart.

Content

The various indicators are quality of food the family members consume, health of the members, housing facilities, economic conditions, recreational facilities, education and employment and use of various industrial products.

Teaching Point	Method of Presentation
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Black-Board Summary

There are various indicators of quality of life. All these are interrelated and influence the quality of life of individual.

3. The families which enjoy most of these are said to have higher status than others who enjoy few of them.

Through question-answer this will be explained.

Q.1 - Which are the various functions of the family.

Content

The family has various functions and they differ from family to family. The joint and nuclear families have some commonality and some differences in the way these functions are carried out. The larger the family less would be the chances to meet the needs of family members.

Q.2 - Are the functions of nuclear and joint family same?

Q.3 - In what way they are different?

Q.4 - What is the relationship between the family size and quality of life?

Black-Board Summary

The small families can maintain higher quality of life than the large families.

4. The rapid industrialization and urbanisation has influenced the quality of life of the individuals.

Through question-answer method:

Q.1 - What do you mean by industrialization?

Content

Industrialization means the progress in industrial field and urbanisation is not mere migration of people from small towns or villages to

Q.2.- What is the meaning of the term urbanisation?

Q.3 - How does this - industrialization and urbanisation - affect the quality of life of the family? (You may

Teaching Point	Method of Presentation
bigger cities but also the living facilities provided to the people like light, water, housing, etc. These have influenced the individuals both positively as well as negatively.	choose the example from the film also).

Black-Board Summary

The industrialization and urbanisation have influenced the individual's quality of life.

5. The quality of life of the individual family influences the national progress and economy.

Through question-answer method:

Q.1 - Is the individual's quality of life related to national progress and economy?

Content

The quality of life of the individual family is directly related to nation's economy and progress. The developing countries have low quality of life than the developed countries because their per capita income is high and they are able to enjoy most of the industrial goods. There is a balance between the needs of the people and the available resources.

Q.2 - In what way?

Q.3 - Which countries have higher quality of life - developed or developing? Why?

Black-Board Summary

(1) There is a direct and close relationship between the quality of life of individual and the national economy and progress.

(2) The quality of life of the developed countries is higher than the developing countries like India.

Evaluation

A brief objective type paper will be given to them to evaluate the knowledge and understanding they have developed from this lesson.

Activities for the Students

Take two families from the neighbourhood whose income is same (on an average) but the family size is different and then compare their quality/standard of life based on the different indicators.

Supervisor's Remarks

Lesson V

Class: IX and X Date: 31.7.80

Subject: Population Education

Topic: Small Versus Large Families

Specific Objectives

1. To develop understanding in them that each couple in the reproductive years must decide for themselves and plan their own parenthood for their own benefit and national progress.

2. To develop realization in them that decisions taken today have their impact on the population situation in future.

3. To develop awareness and understanding in the students about the consequences of unplanned families.

Teaching Aids

A film-strip - A small family - why? - will be shown to them to fulfil the specific objectives of today's lesson.

Previous Knowledge

1. The students are aware of the relationship between the family size and quality of life of people.

2. They also have the knowledge about the

determinants of population growth and its impact or consequences at the micro and macro levels.

Introduction

1. In what way the quality of life is influenced by the family size?
2. What is the impact of family size on the population situation of the city and nation?
3. What are the reasons of population explosion in our country?
4. What happens when the bomb explodes?
5. The same way when the population explosion takes place? What will be the consequences at the family and national levels?
6. To control the problem of population explosion what should the couples do?

Statement of Aim

Today we shall mainly learn about the causes and consequences of planned and unplanned parenthood at the family and national levels by comparing the large and small families. We shall also try to find out why limitations have to be imposed on reproduction.

Content

<u>Teaching Points</u>	<u>Method of Presentation</u>
<p><u>1. Teaching Point</u></p> <p>The unplanned parenthood results in population growth which increases various problems at the family and national levels, therefore, planning the parenthood is essential.</p>	<p>The film strip will be projected and the question-answer method will be used. To understand the theme of each frame/ projection:</p> <p>(1) What do these - Roads, theatres, trains and schools indicate?</p>
<p><u>Content</u></p>	
<p><u>Frame: 1</u></p> <p>Crowds - e.g. Roads, theatres, trains, schools, etc.</p>	
<p><u>Frame: 2</u></p> <p>The demographic graph showing the birth rate against the death rate and consequent rises in population.</p>	<p>(2) What do you understand from this graph?</p> <p>(3) What does this change in figures during the last fifty years suggest?</p>
<p><u>Frame: 3</u></p> <p>Population figures of 1911 and 1921 representing the conditions - 50 years ago.</p>	<p>(4) What should be done to maintain the balance between the birth rate and death rate or in other words to bring down to population growth.</p>
<p><u>Frame: 4</u></p> <p>Hutments and poor dwellings.</p>	<p>(5) What do you understand from this?</p> <p>(6) What is the role of parents in this connection?</p> <p>(7) What should be done so that the parents can take care of the needs of the family members specially children?</p>

Teaching Points	Method of Presentation
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Frame: 5

Babies in a row.

- (8) What does this row of babies indicate?
- (9) In what way it would have helped the parents if they had planned their families properly?

Frame: 6

Queue at the booking office.

- (10) What is the main reason behind these long queues?

Frame: 7

Queue for admission to college.

- (11) Which problem has been emphasized here?

Frame: 8

Unemployment - A scene at the job recruitment office.

- (12) Which office is this?
- (13) Why has the problem of unemployment increased to this extent?

Frame: 9

Division of landed property among large number of children.

- (14) What does this division of land indicate?
- (15) What will happen when people will find their agricultural yield insufficient to support their families?
- (16) To provide adequate share of agricultural land to the children to support their families what is necessary for the parents?

Frame: 10

Division of income.

- (17) What does this division of income suggest?

Teaching Points	Method of Presentation
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2. Teaching Point

Decisions taken today have their impact on the population situation in future.

Frames: 11 and 12

The difference in population situation due to a family of 5 children and 2 children.

- (18) What do you understand by these two projections?
- (19) What should the parents do to decrease the population growth?

3. Teaching Point

Each couple in the reproductive years must decide for themselves and plan their own parenthood for their own benefit and the national progress.

Frame: 13

Contrasting scenes of small and large families.

- (20) For which of the two mothers, motherhood is a happy experience? Why?
- (21) What does this suggest?

Frame: 14

The unrealized dreams of unplanned family of a married couple.

- (22) What should they have done to make their dreams of parenthood more realistic and enjoy the parenthood?

Frame: 15

Children in large and small family.

- (23) Why are the children in the small family are playing or looking more contented.

Frame: 16

Children in large family are not cared properly.

- (24) Which kind of family is more preferred by the mother to give or pay better attention to her children? Why?

Teaching Points	Method of Presentation
<u>Frame: 17</u>	(25) What does this suggest?
A family of two children is preferred for the benefit of both - the family itself and nation at large.	(26) Why this size of family is advocated so much?

Evaluative Questions

1. What are the major points emphasized through this series of projections?
2. What is the impact of family size on the population situation in future?
3. What are the various reasons for which a small family has been preferred over the large family?
4. To bring happiness in the family and improve the quality of life what should be the parents' role?
5. What is the significance of planned parenthood?
6. In what way the planned parenthood helps in national progress.

Black-Board Summary

1. The unplanned parenthood increases the population growth which leads to various problems at the family and national level.

2. The decisions taken today by any couple have their impact on the population situation in future.

3. Timely planning of the parenthood by eligible couples is important for the benefit of the family and national progress.

Activities for the Students

1. Write a small paragraph on importance of planning the parenthood. (Home assignment)

2. Prepare the points for discussion or debate on the theme large vs. small family. (Home assignment)

3. A short objective type paper (to be answered in the class) will be given to them as part of the content evaluation by the students. (Copy enclosed)

Supervisor's Remarks

Lesson VI

Class: IX and X Date: 1.8.80
Subject: Population Education
Topic: Human Reproduction

Specific Objectives

1. To provide scientific information to students about the reproductive system in males and females so as to develop desirable attitudes towards sex.

2. To develop understanding in them about the importance of knowing about the human reproduction to raise the quality of life.

3. To provide information and create interest in them about knowing and clarifying their concepts related to role of different parts of reproductive system in males and females.

4. To develop understanding in them about the menstrual cycle and the relationship between the conception and reproductive age of female.

Teaching Aids

The film strips will be used to give information about the reproductive system in males and females. The film strips are:

- (i) The male reproductive system.
- (ii) The female reproductive system.
- (iii) The menstrual cycle.

Previous Knowledge

1. The students are aware of the related terms like reproduction, reproductory period, reproductory behaviour.

2. Some students (science students) are aware of the reproduction in few animals, insects and birds and plants.

3. The students in general are aware of the outward changes in their bodies that take place with sexual maturing.

Introduction

1. Uptil now what all have we learnt broadly speaking?

2. Suppose we compare the population situation of a place to a piece of land on which plants are growing.

When would each plant grow properly or to its maximum capacity?

3. **Now**, suppose we have been given a piece of land to cultivate. Before we grow a plant in it what all do we need to know about the proper **growth and** development of the plants so that with minimum wastage and investment we have

maximum yield?

4. The same way if we want **our** nation to progress we need to have children which are more healthy and promote their maximum development so that they can serve the **best** in national progress. Hence, what all should we know to have a healthy child and promote his overall development?

5. As the knowledge of different aspects like soil, seed, spacing between the two plants, fertilizers, proper time of sowing etc. is essential for maximum yield the same way the scientific knowledge of the different parts of body that play role in reproduction, proper spacing of children, health of mother, nutrition, number of children, etc. all is essential. Only then we can give birth to healthy children - who are physically as well as mentally healthy.

Statement of Aim

Today, we shall first know about the reproductive system in males and females and their functions in brief.

Context

Teaching Points	Presentation
-----------------	--------------

- | | |
|--|---|
| 1. To provide scientific information about the reproductive system in males. | Through direct teaching and question-answer method wherever possible. |
|--|---|

Frame: 1

- | | |
|---|---|
| Human life moved from generation to another through the physical union of man with woman. | 1. What is most essential for reproduction in human beings? |
|---|---|

Frame: 2

- | | |
|--|--|
| Each sex has organs and systems for the purpose of reproduction? | 2. The organs which are meant for the purpose of reproduction. Are they same in males and females? |
|--|--|

Frame: 3

- | | |
|--|--|
| The male role in reproduction is to fertilize a woman. | 3. What is the role of male in reproduction? |
|--|--|

Frames: 4 - 8

- | | |
|------------------------------|--|
| The male organs or genitals. | 4. Are the male organs of reproduction externally located or internally located or externally as well as internally located? |
|------------------------------|--|

Content:

- | | |
|---|---|
| The organs reproduction in males are externally located called as genitals. They are mainly the penis, scrotum and the testicles which are within the serotum. These are present at the time of birth but begin to function only when they reach maturity - around 12-15 years when they enter puberty. | 5. What are the names of these organs?
6. Are these organs present at the time of birth?
7. Do changes take place in them as the individual grow?
8. When does these change occur? |
|---|---|

Teaching Points

Presentation

Frame: 9

The physical change like change in their voice, appearance, facial features, body hair, changes in pubic region, muscular development take place as he moves towards sexual maturity. The appearance of hair in the arm pit, pubic region, beard and mustaches are also due to these changes only. These changes are known as secondary sex characteristics due to the changes in the body hormones. Hormone is a special substance, liquid, that is produced to bring these changes in the male to make him look like an adult male.

9. What are the other physical changes that take place in males during the process of growing?

10. What is a hormone? Have you heard this name?

Frame: 10

Besides these changes one very important change is the production of sperm. This is called as the male sex cell which is necessary for fertilization of the female. This male sex cell has the similar function like the seed in plant growth. This frame shows the parts of the sperm - Head, neck and tail.

11. What is the function of this sperm?

Frame: 11

The sperms are produced in the testicles, two sex glands suspended in the scrotum.

Frame: 12

Each testicle contains a mass of coiled and twisted little tubes. Sperms are produced all along their length.

Teaching Points

Presentation

Frame: 13

Once they begin to be produced they continue until late in the life of the male.

Frames: 14 - 18

The hereditary characteristics of the male are carried in the sperm when the fertilization, conception, of the female takes place. These sperms are produced in large numbers and travel through a duct called vas deference and is released through the penis.

Frames: 19 - 24

These show the different stages of penis before release or ejaculation of the semen.

Frames: 25 - 28

When a boy experiences the ejaculation of the accumulated semen (called nocturnal emission) this indicates that he has reached sexual maturity.

Black-Board Summary

1. The male organs of reproduction are externally located and are functionally different than those in females.
2. They are mainly penis, scrotum and testicles.
3. At puberty they become functionally mature to indicate that the boy is matured to fertilize a woman.
4. With the sexual maturing the secondary sex

Teaching Points

Presentation

Frames: 5 - 8

These are different parts associated with these organs.

Frame: 9

The onset of puberty in girls is earlier (a year or two) than with boys and sexual maturing generally occurs between the ages of 11-14 years.

3. Is there any difference in the onset of puberty in girls compared to boys?
4. What changes are seen in girls as they mature sexually?

Frames: 10 - 11

In girls also many physical changes - called as secondary sex characteristics - take place in girls - like breast development, hair growth in the arm pit and pubic area, development of hips etc. due to hormonal changes.

5. What is the main reason for these changes?

Frames: 12 - 13

The most significant change in the female at puberty is the beginning of menstrual cycle which means or indicate that the girl is sexually matured and is physically able to bear a child. This process we shall study in detail after some time today.

Frame: 14

The sex cells develop in the ovaries - the female sex glands.

Frame: 15

Shows the sex cell - called ovum - in the female - which is produced every month.

Teaching Points

Presentation

Frames: 16 - 20

Shows that ovulation begins in puberty and continues until middle age. These also show the path through which the ovum travels to the uterus.

Frame: 21

Shows the uterus - which is located inside the body and is a muscular organ.

Frame: 22

Shows the changes that takes place in uterus during ovulation.

Frame: 23

Shows the fertilization or union of male and female sex cell. When the fertilization takes place the baby is developed and when the fertilization does not take place - the menstruation cycle continues.

Black-Board Summary

1. The organs of reproduction in female are internally located.
2. They are mainly vagina, uterus, fallopian tubes and ovaries.
3. At puberty the girls also mature sexually and the secondary sex characteristics appear.
4. The female sex cell - ovum is produced with

sexual maturing. one ovum is produced every month.
This contains the hereditary characteristics in females.

5. Menstruation is one important change that begins with puberty to indicate sexual maturing in girls.

Teaching Points	Presentation
3. To provide knowledge and understanding about the process of menstruation or menstrual cycle which is a normal phenomenon in all women.	Through direct teaching, through the film strip and question-answer in between (more questions to girls than boys).

Content

Menstruation in the female is the monthly discharge of blood. The menstrual cycle is the interval between the first day of menstruation and the beginning of the next period. In some cases, the whole cycle lasts for about 28 days, but this may vary from one woman to another. During this period her whole body in general undergoes the changes. From the film strip we can know the changes that take place during the menstrual cycle. Menstruation is a normal function in the female and should be viewed positively. Few ladies experience some minor discomforts also but it should not be considered as an illness. This cycle begins at puberty and continues till middle age, around 45-55 years. When the menstruation stops around these years it is called as menopause. A woman can conceive only between her first menstruation and menopause because the menstruation is

related to the production of the female sex cells (ova). This period is also called as the reproductive period or age group of the woman as she is capable of reproduction only during this period. This we shall further study in detail in the next class - when we study "How conception take place".

Black-Board Summary

1. Menstruation is a normal phenomenon in females and the cycle is repeated every 28 days, on an average during her reproductive period.
2. Menstruation is one of the most significant change in females to indicate sexual maturity.
3. This is closely associated with child bearing.

Evaluation Questions

1. Which are the main differences in the organs of female and male reproductive system?
2. Which are main organs of male reproductive system?
3. Which are the main organ of female reproductive system?
4. Why do we need to know about the reproductive systems in males and females?

5. What is menstruation?
6. Does it occur in all women as a natural phenomenon?
7. What is the significance of menstruation in human reproduction.

Activities for Students

Prepare charts and (draw a diagram and label it) on male and female reproductive system).

(The boys will prepare on male reproductive system and the girls on female reproductive system).

Supervisor's Remarks

Lesson VII

Class: IX and X Date: 2.8.80 (Fateh)
3.8.80 (Taisyabiah)

Subject: Population Education

Topic: How Conception Takes Place and Methods of Limiting the Family Size

Specific Objectives

1. To develop understanding in the students about how the conception takes place and clarify their misconceptions, if any.
2. To develop awareness, understanding and favourable attitudes towards the importance of spacing the child birth for the health of mother and the growing child.
3. To motivate them to accept the small family norm by creating understanding in them about the importance of limiting the family size.
4. To create an understanding that child bearing is not a matter of chance but of choice.
5. To develop awareness in them about the various methods which can be adopted for proper/desirable spacing and limiting the family size.

Teaching Aids

The film strips on - how conception takes place

and contraception techniques - will be used. A chart on safe period method will be used to further explain the safe period method.

Previous Knowledge

1. The students have the knowledge about the organs of reproduction in males and females and their functions.

2. They also have knowledge and understanding about the menstrual cycle and its relationship with the conception.

Introduction

1. Which of the two mother and child will be more happy and healthy - when she gives birth to a child at an interval of one year or three years? This will be compared with plants also.

2. What are the main reasons for her health and proper development of the child?

3. Can the couple space the children and limit their birth also as they desire or should leave this in the hands of God? How?

Statement of Aim

Today we shall study in detail how the conception takes place and how to maintain desirable spacing and limit

the family size to improve the quality of life.

Content

<u>Teaching Points</u>	<u>Presentation</u>
<p>1. How conception takes place in women?</p> <p><u>Frame: 1</u></p> <p>The baby is conceived in the mother's womb, where it grows until birth and finally the baby is born.</p> <p><u>Frame: 2</u></p> <p>Both males and females produce sex cells once they are sexually matured. The ovaries in females produce one ovum every month whereas in males the sperms are produced in enormous number. Both ovum and sperm are different in their structure.</p> <p><u>Frame: 3</u></p> <p>When the sperm fertilizes the ovum - the conception takes place and gradually the baby grows and develops inside her body.</p> <p><u>Frame: 4</u></p> <p>Gives the different parts of the reproductive system in females and the passage through which the ovum reaches the uterus.</p>	<p>Through the film strip the information will be given to them and question will be asked wherever necessary.</p> <p>1. In which part of the reproduction system the baby grows during pregnancy?</p> <p>2. When do males and females produce sex cells?</p> <p>3. How many sex cells are produced in a female every month?</p> <p>4. What about in males?</p> <p>5. What is the difference in the structure of ovum and a sperm?</p> <p>6. When does conception take place?</p> <p>7. What all has been shown in this picture? Give the names of these parts.</p>

Teaching Points	Presentation
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Frame: 5

The male sex organs.

8. Which are the main parts of male reproductive system? Out of these in which part the sperms are produced?

Frame: 6

The difference between the immature and a mature woman.

9. What are the differences that you can observe between these two girls?
10. When does these changes occur?

Frame: 7

The difference between the immature and a mature boy.

11. Who is more mature out of these two? Why?
12. What causes these changes in both men and women to make them look more matured?

Frame: 8

When the semen is deposited in the woman's vagina, they travel upwards and spread over the entire uterus and fallopian tubes.

13. When does fertilization take place?

Wherever the ovum is present one of the sperms usually succeeds in uniting with the ovum and when this union takes place, the egg is said to be fertilized by the male sex cell, sperm. The process is called as "fertilization".

Frames: 9 - 12

The fertilized egg gradually moves to the uterus and gets implanted in the walls of the uterus and gradually the cells multiply and forms into a baby.

14. What happens to the fertilized egg? Where does it get implanted?

Teaching Points

Presentation

Frames: 13 - 14

When conception does not take place the menstrual cycle continues because the ovum once expelled from the ovary stops for 24 hrs. at the entrance of the fallopian tube and once it enters can live for only 2 hours.

15. What happens when the ovum is present in the uterus but the sperms are not there?

Frame: 15

When she conceives, the child is born. The child is to be looked after and cared for the longer time compared to the other animals. Therefore, the parents must space the child birth at proper intervals.

16. What does this indicate?

17. In order to take proper care of the child and promote his overall development what is the role of parents in relation to parenthood?

2. The need to know the commonly used contraception techniques for both males and females.

Through question-answer and when they are not able to answer - then direct teaching.

Content

The birth of a child is not to be left on chance or accident but parents need to plan the number as well as interval between the two children.

1. Whether child birth should be planned by parents or left on God or chance.

2. What will happen in either of the two situations?

3. Whether only number of children is important or even the gap between the two is equally important. Why? (You may compare this with a garden in which there are two portions - one in which there are few plants that are grown and the distance between the two plants is also adequately kept.

Teaching Points

Presentation

Why so? Now compare this with the family situation and the child birth).

To plan the parenthood - the parents must have adequate knowledge about the different or variety of contraception techniques so that they can make a proper selection for themselves.

The devices which are used to control the unwanted birth (either to maintain adequate spacing or limit family size) are called as contraceptives. They are to be used by all males and females, irrespective of the amount of money they have, to improve their quality of life.

3. The different contraception techniques for males and females.

Content

The major role of contraceptives is to prevent the union of male seed (sperm) with the female egg (ovum).

4. In order to plan the parenthood or maintain adequate spacing and limit the family size - what should parents know about?

5. It is important for both parents to have adequate knowledge about the contraception or not? Why?

6. Whether the parents should select the contraception technique for themselves or whether it should be decided by others - may be doctors, Government etc. Why?

7. What is a contraceptive?

8. Are they same for males and females?

9. Who should make use them - only rich or only poor or both types of parents?

10. What is the main role of contraceptive?

Teaching Points	Presentation
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There are two main ways by which their union can be prevented:

(a) to prevent the entry of the sperms into the vagina. This method is used or adopted by the men.

(b) The second method is used by women, in which the seeds (sperms) are allowed to enter the vagina, but prevents their union or further movement.

These different methods adopted by males and females are both natural and artificial. They are both temporary and permanent in nature. (Now through the film strip and chart these techniques will be further clarified).

Frame: 1

When the male and female have sexual intercourse there are chances of giving birth to a baby.

Frame: 2

When the sperms enter the vagina there are chances of conception.

Frame: 3

The conception can be prevented either for time being or permanently.

Frame: 4

The conception can be prevented in two ways as we have just seen. (Now we

11. By how many ways we can prevent the union of sperm with ovum?

12. Which are two broad categories of these contraceptive techniques/methods used by males and females?

13. What does this picture indicate?

14. What does this picture indicate?

15. What does this cross mark and the line show?

16. What does this picture try to communicate?

Teaching Points

Presentation

shall see the different contra-
ceptives).

Frame: 5

This device is called as
"Nirodh" or "Condom" which
is most commonly used by
the males.

17. Have you heard of this device?
18. In what way it can prevent contraception?

Frames: 6 - 12

There are different devices
for the use by females.
They are diaphragm, or cap,
contraceptive cream or jelly
and foam tablets, cream or
jelly to be applied by
applicator.

The information will be
directly given to them by
showing the different
frames.

Frames: 13 - 16

Safe period method - when
one does not want to use any
contraceptive, the conception
can be prevented by observ-
ing the safe period method
also.

19. What do you understand by the safe period method?
20. In what way this is related to menstrual cycle?

Frame: 17

By permanent methods -
Tubectomy and vasectomy -
also this can be prevented.

21. Have you heard of operations? Are they for both male and female?
 22. Which of these two is more popular? Why?
 23. Who should decide which technique to adopt?
 24. Why?
-

Black-Board Summary

1. The union of sperm with an ovum leads to conception.
2. The couple should decide about the ^{spacing and limiting the} family size to improve the quality of life.
3. They should decide which contraceptive technique to adopt.
4. There are variety of techniques and the couple should have adequate knowledge of all these to make a proper selection.

Evaluation Questions

1. How does conception take place?
2. How can one prevent child birth?
3. Who should decide about the spacing and limiting the family size? Why?
4. Which are the different kinds of contraceptives available?
5. Why should a couple know about these different technique?

Activities for the Students

1. Visit family planning centre to find out and

see the different contraceptives, if possible.

Supervisor's Remarks

Lesson VIII

Class: IX and X Date: 4.8.80
Subject: Population Education
Topic: Family Welfare Services to improve quality of Life in India

Specific Objectives

1. To develop awareness and understanding in the students that efforts have been made to control the birth rate in India, over a long period of time.
2. To develop awareness and understanding in them about the various family welfare services in India to improve the quality of life.
3. To promote understanding in them about the new population policy of Government of India to improve the quality of life.
4. To create an understanding in them that there is an urgent need to equip the younger generation with adequate information about the population phenomenon to improve the quality of life.
5. To bring about attitudinal change in the students towards the small family norm to improve their quality of life.
6. To create an understanding in them about their role as future citizen/parent so that they can take

desirable decisions regarding their reproductive behaviour in future.

Teaching Aids

1. A chart showing the responsibilities of parenthood.
2. A chart showing the importance of maintaining the balance between the family size and available resources to improve the quality of life.
3. A flip chart showing the family welfare services - their origin and history and present status to reduce the birth rate and improve the quality of life.

Previous Knowledge

1. The students are aware of the fact that the population of our country is growing at a rapid rate.
2. They also know the reason behind the rapid growth of population.
3. They are aware of the consequences of population growth, both at the micro and macro levels.
4. They have understood the urgent need to control this fast growing population.

Introduction

1. What are the different ways to control the

population growth?

2. What are they called as?

Statement of Aim

Various Family Welfare Services in India to promote quality of life.

Content

Teaching Points	Presentation
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- | | |
|--|---|
| 1. The historical perspective of various measures taken in the past to bring down the birth rate as one of the important measure to improve the quality of life. | 1. What is the importance of the year 1921?
2. After 1921 what is the major change in the population situation of the country? |
|--|---|

Content

After 1921 the population has been increasing at a very high rate. The factors like migration and death rate are under control to a great extent, whereas the birth rate has not reduced considerably. Several important developments have taken place in the pre-independence period to control the birth rate.

In 1925, Prof. Karve (in Mathematics) was the first one to open a birth control centre in Bombay. Then between 1930-50 the Mysore Government and other State Governments undertook the programmes on family hygiene and family planning. The training was given to people in the field. The voluntary (non-Government)

- | |
|--|
| 3. What are the major reasons for the decline in the death rate.
4. To certain extent the birth rate has also gone down. What are the reasons for this? |
|--|

Teaching Points

Presentation

agencies also took interest and started similar programmes. India was the first country to start the nation-wide family planning programme in the world.

During the period 1951-75 special provisions for funds were made in the successive Five Year Plans by the Planning Commission of India. The year 1974 was declared as the "World Population Year".

2. As an outcome of this year's activities, in 1976 (April), the National Population Policy was announced by the Government of India.

Content

This need included a series of basic measures - like raising the age of marriage, female education, spread of population values and the family norm, research, contraception, incentives and compulsory sterilization.

During 1975-77, the period of national emergency - compulsory sterilization was given too much of stress. As a result in 1977 there was a complete change over of the Government and Janata Government came into power. The new Government (Janata) changed the name - family planning to family welfare to include various measures to improve the quality of life of people. The compulsion was removed and sterilization become voluntary. The new programmes are related to education,

5. What was the importance of the year 1979?

6. Similarly, what is the importance of the year 1981?

7. What was the programme - compulsory sterilization?

8. Why were people so much against this compulsion?

Teaching Points

Presentation

maternity and child care, family planning and intuition education and population education. As a result marriage age has been raised to 18 for girls and 21 for boys. The health of mother and child has been given importance. Abortion was legalised. Various Government and voluntary programmes have been started to raise the status of women, nutrition education, mother and child health programmes, vocational education, marriage counselling centres, ICDs programmes, prevention of child labour, provide housing facilities, provide safe drinking water, recreational facilities etc.

3. Introduction of population education.

Content

Population education is the educational process to develop awareness about the population situation and its consequences on the quality of life so that those in the reproductive age group take desirable decisions regarding their reproductive behaviour to improve their quality of life. It is important for all age group of people but more so for the younger generation - both those who in the school as well as those who are out-of-school because the population ~~education~~ situation of future depends on the reproductive behaviour of this age group. And so it is essential that they develop towards their reproductive behaviour and take proper decisions in future.

9. Which were the various programmes can you recall from the film - to improve the quality of life?

10. What is population education?

11. What is the main purpose of this education?

12. Why is it important for younger age group?

13. What are responsibilities of parents?

14. How can parents improve their quality of life?

Black-Board Summary

1. Prior to independence also the efforts were made by both Government and non-Government agencies to reduce the birth rate.
2. In the post-emergency period the family planning has been renamed as family welfare.
3. Government of India declared the National Population Policy in the year 1976 which was again modified in the year 1977.
4. The newer emphasis is to have multipronged programmes both for mother and child welfare - for the total family to improve the quality of life and not merely the birth control or reducing the family size to a specified number.
5. The people should develop enough understanding about the family size and quality of life so that they themselves can take desirable decisions regarding their reproductive behaviour.
6. This education is called as Population Education which has been emphasized by the Government through the National Population Policy for all age group and more so for the younger generation to improve their quality of life.

Evaluation Questions

1. What are the responsibilities of parenthood?
2. What is important for parents to improve their quality of life?
3. Prior to independence what kind of programmes were existing to decrease the birth rate?
4. What was the major emphasis in the Population Policy of India in the year 1976, when it was announced for the first time?
5. What changes/modifications were made in the Population Policy in the year 1977?
6. Why were these changes made?
7. What is population education and how can this help the younger generation to improve their quality of life in future?

Activities for Students

Visit one of the family welfare agencies in Udaipur and find out its functions.

Supervisor's Remarks

Lesson IX

Class: IX and X

Date: 5.8.80

Subject: Population Education

Topic: Overall Summary of the Total Programme on
Population Education

Specific Objectives

1. To enable students to recapitulate the information on different aspects of population education studied under the total programme.
2. To help them to clarify their doubts, if any, regarding any of the aspects of population education studied till now.
3. To find out their attitudes and interest towards the introduction of population education, for younger generation.

Teaching Aids

The charts that have been already used, will be shown to them, if the need arises to clarify their doubts.

Previous Knowledge

1. The students have the knowledge on these different aspects of population education.
2. The students have developed interest and desirable attitude towards the introduction of population

education for younger generation.

Introduction

1. What does the new population policy of 1977 emphasise on?
2. Why has population education been emphasised so much in the new population policy of our country?
3. For which age group it has been stressed most?

Why?

Statement of Aim

Overall summary of the total programme on population education.

Content

Teaching Points	Presentation
(The content on different teaching points is not written here again as all this has been already covered in earlier lessons).	For the various teaching points the question-answer method will be used.
1. Meaning of population education.	1. What is population education?
	2. In what way it is different than family planning,
2. The major demographic processes and their inter-relationship to influence the population situation.	3. Which are the main demographic processes which influence the population situation of a place?
	4. What is the relationship between the processes?

Teaching Points	Presentation
3. The important determinants of population growth in our country and the relationship between the age of marriage and fertility.	5. Which are the different determinants of population growth?
4. The consequences of population growth in our country.	6. How is fertility influenced by the age of marriage?
5. The relationship between size of family and quality of life of the individual and nation.	7. Which are the major consequences of population growth at the family and/or city level?
6. The relationship between unplanned parenthood and welfare of mother and child and therefore urgency to educate people to plan their parenthood.	8. In what way the family size influences the quality of life of an individual?
7. Various family welfare services to improve quality of life in India.	9. How does the quality of life of an individual influences the quality of life of the nation?
6. The relationship between unplanned parenthood and welfare of mother and child and therefore urgency to educate people to plan their parenthood.	10. What are the consequences of unplanned parenthood on the family situation?
7. Various family welfare services to improve quality of life in India.	11. How does this influence the welfare of mother and child?
7. Various family welfare services to improve quality of life in India.	12. Which are the different responsibilities of parenthood?
7. Various family welfare services to improve quality of life in India.	13. Which are the different aspects of quality of life?
7. Various family welfare services to improve quality of life in India.	14. How can one improve the quality of life?
7. Various family welfare services to improve quality of life in India.	15. In which year the population situation show a drastic change?
7. Various family welfare services to improve quality of life in India.	16. When was the first birth control centre started?

Teaching Points	Presentation
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| 8. National Population Policy of India and the emphasis on imparting population education to individuals of all age groups. | 17. During the year 1951 to 1975 - What was emphasized from the population control point of view? |
| 9. The importance of population education for younger generation and the role of each individual's decision regarding the reproductive behaviour on the quality of life of individuals and national progress. | 18. When was the population policy first declared by Indian Government?
19. Which were its main aspects of emphasis?
20. When was it revised again?
21. Why was it revised?
22. Which were the major aspects emphasised in the new/revised population policy?
23. For whom population education has been emphasised?
24. Why younger generation needs to be given population education?
25. In what way individual's decisions regarding his reproductive behaviour influences the nation's population situation?
26. How is the quality of one's life influences the national progress? |

Teaching Points	Presentation
10. The major components of population education.	27. What are the major components of population education about which one should have knowledge to take desirable decisions regarding one's reproductive behaviour to improve quality of life.

Black-Board Summary

Based on the responses of the students the black-board summary will be developed simultaneously throughout the lesson.

Evaluation

1. A comprehensive knowledge inventory will be administered to them which covers questions on all the four major components of population education.

2. Interviews will be conducted, individually, to find out their attitudes and understanding towards the various aspects of population situation.

Activities for the Students

A group discussion will be arranged to share the information they have collected from time to time on the various aspects of population education.

Supervisor's Remarks