

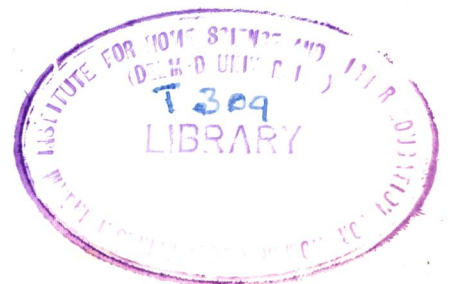
Evolving and Evaluating Learning Materials for Illiterate Women on Population Education

By

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Introduction

I. INTRODUCTION

Every generation has had its own problems but the ever increasing population may be viewed as the burning problem of the present generation. Population growth, though it may directly affect some particular countries or regions of the world, atleast indirectly affects the whole world (salkar, 1986).

The world now has a population of 5.4 billion. It is growing by three people every second, of about 250,000 people every day. Asia which holds three fifths of the world's population has the fastest growing population (Sadik, 1991).

India is the second biggest country in the world in terms of population: every seven persons in the world is an Indian (Mathur, 1987). The 1991 census puts the provisional population figure of India at 843,930,861 and it stood at 685,184,602 as per 1981 census, which is more than 160,601,764. The increase of population is 23.5 per cent. The growth in numbers shows that we are adding one Australia to our population every year since 1981. In other words by 2000 A.D. roughly every sixth man in the world will be an

Indian. The United Nations projections indicate that the population by the turn of century will cross one billion marks and by the year 2006 the population will be 1082 million (Dash, 1990 and Khanna, 1990).

An increasing population few jeo -pardizes development, produces a wide variety of impediments to development and leads to exploitation and depletion of resources (vanaschaik, 1990). India with limited exploitable resources, per capita availability of land, mineral, agricultural products, energy and housing, continues to sink due to population growth. A very large part of the available capital and resources will have to be spent for duplication of facilities for day-to-day life and for production and procurement of food, shelter and clothing for the growing population (Kurup, 1990).

Several research and evaluative studies conducted by various Government and Non-government organisations have revealed that the families living below the poverty line are mostly illiterate and large families in economic terminology (Akthar, 1991).

Illiteracy is not a fatality. It is not pre-ordained. Illiteracy is just the product of time as much as poverty, destitution and bondage. Being illiterate he/she is cut off from the rest of the world without access to the

print media, the world of information, communication and skills (Mishra, 1989). Illiteracy is one of the major road blocks in the development high way with speed breakers such as over population, poverty, unemployment, ignorance and exploitation (Farooq, 1990).

A higher rate of fertility, a lower literacy rate, lower percentage in work force, employment in dehumanising occupation are some of the indicators of low status of women (Mathur, 1987). Millions of girls still get married at an early age before reaching the age consent (Sharma, 1991). Thus the average number of children born to a woman is estimated to be 4 - 6 and she is expected to spend 80 per cent of her reproductive years in pregnancy and lactation, adding constantly to the already swelled-up population (Ministry of Human Resource Development, 1988).

Sharma and Rutherford (1987) have also arrived at the same conclusion that the female literacy rate is strongly and positively related with mean age at marriage which has an influence on the number of children born to a woman. Tagore said, "the widest road leading to the solution of our problem is literacy education" (Dash, 1990). Female literacy is correlated with quality of life indicators such as fertility rate, infant mortality rate,

death rate, birth rate, percentage of married females in 15 - 19 age group (Dighe, 1990).

India, like most of the countries is heavily dependent upon the formal system to achieve this objective. Though it has succeeded in increasing enrolment at different levels, still problems of huge number of left out and dropped out youth are adult illiterates (Khan, 1985). In our country the adult group (15-35 age group) constitutes the bulk of the population. According to 1991 census there are 235 million in the 15 - 35 age group (Muthiralandi, 1991). The NLM document further records that the number of illiterates in the age group of 15-35 has increased from 91 million in 1951 to 110 million in 1991 (Dua, 1989).

It is high time therefore to set into motion implementation of the population education programme for this age group. As education is the seed as well as the flower of human consciousness, an effective implementation of a population education programme will be of tremendous help in meeting the challenges of uncontrolled population growth, because it aims at promoting the right kind of motivation, knowledge, skills and attitudes essential for rational decision-making regarding the family size and quality of living (Pattnaik, 1990 and Akthar, 1991).

Population education is a vital motivating instrument that could inject each individual in the fertile age group with a desire to create the right attitude towards marriage and planned parenthood. It needs to be fused into the adult education programme to acquire real motivation and participation. It is a task concerned and designed to produce specific change in the learners (Sharma, 1987).

A need for population education for, out-of-school youth and adult illiterates was felt by the National Conference on Population Education, which was held in NewDelhi in October, 1971. New strategies were, therefore, developed and adopted by the Directorate of adult education for systematic and consistent integration of population education content highlighting message of small family norms, quality of life, proper age of marriage, responsible parenthood, population related traditional beliefs, mother and child care, environmental education, sanitation and savings. The National Resource Centres and the State Resource Centres are to engage themselves in accomplishing the tasks envisaged in this context (Akthar, 1991).

Eradication of illiteracy requires many factors such as good and stable learning environment, good infrastructure for production of well visualised and well

illustrated teaching, learning materials which are of direct interest and relevance to the lives of the learner and training resources, human materials and financial (Mishra, 1989). Reading materials lay stress not only on literacy but also create awareness among the masses about the conditions in which they live and work and the way in which they can change their environment (Farooq, 1990).

The learning materials are important mile stones in imparting population education to illiterate women. Many learning materials on population education are prepared by many agencies such as the State Resource Centre for non-formal education, population unit in the National Council for Educational Research and Training, the population Education Resource Centres, Indian Adult Education Association and other voluntary organisation. Learning materials consist of simple ideas, short sentences more commonly spoken words in their area and realistic and easily understandable illustration by illiterate women. The possible form of learning materials are booklets, leaflets, posters, charts, folders, pamphlets, story books, songs and poems (Asian Cultural Centre for UNESCO, 1985 and Dua, 1989). The Central and State Governments in the country initiated a number of schemes to promote the preparation and

production of literature for persons with limited reading abilities (Ansari, 1984).

The Government of India sanctioned under the United Nations Fund for population activities project, a population education cell to the State Resource Centre. The project started functioning from the middle of July, 1987, brings out the materials related to various aspects of population education regularly. The major activity in a preparation of the instruction kit for imparting population education for all levels of adult learners. It is a comprehensive one consisting of personal, enrichment and communication material (Ranjanadoss et al., 1990). The materials developed are tested from time to time before they are multiplied and distributed to the different agencies (Ranjanadoss and Rajan, 1989).

In spite of these efforts, the production of learning materials is not adequate in quantity and the number of productions is rather small (Ansari, 1984). The pace of growth of literature in adult education remains extremely slow compared to other social sciences (Shah, 1989). Research efforts in this field have also been largely sporadic, unsystematic and uncoordinated (Kundu, 1986).

Hence there is a need for educational materials encompassing the contents of population education. This study was undertaken in an effort to fulfill this need, with the following objectives:

- 1) Developing the suitable learning materials for illiterate women on population education.
- 2) Evaluating the learning materials developed and
- 3) Suggesting ways and means for improving the preparation of the learning materials.

Review of Literature

II. REVIEW OF LITERATURE

The related literature of the study on "Evolving and Evaluating Learning Materials on population Education to Illiterate women", has been reviewed under the following headings:

- A. Population situation in India
- B. Impact of over population on national resources
- C. Need for integrating population education with adult education
- D. Need for learning materials for illiterate women on population education
- E. Learning materials for illiterate women on population education
- F. Efforts taken in India in developing learning materials for illiterate women on population education

A. Population situation in India:

Of the many challenges which mankind has to face today most significant and the most menacing is the problem of growing population. India is the second most populous

country in the world, next to China (Dash,1990). Accounting for the world's total land area of 16 per cent (Rao, 1987). India has sustained about one-fourth of Asia's population which constitutes two-thirds of world population (Salkar, 1986).

The growth of population in India from 1901 - 1991 is shown in Table I and Figure 1.

TABLE - I

GROWTH OF INDIA'S POPULATION (1901 - 1991)

Year	Population (in million)	decadal growth
1901	236.3	2.4
1911	252.1	13.8
1921	251.4	0.7
1931	279.0	27.6
1941	318.7	39.7
1951	361.1	42.4
1961	439.2	78.1
1971	547.4	108.2
1981	685.2	136.4
1991	843.9	160.6

Source: Registrar General of India

India's Population 1901-1991

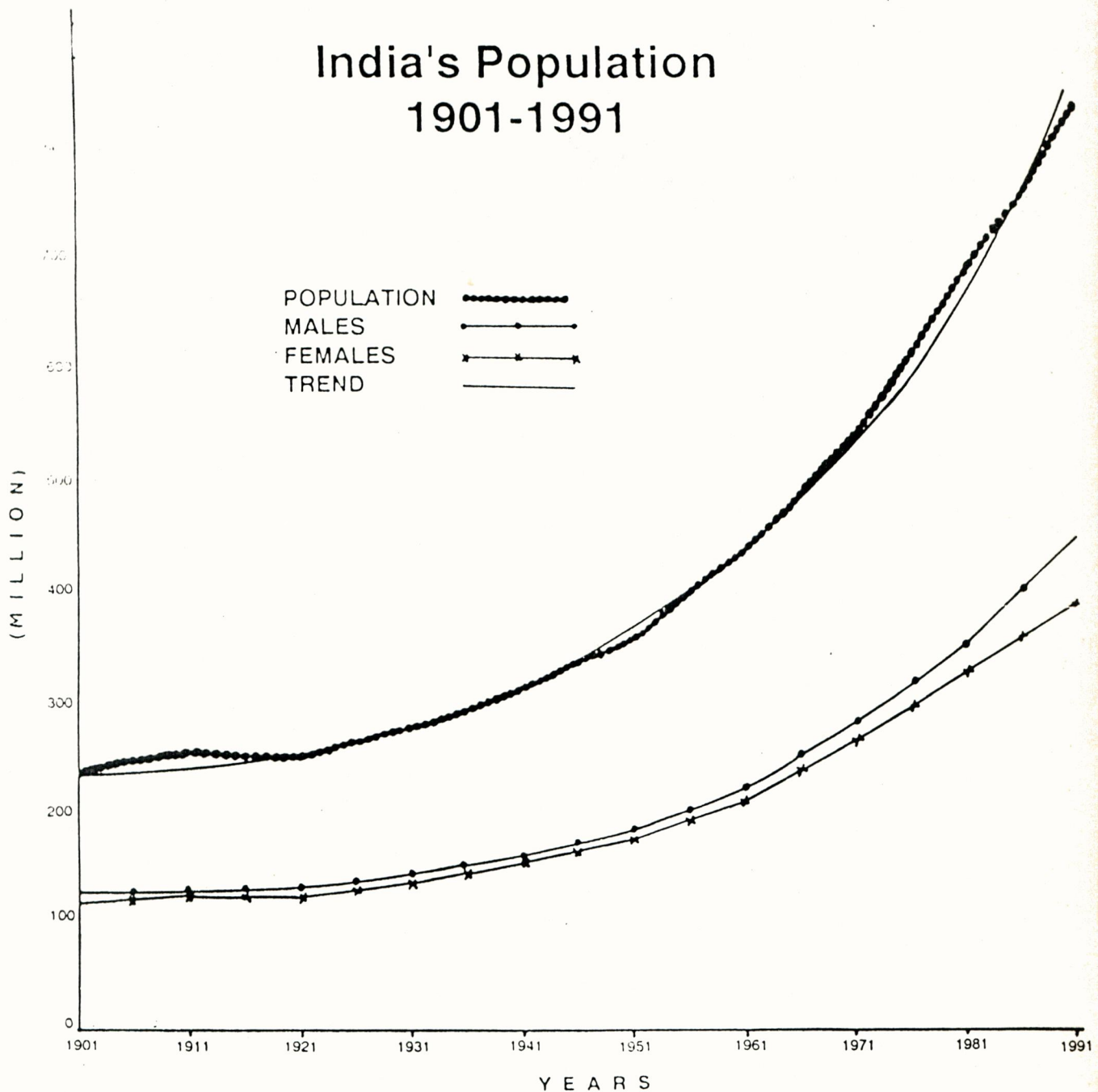


FIGURE - 1

The population was not a problem in India in the early nineties. In 1881, the second census revealed a population of 256 million. However, it decreased by 20 million in 1891. In 1921 the population rose to 215 million. It further increased only by 10 million in 30 years, because of natural calamities such as famines, epidemics, pestilence etc. During the next 30 years from 1921 to 1951, the population increased by 110 million and in the decade 1951-1961, the population again rose by 78.1 million - more than the entire population of any country in Europe with the exception of Soviet Union. The population of India again had increased by 158.74 million during the last decade on an addition almost equal to the population added during three decades from 1931 to 1961. It is surprising, rather a shock to note that this addition is more than the total population of Japan or Australia (Sharma, 1991).

Each year, every day and even a second is important because, "a baby is born every 1 1/2 seconds", 44 babies, every minute, 63,000 babies, every day and 21 million in a year, out of which 8 million babies die, hence there is an addition of 13 million babies every year (Bedi, 1988). India's population is likely to cross one billion mark by the end of the century (khanna, 1990).

India's population grew at an annual rate of only

1.26 per cent during 1941 - 51, 2.15 per cent during 51 - 61, 2.48 per cent during 1961 - 71 and it remained at 2.47 per cent during 71 - 81. During 81 - 91, it was 2.35 per cent which is slightly low.

The density of population also shows an unprecedented increase of 77 persons/square k.m. According to the 1991 census, it is 267/squ^are k.m. as against 216 in 1981 (Swaminathan, 1991 and Mathew, 1992). It varied considerably from state to state, being as high as 655 in Kerala and as low as 45 in Sikkhim (Ministry of Information and Broadcasting, 1990).

In India the birth rate which was 49.9 per 1000 population during 1901 - 1911 has come down to 33.2 per 1000 population during 1971 - 1981. The death rate which was 42.6 per 1000 population during the decade 1901 - 1911 has come down to 12.5 per 1000 population during 1971 - 1981 decade. It reveals the striking decline in death rate without a corresponding decline in birth rate, which has led to spiralling growth of population (Lakshmana, 1988).

Therefore control of population explosion becomes an economic necessity in the present context of the low per capita consumption, unsatisfactory nutrition level, insufficient water supply, poor sanitation and housing conditions, inadequate medical services and discouraging

employment situation (Sen, 1982).

Efforts made so far to control population has not succeeded to ensure development. It is therefore, necessary to evolve strategies on a priority basis to check population explosion. It should be understood that population growth is not in the hands of individual parents who will ultimately determine the outcome (Bhat, 1991). Hence, the family welfare as a people's movement needs to be given prominent place in development programmes and a positive population policy to restrict this rapid growth becomes imperative (Ministry of Information and Broadcasting, 1986).

B. Impact of over population on National Resources

The population of our country continues to raise year after year. Looking at the current trend, it appears that the population of India would be around 1055 million in 2000 (Gupta et al., 1987). Each new addition to our population means two additional hands for work but it also implies providing food, clothing, shelter and education to the ever growing numbers (Sharma, 1991).

Poverty is the universal cause of hunger (The population Crisis Committee, 1987). The combination of poverty and population growth is a powerful force holding back development and therefore holds back the growth needed

for the future (Sadik, 1990).

An increasing population has a wide variety of impediments to development. India with limited exploitable resources and per capita availability of land, mineral, agricultural products, energy and housing, continues to sink due to population growth. A very large part of the available capital and resources will have to be spent for duplication of facilities for day - to - day life and for production and procurement of food, shelter and clothing for the growing population (Kurup, 1990).

The living level of people comprises besides food grains and nutrition, eight other components namely health, education, employment, conditions of work, housing, social security, clothing, recreation and human freedom. Food grains availability and supply is taken as the indicator of all the other eight items. If food supply is inadequate, then all the others will also be inadequate and unsatisfactory (Adiseshiah, 1990). Every million hectares of India's land today supports about 2.5 million people by the end of the century, this figure will reach three million (chopra, 1991). This shows that the cultivable land available is not adequate for meeting the food needs of the growing population and if this trend continues there will be definitely shortage of food in the years to come (Pati, 1989).

and Kanjapeer, 1987). The per capita daily consumption is of about 2,000 calories in India compared to minimum requirement of 2,300 to 2,500 calories (Sharma, 1991). This lead to chronic deficiency among children and retardation of their growth (Salkar, 1986). In 1986, an estimated 45 per cent of India's people suffered from some level of malnutrition. Malnutrition is worst among women and female children, as a result of discriminatory patterns of food distribution within the family which are found throughout India (The Population Crisis Committee, 1987).

People cannot survive by food alone, we have also other essential needs. We need fresh water, clothing and some sort of shelter from the elements (Sadik, 1990). Housing inadequacy in India has been quantitative and qualitative aspects. The problem of housing has ended to worsen over the years due to rapid increase in population, fast rate of urbanisation and proportionately inadequate addition to the housing stock (Sardana et al., 1987).

A small percentage of population has housing with certain elementary amenities. A majority of people almost the entire rural population - live in backward and unhygienic conditions without minimum basic amenities. In urban areas, land has become scarce and expensive. In these areas, population has become very dense in some metropolitan

cities creating tremendous pressure of over crowding. Consequently sprawling slums have appeared there (Sharma, 1991).

The National Buildings Organisation (NBO) estimated the housing shortage at the beginning of the Seventh Five Year Plan to be 24.7 million units (18.8 million in rural areas and 5.9 million in urban areas) (Sardana et al., 1987).

In India the per capita income is much below the international poverty line. Not only our per capita is low but its distribution also is highly uneven and does not correspond to the socialistic pattern of society we are envisaging. Thus the late Prime Minister, pandit Nehru said in despair: " Rich have become richer and poor have become poorer " (Salkar, 1986).

Education which is the most important factor, provides strong aspiration for better living with amenities. Consequently it creates desire to limit the size of the family. At present nearly half of India's population is illiterate. Her literacy rate stands at 52.11 per cent (Sharma, 1991). The addition of 13 million people to our population every year, necessitates an annual provision of 126,500 schools, 372,500 school teachers, 2,509,100 houses and 4,000,000 jobs (Salkar, 1986). Adequate supply of

trained teacher, text books, school building and equipment is not there to meet the requirement of ever increasing army of school going children (sharma, 1991). In spite of all this the rising population has to be checked otherwise the desired quality and quantity of education will be difficult to achieve (Sardana et al., 1987). The illiteracy rate is also increasing at a faster rate (Sharma, 1991). Hence determined efforts will have to be made to eradicate illiteracy in India (Sardana et al., 1987).

The rapid growth of population has contributed to the increase in unemployment and under employment in rural as well as urban areas (Jayagopal, 1990). Unemployment is a chronic problem in our country which is again due to over population (kundu, 1990). Unemployed and the severely underemployed available for additional work nearly 2.15 million of our workers are unemployed-about 19.3 million in rural areas and 22 million in the urban areas (Krishna, 1987).

Environmental problems are the result of rapid population growth and taking some thing away; deforestation, loss of species, soil erosion, loss of land to urbanization (Harrison, 1990).

Production from the forest lands has been steadily going down because of the ongoing erosion in the forest

cover (Chopra, 1991). India has an area of about 750 lakh hectares notified as forests, which is about 23 per cent of the total geographic area of the country. The annual rate of loss of forests cover is about 1.5 million hectares according to data collected by the National Remote Sensing Agency (1986) from lands at imagery.

Water, air and land - the basic commodities of life, are persistently getting polluted in the wake of population growth, industrialization and urbanisation. On account of discharge of sewage, industrial effluents, stack omissions, dust, smoke, solid wastes on one hand and strain on the existing resources on the other (Sardana et al., 1987).

The threat to the society due to over population need to be brought to the notice of the public. To the society already crippled with poverty, ignorance and disease, the ever increasing population acts like a bomb which is gradually nearing its explosive stage. We are all victims afflicted by the adverse effects of overcrowding. We are constantly facing a mad rush in all walks of our daily lives due to overcrowding in schools, colleges, buses, trains, markets, cinema houses, hospitals and what not, long queues are a common sight everywhere resulting in pollution of air, water, food and improper sanitation. If this is

our fate today, think of tomorrow. Deterioration in standard of living is imminent, with problems of food, housing, clothing, education and health needs. By 2000 A.D. almost all the advance we have made after independence will be diluted by our fast growing population.

C. Need for Integrating Population Education with Adult Education Programme.

Population education is an important component of adult education in the light of pressing need for population control. Integrated multidisciplinary approach of population education is needed to make the adult education programme relevant to the local environment and individual needs (Kumar, 1981).

India is the first country in the world to adopt an official policy favouring family planning in 1952. During the first and second Five Year Plans, the approach was predominantly clinical, whereas in the third plan an extension approach was introduced. The modern trend now in family planning is to integrate it as a part of a much broader approach to the improvement of life (Soundararaj, 1983). A comprehensive national population policy was evolved in April, 1976 as a measure of population control. The new Indian population strategy is to integrate family planning with all social development schemes including

steps for women's status, increasing the age of marriage, female literacy, enhancing child survival and development, old-age security and welfare activities (Bhathacharjee, 1988).

Female literacy is one of the basic needs for the success of all the social welfare programmes. Education, especially education for women is one the strongest factors in reducing fertility and that they develop a positive attitude towards responsible planned parenthood. Hence integration of population education in the adult education programme is the key for the bright future of the nation (Dutta, 1985).

A need for population education for out-of-school youth and adult illiterates was felt by the National Conference on Population Education, which was held in NewDelhi in October, 1971, because it is more concerned with the quality of life at the individual and societal levels (Akthar, (1991). Mass education will help a lot to remove the blind beliefs and conservative ideas from the mind of the illiterate mass and they will be able to understand the benefits of a samll family. The integration of population education with mass literacy programme teach them the problems of population explosion, benefits of a small family and planned parenthood (Dash, 1990) and changes the

attitudes and behaviour patterns of women in respect of matters like age at marriage, health, nutrition, family limitation and employment opportunities (Swaminathan, 1990).

Economic and Social Commission for Asia and Pacific (1983) states that population education programme can be planned for a literacy component to serve the purpose of developing critical awareness among illiterates. Linking population education with adult education programme would on one hand help in enhancing the standard of living of the adult women and on the other hand, would promote an optimum development of the society (Mohsini, 1987).

A project was undertaken in Delhi by the Family Planning Association of India financed by the Ministry of Health and Family Welfare, Government of India, from 1st January, 1991 to 31st March, 1991, to extend population education for out-of-school youth, in the adult education centres. The aim of organise this programme was to develop among youth a positive attitude towards responsible planned parenthood when they will enter in reproduction phase of their lives. To attain this goal, population education was imparted to the learners through talk, story telling, discussion, lectures, audio-visual media. The unit organised a job oriented seminar for this group so as to make them capable of imparting population education

activities at their respective centres. The study indicated that the women who attended the programme were more likely to know the easily adopted new methods of birth control; more over, income earning women acquired higher status in the home and this enabled them to talk more openly about birth control with their husbands leading to effective contraceptive use (Bhat, 1991).

Hence to break the illiteracy and to promote greater awareness of family welfare, population education is to be incorporated in the national adult education to spread the vital message of the small family norm (Nair, 1981).

D. Need for Learning Materials for Illiterate women on population Education:

In India there lives a large number of illiterate women and the number is increasing year by year. They live in the rural areas and are the driving force of the socio-economic development of each country. Social and economic development in the rural areas is indispensable to such development in each country as a whole (Sakya, 1987). Literacy skills and primary education are not enough for the adults to meet their learning needs due to fast change occurring in the society. They all need continuing learning opportunity and learning materials (Asian Cultural Centre

for UNESCO, 1987).

Learning materials are of three types, they are generally (1) motivational materials (2) instructional materials, (3) follow-up materials (Khan, 1985). Motivational materials are designed primarily to motivate different groups of people to acquire additional information about an idea, Programme or activity. Instructional materials are usually packages of different sorts that include initial primers, work-books, teacher's guide, posters and audio-visual aids, to be used during the contact programme. These materials are perhaps the backbone of the entire programme and have to be prepared with great care. Follow-up materials are written for the post-literacy stage during which the new literates are expected to use their literacy skills to add to their knowledge and read for pleasure (UNESCO Principal Regional Office for Asia and Pacific, 1988). Learning materials and the allround functional skills to develop a critical awareness and insight into their existing situation thus becoming active agents of development and not passive recipients of information (UNESCO Principal Regional Office for Asia and Pacific, 1990) developed rational and scientific attitudes and orient them towards desirable values through learning materials which contain elements of entertainment (Asian Cultural Centre for UNESCO, 1985).

Research studies have shown that people can retain only 20 per cent of message received by hearing but they retain more than 50 per cent of the message learnt from hearing and seeing. Therefore, it is urgent that learning materials are provided for all to support the mass media programme (Sakya, 1987).

E. Learning Materials for Illiterate women on Population Education:

Learning materials lay stress not only on literacy but also create an awareness among the masses about the condition in which they live and work, the way in which they can change the environment (Farooq, 1990). The contents of learning materials mostly incorporate the objectives of the programme and cover three domains of learning - cognitive, effective and psychomotor (Asian cultural Centre for UNESCO, 1985).

The materials should help to develop in learners a **critical** attitude towards problems, reflect on them, analyse them, discuss them and take proper discussion on time (UNESCO Principal Regional Office for Asia and the Pacific, 1990). It must improve the quality of life through better food habits, increased income and improved family life (Farooq, 1990).

Some learning behaviours and characteristics of illiterate people must be considered before developing materials. Adults think that they lost their learning capacity and that speed of learning is on the decline slightly. Physiological changes, occur in their visual and hearing ability. They cannot be forced to study as they can learn only if the learning environment and materials are conducive (Asian Cultural Centre for UNESCO, 1987). The learning material should not cause any strain to the learner in the physical process of learning such as eye movements and decipherability of print. There should be no strain in the cognitive process, such as comprehending meaning. The material should provide adequate scope for interesting content which can be discussed, listened to and dramatized if possible (UNESCO Principal Office in Asia and Pacific, 1985).

Illustrations also play an important role in helping the learners understand the theme. The materials prepared on population education should be relevant and illustrative, so as to attract the learners. It always must be remembered that the pictures/illustrations speak more than words. Pictures related to the emotions in a positive manner, make them more participative in the process of learning (Ahmad, 1982). Illustrations which accompany the text may also serve as a support to the comprehension and

discussion of printed matter (Singh, 1989). The illustrations in the material should relate to their everyday life and their background with special reference to their level of understanding, financial positions, social customs, norms, personal beliefs, attitudes, habits and environmental conditions (Naik, 1989).

According to Farooq (1990) the main aim of learning materials is to instruct and inform but at the same time efforts should be taken to make materials entertaining. Language should be simple and natural. Difficult words must be avoided and the topic should be suited to the level of maturity of adult learners to sustain their interest. Materials presented in the natural speech form, by means of dramatisation or conversations filled with action, lead to quick recognition of their words and message (Naik, 1988).

Large number of agencies have developed their own learning material related to the problems of the learners and the development programmes of the region. The possible forms of learning materials are printed book materials and printed non-book materials include such as booklets, pamphlets, folders, content sheet, leaflets, posters, pictures, story telling and games on various topics to develop the skills of reading for recreation, gaining knowledge and information (Nayak, 1982).

Communication materials that are visually attractive and stimulating films, audi-visual and video programmes that are informative and enjoyable, games, puzzles, cultural and recreational activities that are relaxing would be immensely instrumental in motivating people to come forward to participate in the learning programmes. In addition to the learning materials such as the primer, work book supported by radio, television, cassettes programmes, slides, charts and drawing would also be helpful in creating a desire for literacy among the learners (Dua, 1989).

On the basis of a survey done it was observed that the population education related topics included in the materials and the training programmes of the fonctionnaires did not adequately and effectively communicate the message of population education. New strategies were, therefore, developed and adopted by the Directorate of adult education and systematic and consistent integration of population education content highlighting the message of small family norm, quality of life, proper age of marriage, responsible parenthood, population related traditional beliefs, mother and child care, environmental education, sanitation and savings (Akthar, 1991).

F. Efforts Taken in India in Impart Population Education and Developing Learning Materials for Illiterate women on Population Education

Realising the significance of population education and learning materials for illiterate adults, Government of India has taken several efforts and initiated a number of schemes assigned to promote the preparation of literature for illiterates and neo-literates. A large number of agencies have taken up the initiative in preparing learning materials related to the problems of the learners and the development programmes of the region (Nayak, 1982).

The National seminar on the integration of population education in the National Adult Education Programme held at Bombay in 1979 recommended that instructional and follow-up learning materials for population education should be prepared and workshops for this purpose should be organised jointly by agencies connected with population education and adult education (State Resource Centre, 1991).

It was observed from a survey that the population education related topics included in the materials did not adequately and effectively communicate the message of population education. New strategies were, therefore

developed and adopted by the Directorate of adult education for systematic and consistent integration of population education content, highlighting messages of small family norms, quality of life, nutrition, proper age of marriage, responsible parenthood, population related traditional beliefs, mother and child care, environmental education, sanitation and savings. The National Resource Centre and the State Resource Centres are to emerge themselves in accomplishing the task envisaged in this context. New supplementary materials and teaching aids need to be prepared highlighting population education messages in addition to the basic literacy materials (Akthar, 1991).

Ministry of Education (1985) organised a meeting for the personnel working for post-literacy and learning materials as well as those engaged in training of the functionaries. The participants had to review of the existing population contents, learning materials and training materials for instructors, supervisors and project officers in the post-literacy stage. Opportunity was provided to explain the strategy and methodologies for integration. The sessions included a review of existing contents of population education in post literacy and learning materials. After the discussions, the participants undertook the exercise of developing the broad content areas on the integration of population education in their basic

literacy packages such as primer, reader, work book, teacher's guide, aids, existing population education content, proposed content and work schedule. Again in August 1988, Indian Adult Education Association organised three day writers' workshop on production of literature for neo-literates in New Delhi. The deliberations lead the writers to prepare outlines of manuscripts on population education, women's education, family welfare, health education, environment and national integration (Saxena, 1988).

Realising the significance of population education to the learners of adult education programme, the Directorate of Adult Education sanctioned under UNFPA scheme, a population education cell to the State Resource Centre. The project started functioning from the middle of July, 1989 and organised workshops to prepare basic literacy materials incorporating population education contents (Ranjinadoss and Stephan, 1990).

The State Resource Centre for non-formal education, TamilNadu organised four such workshops on production of basic literacy materials, post literacy materials, follow-up materials and training materials. The participants brought out nine books with the message of population education, so far State Resource Centre has

produced 23 primers for adult education learners which convey population concepts (State Resource Centre, 1986).

An orientation programme was organised for the personnel belonging to resource units of seven districts on the preparation of a new primer on IPCL pattern - "Pudhia Pathai" (New Path) and production of about 15 lakh literacy kit for the main programmes. The State Resource Centre under took these activities in addition to their normal training and material preparation work (Sivaswamy, 1990). A sum of rupees of two crores was sanctioned in favour of State Resource Centre for publication of 10.25 lakh literacy kits for distribution to adult learners of mass programme of functional literacy. The National Book Trust was also helping in the production of post-literacy and continuing education material for neo-literates (Dighe, 1988).

The State Resource Centre for TamilNadu has prepared 23 graded post-literacy booklets on different subjects for the benefits of neo-literates. The price of these books varies from rupees 1.75 to 3.40. The SRC had prepared these by organising writers workshops. All the booklet have now been approved by the State Level Committee for supply to the JSNs in the state. The SRC has also brought out two audio-cassettes on awareness - one songs and the other dramas. More such booklets and cassettes are

being prepared by them (Sivaswamy, 1991).

Sivaswamy (1988) feels that universities and colleges could make significant contribution to the development of teaching - learning materials on population education. The universities are also taking active part in the promotion of out-of-school population education by training the personnel and the university extension services are following a unique approach called population clubs (Khan, 1985).

The production of follow up books is important as the conversion of illiteracy into literacy (Mali, 1984) and literacy material not only makes people literate, but keeps them literate (Jennings, 1987).

Methodology

III. METHODOLOGY

The study on "Evolving and Evaluating learning materials on population education for illiterate women", was designed and carried out as given in the following steps.

- A. Reviewing the available learning materials.
- B. Preparation of the learning materials.
- C. Evaluation of the learning materials by population experts and animators.
- and D. Modifications suggested by the population experts and animators for improving the learning materials.

A. Reviewing the Available Learning Materials:

The different sources and organisations that have developed the learning materials were contacted and the materials were analysed in order to ascertain the work done in developing learning materials for illiterate women. The learning materials analysed are given in Appendix A.

B. Preparation of the Learning Materials:

The learning materials Prepared were based on the community problems and needs of the people. Identification of the community problems and needs is the first step to relate the content materials to the problems and needs of the people (Suherman, 1988). Hence an informal discussion was held with illiterates in the nearby slum areas and villages where mass literacy programme had been started.

Ramaswamy (1991) and Rao (1988) opine that Population education for illiterate women must include the basic concepts of population dynamics, health, nutrition, family planning factors contributing to large family size, consequences of large sized families on the community and the nation and measures to solve population related problems.

On the basis of the recommendations and needs of the people, topics such as population explosion, impact of population growth on various resources such as food, health, clothing, housing, education, employment, economy, family size, child care, immunisation, ideal age at marriage, delayed marriage, status of women, birth spacing, importance of family planning and the techniques, importance of the

girl child, superstitious beliefs and customs, advantages of small family and disadvantages of a large family, were selected to develop the learning materials.

The materials were developed in various forms such as booklet, story books, leaflets, folders, poster, chart, pamphlet and game. An outline of the details of the learning materials prepared is given in Table II.

TABLE II

DETAILS OF THE LEARNING MATERIALS

S.No.	Name of the material size	Nature of learning	Contents	Average	Other remarks time
1.	Booklet	<u>Used for beginning level:</u> The illiterates who have very limited literacy skills and those who need guidance to use learning material.	1. Population explosion, the impact of population growth on various resources, as food, health, housing, employment, clothing, economy and effect of early marriage.	1 - 1 1/2 hours	1. Supplemented with more limited return matters. 2. Simple language has been used. 3. It gives knowledge on important aspects.
2.	Story Book	Those who are in the beginning level can use this material	1. The story signifies that small family is an ideal family. The child in the small family enjoys all the benefits and the family can progress easily without stress and strain.	30 - 40 minutes	Illustrations accompany the matter. Slogans have been used to stress the small family norm.

3.	Leaflet	It can be used by beginners and neo-literates.	1. It focusses on nutritious foods and in what way it is useful to the body.	10 - 15 minutes.	Accompanied with colour -ful illustrations.
	Leaflet-2	- do -	1. Importance of immunisation. 2. Immunisation scehdule.	10 - 15 minutes.	Immunaisation schedule is given in a clear way.
4.	Posters	It can be used by beginners. Can profit from the poster.	This poster focus -ses on environ -mental pollution due to population growth.	5 minutes.	Discussions, debates, brain storming session etc. can be conducted on this theme.
5.	a. Folder	The animators can read this material for illiterates.	This stresses on the importance of birth spacing, con -traceptive techni -que, importance of immunisation, and also about nutri -tious foods.	20 - 30 minutes.	It is prepared in a question and answer form.
	b. Folder-2	Beginning level	1. It focusses on importance of girl child. 2. Both boy and girl are equal.	5 minutes.	Illustration accompany the matter. Solgans have been used.

6.	Chart	Beginning level	1. It highlights on the small family with the example of population explosion	10 - 15 minutes.	Discussions, debates, brainstorming session etc. can be conducted on this theme
7.	Pamphlet	The animators can read this materials for illiterates	It highlights both the advantages of the small family and disadvantages of large family.	45 - 1hr	Illustration accompany the matter.
8.	Story book (Dialogue)	Those in the self learning level can use the material. Animators can read this for beginners.	It stress the importance of age at marriage	40 - 50 minutes.	It is in a dialogue form.
9.	Game "Snake and the ladder"	Beginning level, middle level and self learning level	It highlights on the the advantage and disadvantage of many factors like immunisation, women literacy, birth spacing, early marriage, nutritious foods etc.	30 - 90 mts.	1. This is to be played with the dice. It is interesting and easy to play. 2. It increases the reading and numeracy skill of the learners.
10.	Guide Book for the Animators	Explanation about how to use the learning materials			It helps the animators to know the content of the learning materials its use, and other learning experiences that can be provided

The materials were developed to suit the understanding levels of illiterates. The materials were built up step by step and the draft was prepared. Effectiveness is particularly highlighted when the learning materials are done in colour (UNESCO Regional Principal office for education in Asia and the Pacific, 1987). Hence with the help of the artist, illustrations were drawn to enable the illiterates understand the contents clearly. The xerox copy of the learning materials in black and white is shown in Appendix B and the photographs in (Figure 2-5).

In addition, a guide book containing instructions to the animators for the effective use of the learning materials was also developed, which is given in Appendix C.

C. Evaluation of the Learning Materials by Population Experts and Animators:

The evaluation of the learning materials by population experts and animators consisted of the following steps.

1. Evolving a proforma
2. Selection of the sample
3. Evaluation of the learning materials by the population experts and animators.

LEARNING MATERIALS ON POPULATION
EDUCATION FOR ILLITERATE WOMEN



BOOKLET AND PAMPHLET

FIGURE - 2



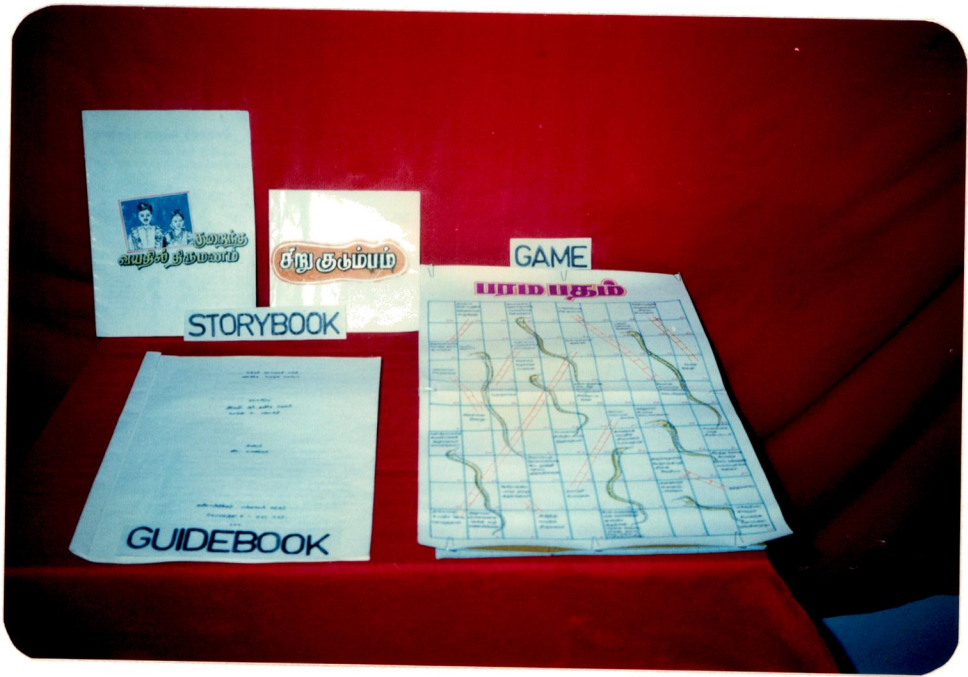
LEAFLETS AND FOLDERS

FIGURE - 3



CHART AND POSTER

FIGURE - 4



STORYBOOK, GUIDE BOOK AND GAME

FIGURE - 5

1. Evolving a Proforma:

A proforma was evolved to obtain a critical evaluation of the learning materials from the population experts and animators(Appendix D.). The proforma consisted of the following aspects: i) General background information of the respondents, ii) Opinion of the respondents on the indicators such as title, size, coverpage, paper, printing, contents, concepts, illustrations and time allotment and iii) General comments and views of the population experts and animators on the learning materials.

2. Selection of the Sample:

The sample of the study comprised of 25 population experts from Madras (State Resource Centre for Non-formal Education and university of Madras) and Coimbatore (Bharathiar University, Avinashilingam Deemed University and Family Welfare Bureau). All the experts had an experience of five to 20 years in the area of population education Table III depicts the details of the population experts who evaluated the learning materials.

TABLE III

DETAILS OF THE POPULATION EXPERTS WHO EVALUATED THE
LEARNING MATERIALS

S. No.	Name of the population Expert	Name of the Institution and Address	Qualification	Years of experience	Other Remarks
1.	S. Krishnamoorthy	Bharathiyar university, Coimbatore.	M.Sc., M.S., D.Sc.	25 years	Head of the Department of population studies.
2.	R. Ananthasayanam	- do -	M.A., M.Ed., M.Phil., Ph.D.	16 years	Head of the Department of Educational Technology.
3.	N. Balasubramanian	- do -	M.A., M.Ed., M.Phil., Ph.D.	5 years	Lecturer - Department of Educational Technology.
4.	M. Jayakumar	- do -	M.A., M.A., Ph.D.	20 years	Head of the Department of Adult and Continuing Education Project Office
5.	R. JayaShree	- do -	Ph.D.	10 years	Ph.D., Thesis on Developing Materials for Population Education.
6.	M. Padmanabhan	- do -	M.A., M.Phil., Ph.D.	5 years	Project Officer - Department of Adult and Continuing Education.

7.	M.J.A. Ranjianadoss	State Resource centre for Non-formal Education, Venkateshwara Nagar, Adayar, Madras.	M.A.	21 years	Director of SRC - as Published many books and worked intensively on developing learning materials.
8.	M. Krishnamoorthy	- do -	M.A.	15 years	Project Officer.
9.	K. Gunasekar	- do -	M.A., M.Ed.	15 years	Programme co-ordinator, in Population Education.
10.	R. Rajan	- do -	M.A., Ph.D.	10 years	- do -
11.	M. Munusamy	- do -	M.A., P.G., Dip.in NFF.	10 years	- do -
12.	V. Anandamoorthy	- do -	M.A., M.Ed., Ph.D.	10 years	Program co-ordinator, for Population Education
13.	T. Ilanchezhian	- do -	M.A., D.P.R., D.L.L., B.Ed.	8 years	Program coordinator for Adult Education.
14.	V. Harikumar	- do -	M.A., P.G., D., J.M.C., P.G., D.B.A., D.L.A.L.	5 years	Research Officer for Non-formal Education.
15.	K. Elumalai	- do -	M.A., (Adult Education)	5 years	Research Officer for Non-formal Education.

16.	A. Shanthi	State Resource centre for Non - formal Education Venkateshwara Nagar, Adayar, Madras.	M.Sc., D.A.Ed.	5 years	Research Officer for Population Education Assistant Programme co - ordinator.
17.	C. Ramu	- do -	M.A.	5 years	Project Officer.
18.	N. Nagarajan	Centre for adult and continuing education University of Madras, Madras.	M.A.	5 years	Project Officer.
19.	Naseem Akthar	- do -	M.A., B.com., Ph.D.	6 years	Project Officer.
20.	M. Chitra	- do -	M.A.	6 years	Research Scholars.
21.	D.M. Baeem Rao	- do -	M.A.	6 years	- do -
22.	G. Sundaravadivel	Centre for adult and continuing education University of Madras, Madras.	M.A., D.Co-op. C.C.I.S.	5 years	- do -
23.	V.P. Matheswaran	- do -	M.A.	5 years	- do -
24.	R. Chandralekha	Avinashlignam Deemed University, Coimbatore.	M.Sc., M.Ed., M. Phil.	15 years	Senior Lecturer Department of Education.
25.	A. Ramaswamy	District Family welfare Bureau, Coimbatore.	B.com., D.H.E., D.F.C.W	26 years	District Extension officer

Twenty five animators working in the mass literacy programme of the Rural Functional Literacy Project of Annur Block were selected to evaluate the learning materials and guide book. They had an experience upto two years in adult education. Their suggestions based on their field experience would be of immense help in evaluating the effectiveness of the learning materials.

3. Evaluation^a of the Learning Materials by the Population[^] Experts and Animators:

The population experts and animators were contacted in person and were explained about the study. They were requested to go through the learning materials and the guide book, taking their own time leisurely and to critically evaluate them based on the indicators for evaluation. As per the convenience of the experts two to three days were given to evaluate the materials.

Evaluation^a_^ on various aspects such as title size, cover-page, paper, letter size, content, illustrations, time allotment and language error was done by the experts and animators. Suggestion for modification of the learning materials and guide book were also collected from them.

D. Modifications Suggested by the Population Experts and Animators for Improving the Learning materials:

The modifications suggested by the population experts and animators for each of the learning materials for various aspects were noted. The overall views and comments of the population experts and animators about the learning materials were also collected and the data analysed and the per centage was calculated.

Results and Discussion

IV RESULTS AND DISCUSSION

The results of the study on "Evolving and evaluating learning materials on population education for illiterate women", are discussed under the following headings:

- A: Evaluation of the learning materials and the guide book by the population experts and animators.
- B: Over all views of the population experts and animators on the learning materials.

A. EVALUATION OF THE LEARNING MATERIALS BY THE POPULATION EXPERTS AND ANIMATORS

Evaluation in its broadest sense means judging the values of something. Its main purpose is to facilitate effective decision making without jumping to conclusions (Reddy,1987). Evaluation improves the standard of a work done, the methods and the visual materials used. The more evaluation becomes a continuing part of all activities, the more likely one is to avoid mistakes and to make improvements. Evaluation is fundamental to progress.

Hence the learning materials were evaluated by the population experts and animators and the evaluation done by them are discussed under the following headings:

- (i) Evaluation of the outer cover of the learning materials
- (ii) Evaluation of the booklet
- (iii) Evaluation of the leaflets
- (iv) Evaluation of the story book
- (v) Evaluation of the poster
- (vi) Evaluation of the folders
- (vii) Evaluation of the chart
- (viii) Evaluation of the pamphlet
- (ix) Evaluation of the story book (dialogue)
- (x) Evaluation of the game
- and (xi) Evaluation of the guide book

i) Evaluation of the outer cover of the learning materials

The cover of the learning materials should be attractive, colourful, appealing and also informative in order to attract the attention of learners and stimulate their interest in learning.

Evaluation of the outer cover of the learning materials is indicated in Table IV.

TABLE IV

EVALUATION OF THE OUTER COVER OF THE LEARNING MATERIALS

Aspects	Percentage			
	Population experts (n = 25)		Animators (n = 25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	95	5	100	-
Size of the cover	94	6	99	1
Paper	96	4	100	-
Latter size	96	4	99	1
Illustrations	94	6	99	1

About 94 per cent of the population experts expressed satisfaction over all the aspects of the outer covering where as all the animators expressed satisfaction with title and paper. Only four to six per cent of the population experts and one per cent of the animators expressed dissatisfaction in with regard to the of the cover, letter size and illustrations.

The suggestions given for the modification of outer cover of the learning materials were that the size of the cover must be reduced and the size of the letter must be bold.

ii) Evaluation of the Booklet

A booklet is a printed material. It contains 10 - 30 pages and plays an effective role among the learning materials. It can be used by the learners according to their convenience. The content of the booklet covers wider area and it is really helpful to the illiterates to some extent. Evaluation of the booklet by the population experts and animators is presented in Table V.

TABLE - V

EVALUATION OF THE BOOKLET

Aspects	Percentage			
	Population experts(n=25)		Animators (n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	100	-	100	-
Size	84	16	100	-
Coverpage	100	-	88	12
Paper	92	8	100	-
Letter Size	92	8	100	-
Illustrations	92	8	100	-
Time allotted	88	12	100	-
Content	84	16	100	-

Eighty eight to cent per cent of the population experts and animators expressed their satisfaction with the time allotment, title, size, and cover page of the booklet. However eight to 18 per cent of the population experts and the animators expressed their dissatisfaction. (Figure 6)

The suggestions given were that the size of the booklet could be reduced, the paper must be thicker and the size of the letter must be bold. The suggestions given for the content were that since the content covers vast area the booklet must be divided into three or four parts with different headings and each part could become a separate booklet. The content need to have more information about diseases and prevention, purification of water, methods of family planning, women equality, laws relating to women's rights and available benefits. They also expressed that the time allotted for the booklet must be increased from 1 1/2 to 2 hours.

iii) Evaluation of the leaflets

Leaflet is one of the effective learning materials to reach the illiterates. Usually a leaflet contains 4 - 12 pages. It contains less content with more illustrations which create an interest among them to go through the leaflet. Illustrations play bigger role in leaflet than

SATISFACTION OF POPULATION EXPERTS AND ANIMATORS ON BOOKLET

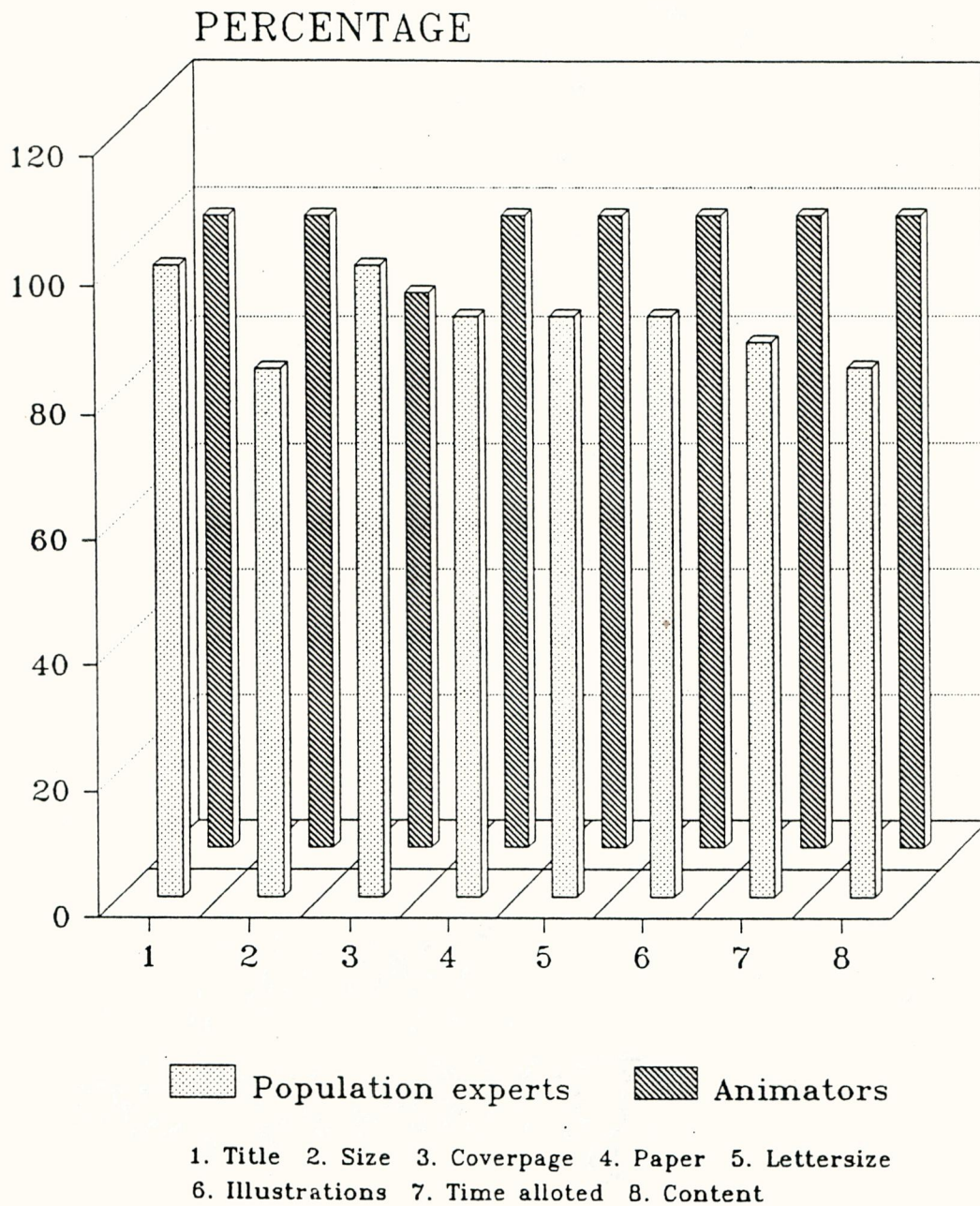


FIGURE 6

they do in a magazine story. A good use of colour adds to the attractiveness of the leaflet (Dahama,1990). The evaluation of the leaflets by the population experts and animators is shown in Table VI.

TABLE - VI

EVALUATION OF THE LEAFLETS

Aspects	Leaflet 1				Leaflet 2			
	Percentage							
	Population experts (n=25)		Animators (n=25)		Population experts (n=25)		Animators (n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	100	-	100	-	92	8	100	-
Size	92	8	96	4	92	8	100	-
Coverpage	100	-	100	-	100	-	100	-
Paper	92	8	100	-	92	8	100	-
Letter Size	96	4	100	-	92	8	84	16
Illustrations	96	4	100	-	92	8	100	-
Time allotted	84	16	100	-	88	12	96	4
Content	84	16	100	-	100	-	100	-

Eighty four to cent per cent of the population experts and the animators expressed their satisfaction with the leaflet 1 and 2. All the population experts and the animators expressed satisfaction with coverage and content. However dissatisfaction was expressed by four to 16 per cent of the population experts and animators.

Suggestions given for modification of leaflet 1 were that the size of the leaflet must be bigger and the paper must be thicker. The content could have still more information, on balanced diet and locally available food items with illustrations. The time allotment must be increased to 1/2 an hour.

Sugesstions for leaflet 2 were that the title must be simple like "தமிழ்சுவைகள் இவசியம்" or "வந்தம் முதல் காப்பியம் " and the size of the leaflet must be increased. They also expressed that the paper must be thicker, the size of the letters must be bold enough and that the allotted time must be increased from 30 to 40 minutes.

iv) Evaluation of the story book

Story book always attracts the attention of the people of all ages and stages but it has to create an interest in them. Pictures tell more what words can never do. The theme and the subject selected for the story should

be specific. The pictures/illustrations should fit with story sequence and there must be proper continuation. (Dahama,1990).

Evaluation of the story book is shown in Table VII.

TABLE - VII
EVALUATION OF THE STORY BOOK

Aspects	Percentage			
	Population experts (n=25)		Animators (n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	100	-	100	-
Size	92	8	96	4
Coverpage	100	-	92	8
Paper	96	4	100	-
Letter Size	100	-	100	-
Illustrations	96	4	100	-
Time allotted	88	12	96	4
Content	88	12	100	-

On the whole the population experts and the animators expressed their satisfaction with the story book, the percentage varying from 88 - 100 (Figure 7). However

SATISFACTION OF POPULATION EXPERTS AND ANIMATORS ON STORY BOOK

PERCENTAGE

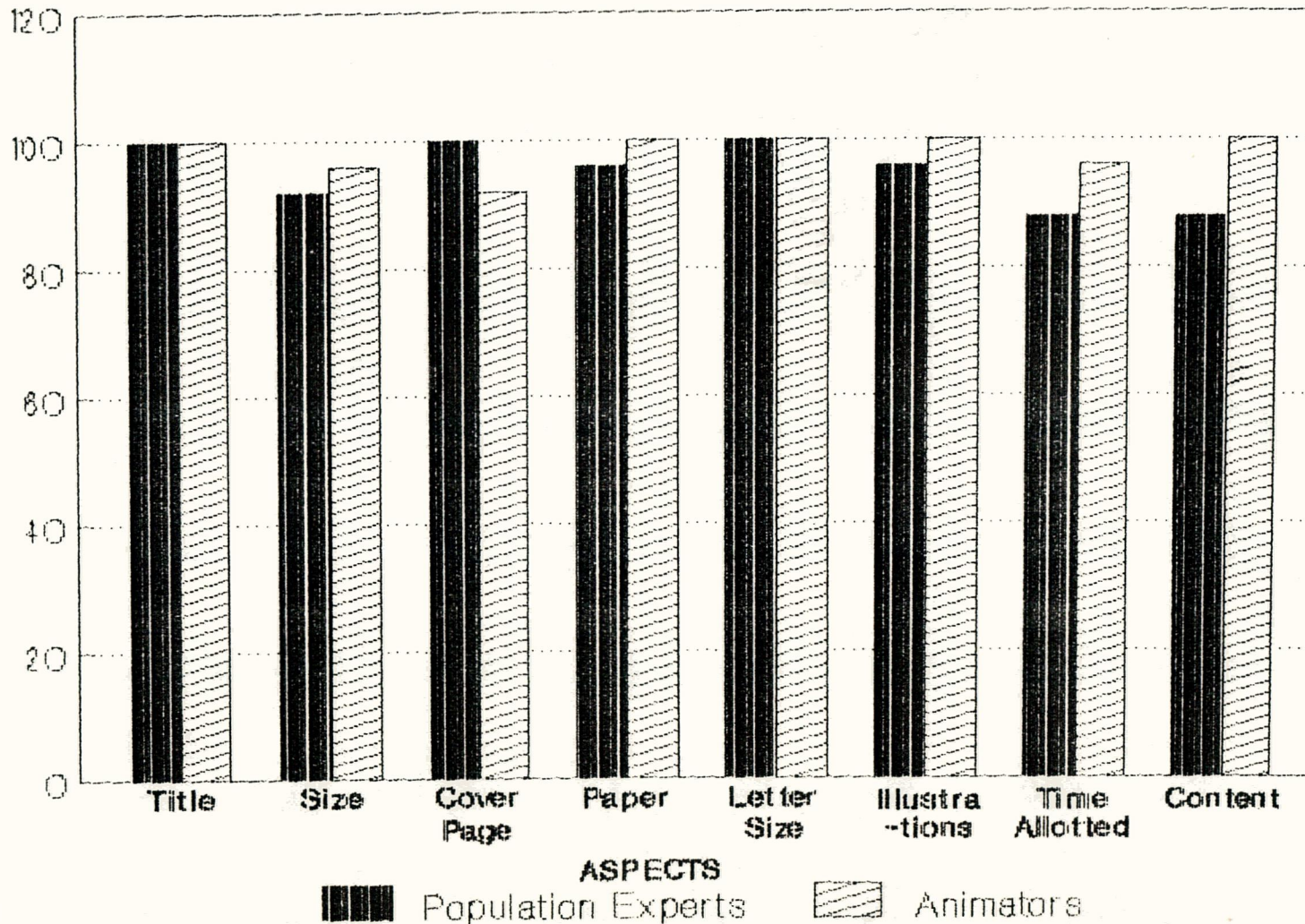


FIGURE . 7

all the population experts and the animators expressed their satisfaction with title and letter size. The percentage of the population experts and the animators expressing dissatisfaction varied from four to twelve.

For modification the suggestions given for the story book for other aspects were that the size must be still bigger, the paper must be thicker, the time allotment be reduced from 30 minutes to 15 to 20 minutes. More information need to be introduced in the content on savings and birth control.

v). Evaluation of the Poster

Poster is a visual aid with minimum required size of atleast 20" to 30". Poster can communicate a lot of useful information to adults in villages in an interesting manner. The matter can be read in a single - glance and understood quickly without any spoken word. One needs time to look at the variety of pictures and captions, but they do not need verbal explanation. It attracts the attention of the viewers, conveys one message clearly and encourages action apply. Poster can also be equally effective among the villagers especially the illiterate ones (sharma, 1987). Evaluation of the poster is depicted in Table VIII.

TABLE - VIII

EVALUATION OF THE POSTER

Aspects	Percentage			
	Population experts (n=25)		Animators (n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	96	4	100	-
Size	96	4	100	-
Coverpage	100	-	100	-
Paper	100	-	100	-
Letter Size	100	-	100	-
Illustrations	96	4	96	4
Time allotted	84	16	92	8
Content	92	8	100	-

Nearly all the population experts and animators expressed satisfaction with the cover page, paper, letter size, title and content of the poster. Four to sixteen per cent of the population experts and animators expressed dissatisfaction with other aspects.

The suggestions given for the poster were that the title must be reduced to " மக்கள் உதாரணப் பெருக்கமுடிக் கிண்பியுப்து கதநாருத் தேயிட " and the picture must have three dimensional effect. The time allotted could be

increased from 15 to 30 minutes. The content need more information on over population and unhygienic condition.

vi) Evaluation of the folders

Evaluation of the folders is given in Table IX.

TABLE - IX

EVALUATION OF THE FOLDERS

Aspects	Folder 1				Folder 2			
	Percentage							
	Population experts (n=25)		Animators (n=25)		Population experts (n=25)		Animators (n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	96	4	100	-	88	12	100	-
Size	96	4	100	-	96	4	100	-
Coverpage	96	4	100	-	100	-	100	-
Paper	96	4	100	-	100	-	100	-
Letter Size	100	-	100	-	100	-	100	-
Illustrations	96	4	100	-	96	4	100	-
Time allotted	96	4	100	-	88	12	92	8
Content	96	4	100	-	88	12	100	-

Letter size was found to be 100 per cent satisfactory with folder 1. All the animators (100 per cent) had expressed their satisfaction with all the aspects of the folder 1, whereas with the population experts, 96 per cent had expressed their satisfaction. With folder 2, cover page, paper and letter size scored 100 per cent satisfaction from the population experts and animators. The title, size and content scored 88 to 100 per cent satisfaction.

The suggestions given for the modification of the first folder were that in the title, the word, "மாதலாணி" could be changed to some other name such as "வாணி" because the word 'Mala' remains the contractive pill 'mala - D' and the size of the folder could be increased. Thicker paper could be used for durability, the language could be simple and the time allotted could be increased to one hour.

The suggestions given for the second folder were that the word in the title 'வண்ண சூட்டு' could be changed to 'வண்ண இல்லாடு'. The size of the folder must be increased, as well as the time allotted from 10 - 20 minutes.

vii) Evaluation of the chart

A chart contains/pictures suitably coloured and

written matter (Dahama, and Bhatnagar, 1990). This helps the audience to remember the key ideas and maintains interest to the very end of the presentation (Readdy, 1987). Evaluation of the chart by the population experts and animators is highlighted in Table X.

TABLE - X

EVALUATION OF THE CHART

Aspects	Percentage			
	Population experts (n=25)		Animators (n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	92	8	100	-
Size	100	-	100	-
Coverpage	100	-	100	-
Paper	100	-	100	-
Letter Size	100	-	100	-
Illustrations	100	-	100	-
Time allotted	100	-	96	4
Content	96	4	100	-

All the aspects except title, content and time allotment scored 100 per cent satisfaction from the population experts and animators. Four to eight percent of

the population experts and animators suggested that the title be modified, the content be more elaborate and the time allotted must be increased.

The suggestions expressed for modification were that the title could be changed to 'சிறு குழம்பெய மந்தள் தொழில் உருவாக்கம்' * and the time allotted must be increased to 20 minutes.

viii) Evaluation of the pamphlet

Pamphlet varies in size from 12 to 24 pages. Illustration plays bigger role in a pamphlet. If more than one idea has to be communicated then this is the best aid, one can choose. It is usually attractive when a combination of beautiful colours are used for the illustrations (Dahama and Bhatnagar, 1990). Evaluation of the pamphlet is highlighted in Table XI.

TABLE - XI
EVALUATION OF THE PAMPHLET

Aspects	Percentage			
	Population experts(n=25)		Animators(n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	96	4	100	-
Size	88	12	100	-
Coverpage	100	-	100	-
Paper	100	-	100	-
Letter Size	96	4	100	-
Illustrations	92	8	100	-
Time allotted	96	4	96	4
Content	88	12	100	-

Cent per cent satisfaction was expressed with cover page and paper and 88 per cent to 100 per cent of the population experts and animators had expressed their satisfaction with the other aspects.

The modifications suggested were that the size of the pamphlet must be reduced and the content need more information on small family norm, birthspacing and nutrition. Illustrations must give equal importance to both girls and boys. The time allotted could be reduced to 15 to 20 minutes from 45 - 60 minutes.

ix) Evaluation of the Story book (Dialogue)

In a story book (dialogue) the subject /theme is new. The pictures in the story helps to cut down the length of the writing. Layout of page looks more with pictures. Language must be simple. It creates curiosity in the reader/listener to know more about what is said in the story and invites him to go ahead and read it (Dahama and Bhatnagar, 1990). Evaluation of the story book (Dialogue) is given in Table XII.

TABLE - XII

EVALUATION OF THE STORY BOOK (Dialogue)

Aspects	Percentage			
	Population experts (n=25)		Animators (n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	84	16	100	-
Size	100	-	100	-
Coverpage	96	4	100	-
Paper	96	4	100	-
Letter Size	100	-	100	-
Illustrations	88	12	100	-
Time allotted	88	12	88	12
Content	84	16	100	-

The size and letter size scored 100 per cent satisfaction from the population experts and animators. Four to sixteen per cent of the population experts and 12 per cent of the animators expressed dissatisfaction with the other aspects.

Suggestions for modification as expressed by the sample were the title could be changed 'குறைந்த வயது திருமணத்தின் விளைவுகள்' and the content need to have additional information on health, additional burden to the girl and her physical and mental strain. Instead of two illustrations in one page, one illustration could be given in one page and the allotted time reduced to 30 minutes.

ix) Evaluation of the game

Evaluation of the game is given in Table XIII.

TABLE - XIII

EVALUATION OF THE GAME

Aspects	Percentage			
	Population experts (n=25)		Animators(n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Title	100	-	100	-
Size	96	4	100	-
Coverpage	100	-	100	-
Paper	96	4	100	-
Letter Size	92	8	100	-
Illustrations	96	4	100	-
Time allotted	96	4	100	-
Content	100	-	100	-

All the animators expressed satisfaction to the different aspects of the game, where as the title, cover page and content only scored 100 per cent satisfaction from the population experts. Only four to eight per cent of the population experts expressed dissatisfaction in the other aspects (Figure, 8).

The suggestions given for modification were that the size must be bigger and a card board could be used as a base instead of paper. The size of the letter be made bold and the time allotted could be reduced.

SATISFACTION OF POPULATION EXPERTS
AND ANIMATORS ON THE GAME

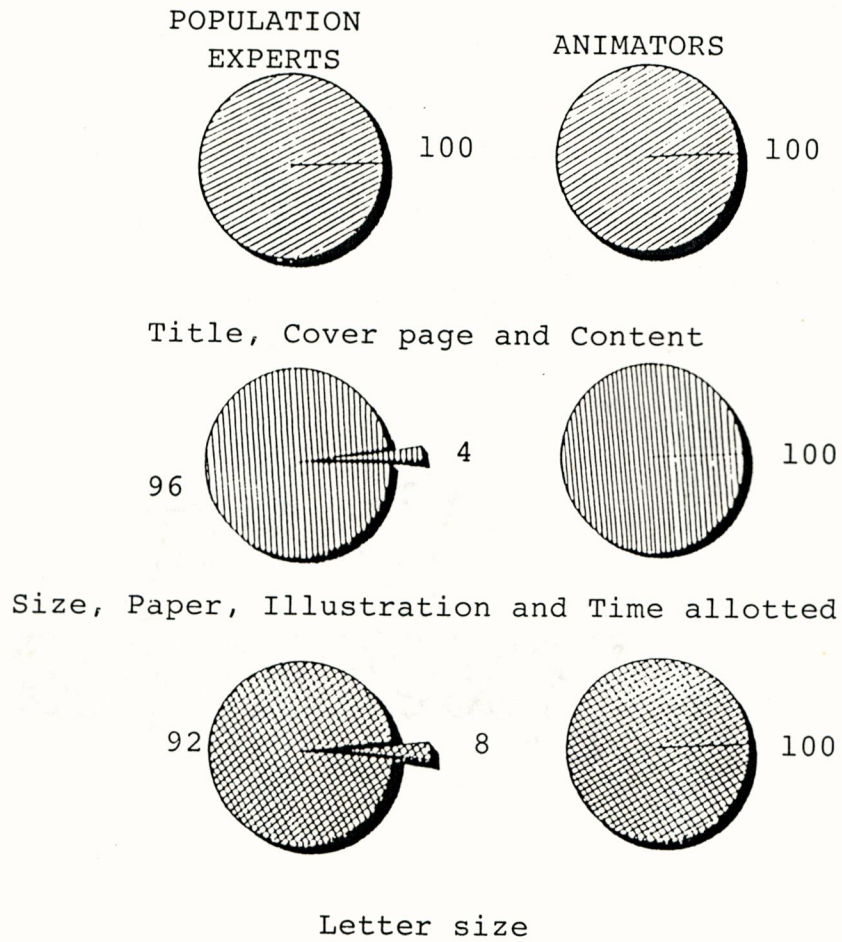


FIGURE - 8

xi) Evaluation of the Guide book

Evaluation of the Guide Book is presented in Table XIV.

TABLE - XIV

EVALUATION OF THE GUIDE BOOK

Aspects	Percentage			
	Population experts (n=25)		Animators(n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Size	96	4	100	-
Coverpage	96	4	100	-
Paper	96	4	100	-
Letter Size	88	12	100	-
Illustrations	84	16	100	-
Content	68	32	100	-

Sixty eight to ninety six per cent of the population experts and 100 per cent of the animators expressed satisfaction over the guide book. However four to thirty two per cent expressed dissatisfaction (Figure, 9).

Suggestions given for modification were that the size of the guide book must be bigger and the letter size should be bold enough. More information need to be included in the content like information on the social problems, and step by step teaching procedure.

SATISFACTION OF POPULATION EXPERTS AND ANIMATORS ON GUIDE BOOK

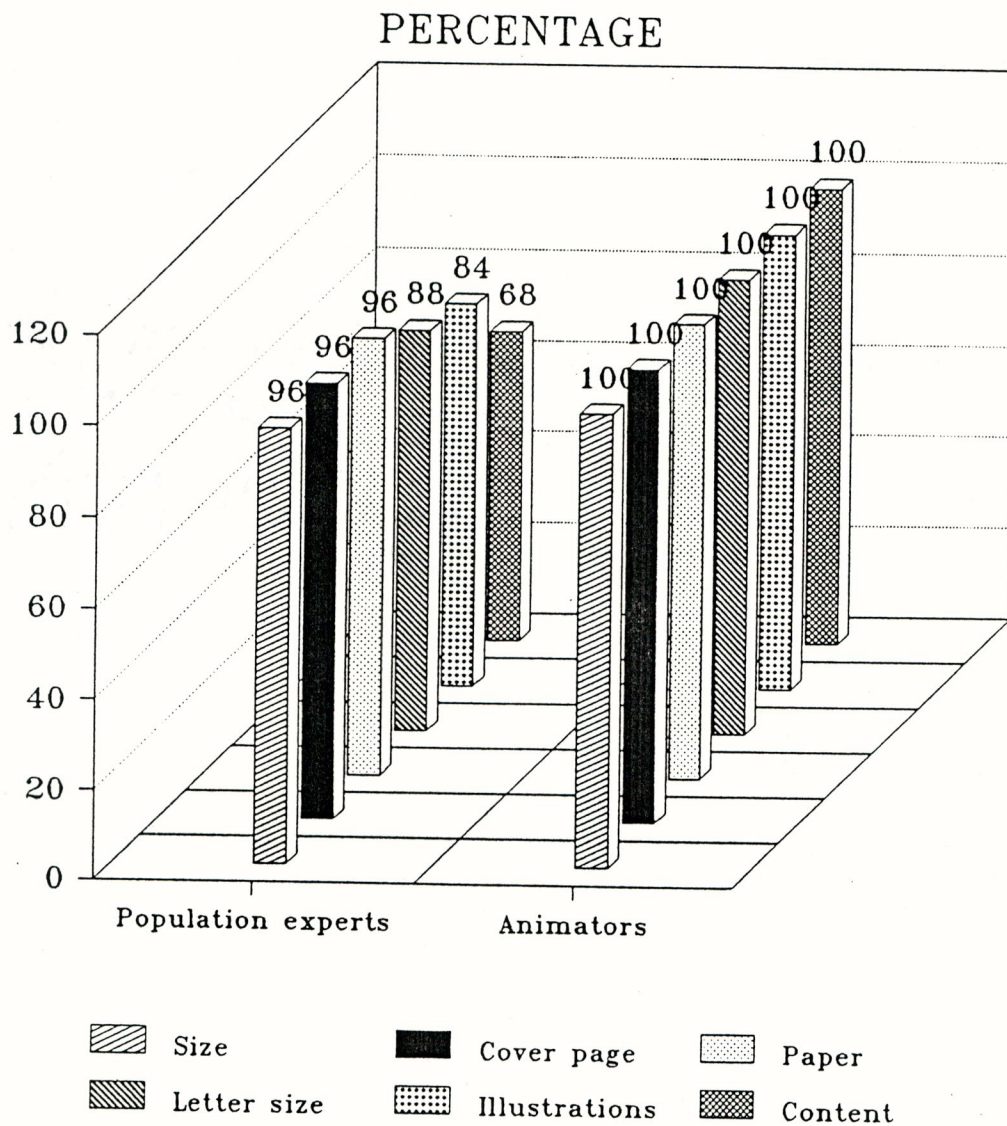


FIGURE 9

B. OVER ALL VIEWS OF THE POPULATION EXPERTS AND ANIMATORS OF THE LEARNING MATERIALS

The overall views and comments as expressed by the population experts and animators of the learning materials are shown in Table XV.

TABLE XV

OVER ALL VIEWS OF THE POPULATION EXPERTS AND ANIMATORS OF THE LEARNING MATERIALS

Views and Comments	Percentage			
	Population experts(n=25)		Animators(n=25)	
	Satis factory	Unsatis factory	Satis factory	Unsatis factory
Very good attempt	96	4	100	-
Appreciable effort	88	12	96	4
Illustrations motivate the learners' interest	100	-	100	-
Playkit is more interesting	96	4	100	-

The over all views and comments on the learning materials were obtained from the population experts and the animators. About 96 per cent of the population experts and

100 per cent of the animators had expressed that it is a very good attempt and appreciable effort. All the population experts and the animators had unanimously expressed that the illustrations given in the learning materials would definitely motivate the learners' interests and that play kit is more int^eresting and that the illiterate women would love to play the game with enthusiasm.

Summary and Conclusion

V. SUMMARY AND CONCLUSION

Population explosion is the major crisis our country is facing today (Salkar, 1986). Every year we are adding one Australia or Japan to our population. Half of India's population is illiterate (Sharma, 1991). An illiterate Indian woman is estimated to spend 80 per cent of her reproductive years in pregnancy and lactation, adding constantly to the already swelled-up population (Ministry of Human Resource Development, 1988). Education for women is one of the strongest factors in reducing fertility (Dutta, 1985). The National Literacy Mission was launched in 1988 as a silver lining in the dark clouds (Shah, 1988). Today NLM document has emerged as the "Magna Carta" of Indian adult education (Sharma, 1987). The programme is expected to cover approximately 40 million illiterates by 1990 and another 60 million by 1995 (Muthirulandi, 1991).

A need for population education for out-of-school youth and adult illiterates was felt by the National Conference on population education, which was held in NewDelhi because it is more concerned with the quality of life at the individual and societal levels (Akthar, 1991). Hence it becomes necessary that population education is to

be incorporated in the National Adult Education to spread the vital message of the small family norm (Nair, 1981). Eradication of illiteracy requires many things such as good and stable learning environment, good infrastructure for production of well visualised and well illustrated teaching learning materials (Mishra, 1989). The learning materials should be used which motivate and encourage the people for learning arouse keen interest and stimulate greater effort among adults to continue to learn and not relapse backward (Farooq, 1990). Thus learning materials in various forms such as booklet, story books, leaflets, folders, poster, chart, pamphlet and game were designed and developed to suit to the local conditions and were evaluated by 25 population experts and 25 animators.

The key findings of the study are summarized below :

1. About 94 per cent of the population experts and 100 per cent of the animators expressed satisfaction with title and cover of the outer cover of the learning materials. Only four to six per cent of the population experts and one per cent of the animators expressed dissatisfaction with other aspects such as size of the cover, letter and illustrations. The suggestions given for modification of the outer cover were that the size of the cover could be

reduced and the letter size made bold.

2. Eighty eight to cent per cent of the population experts and animators expressed their satisfaction with the title, size, time allotment and cover page of the booklet. Dissatisfaction was expressed, by eight to eighteen per cent of experts and animators. The suggestions given for the other aspects for modification that the size of the booklet could be reduced, thick paper used, the letter size made bold, increased time allotment, the content could be divided into three or four parts with different headings, more information on diseases and prevention, purification of water , methods of family planning and women equality.

3. Eighty four to cent per cent of the population experts and the animators expressed satisfaction with leaflet 1 and 2. Most of the population experts and the animators expressed satisfaction with cover page, title and content. The suggestions expressed for leaflet 1, were that the size must be bigger, paper be thicker and the time allotment increased to 30 minutes. Title be made simple, thicker paper, letters made bold, time allotment to be increased were the suggestions expressed for modification of leaflet 2.

4. Most of the population experts and the animators expressed their satisfaction with the story book, the percentage varying from 88 - 100. The suggestions expressed

by the population experts and the animators for the modification of the story book were that the size be made bigger, thicker paper used and the time allotment to be reduced to 15 to 20 minutes.

5. Coverpage, paper, size, title, content and letter size of the poster scored cent percent satisfaction. The suggestions given for the modification of the poster were that the title must be reduced, time allotted be increased, more information on over population and unhygienic condition could be included in the content and three dimensional effect of the picture could be brought in.

6. Ninety six per cent of population experts and 100 per cent animators expressed satisfaction with folder 1. The suggestions made for the modification were that the title word could be changed, the size be increased, thicker paper used., language made simple and time allotment increased. With regard to folder 2, cover page, paper and letter size scored 100 per cent satisfaction from the population experts and animators. They suggested modifications that the title must be changed, the size and the time allotment were to be increased.

7. Title, content and time allotment of the chart scored 100 per cent satisfaction from the population experts and animators. The possible modifications suggested were that

the title be modified, more elaborate content and increased time allotment.

8. Eighty eight per cent to 100 per cent of population experts and animators had expressed their satisfaction with the pamphlet. The suggestions expressed for modification were that the size must be reduced, the content made elaborate, time allotted to be reduced and the illustration must have equal importance to both boys and girls.

9. The size and letter size of the story book (dialogue) scored 100 per cent satisfaction. Eighty four to 100 per cent expressed satisfaction for the other aspects. However the suggestions expressed for modification were that the title must be changed, one illustration in one page and time allotted to be reduced.

10. With regard to the game all the animators had expressed satisfaction whereas among population experts only four to eight per cent had expressed dissatisfaction. They suggested that the size must be bigger, size of the letter made bold and time allotted was to be reduced.

11. The guide book scored satisfaction from 68 to 96 per cent of the population experts and 100 per cent animators. The guide book, being bigger, having bold letters a detailed content and illustrations were the suggestions

expressed for modification.

12. About 96 per cent of the population experts and all the animators had expressed that the developing learning materials was a very good attempt which had to be appreciated, the play kit could very interesting for the illiterates and the illustrations would motivate the interest of the learners to go through them.

From these foregoing results, the following recommendations emerge.

1. Further research studies need to be conducted in developing and evaluating suitable learning materials on population education for the mass who are in different levels of literacy.
2. The Governmental Institutions. voluntary organisations, colleges and Universities can help in developing suitable learning materials on population education, for the illiterates and neo - literates.
3. Training programmes must be organized for the personnel of government and non - governmental organisations, in the preparation of learning materials on population education.
4. Training must be organized to orient the animators in the use of the learning materials.

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Appendix

APPENDIX-A

S.No.	TITLE	Institution/ Organisation
1.	கற்க கற்பிக்க உதவும் தொடர்பு சாதனங்கள்	மாநில பள்ளிசாராக் கல்வி கருவூலம் - சென்னை
2.	குடும்பத்தில் மகிழ்ச்சி இல்லை	"
3.	குடும்பத்தில் மகிழ்ச்சிக்கு காரணம்	"
4.	வளமான வாழ்க்கை	"
5.	அறிவு மேம்பாட்டுப்புத்தகம் (பகுதி 1)	"
6.	அறிவு மேம்பாட்டுப் புத்தகம் (பகுதி 2)	"
7.	அறிவு மேம்பாட்டுப்புத்தகம் (பகுதி 3)	"
8.	பள்ளி சாராக் கல்வி - சூழ்நிலையியல்	"
9.	பள்ளி சாராக் கல்வி - தமிழ்ப்பாட னால்	"
10.	உணவும் சுத்தமும்	"
11.	கற்பிக்கும் முறைகள் - கையேடு	"
12.	தாவரத்தாய்	"
13.	பூனோகத்துக்கு 'நாரதர்' வருகிறார் பராக்! . . . பராக்! பராக்!	"
14.	தாய்மை	"
15.	தாயும் சேயும் நலமுடல் வாழ	"
16.	அளவுக்கு மீறலால்	"
17.	புதிய பாதை - (பகுதி 3)	"
18.	மக்கள் தொகைக் கல்வி	"
19.	கை விளக்கு	"
20.	ஊழிப்போம் எழுதுவோம்	"
21.	வாழ வைக்கும் முயற்சிகள்	"
22.	அய்யாச்சாமி என்ன மந்திரவாதியா?	"

23. மக்க முயல்மாளிண் முடிவு
மாநில பள்ளிசாராக்
கல்வி கருவலம், சென்னை
24. மக்கள் தொகைக் கல்வி ஆரம்ப நிலை
ஆசிரியர்கள் கையேடு
மக்கள் தொகைக் கல்விப்
பிரிவு மாநிலக் கல்வி
ஆராய்ச்சி பயிற்சி நிறுவனம்
சென்னை
25. மக்கள் தொகைக் கல்வி-கலைத் திட்டம்
பள்ளிசாராக் கல்வி
"
26. மக்கள் தொகைக் கல்வி கருத்துப்பாடல்கள்
"
27. எல்லோருக்கும் கல்வி- வயது வந்தோர்
கல்வி-முதல் நூல்
சென்னை பல்கலைக் கழகம்
சென்னை

Review:

Th: Impact of population growth on
national resources

இளமையான வாழ்க்கைக்கு

மக்கள் தொகைக் கல்வி

பொருளடக்கம் :

பாடல் : 1

இந்தியாவின் மக்கள் தொகை

பாடல் : 2

சத்துணவின் முக்கியத்துவம்

பாடல் : 3

அடியைக் தேவைகள்

பாடல் : 4

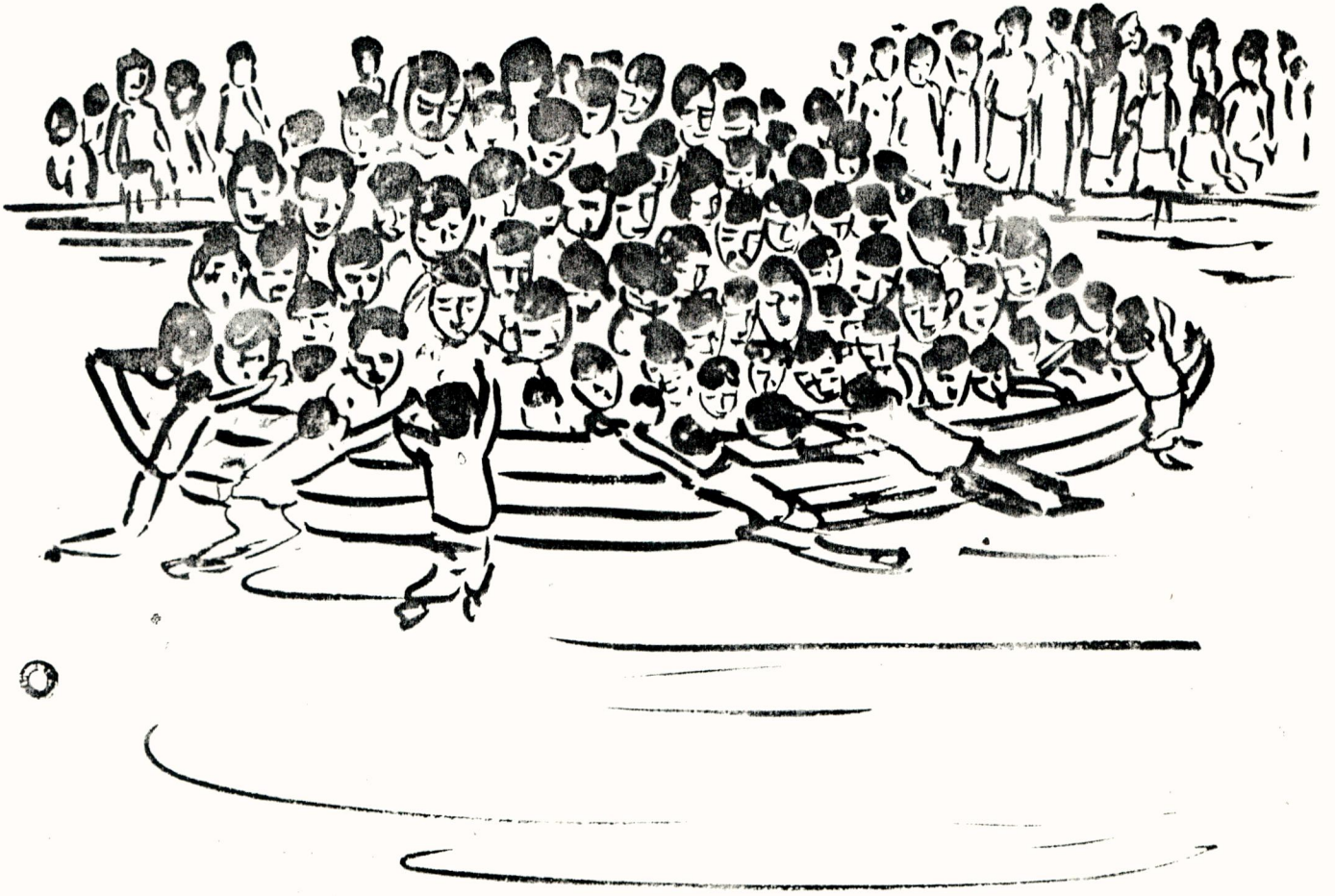
பெண் குழந்தையின் முக்கியத்துவம்

பாடல் : 5

குறைந்த வயதில் திருமணம்

இளமையான வாழ்க்கைக்கு

பாரதத்தின் நிறை என்ன ?



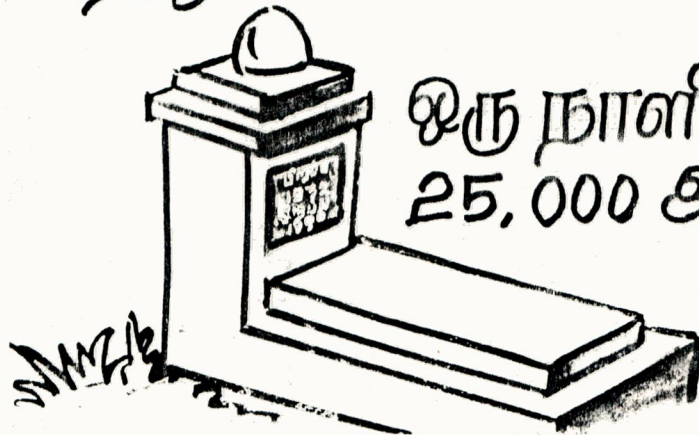
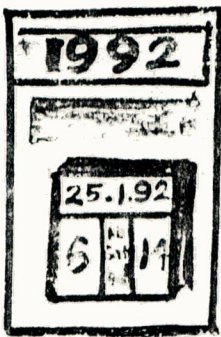
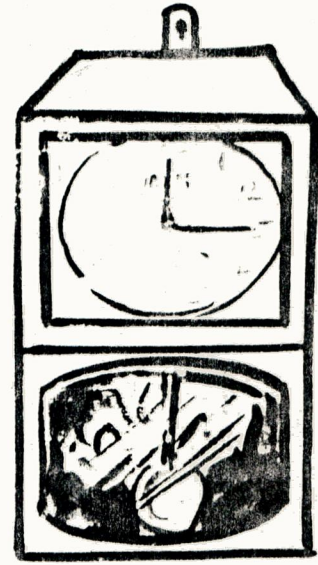
தீனமும் 63,000 குழந்தைகள்
பிறக்கின்றன

அரசு மருத்துவமனை

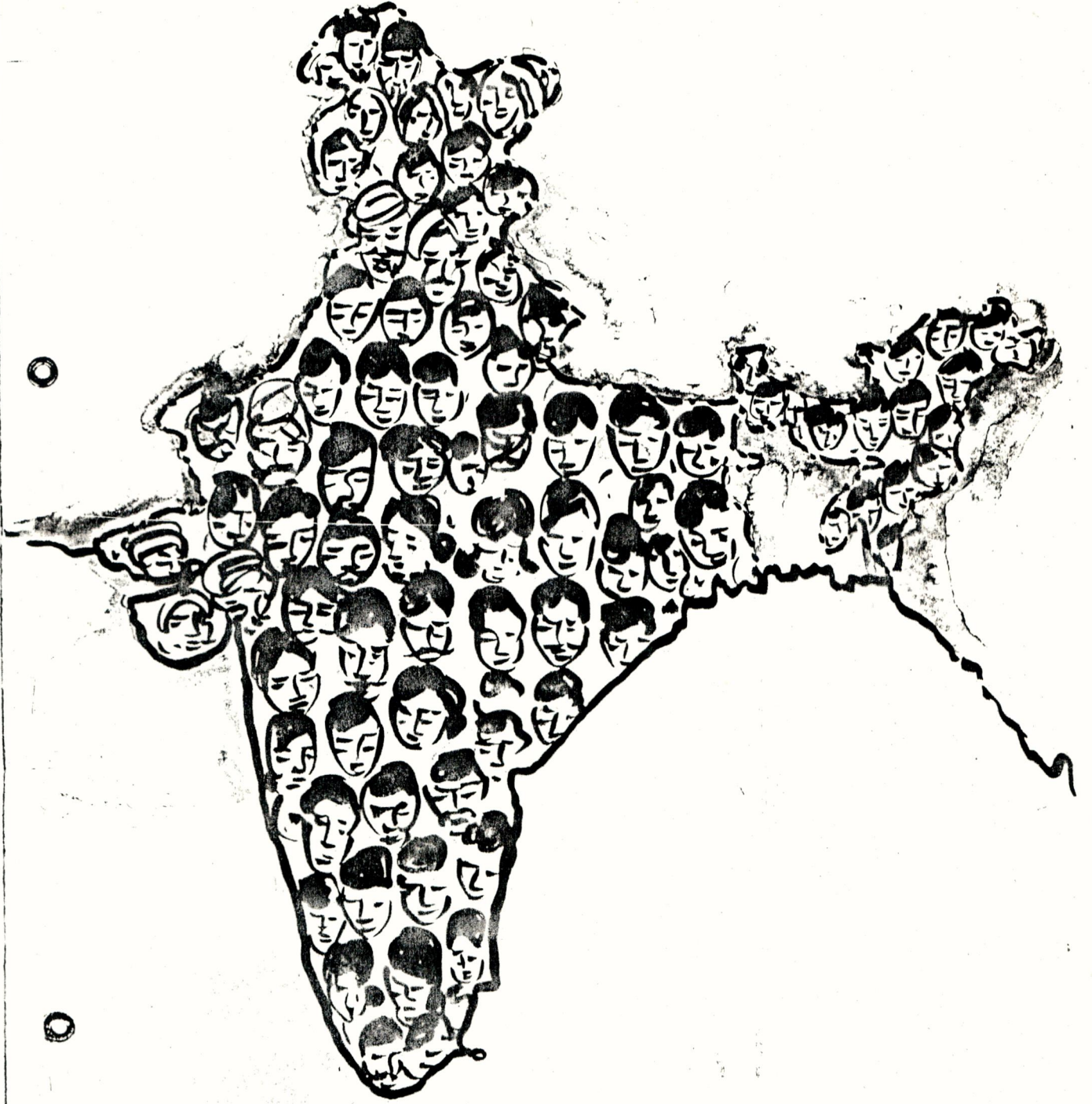


வினாடிக்கு
4-4 குழந்தைகள்
பிறக்கின்றன.

ஆண்டு ஒன்றுக்கு
13 மில்லியன் (Million)
ஜனக்குகாளை
அதிகரிக்கிறது.



ஒரு நாளில் இறப்பு
25,000 ஆகும்.



ஐந்து வருடங்களில் 8.6 கோடி மக்கள்
- தொகை பெருகியுள்ளது.

1986

1991



1986 - ஆம் ஆண்டில் - 75.8 கோடி

1991 - ஆம் ஆண்டில் - 84.4 கோடி

- மக்கள் தொகை ஐந்தாண்டுகளில் இவ்வாறு உயர்ந்துள்ளது. இந்த நிலை நீடிக்காள் ?

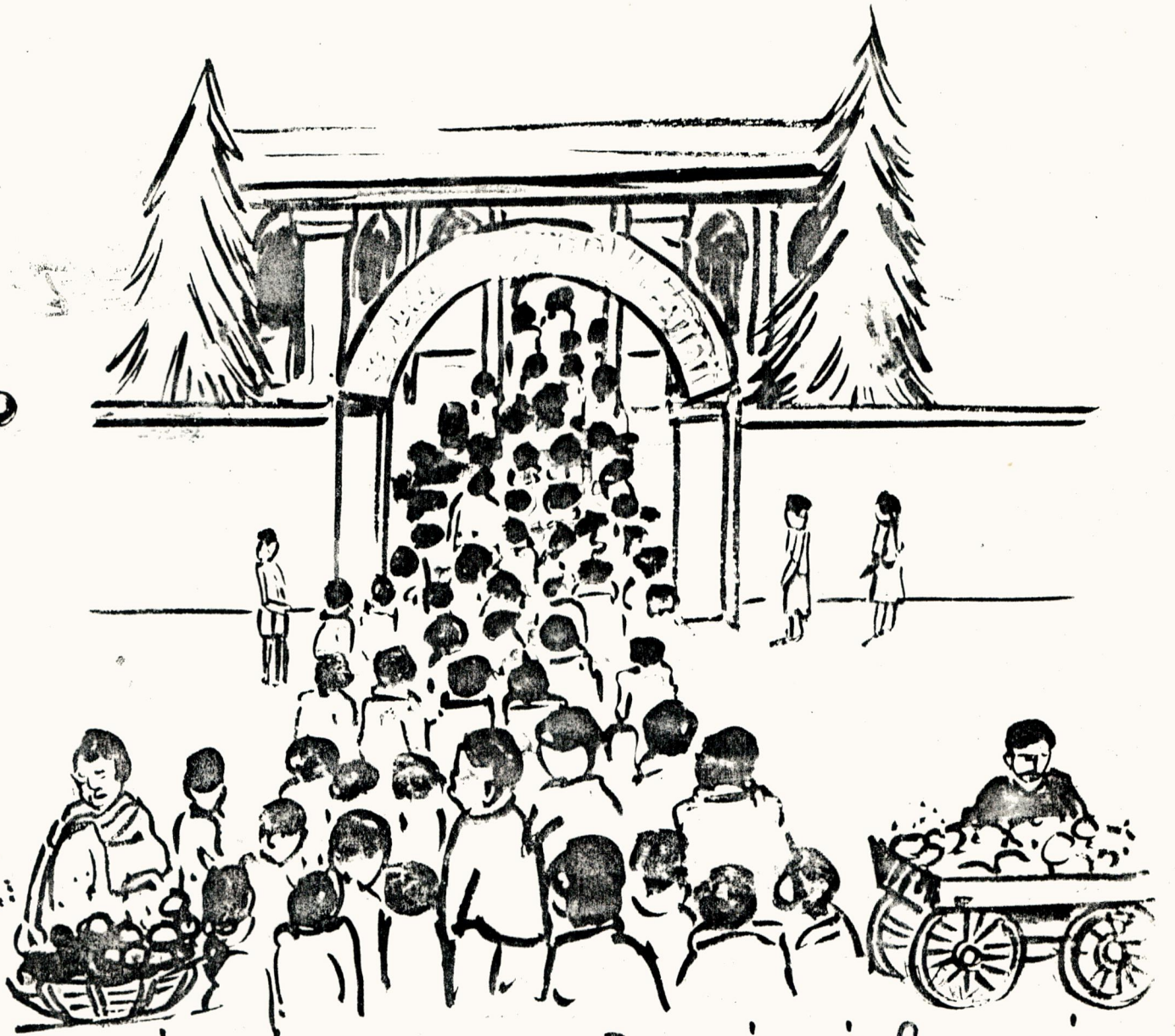
தமிழ்நாட்டின் மக்கள் தொகை

1981 - 4,82,97,456



தமிழ்நாட்டின் மக்கள் தொகை

1991 - 5,56,38,318



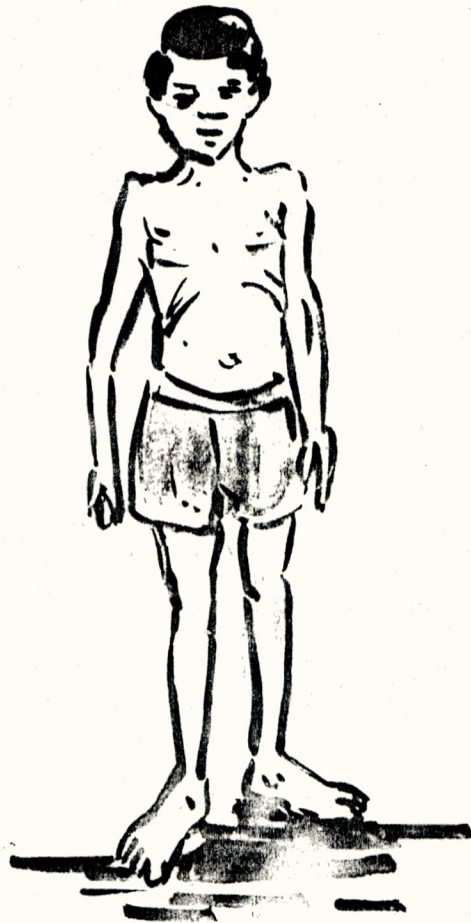
மக்கள்தொகை பெருக்கத்தினால்
கல்வித்தரம்
பாதிக்கப்படுகிறது.

அடியைத் தேவைகள்

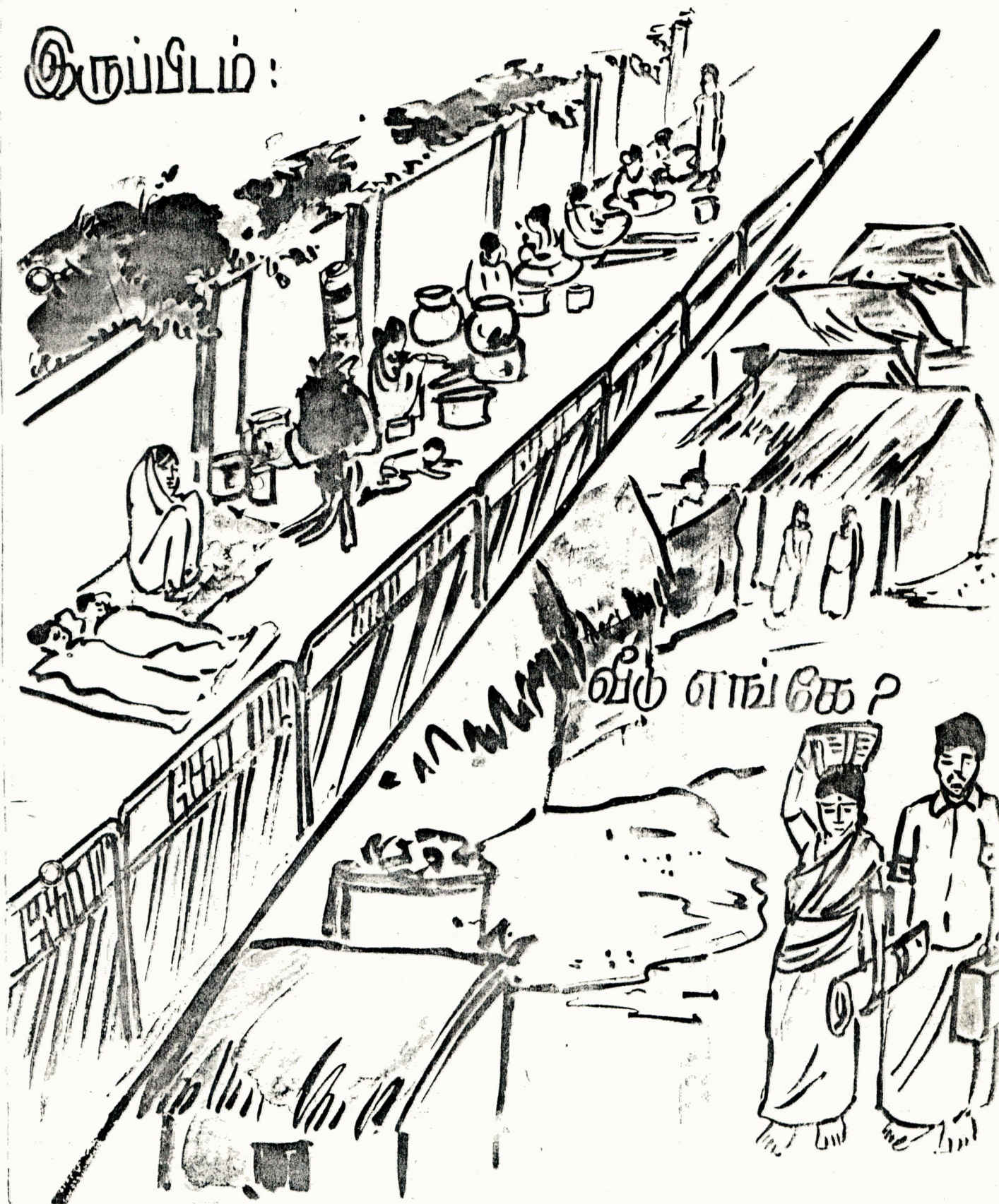
உணவு:



பெண் :



செய்தம் :



வினாநிலங்கள் வீடானால் ?





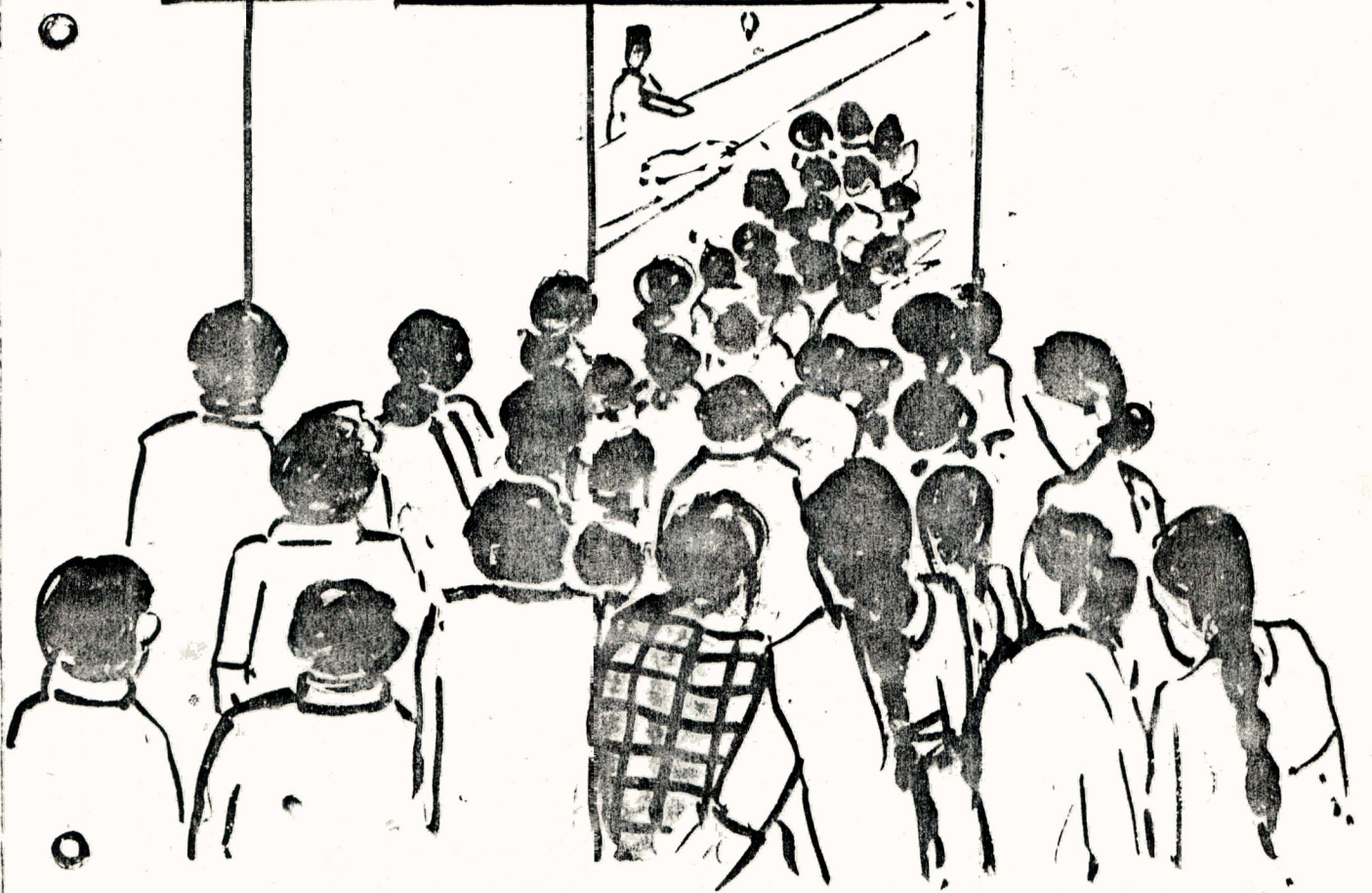
நகர பேருந்து
கிராமங்களிலிருந்து நகராங்களுக்கு
வேலை காரணமாக குடி பெயர்வுகால்
போதுமான வீட்டு வசதி இல்லை.

வேலை இல்லை
இந்த நிலைக்கு காரணம் என்ன?



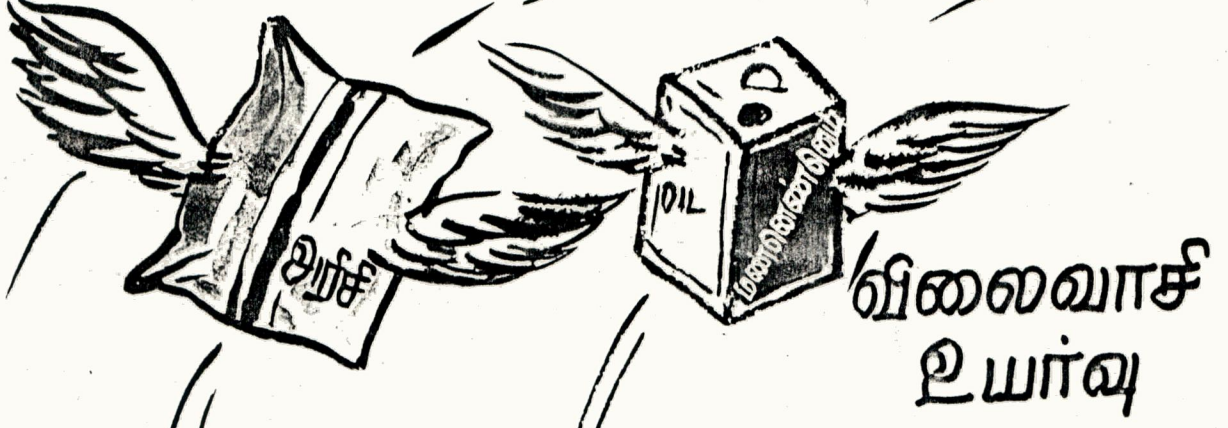
உணவுப் பற்றாக்குறை

கூட்டுவது அங்காடி



உணவு உற்பத்தி பெருக்கினாலும், மக்கள்
விகாசை அதிகரிப்பதால் உணவுப் பற்றாக்குறை
ஏற்படுகிறது.

பொருளாதாரம்



சுகாதாரம்

சுற்றுப்புற சுகாதாரமே நல்வாழ்வுக்கு
வழிகாட்டும்.



உடல் ஆரோக்கியம்

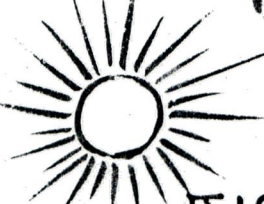
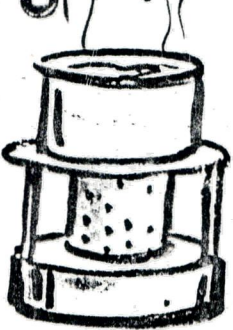
தகுப்பு உள்ளபோடுவதால்
நோய்களைத் தடுக்கலாம்

1 கை, கால்களில்
நகம் சுத்தமாக
இருத்தல்.



2. வெளியே செல்லும்
போது கால்களில்
செருப்பு அணிதல்
வேண்டும்.

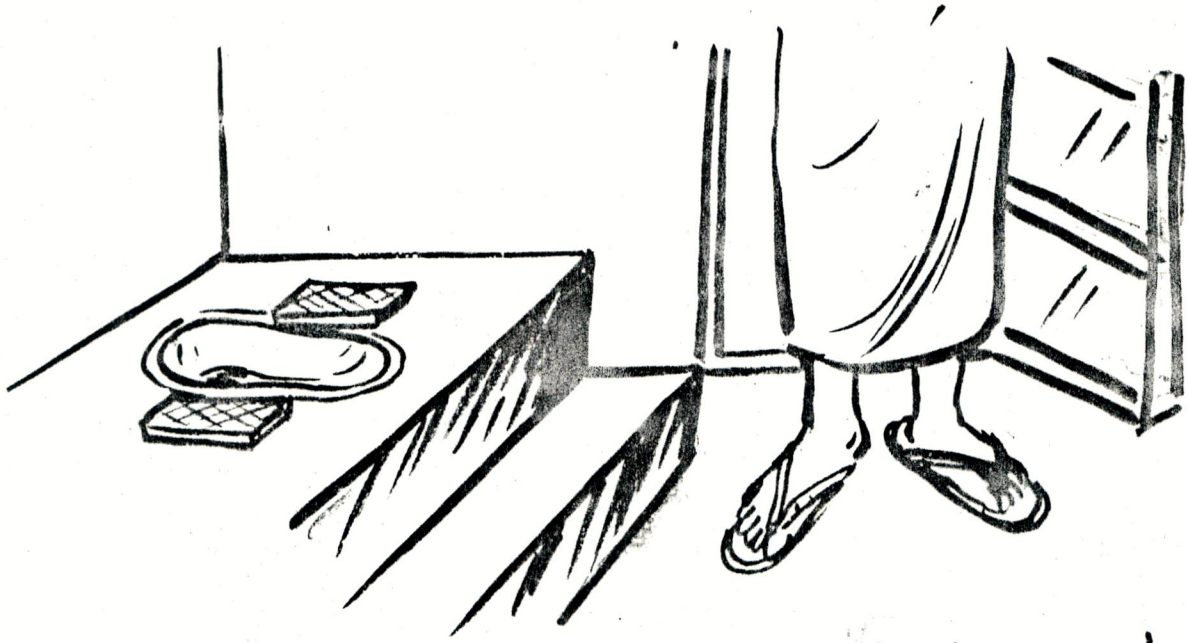
பால் புட்டியையும் மற்ற
வாசுபுகளையும் நன்றாகக்
கொதிக்க வைக்க வேண்டும்



துணிகளை வெயிலில்
உலர்த்த வேண்டும்.



மலம்-ஐலம் கழிக்கச் செல்லும் போது
காஸ்களில் செருப்பு அணிதல் வேண்டும்.



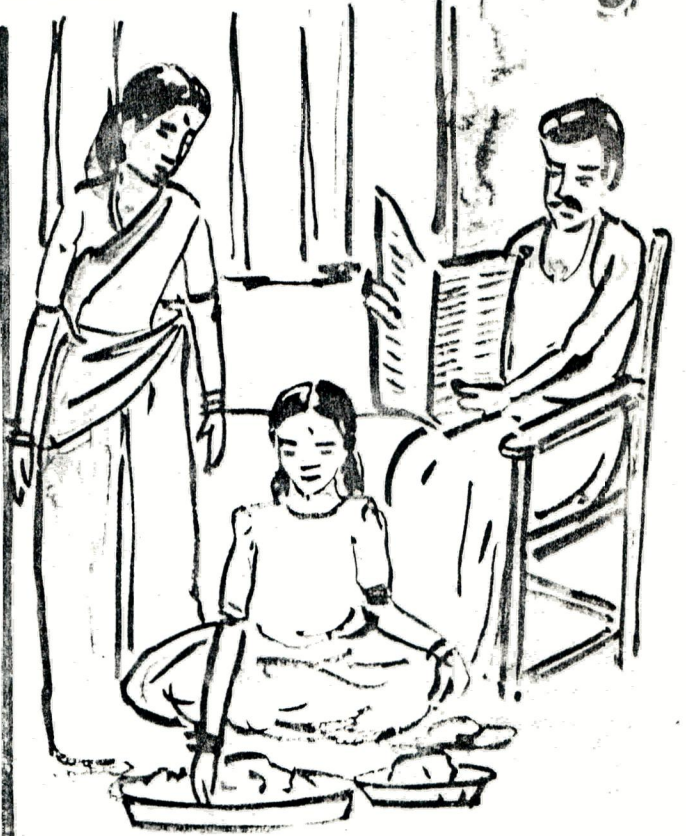
மலம்-ஐலம் கழித்த பின் கண்டிப்பாகக்
கைகளைச் சுத்தமாக்க வேண்டும்.



சத்துள்ள உணவு



குழந்தைகள் அதிகமானால்
போதிய அளவு சத்துணவு
கிடைப்பதில்லை. ஆதலால்
குழந்தைகளின் வளர்ச்சி
குறையும்.



சத்துணவு கிடைக்க
குறும்பதற்கு
இன்றே போதிய
பொருள்!

வளரும் குழந்தைக்கு சத்துணவு உவச்யம்



குழந்தைகளுக்குப் போதுமான சத்துணவு
கீடைக்காவிட்டால் க்வாஷியார்கர் (புரதச்சத்து
குறைவு) வைட்டமின் ஏ, பி, சி குறைவு, ரத்த சோவை
மதலிய பற்றாக்குறை நோய்களால் பாதிக்கப்
படுவார்கள்.

சத்துணவு மிகமிக அவசியம் கருவற்ற சமயத்தில்



- கார்ப்பிணி பெண்ணின் உடல் நலக்கேடுக்கு
- கருவில் உள்ள குழந்தையின் வளர்ச்சிக்கு
- சுகப்பிரசவம் ஏற்புட

பிசுவத்துக்கு பிவ்வும்



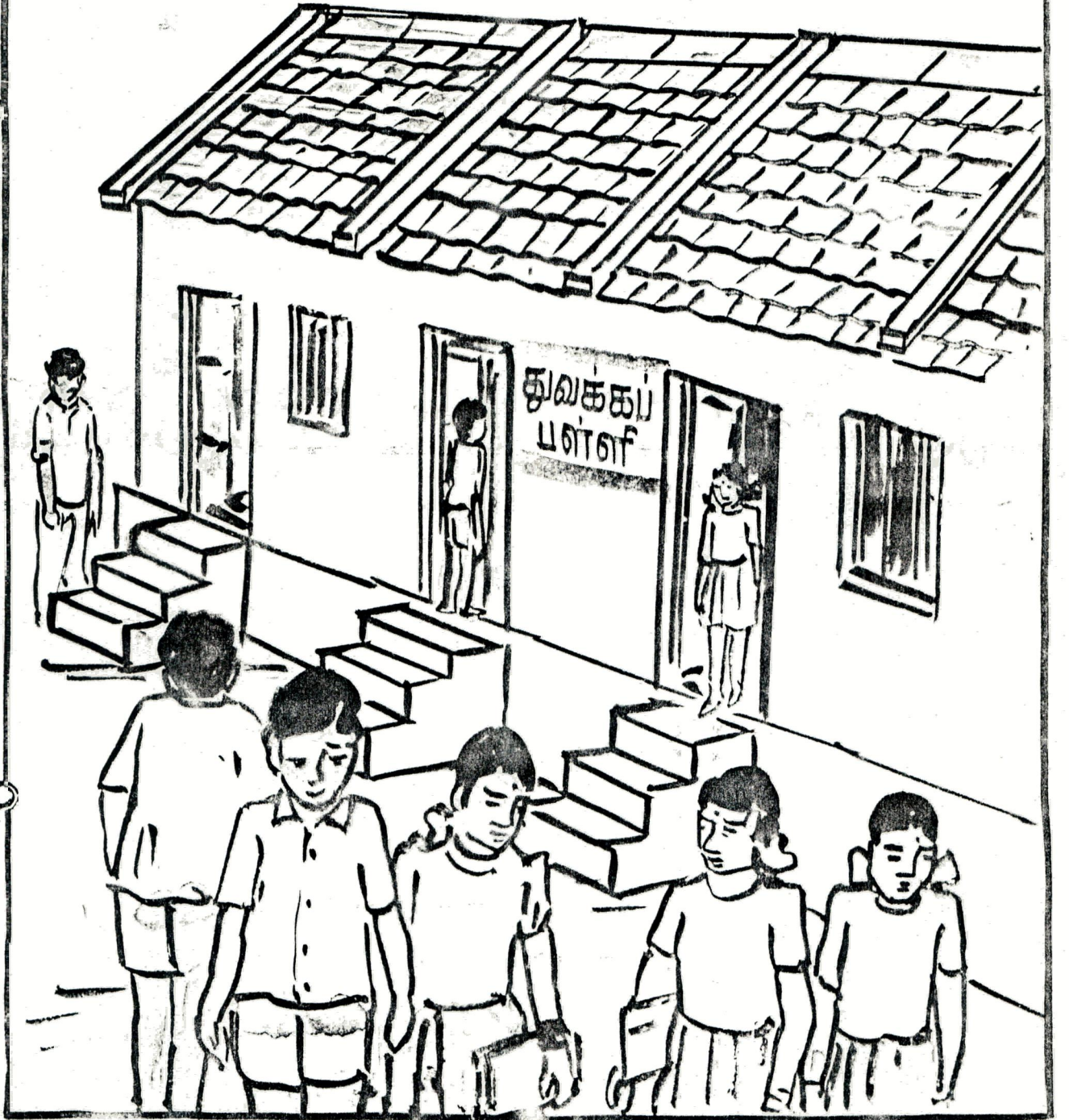
- சத்துணவு அவச்யம்.
- நல்ல ஓய்வும், உணவும், தூக்கமும் அவச்யம்.
- தாய்க்கு நோய் வந்துவிட்டால் குழந்தை-
-க்குப் பால் கொடுக்கக் கூடாது.

பெண்குழந்தையின் முக்கியத்துவம்

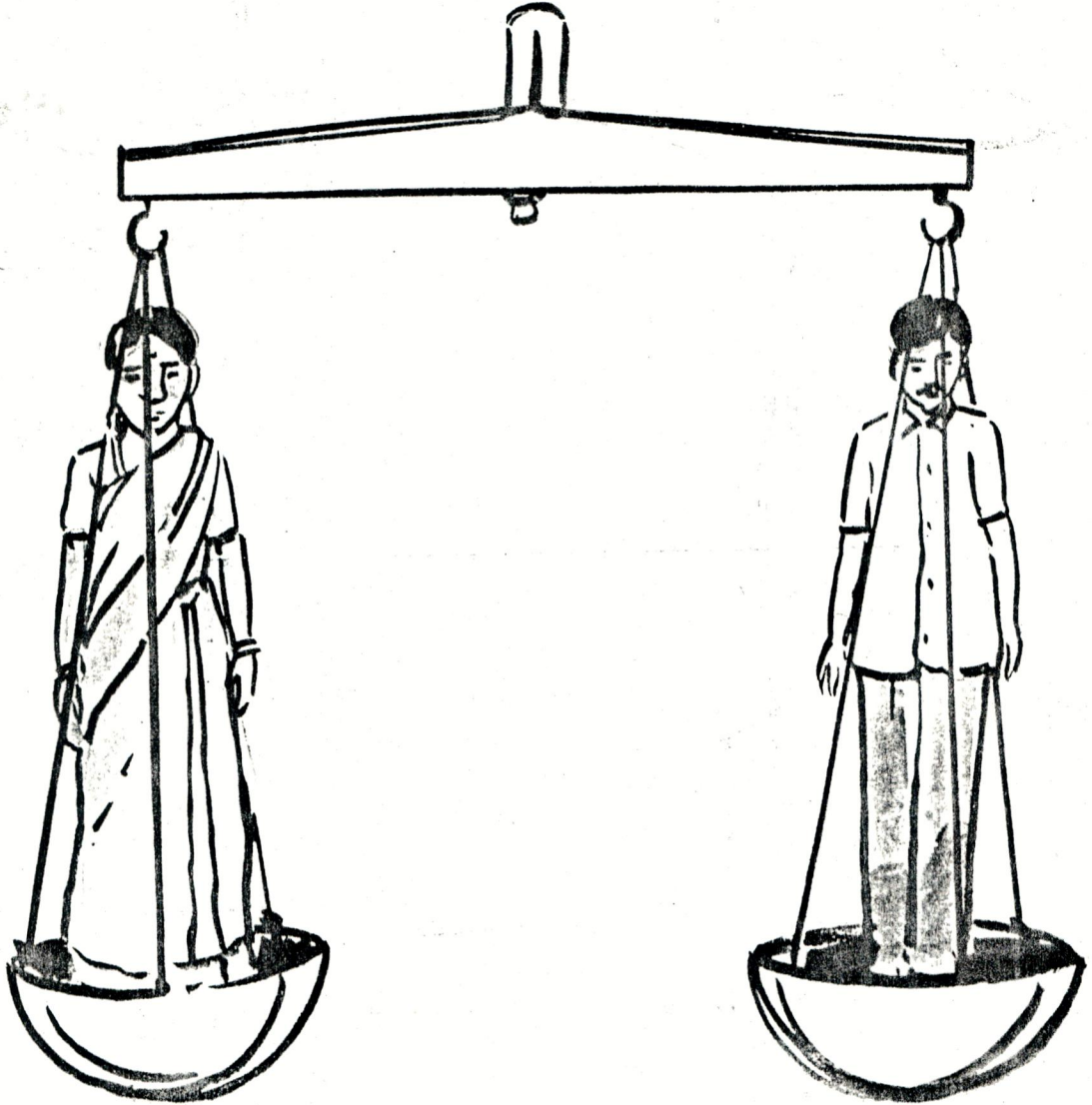
உணவு



கல்வி



சம உரையம்



வேலை வாய்ப்பு

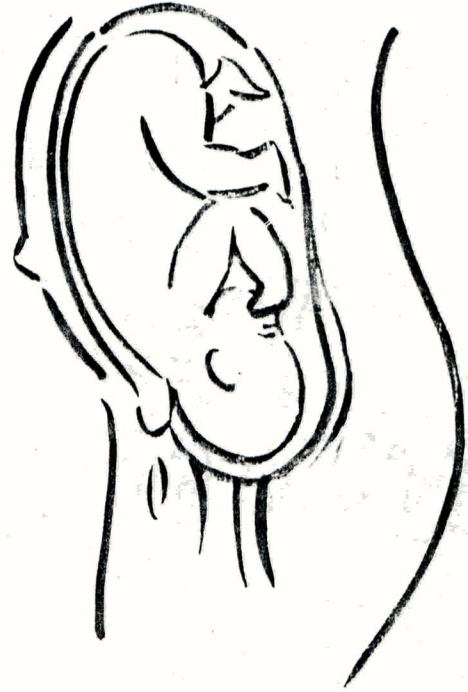
BANK வாங்கி

OFFICE

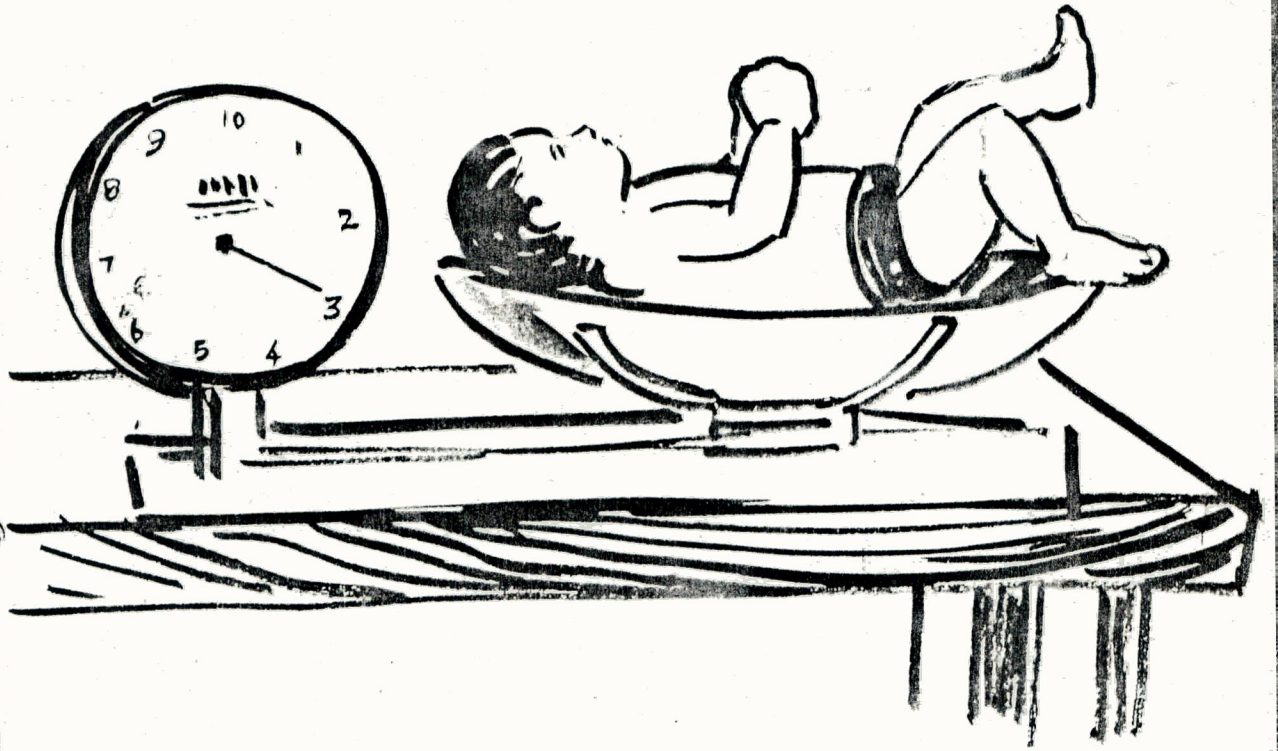


குறைந்த வயதில் தீருமணம்

உடல் போதிய வளர்ச்சி பெறாததால்
கருச்சீதைவு, மர்ப்புடும் கருவில் உள்ள
சீசுவின் வளர்ச்சியும் பாதிக்கப்படலாம்.



குறைந்த எடை உள்ள
குழந்தைகளை பிறக்க
வாய்ப்புள்ளது.



குறைந்த வயதில் தீவிரமான ஆகும்
வெண்ணுக்கு தாய்ப்பால் அதிகம்
சுரக்காது. புட்டியால் சாப்பிடும் குழந்தை
களுக்கு நொய் எதிர்ப்புச்சக்தி மிகவும்
குறைவு.



உடல் வளர்ச்சியும்,
மன வளர்ச்சியும்
பாதிக்கப்படும்.

மனவளர்ச்சி
பாதிக்கப்படும்



உடல்வளர்ச்சி
பாதிக்கப்படும்

சிறு குட்டி

STORY BOOK

வள்ளியின் வளமான எதிர்காலம்





வள்ளியூர் என்ற கிராமத்தில்
வேலைப்பனும், வடிவும் வாழ்ந்து
வந்தார்கள்.

அவர்களுக்கு பெண்குழந்தை பிறந்தது.
அந்தக் குழந்தைக்கு "வள்ளி" என்று
பெயர் வைத்தார்கள்.



“இன்று பெற்றால் ஒளிமயம்” என்ற கூந்தலை
மனதில் கொண்டு, தங்களுடைய குறைந்த
வருமானத்திலும் வள்ளியின் அடியைக்
தேவைகளைப் பூர்த்தி செய்தார்கள்.



அதோடு மட்டுமல்லாமல், வள்ளியை நல்ல
முறையில் படிக்க வைத்தார்கள் "சாதம்
வடிப்பது மட்டும் பெண்கள் வேலை அல்ல.
புது சரீத்திரம் எடுப்பதற்கும் பெண்கள்தான்"
என்ற மொழிக்கேற்ப, வள்ளி படித்து
வழக்கநூல் ஆனாள்.

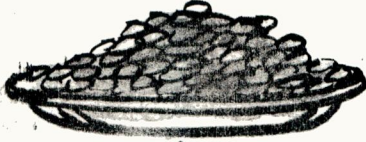


கைவே அவள் வளமான எதிர்காஸத்-
-தற்கு காரணம் "தீட்டமிட்ட குகம்பம்
-டுவட்டாத கீன்பம்" என்பதை அவளு-
-டைய தாய், தந்தையர் உணர்ந்திருந்தது
தான்.



சத்துணவு

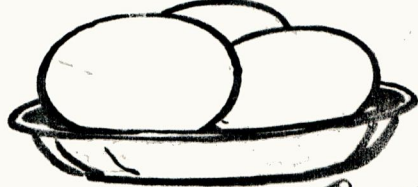
1. உடலைக் கட்டும் உணவுகள்:



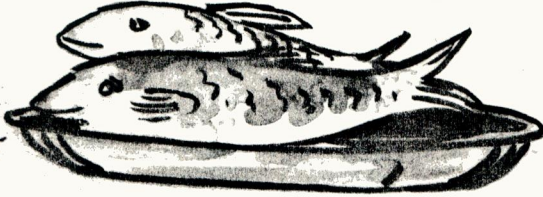
பக்யு



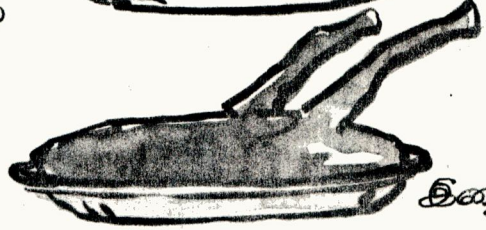
பால்



முட்டை



மின்

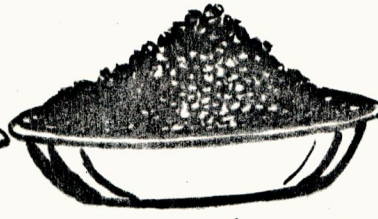


கொச்சி

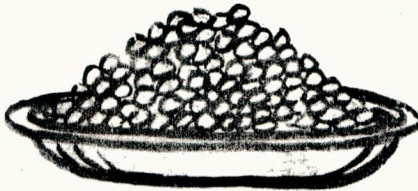
2. சக்தி தரும் உணவுகள்:



அலு



கேழ்வரகு



சொளம்

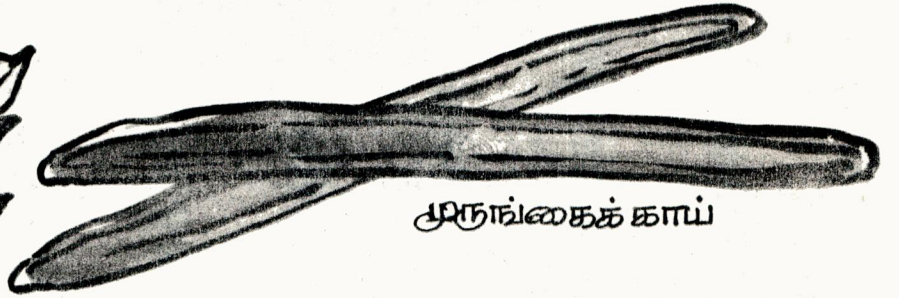


கம்பு

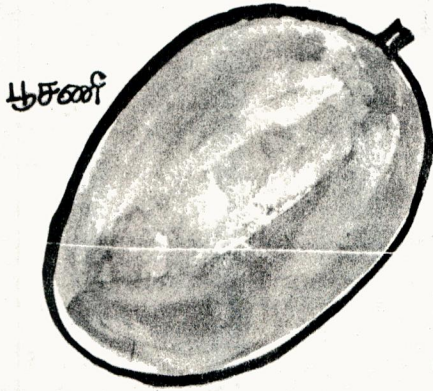
3. உலையை மாதுகாக்கும் உணவுகள்:



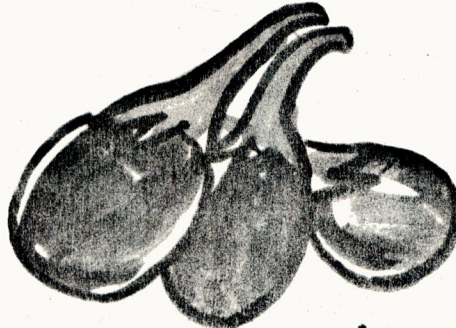
கீரை



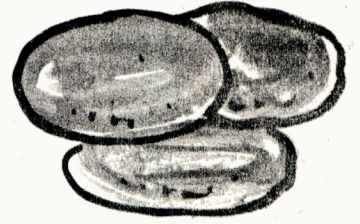
முருங்கைக் காய்



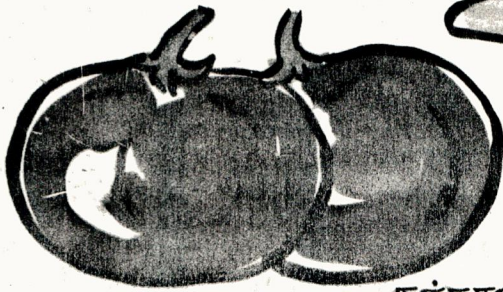
முசுணி



கத்தரிக்காய்



உருளைக் கிழங்கு



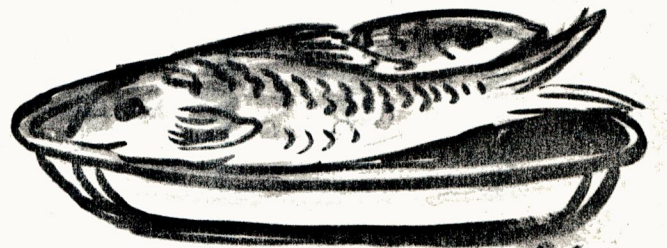
தக்காளி



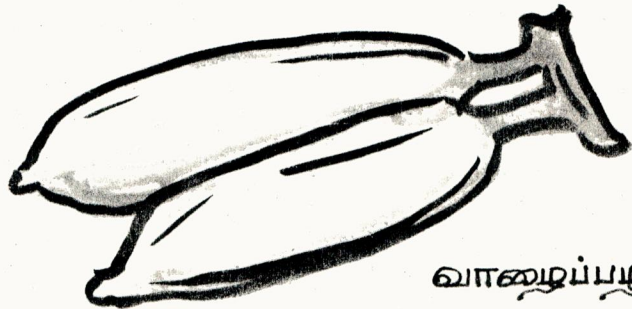
முலைங்காய்



பால்



மீன்



வாழையப்பழம்

தடுப்பூசிகள் குழந்தைகளை நோயிலிருந்து பாதுகாக்கின்றது

காசநோய்

இளம் பிள்ளை
வாதம்

டைப்டாய்டு

தட்டம்மை

மலேரியா

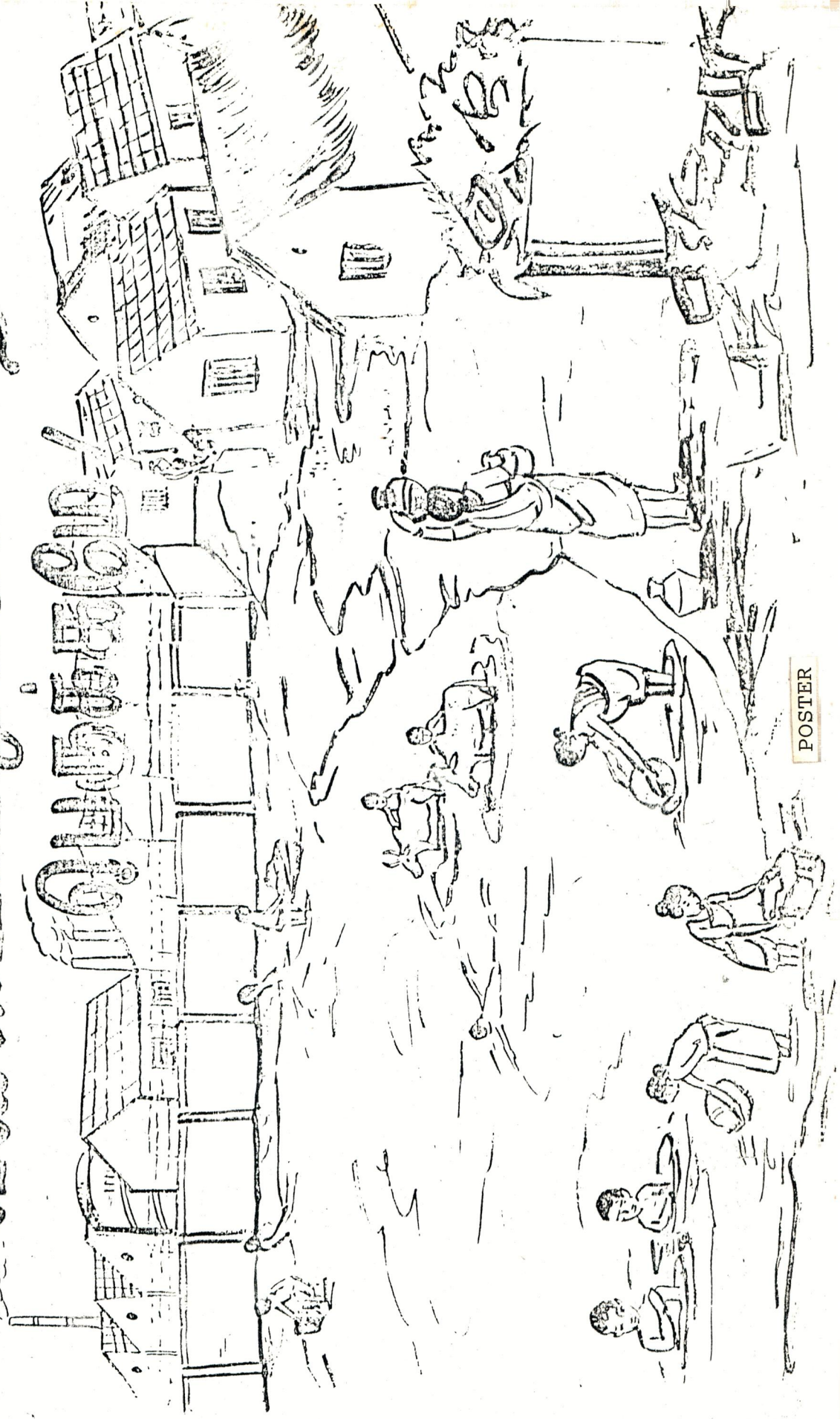
கக்குவான் கிருமல்

குடிநீரைக் கண்காண நோய்த்தகிய இளசி-மருந்து அட்டவணை

வயது	தகியுசீரின் பெயர்	தாயிட வேண்டிய தவணைகள்	பொருத்தம் முறைகள்
நிறந்தவர்கள்	பி.சி.ஜீ & கூடம்பகால பேலியோ சொடக மருந்து முத்தகிய இளசி	1 3 3	தோலுக்குள் வாய் வழியாக தசைக்கள்
8, 12, 16, 20, 24 வாரங்கள்	இளம்மீள்கை வரத்த தகிய சொடக மருந்து	3	வாய்வழியாக
9 மாதம் முதல் 12 மாதங்கள் வரை	தட்டம்மை தகிய இளசி	1	தோலுக்கு அடியில்
1 1/2, 3 1/2 வருடங்களில்	முத்தகிய இளசி	1	தசைக்கள்
1 1/2, 3 1/2 வருடங்களில்	இளம்மீள்கை வரத்த தகிய சொடக மருந்து	1	வாய்வழியாக
5 முதல் 6 ஆண்டுகள்	இளநோய்த் தகிய இளசி (D.T)	1	தசைக்கள்
10 ஆண்டுகள்	இளவராத இளசி தகிய இளசி (T.T)	1	தசைக்கள்
16 ஆண்டுகள்	„	1	தசைக்கள்

சுற்றுச்சூழல் காத்துக்கொடுக்க வேண்டும்

சுற்றுச்சூழல் காத்துக்கொடுக்க வேண்டும்



POSTER

பரிசேநகரை பண்ணிக்கனும். அப்பும், நல்ல சத்தள்ளா
உணவா சாப்பிடனும்.

மாலா: ஏன் டாக்டர்மமா ! இந்த கார்ப்பு காஷத்தல் தாய்மார்புகள்
ஏதோ உணவுக் கட்டுப்பாடோடு இருக்கனும்னு சொல்றாங்கனோ,
அப்படி உணவுக் கட்டுப்பாடோடு இருக்கநததக்கு என்னென்ன
* வகையான உணவைச் சேர்க்கனும். ?

டாக்டர்: பொதுவா, உணவுக் கட்டுப்பாடு ஒண்ணும் தேவை
-யில்லை. கார்ப்புமற்ற சிறம்ப காலத்தில், வாரந்தீ ஏற்பட்டா,
உணவைக் குறைச்சிக்கனாம். அதில் முக்கியமாக புரதச்சத்து,
லைட்டீன், தாதுச்சத்து, நிறம்ப உள்ள உணவு வகைகளை
உட்கொள்வது நல்லது.

மாலா: சிலசுக்கு தாய்ப்பால் சுரப்பதில் சிக்கல் ஏற்படக்
காரணமென்ன ?

டாக்டர்: கருவுற்ற காஷத்தில், நல்ல சத்துள்ள உணவு சாப்பி
டுவனாம். புரதச்சத்து உள்ள பற்பி, பால் போன்றவற்றை
அதிக அளவில் சேர்த்துக் கொள்ள வேனாம்.

மாலா: தாய்ப்பால் கொடுக்கும் பொழுது, தாய்க்கு உடல்தலை
சரியில்லாமல் இருந்தால், தாய்ப்பால் கொடுக்கனாமா ?
கொடுக்ககூடாதா ?

டாக்டர்: மஞ்சள் காமாலை போன்ற நொய் இருந்தால்
கொடுக்கக் கூடாது.

மாலா: டாக்டர்மமா / இங்கிட்ட ஒரு முக்கியமான விஷயம் யுத்த
கூடுகனும் .

டாக்டர்: என்ன விஷயம் மாலா ?

மாலா: நான், அடுத்த குழந்தை அப்ப வேண்டாம்னு நினைக்கிறேன்.
என்ன டாக்டர்மமா பண்ணுது.

டாக்டர்: கவலையடாடாதேம்மா ? அப்ப குழந்தை பெறாம
தடுக்காததுக்கு நீரைய கருத்தடை முறைகள் இருக்கு.

மாமா: கருத்தடை முறைகள்னா என்ன ?

டாக்டர்: குழந்தை அறக்காம தடுக்கும் பறவகையான முறைகளை
கருத்தடை முறைகள்னு நாம் சொல்றோம்.

மாமா: இதை யார் கையாளணும்?

டாக்டர்: ஆண், பெண் இரண்டு பேரும் இதை கையாளலாம்.
இதில், பெண்களுக்குச் சிறந்தது காய்ப்பா-டி தான். இதப்

யொருத்தீட்டா 3 வருஷத்திற்கு ஏந்தவித யயும் இல்லாம

இருக்கலாம். இதவையிலில்லன்னா, உடனே அதிர்ந் விடலாம்.

மாமா: அதல் குழந்தைக்கும், அதிந்த குழந்தைக்கும் ஏந்தனை
வருஷம் இடைவெளி இருக்கணும்?

டாக்டர்: குறைவுக்கு 3 வருஷமாவது இருக்கணும். அப்பதான்
அதல் குழந்தையை நல்லா ஆரோக்கியமா வளர்க்க முடியும்.
அது மட்டுமில்லாம, இடைவெளி இல்லாம குழந்தை
பிறந்ததுன்னா, தாயின் உடல்நிலை பாதிக்கப்படும்.

மாமா: அதாவது டாக்டரம்மா ! அதல் குழந்தைக்கும்
இரண்பாவது குழந்தைக்கும் மூன்று வருஷம் இடைவெளி
அவசியம்னு சொல்றீங்க !

டாக்டர்: ஆமா / மானா. இதைப் பற்றியெல்லாம் கவலையடாடாத
முதலை, குழந்தை பிறக்கடும். அப்பறும், இதைப்பற்றி
பேசிக்கலாம்.

மாமா: ரொம்ப நன்றி டாக்டரம்மா !

வெண் அந்த உலகில் ஆண் என்ன செய்வான்?



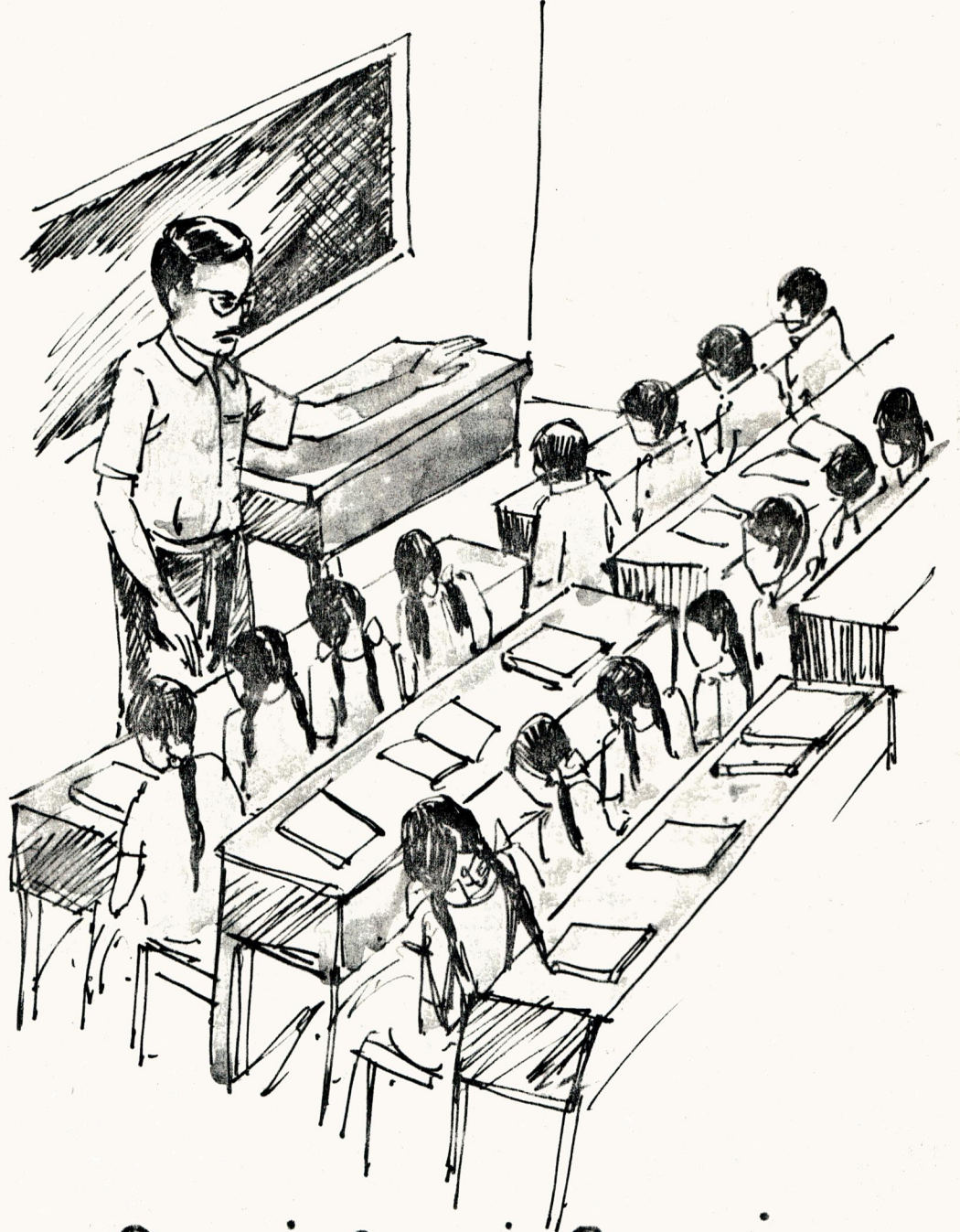


இருகண்ணில் ஏது அருமை.....
ஆண் பெண்ணில் ஏது சீயுமை

படைத்தவன் தந்தான்
உடலை சர்பாசு....

புறத்தவன் தூசுவண்கும்
வெண்டுகூசு சமந்த் !



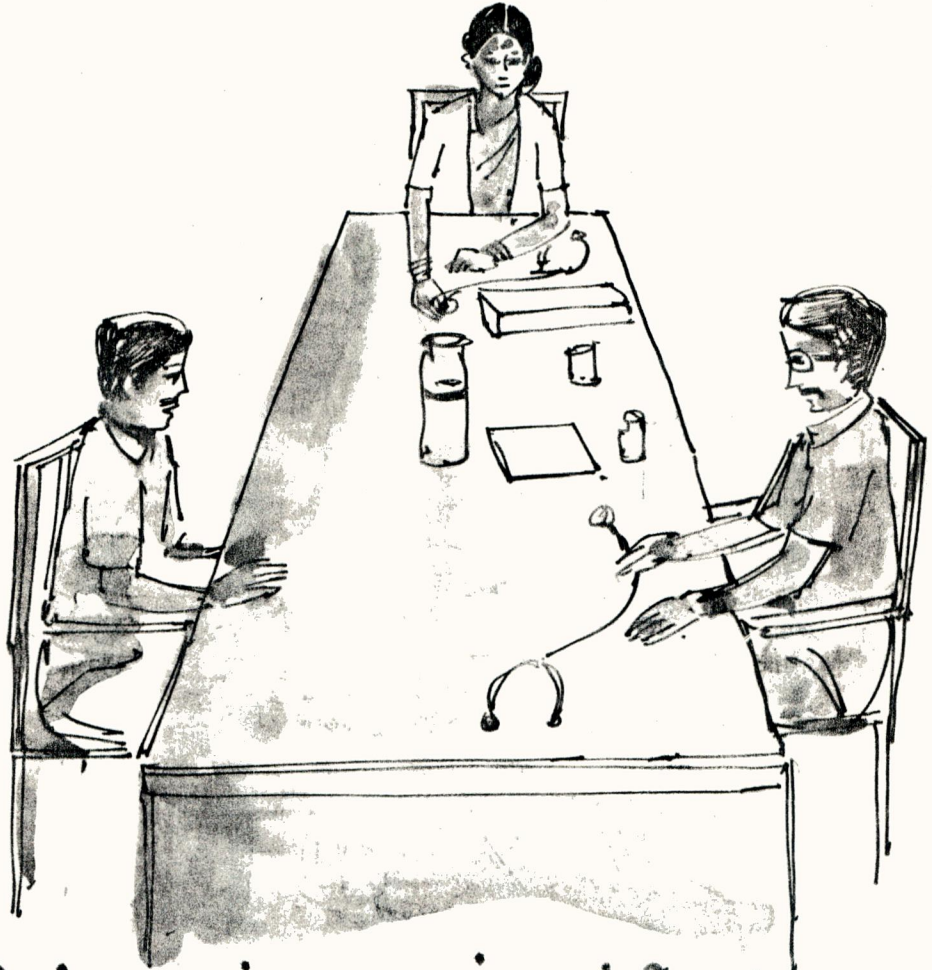


குடி உயரக் கோல் உயரும் ;
வெண் உயரப்புவி உயரும் !



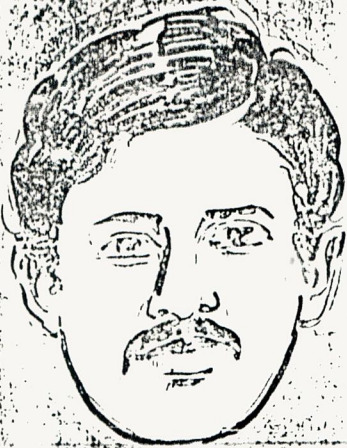
சமத்துவம் தருவோம் விண்ணுக்கு
மகத்துவம் தருவோம் மண்ணுக்கு

உன்னால் முடியும் தம்பி - அது
வெண்ணாஜும் முடியும் தம்பி !



உன்னால் முடியும் தம்பி - அது
வெண்ணாஜும் முடியும் தம்பி !

சிறுகேள்



சென்றவாறு உதாரணம்



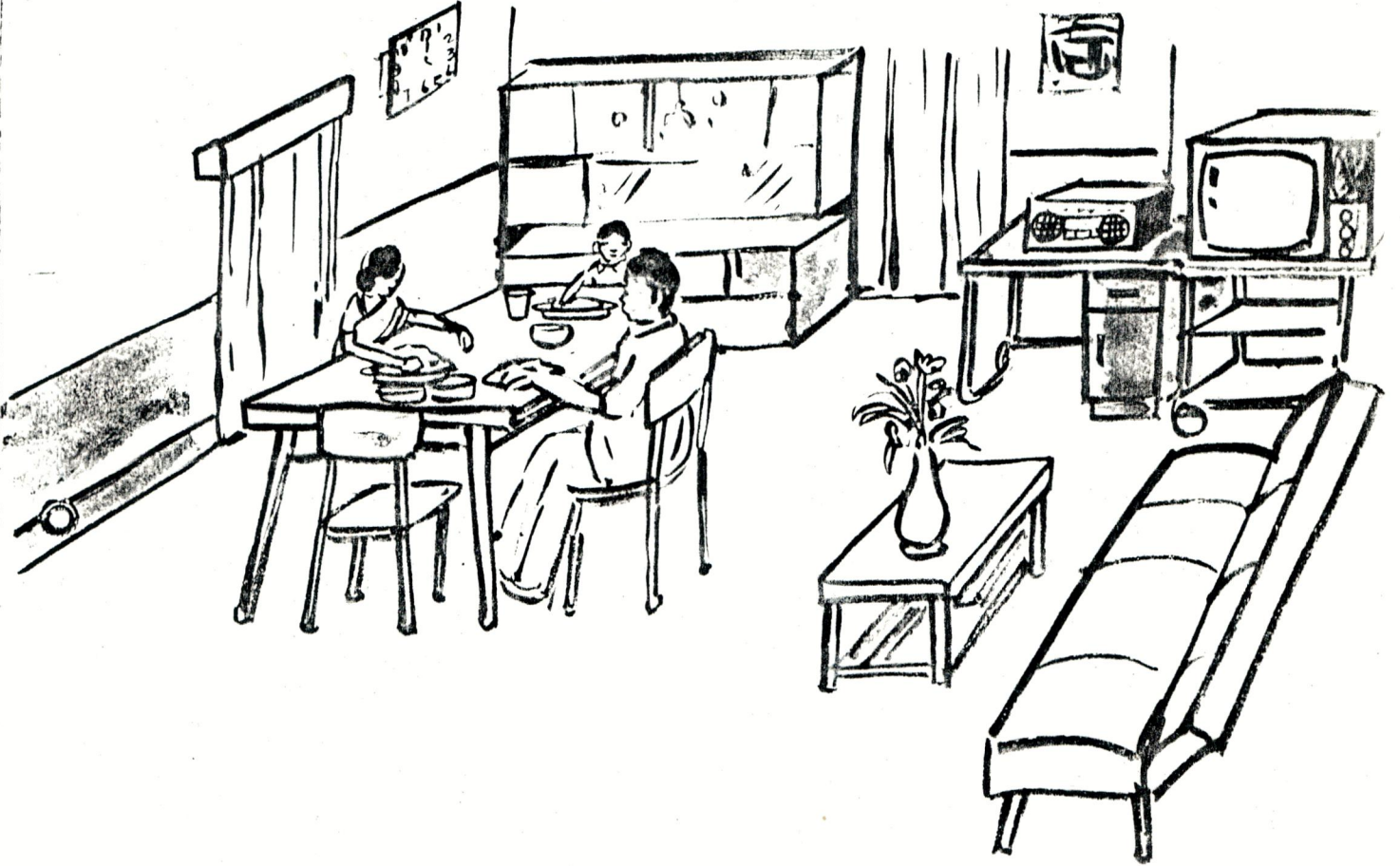
வினாடிநாள்
விழிப்பு

சீர்திருமயம்

சீருக்கும்பம்

நன்மைகள் :

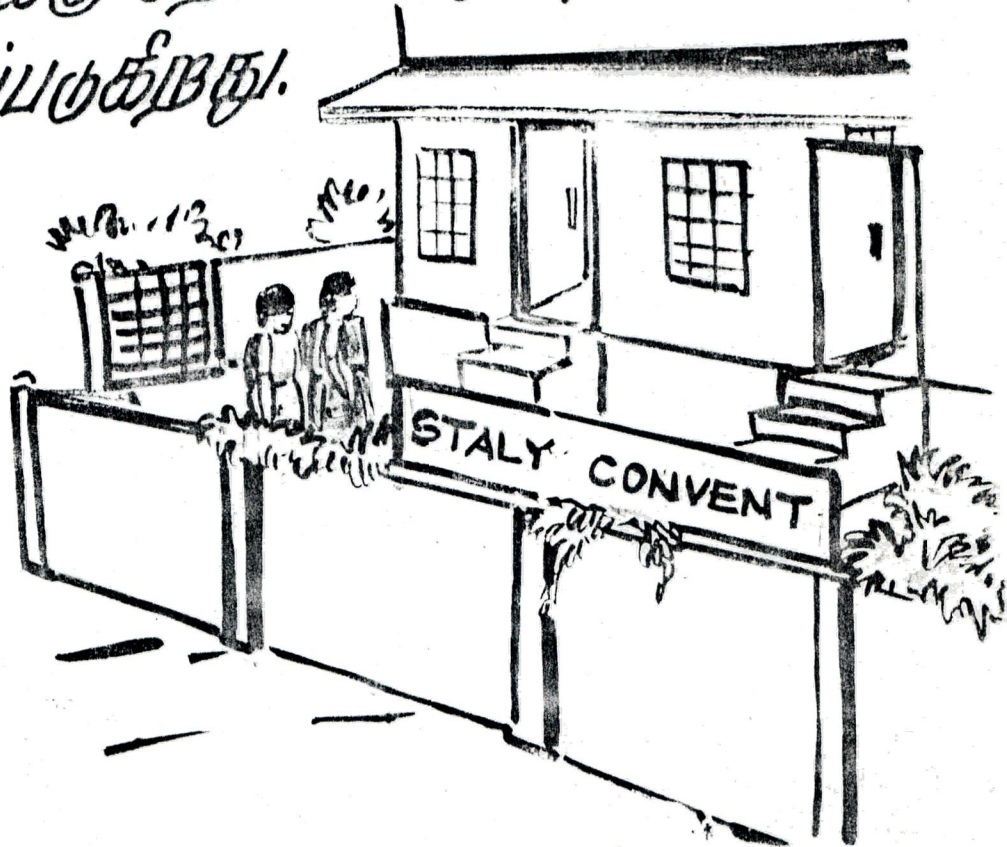
குழந்தையின் உணவு, உடை, இருப்பிடம் ஆகிய அடிப்படைத் தேவைகள் சீர்ப்பாடா முறையில் கிடைக்கிறது.



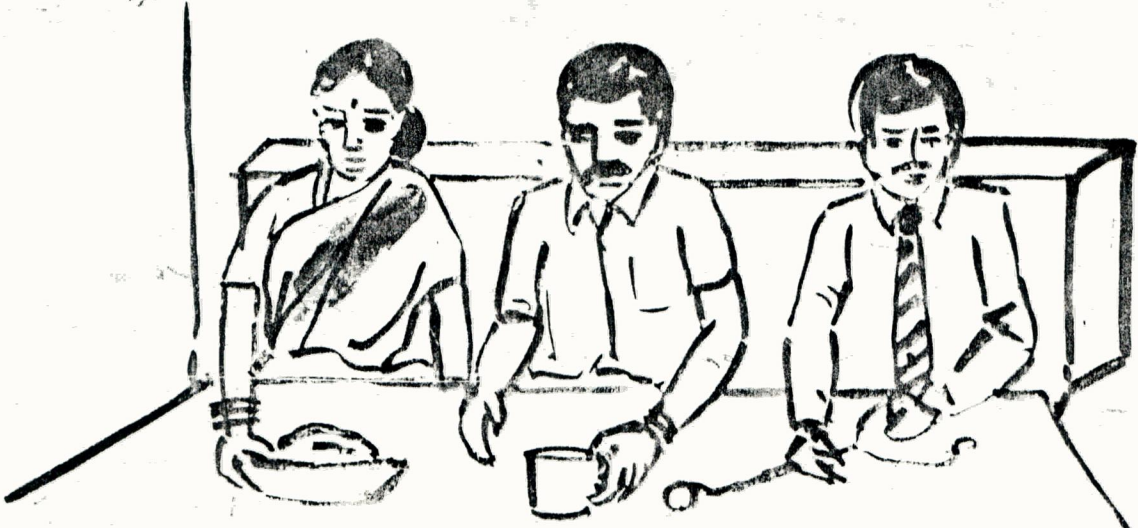
தாய்-குழந்தை நலம் பாதுகாக்கப்படுகிறது.



குழந்தைகளுக்கு சிறப்பான முறையில்
கல்வி தரப்படுகிறது.



சீடு குடும்பத்தினால் தான் குடிநீரையே
ஒரு சீடுக்கு குடிநீராக உருவாக்க முடியும்.



சுகாதாயத்தின் குடும்பத்தின் அந்தஸ்து வருகிறது



பெரிய குடும்பம்

கீமைகள்

குழந்தைகளின் அடியை தேவைகளை
கூட பூர்த்தி செய்ய முடிவதில்லை.



அடிக்கடி குழந்தை பெறுவதால் தாய் மற்றும்
குழந்தைகளின் உடல்நலம் பாதிக்கப்படுகிறது.



குடும்பத்தின் வருமானத்தை பெருக்கும்
பொருட்டு சீலி குழந்தைகள் வேலைக்கு
அனுப்பப்படுகிறார்கள். இதனால் கல்வித்தரம்
பாதிக்கப்படுகிறது.



பெற்றோர்கள் குழந்தைகளின் மீது தனிப்பட்ட
 கவனம் செலுத்த முடியாத காரணத்தால்
 குழந்தைகள் தவறான வழியில் செல்ல வாய்ப்பு
 அதிகம்.



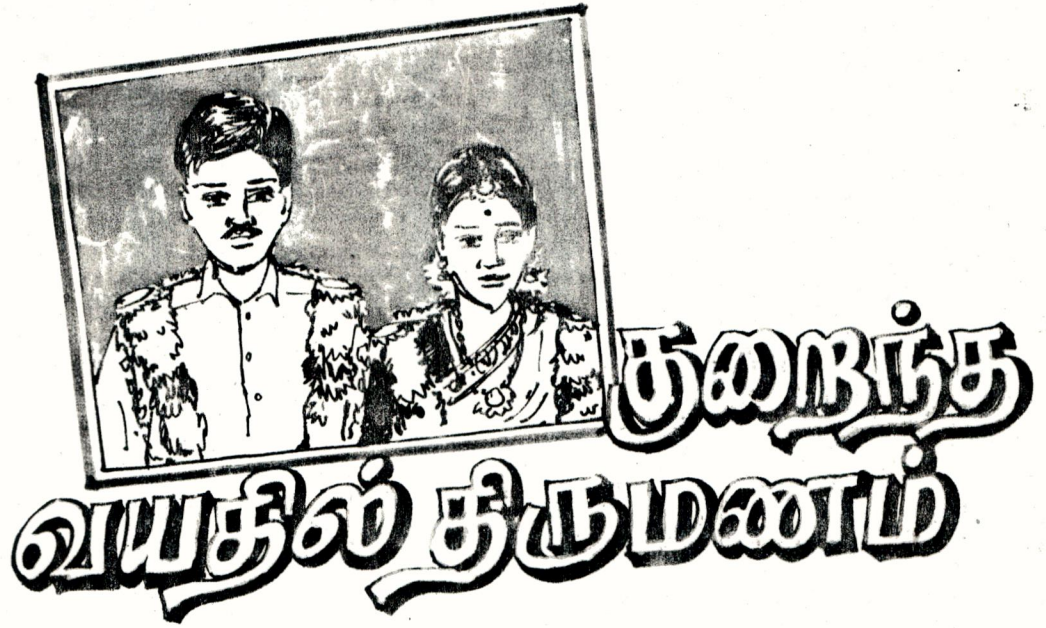
பெற்றோர்கள் பொறுப்பின்மையால் விட்டால் உள்ள
 ழகல் குழந்தையின் மீது பொறுப்புகள்
 கணிக்கப்படுகின்றன.



இதனால் இவ்வொரு வரும் தெரிந்து
கொள்வது என்னவென்றால்

° சீறி குடும்பமே வளமான வாழ்வுக்கு
வழி வசககும்.





STORY BOOK (Dialogue)

குறைந்த வயதில் திருமணம்

வாடிப்பட்டியில் உள்ள பள்ளி ஆசிரியரும் ஒரு மாணவியின் தாயும் சந்தித்து பேசுகிறார்கள்.



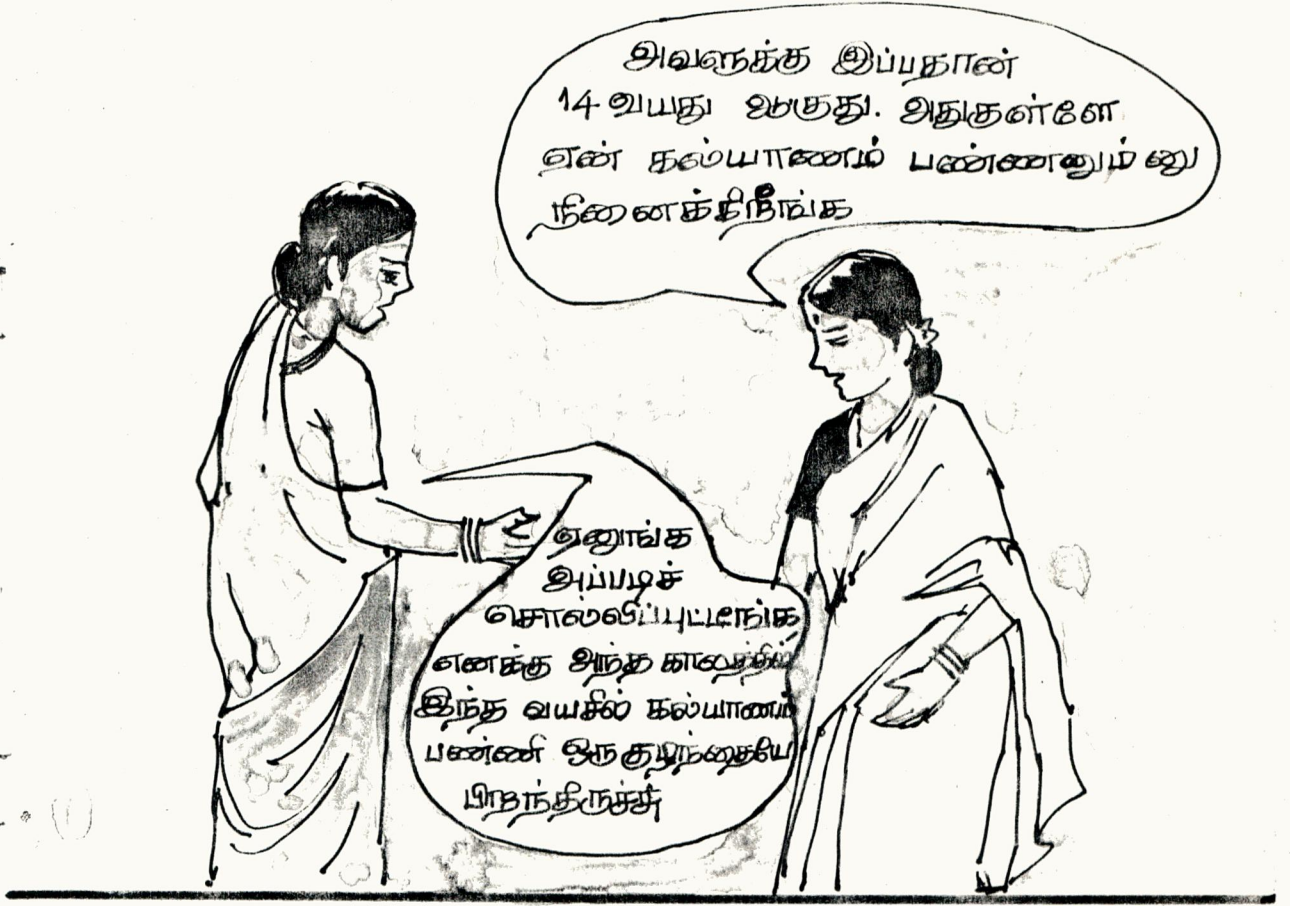
கொஞ்சம் வயதில் வேலையிருந்து அதனால் தான் இந்தப் பக்கமே வர முடியலைங்க

என்ன விஷயம்! இந்தப் பக்கமே காணோம்?

உன் பொண்ணு பார்வையை பள்ளிக்கூட பக்கமே காணோம்



அவளுக்கும் வயசு சிச்சு சில்ல. அதனால் திருமணம் பண்ணி கொடுத்தாலாமனுதான் நானும் அவரும் முடிவு பண்ணி அவளை நிரூத்தி-
-லாம்



அப்ப தீதுக்கு
எல்லாம் காரணம்
சுண்டிந்த வயதில்
தீருமணம்
பண்ணிது தான்து
சொல்லிங்களா



அப்ப, உன் பொண்ணை
எடுத்ததற்கோ, அவளுக்கு
அடிக்கடி காய்ச்சல்
வருது ஏதனாலே!
எல்லாம் உடலுக்கு
பொதிய ஏதிர்ப்பு சக்தி
இல்லாததினால்தான்
முன்னமே, அருமுறை
உனக்கு கருச்
-சீதைவு வேற
ஏற்பட்டு உள்ளது

ஆமா! இதனால் உன் பொண்ணை
நல்லா படிக்க வைச்சு அவளுக்கு 18 வயசு
ஆனபிறகு தருமணம் பண்ணினா அவள்
உயில் உள்ளாச்சு மட்டுமில்லாம, மனவளாச்சியும்
யெற்று நல்ல ஆரோக்கியமாயிருப்பா.



ஆகா!
அப்படிங்களா.

இப்ப உன் நிலைமையை நினைச்சுக்கோ!
 உனக்கு சின்ன வயசிலே கல்யாணம்
 பண்ணி நாளு குழந்தை
 பெத்தாட்ட. கீப்ப உனக்கு 30 வயசு
 நான் சித்தது. சிதக்குள்ள, அடிக்கடி
 உடம்புக்கு முடியலைன்னு
 புகுந்துக்கூடு. ஏதனால்
 கீப்படி முடியலைன்னு தெரியுதா
 உனக்கு?

இப்ப நாங்க
 எனக்கு 47 யது. சிதக்
 கெல்லாம் காரணம்
 சின்ன வயசிலே கல்யாணம்
 சிதனது நான். சிதனால்
 நான், எம் பொண்ணை
 நல்லா படிக்க வைச்சு,
 அவளுக்கு
 தந்த வயசு
 வந்த பிறகு நான்
 கல்யாணம் வச்சு
 பார்க்கணும்னு
 47 ச்சுட்டலனுங்க

நாளைக்கு, உன் பொண்ணை
 பள்ளிக் கூடத்துக்கு அனுப்பி வை.

கல்லாயமா/நானும்
 அவர்கிட்ட சொல்லி
 நாளைக்கே பள்ளிக்
 கூடத்துக்கு அனுப்பச்
 சொல்லுனாங்க
 ரொம்ப நன்றிங்க
 வாந்தியறம்மா

ஊம்மா! கீதக்குப் போயி நன்றி
சொல்நீங்க. நான் என் கடமையைத்
தான் செஞ்சேங்க



அப்படி எல்லாம்
சொல்லாதீங்கம்மா.
என் கண்ணையே
நீங்க திறந்து
வைச்சீங்கதீங்க



மக்கள் தொகைக் கல்வி
கற்பிக்க உதவும் கையேடு

தயாரிப்பு
திருமதி. ஆர். அமிர்த கௌரி
செல்வி. மு. ஜெயந்தி

ஒவியம்
திரு. மாணிக்கம்

அவினாசிலிங்கம் பல்கலைக் கழகம்

கோயமுத்தூர் - 641 043.

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1. சிறு நூல் - 1
2. கதைப் புத்தகம் - 1
3. குண்டுப் பிரசுரம் - 2
4. சுவரொட்டி - 1
5. மடிப்பு பிரசுரம் - 2
6. வரைபடம் - 1
7. சிறு புத்தகம் - 1
8. கதைப் புத்தகம் - 1
(உரையாடல்)
9. வினையாட்டு - 1
10. வழி காட்டி நூல் - 1

நம் நாட்டில் பெண்களின் கல்வித் தரத்தை உயர்த்துவதின் மூலம், பிறப்பு விகிதத்தையும் இறப்பு விகிதத்தையும் குறைக்க முடியும். அதனால் பெண்களுக்கு அடிப்படைக் கல்வி அவசியம். எழுத்தறிவில்லாத பெண்களுக்கு, வயது வந்தோர் கல்வித் திட்டத்தின் மூலம் எழுத்தறிவித்து அதன் பிறகு அவர்களுக்கு மக்கள் தொகைப் பெருக்கத்தை எப்படி கட்டுப்பாட்டில் வைப்பது என்று கற்பிக்கவேண்டும். இக்கருத்தை மனதில் கொண்டு மக்கள் தொகை கல்விக்குத் தொடர்பான கல்வி அறிவு சாதனங்கள் தயாரிக்கப்பட்டன. உள்ளது. இந்தக் கையேட்டின் உதவியுடன் ஊக்குநர் கற்பிக்கும் முறை அறிந்து கற்போர் களுக்கு மக்கள் தொகைக் கல்வியைப் பற்றி தெளிவாக விளக்கிக் கூறமுடிகிறது.

சுருக்கம்:

மக்கள் தொகைக் கல்வி கருத்துக்களை ஐந்து பிரிவுகளாகப் பிரிக்கப்பட்டு மிகவும் எளிய முறையில் ஒவ்வொரு பகுதியாக படங்களுடன் எளிய

முறையில் விளக்கப்பட்டுள்ளது. அவை

1. இந்தியாவின் மக்கள் தொகை
2. சத்திஸ்கர் முக்கியத் தலைநகரம்
3. அடிப்படைத் தேவைகள்
4. பெண் குழந்தையின் முக்கியத் தலைநகரம்
5. குறைந்த வயதில் திருமணம்

ஆகிய மேற் கூறப்பட்ட ஐந்து தலைநகரங்களில், மக்கள் தொகைக் கல்வி கருத்துக்கள் மிகவும் தெளிவாக விளக்கப்பட்டுள்ளன.

கதைப் புத்தகம்:

இந்த கதைப் புத்தகம் ஐ சிறு குடும்பத்தின் முக்கியத் தலைநகரம் மாகக் கொண்டுள்ளது. சிறு குடும்பத்தின் மூலம், ஒரு நல்ல குடிமகனை உருவாக்கித் தரமுடியும் என்பதை எளிய முறையில், தெளிவான வகையில் விளக்கப்பட்டுள்ளது.

3. (அ). குண்டுப்பிரச்சனை:

சத்திஸ்கர் உணவின் முக்கியத் தலைநகரத்தை விளக்கும் வகையில் தயாரிக்கப் பட்டுள்ளது. உடலைக் கட்டும் உணவுகள், சக்தி தரும் உணவுகள், உணவைப் பாதுகாக்கும் உணவுகள் எனும் தனித் தனியாக தெளிவாக அறிந்து கொள்ளும் வகையில் படங்கூட விளக்கம் கொடுக்கப்பட்டுள்ளது.

ஆ) குண்டுப்பிரச்சனை:

குழந்தைகளுக்கான நோய்த்தடுப்பு - மருந்து அட்டவணை தெளிவாக தெரிந்து கொள்ளும் வகையில் தயாரிக்கப்பட்டுள்ளது. இதன் மூலம், தடுப் புளி எப்போது தர வேண்டும் எனும் தெளிவாக எளிதில் புரியும் வகையில் விளக்கமாகக் கொடுக்கப்பட்டுள்ளது.

4. சுவரொட்டி:

இந்தியாவின் மக்கள் தொகை அதிகரிப்பை விளக்கும் வகையில்

விளக்கப்படத்திலுள்ள கொடுக்கப்பட்டுள்ளது.

சில குடும்பமே மக்கள் தொகைப் பெருக்கத்தைக் கட்டுப்படுத்த முடியும் என்ற கருத்தை விளக்கப் படத்திலுள்ள வலியுறுத்தப்பட்டுள்ளது.

5. (அ) : மூப்பிப்பு-பிரச்சாரம்:

கேள்விகளுக்குப் பதில் அளிப்பது போல அமைக்கப் பட்டுள்ளது. ஒரு கர்ப்பிணிப் பெண் மருத்துவரிடம் குழந்தைப் பேழை, ஒரு குழந்தைகளுக்கு இடையே இருக்க வேண்டிய கால இடைவெளி, தாய்ப்பால் கொடுப்பதின் முக்கியத்துவம், கருத்தடை முறைகள், சகிசுள்ள உணவு சுகியவற்றிற்குறித்து தனக்கு ஏற்பட்டுள்ள சந்தேகங்களைக் கேட்பது போலவும், அதற்கு மருத்துவரிடம் ஆலோசனைகள் வழங்குவது போலவும் முக்கியமான செய்திகளைப் பற்றித் தெளிவாக விளக்கப்பட்டுள்ளது.

(ஆ) : மூப்பிப்பு-பிரச்சாரம்:

பெண்களின் முக்கியத்துவத்தைப் பற்றி படங்கள் மூலம் கொடுக்கப் பட்டுள்ளது.

6. வரைபடம்:

மக்கள் தொகைப் பெருக்கத்தினால் ஏற்படும் சுற்றுப்புற சுகாதாரக் கேடுகளைப் பற்றி வரைபடத்திலுள்ள விளக்கப்பட்டுள்ளது.

7. சில-புத்தகம்:

சில குடும்பத்தினால் ஏற்படும் நன்மைகள், பெரிய குடும்பத்தினால் ஏற்படும் தீமைகள் விளக்கும் வகையில் கூறப்பட்டுள்ளது.

8. கதைப் புத்தகம்:

(உரையாடல்)

குறைந்த வயதில் திருமணம் செய்வதால் ஏற்படும் விளைவுகளை மையமாகக் கொண்டு இக்கதைப் புத்தகம் அமைக்கப்பட்டுள்ளது. இதில், ஒரு

ஆசிரியரும், பள்ளி மாணவியின் தாயாரும் உரையாடலுக்கு போல அமைக்கப் பட்டுள்ளது. இந்த உரைநடை பேச்சு வழக்கில் கொடுக்கப்பட்டுள்ளது.

9. வினாயாட்டி:
(பரமபதம்)

இந்த வினாயாட்டி மூலம், சில குடும்பத்தின் நன்மையைப் பற்றியும், பெரிய குடும்பத்தின் தீமைகளைப் பற்றியும், சத்தினவின் முக்கியத்துவத்தைப் பற்றியும், குறைந்த வயதில் திருமணம் செய்வதால் ஏற்படும் தீமைகளைப் பற்றியும் தெளிவாகத் தரப்பட்டுள்ளது.

வினாயாட்டி முறை:

குறைந்த பட்சம் 2 நபரோ அல்லது அதிகப் படியாக 6 நபரோ இந்த வினாயாட்டி பங்கு கொள்ளலாம். இந்த வினாயாட்டி கொடுக்கப்பட்டுள்ள சூழ்நிலைக்கு தக்கவாறு ஏனியில் ஏறி முன்னேறலாம் அல்லது பாம்பு கடித்த சீழ் நோக்கியும் செல்லலாம். இந்த வினாயாட்டி பங்கு கொள்ளும் ஒவ்வொருவரும் தங்களுக்கு விருப்பமான வண்ண கொட்டைகளை தேர்ந்து எடுத்துக் கொண்டு பகடைக் காய்களை உருட்ட வேண்டும். இதன் மூலம் முதலில் யார் தாயம் போடுகிறார்களோ அவர்களே வினாயாட்டை தொடங்க வேண்டும். மேலும் பகடைக் காயில் விழும் எண்ணிக்கை பொருத்த வண்ணக் கொட்டைகளை முன்னோக்கி நகர்த்த வேண்டும். இவ்வாறு நகர்த்த படும் கொட்டைகள் வாசகங்களுக்குத் தக்கவாறு ஏனியில் ஏறியும் அல்லது பாம்பு கடித்த இறங்கவும் வாய்ப்பு உள்ளது. முதலில் யார் 100 என்ற எண்ணிக்கையை அடைகிறார்களோ அவர்களே இந்த வினாயாட்டி வெற்றி பெற்றவர். மற்றவர்கள் விருப்பப்பட்டால் வினாயாட்டை மேலும் இதே முறையில் தொடர்ந்து விளையாடலாம்.

10. உபகாட்டி சூல்:

கல்வி அறிவு சாதனைகளை எழுத்தறிவில்லாத பெண்களுக்கு எவ்வாறு கற்பிக்க வேண்டும் என்ற முறைகளை ஊக்குநருக்கு விளக்கும் வகையில் சொல்லப்பட்டுள்ளது. இதன் மூலம் கொண்டு ஊக்குநர் கற்போர்களுக்கு மக்கள் தொகைக் கல்வியைப் பற்றித் தெளிவாக எடுத்துக் கூற முடியும்.

APPENDIX - C

A Guide Book on Population Education

Learning Materials

1.	Booklet	-	1
2.	Story book	-	1
3.	Leaflets	-	2
4.	Poster	-	1
5.	Folders	-	2
6.	Chart	-	1
7.	Pamphlet	-	1
8.	Story book (Dialogue)	-	1
9.	Game		
10.	Guide Book	-	1.

In our country by raising the standard of education of women the birth and death rates can be reduced as illiteracy is associated with high birth rate, death rate and fertility rate. This necessitates female literacy or women's education as an essential. Illiterate women can be taught about the need for population control through literacy classes in adult education centres keeping this

inview, the learning materials were perpared to impart population education. With the help of this guide book, the animator is able to clearly picturise the need for population education and population control to the learners.

1. Booklet:

The idea behind population education is given by the booklet through its five parts, an uncomplicated version, of it by its pictures, as cited below:

1. India's population
2. Importance of nutritious foods.
3. Basic needs
4. Importance of Girl child
5. Early marriage

2. Story Book:

This story book is centered on the theme 'small family norm'. Through which a productive citizen can be moulded and this concept is explained in a simple and clear manner.

3. a). Leaflet:

The need for nutritious food is stressed in this. Body buildingfoods, energy giving foods and foods which protect the body are explained separately with pictures.

b). Leaflet:

This leaflet is prepared in such a way that immunisation for children and the immunisation schedule can be clearly understood .

4. Poster:

Illustrations are given to explain the population explosion and the only way to control it, through small family norm.

5. a).Folder:

In this folder, conversation is written in such a way that a pregnant women converses and raises her doubts with the doctor about child birth, the year of gap needed between two children, importance of breast feeding, family planning methods and the necessity of nutritious foods. It also includes the doctor's clarifying the doubts and the suggestions.

b). Folder:

The significant role played by the women is illustrated with pictures.

6. Chart:

The environmental pollution due to population explosion is picturised.

7. Pamphlet:

The advantages of small family norm and the disadvantages of a large family are explained clearly.

8. Story Book:(Dialogue or conversation)

The story book centres its theme on consequences of early marriage. In this conversation a student's mother and a teacher are made to converse with each other.

9. Game:

The advantages of small family, disadvantages of large family, significance of nutritious food and the ill effects of early marriage can be clearly understood through this game.

Directions to play the game:

A minimum of two persons and maximum of six persons can take part in this game. According to the circumstances given in the game, a person can either climb a ladder or can be bitten by the snake and pushed downward. The participant of the game can choose any colored coins and

toss the dice. Through this whoever gets one, has to start the game. According to the number on the dice, the coins are moved forward. The moved coins have a chance to climb on the ladder or climb down being bitten by a snake according to the statements given. The person to reach 100 first, wins the game. The other can continue the game if they wish too!.

10. Guide Book:

The animators are explained to use the teaching materials for the illiterate women. With this guide, the animators can explain clearly about the population education to the learners.

APPENDIX - D

Proforma for the population experts and animators to evaluate the learning materials on population education for the illiterate women.

I. General background information about the respondent:

1. Name of the population expert/Animator:
2. Name of the institution/organisation:
3. Address:
4. Qualification:
5. Year of experience in the area of population education:

II. Opinion about the learning materials:

(Tick in the relevant column)

1. Booklet

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted
(1-1/2 hours)

2. Leaflet :1

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title
 2. Size
 3. Coverpage
 4. Paper
 5. Size of the letter
 6. Content
 7. Illustration
 8. Time allotted (10-15 minutes)
-

3. Leaflet :2

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted
(10-15 minutes)

4. Folder:1

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted
(20-30 minutes)

5. Folder:2

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted (5-minutes)

6. Story Book:

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted
(30-40 minutes)

7. Story Book:
(Dialogue)

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted
(40-50 minutes)

8. Pamphlet:

S. ITEMS Satisfactory Unsatis- If unsatisfactory
No. factory factory give your suggestions
for modification

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted
(45 minutes - 1
hours)

9. Poster:

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted
(5 - minutes)

10. Chart

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title

2. Size

3. Coverpage

4. Paper

5. Size of the letter

6. Content

7. Illustration

8. Time allotted (10-15 minutes)

11. Game:

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Title
2. Size
3. Coverpage
4. Paper
5. Size of the letter
6. Content
7. Illustration
8. Time allotted (30-90 minutes)

12. Guide Book:

S. No.	ITEMS	Satisfactory	Unsatisfactory	If unsatisfactory give your suggestions for modification
--------	-------	--------------	----------------	--

1. Size

2. Coverpage

3. Paper

4. Size of the letter

5. Content

6. Illustration

III. The general comments and views of the experts and animators on the learning materials.

Address:

Signature.

Indicators for evaluation:

Size

- a. Convenient for handling
- b. Suitable for the type size
- c. Suitable for the age group
- d. Suitable for the illustration

Coverpage

- a. Thick
- b. Attractive
- c. Durable
- d. Suitable

Paper

- a. Thick
- b. White
- c. Bold
- d. Clear
- e. Pleasing to the eyes
- f. Suitable

Content

- a. Simple
- b. Relevant
- c. Practicable
- d. Applicable
- e. Complete
- f. Understandable
- g. Informative
- h. Logical
- i. Challenging

Illustrations

- a. Colourful
 - b. Proportionate
- The game in the play
- a. Interesting
 - b. Challenging
 - c. Easy
 - d. Educative