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KNOWLEDGE AND PRACTICES AMONG B.ED. STUDENTS ON POPULATION ISSUES: A STUDY

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Abstract

The growth of population has become one of the most fundamental and challenging problems of humanity today all over the world. As a result, most countries in the world are confronted with among other things, grave deficiency of food and serious inadequacy in facilities for education and health. Population explosion is a challenge to socio-economic development. Owing to rapid population growth, poverty, unemployment, improper housing, malnutrition, under-nutrition, pollution, wars, juvenile delinquency, water scarcity, illiteracy, political instability, terrorism, robberies, prostitution, drug addiction, alcoholism, human trafficking etc., have been on the increase day by day all the world over. Therefore, several national and international agencies are making serious efforts to control in discriminant population growth. Among the several ways devised to control it population education is considered to be an effective means. The future course of

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population growth in our country will depend considerably on how successfully we achieve our goal of universal education and to what extent the different educational and motivational components of population education programmes in schools and colleges can bring about a favourable response to the small family size norm. The present study has covered of 700 samples to the B.Ed. students (Hindi medium) in the four southern states of India viz., Andhra, Karnataka, Kerala and Tamil Nadu. The study includes only the regular students studying in the selected B.Ed. colleges. The present study reveals that there is significance difference betweenknowledgeattitudesand practices among B.Ed. Students on population issues.It can be concluded that knowledge will helps to control the population in society through various dimensions in India.

Concept of Population Education

Population education as the name itself indicates, is an educational programme which is intended to make people aware of all the problems of population and help them to tackle effectively the problems of population. However, a clear understanding and definition of what it is necessary before it is introduced and implemented on any considerable scale. The UNESCO (1972) defines "Population education is an educational programme which provides for the study of population situation in family, community, nation and the world with the purpose of developing rational and responsible attitude and behaviour towards that situation".

Components of Population Education

The following are the components of Population Education, devised to the consistent with its comprehensive objectives.

I. Population Dynamics

- **Components of population change or determinants of population:**
  - Births, deaths and migration – its influence on population

- Past, present and future trends in population.

❖ Population Distribution – World, India and in each state of India.

❖ Composition of population.

❖ Registration of Births and Deaths.

❖ Population growth and socio-economic development :

- Population growth and its consequences on day to day living – food, clothing, shelter, education, transport, communication, health, employment, environment, air, water and noise pollution.
- The relationship between population growth and quality of life.
- Population growth and its effect on national development.

II. Family Life Education

➢ Functions of family

➢ The role of parents and children

➢ Age at marriage

➢ Family size norm

➢ Status of women and emancipation of women

➢ Home economics

➢ Use of leisure time

➢ Spacing of births

➢ Children by choice and not by chance

➢ Social stigma-son preference

➢ Care of the aged

III. Human Reproduction (currently this is called Reproductive and Child Health (RCH))

→ Anatomy and physiology of male reproductive system.

→ Anatomy and physiology of female reproduction system.

→ Reproductive process

→ Development of embryo

→ Sexually Transmitted Diseases (STDs) including HIV / AIDS.

→ Medical Termination of Pregnancy (MTP)

→ Methods of Family Planning

- Permanent Methods for males and females
- Temporary Methods for males and females.

IV. Food and Nutrition

1. Balanced Diet
2. Forms of malnutrition
   - Under-nutrition
   - Over-nutrition
   - Imbalance
   - Specific deficiency
3. Components of balanced diet
4. Balanced diet of children
5. Balanced diet of pregnant and lactating m others
6. Balanced diet of adults
7. Utilization of easily available foods
8. Nutritional deficiency diseases
9. Relationship between population growth and nutrition
10. Relationship between nutrition, maternal and physical development of a baby.

V. Maternal and Child Health (MCH)

- Community health and general sanitation
- Pre-natal, natal and post-natal care
- Prevention of infant morbidity and mortality and maternal morbidity and mortality
- Immunization of children
- Health aspects of pregnant mother
- Maternal and child health facilities
- Diseases of infants, children, pregnant and lactating mothers.

Need For Population Education

The majority of India's population live even now in rural areas. It is true that basic amenities of life like food, clothing and shelter are a far cry for most of them. What is very disturbing equally is the fact that they continue to have as their forefathers did, certain hardened beliefs, attitude, customs and practices, which are not only out model and retrogressive, but even harmful under the changed conditions and demands of life in the present day world. The young must be male to realize the compelling need to accept the small family size norm in their own interest and that of the nation as a whole.

Teachers of all levels, school teachers in particular, can significantly and positively contribute to this national endeavor of Population Education. It goes without saying that the teachers themselves should have a thorough knowledge of Population Education and how it should be imparted to their pupils. It goes without saying that the teachers themselves should have a thorough knowledge of what population education is and should be fully equipped to impart it to their pupils. Further, it is eminently desirable that students of Education, that is B.Ed. students and teacher-trainees, the would be teachers, who train themselves in the process of learning, training and teaching, and make teaching their career, are provided with complete knowledge of Population Education as part of their pre-service training. It may be expected that they, having become teachers, would disseminate widely the knowledge so gained during the study to their own students in rural and urban areas, and also raise in them an awareness of the problems of population, and create a favourable attitude towards all legitimate practices concerning population control. Thus, they would be able to contribute positively and substantially to the process of changing attitudes and social behaviour, all for the benefit of the society as a whole.

The present understanding is an attempt to examine the extent of knowledge that B.Ed. students (Hindi medium) have regarding population dynamics (population growth, birth rate, death rate, consequences of rapid population growth), family life education, human reproduction, food and nutrition, maternal and child health, environment and family planning. It is necessary to explain why B.Ed. (Hindi medium) students are chosen for the present enquiry. Soon after their graduation, these B.Ed. graduates are most likely to be appointed as teachers in rural, semi-

urban, and urban schools where Hindi is the medium of instruction. There through the medium of this national language rather than English they would be able to interact and communicate with their pupils more easily and readily. They are apt to be regarded as role models to be emulated by their pupils who are of impressionable age. Therefore, they can help them to cultivate a rational and logical approach to their individual and social problems, including population problem.

Importance of the Study

Ever since India became free and independent, successive government and other agencies have been trying to emancipate the people from age-old inertia, ignorance, lethargy and poverty. Educators have to step in and do the best they can to mitigate the evil of population explosion.

Elementary and secondary schools are now established by the government and non-government agencies all over the country. School teachers are a potential instrument to disseminate the knowledge of population education to everybody, in particular to school children and to the uninformed urban and rural masses on population education. This requires capacity building is for the primary and secondary school teachers in population education. So far, no proper systematic training appears to have been imparted to teacher-trainees and B.Ed. students (Hindi medium). The present study has sought to find their level of knowledge, attitudes and practices regarding population control and population education. The findings of the study would help to identify the gaps in their knowledge and understanding. Based on this, suitable curriculum on population education can be prepared for the B.Ed. students (Hindi medium) of Hindi PracharaSabha colleges. The B.Ed. colleges impart pre-service training to secondary school teachers. The student-teachers after undergoing a year's training, take up the responsibility of secondary school teaching. They also have to interact with the parents of their pupils and the youth in society. Unless proper input is given to them on population education, they cannot be expected to do their mite to solve the viddles and problems of population.

Therefore, there is a need to incorporate lessons on Population Education to the B.Ed. students (Hindi medium). For the implementations of Population Education to be worthwhile, its

set objectives have to be realized as early as possible. Hence, the present study would help on the optimum utilization of the limited resources being invested in the development of population education progarmme for the B.Ed. students (Hindi medium).

Review of Related Literature:

The observations made by Rao (1981: 9) focus the need to do empirical and experimental type of research in population education. They also rather indirectly reflect the need for pure research in population education to build theory. Another implication is that the research designs should possess the needed psychometric and statistical rigours. **Contrary to this trend, Balasubramaniam et al. (2005),**Maheswari (2006) found a very high degree of awareness of the population problem among teachers in India. The respondents of their studies were aware that unemployment, low standard of living and food shortage were due to over population in the country. Investigation conducted in Tribhuvan University, Nepal (2002), Seoul National University, Korea (2005) and Wet Visayas State College, Philippines (2008) found that the majority of school teachers in their countries were aware of the present population phenomenon and its consequences. Pohlman et al. (2002 : 42-43) found that pupils in class I to III had better perception of their village / city population and a majority of the pupils reported that their village / city had large populations. It was found in general that city pupils had a better perception of the population problem than the village pupil. Sealkar (2005 : 73) found that in Goa, 70 per cent of the school students were well aware of the population problems of the country and the deleterious consequences of abnormal population growth. Deshmukh (2007) found that the awareness of pre-university students was moderate i.e., 35 per cent were aware of population problems.

Bali et al. (2006) found that only 23.7 per cent of the boys had the correct knowledge of conception and child birth. Srivastava (2007 : 33) found that school girl-students (95.8 per cent) did not have any knowledge of the physiological changes occurred at menarche. **Arora et al. (2007 : 13)** found that women attending the Dufferin Hospital of Lucknow had a very good knowledge of child health services. **Sims (2006)** reported that family size was negatively related to nutritional knowledge. Families with small size had better nutritional knowledge than families with larger size. This difference was found to be significant in this study beyond the 0.01 level.

Overview of the Literature

The research done in the area of Adult Education with special reference to Population Education is also very limited. Most of the studies undertaken in this area pertain to the evaluation of learning outcomes of the participants, and are merely confined to literacy skills. Specific studies examining the relationship between knowledge, attitudes and practices and demographic variables have not been undertaken so far. Hence, the present study marks a point of departure in that it seems to be the first of its kind aiming to study the knowledge, attitudes and practices of population education of B.Ed. (Hindi medium) of the Southern State of India in relation to socio-economic and demographic variables. This type of study would be very valuable and relevant to know 'the 'knowledge acquisition behaviour, attitude, acquisition behaviour' and adoption behaviour of the B.Ed. students (Hindi Medium) depending on their socio-economic and demographic factors. The findings of this study can be utilized in improving knowledge, attitudes and practices of B.Ed. students (Hindi medium) of Southern States of India pertaining to Population Education.

Objectives of the Study: Objectives of the studies are as follows

- To assess the level of knowledge and practices concerning population issues among B.Ed. students (Hindi medium);
- To find-out the whether the differences association, if any, between, age, gender, caste, type of family, exposure to population education programmes, etc. and knowledge, and practices of population education among B.Ed. students (Hindi medium);
- To identify the significant predictors of the knowledge and practices of population education among them;

Hypotheses of the study: Based on the above objectives the following hypotheses were set-up for empirical validation.

- There is a significant association between the age of the B.Ed. student (Hindi medium) and his / her knowledge, attitude and practices of population education.
- There is a significant association between the sex of the B.Ed. student (Hindi medium) and his / her knowledge, attitudes and practices of population education.

- There is a significant association between the caste of the B.Ed. student (Hindi medium) and his / her knowledge, attitudes and practices of population education.
- There is a significant association between the type of family of the B.Ed. student (Hindi medium) and his / her knowledge, attitudes and practices of population education.
- The socio-economic, demographic and other factors of the B.Ed. student (Hindi medium) would turn-out to be the significant predictors of his or her knowledge, attitudes and practices of population education.
- The differences in age, sex, caste, and type of family, of the B.Ed. students (Hindi medium) would account for the significant differences in their knowledge, attitudes and practices of population education.

The Methods of Research: The survey method of research use for the present study

Study Area: The four southern states Andhra Pradesh, Karnataka, Kerala and Tamil Nadu form the study area. There are eleven B.Ed. colleges (Hindi medium), all established by Dakshin Bharat Hindi PracharSabha (Chennai) an Institution of National Importance declared by Parliament Act 14 of 1964) for propagation and extension of Hindi as well as to improve and modernize the teaching of Hindi in these colleges. It was decided to draw the sample from these colleges covering all four southern states of India, so that there would be an adequate representation of all the four southern states. Also, this would facilitate drawing realistic generalisations about the topic chosen for investigation. Two colleges were selected from three states and one from Tamil Nadu as there is only one college in the entire state started by the Sabha. The colleges selected are found in Vijayawada and Hyderabad (from Andhra Pradesh), Dharwad and Bangalore (from Karnataka), Ernakulam and Neeleshvaram (from Kerala) and Chennai (from Tamil Nadu).

Statistical Techniques Used for the Study: To achieve this hypothesis, Chi-square (χ^2) test of independence, Critical Ratio (Cr) or 't' Test, and Multiple Regression and Multiple Correlation techniques was used. Interpreted all data and inferences were drawn.

Tools Used for the Study

The Questionnaire: An elaborate questionnaire was developed on the basis of the variables selected (knowledge, attitudes and practices of population education). Items were prepared on all the components of population education, namely population dynamics, family life education, human reproduction, food and nutrition, maternal and child health including family planning, HIV / AIDS. All the items in the questionnaire on knowledge test, attitude scale and practices were standardized on a sample of 100 B.Ed. students (Hindi medium). Based on the pilot study, easy questions / items were deleted and difficult and ambiguous questions were modified in consultation with experts and the research guide. Thus, a standardized questionnaire was got ready for the final study. There are in all 86 items on knowledge test on population education, 129 statements in the attitude scale and 34 items on practices. The questionnaire was given to the respondents individually to answer all the questions / items (knowledge and practices) and indicate their agreement or disagreement to each statement. No time limit was set to answer them.

Sampling Design: The sample for the present study was drawn by adopting simple random sampling procedure, with uniform sub-sampling at each stage. At the second stage, 200 students each from Andhra Pradesh, Kerala and Karnataka and 100 students from Tamil Nadu were selected. Thus, in all 700 B.Ed. students (Hindi medium) constituted the sample for the study.

Limitations of the Study: It is admitted that the present study has been conducted under a few limitations explained below:

- ❖ The study is limited to the B.Ed. students (Hindi medium) of 2005-2006 batch in the four southern states of India viz., Andhra, Karnataka, Kerala and Tamil Nadu. The study includes only the regular students studying in the selected B.Ed. colleges.
- ❖ The study is limited to the examination of the relationship between a few selected socio-economic and demographic and other variables on the one hand and the knowledge and practices of population education of the selected students (Hindi medium) of the other hand.
- ❖ Only an adequate number of socio-economic and demographic and other variables that are supposed to make an impact on the dependent variables could be included in the present study.

❖ Usually, in a study of the present kind, to construct test / scale a pilot study has to be conducted on a random sample of 700. This procedure is mostly used by educationalists. But such an elaborate procedure is not required for the present study and therefore not followed. Instead a pilot study has been conducted on a sample of 100 for standardizing the questionnaire / test / scale.

Data Analysis and Interpretation

Table No 1 Age, Sex, Caste and Type of Family with Knowledge of Population Education

	Low (<42)	Medium (43-52)	High (53+)	Total	Chi-Square
1. Age					
24 years and below	123 (58.57)	157 (70.40)	170 (63.67)	450 (64.29)	6.666*
25 years and above	87 (41.43)	66 (29.60)	97 (36.33)	250 (35.71)	
2. sex					
Males	135 (64.29)	94 (42.15)	86 (32.21)	315 (45.00)	49.937**
Females	75 (35.71)	129 (57.84)	181 (67.79)	385 (55.00)	
Others	22 (10.48)	36 (16.14)	49 (18.35)	107 (15.29)	
3. Caste					
Forward Caste	74 (35.24)	103 (46.19)	132 (49.44)	309 (44.14)	18.406**
Backward Caste	101 (48.10)	101 (45.29)	117 (43.82)	319 (45.57)	
SC / ST	35 (16.67)	19 (8.52)	18 (6.74)	72 (10.29)	
Unmarried	139 (66.19)	156 (69.96)	171 (64.04)	466 6.57)	
4. Type of Family					
Joint	133 (63.33)	111 (49.78)	124 (46.44)	368 (52.57)	14.477**
Nuclear	77 (36.67)	112 (50.22)	143 (53.56)	332 (47.43)	

** Significant at 0.01 level of probability, * Significant at 0.05 level of probability, @ Not significant

➢ As can be know from Table1. the obtained chi-square value (6.666) with reference to age and knowledge of population education is significant at 0.05 level of probability indicating the presence of a close association between the age of the respondents and their knowledge of population education. Hence, the hypothesis, that there is a significant association between the two variables, is retained.

➢ It is evident from Table 1. that the obtained chi-square value (49.937) with reference to the sex of the respondents and their knowledge of population education is significant at 0.01 level of probability. Therefore, it may be concluded that there is a significant association between the sex of the respondents and their knowledge of population education. Hence, the

hypothesis, that there is a significant association between sex and knowledge of population education, is accepted.

- The obtained value of chi-square (18.406, Table 1) with reference to the caste of the sample students and their knowledge of population education is significant at 0.01 level of probability. Therefore, it may be concluded that there is a significant association between the caste of the respondents and their knowledge of population education. As such, the hypothesis, that there is a significant association between the caste of the respondents and their knowledge of population education, is retained.

- It is evident from Table 1 that the obtained chi-square value (14.477) between the family type of the respondents and the knowledge of population education is significant at 0.01 level of probability. This indicates that there is a significant association between the family type of the respondents and their knowledge of population education. In view of the results obtained, the hypothesis that there is a significant association between family type of the respondents and their knowledge of population education, is retained.

Table 2 Age-wise differences in Knowledge of Population Education

Age	N	M	SD	't' Value	Level of Significance
Below 24 years	450	47.96	9.81	0.87	NS
Above 24 years	250	47.23	11.06		

A perusal of Table 2 makes it clear that the differences in the mean knowledge scores (population education) between the two groups of respondents viz., those who are below the age of 24 years and those above 24 years is not significant. The mean score of B.Ed. students who are below the age of 24 years is 47.96 and the mean score of those who are above the age of 24 years is 47.23. This means that the two groups of students do not differ significantly in their knowledge of population education (the't' value 0.87 is not significant).

Therefore, the hypothesis that the differences in age of the respondents account for significant differences in their knowledge of population education, is rejected. But studies conducted in Bangladesh (Ministry of Education and Religious Affairs, 1980) and in India (Awasti et al., 2006; Hemamalini, 2001; Gupta, 2001; Chandrasekhar, 1999; and United Nations et al., 1961) reported that persons with higher age possess more knowledge of population

education than persons with younger ages. It means that as age advances knowledge of population education also increases.

Table 3 Sex-wise differences in Knowledge of Population Education

Sex	N	M	SD	't' Value	Level of Significance
Males	315	44.85	10.39	6.80	0.01
Females	385	50.03	9.58		

It is clear that the difference between mean scores pertaining to the knowledge of males (44.85), and females (50.03) of population education is significant ('t' value is significant beyond 0.01 level of probability). Of the two mean scores, the mean score of female B.Ed. students (50.03) is higher than that of the male B.Ed. students. Hence, it is evident that females (50.03) possess more knowledge of population education than male students (44.85). A probable reason for this is that the female B.Ed. students may have been exposed to different situations wherein they could acquire knowledge of population education. Hence, the hypothesis, that the difference in the sex of the respondents would account for the significant differences in their knowledge of population, is accepted.

Table 4 Caste-wise differences in Knowledge of Population Education

Caste	N	M	SD	't' Value	Level of Significance
Forward	309	49.05	9.70	2.08	0.05
Backward	319	47.41	10.01		
Forward	309	49.05	9.70	3.78	0.01
SC / ST	72	43.19	12.25		
BC	319	47.41	10.01	2.72	0.01
SC / ST	72	43.19	12.25		

It is evident from Table 4 that, there are significant differences in the mean knowledge scores between the three caste groups. The mean (knowledge) score of forward castes (49.05) is more than that of the other two caste groups namely backward castes (47.41) and scheduled castes and scheduled tribes (43.19). On this basis, it is possible to indicate that the respondents belonging to the forward caste possess more knowledge of population education than the others. This is the usual pattern we come across now-a-days. This is mostly due to

socio-economic and cultural differences existing in the caste system. Hence, the hypothesis, that the differences in caste of the sample B.Ed. students account for significant differences in their knowledge of population education, is accepted.

Table 5. Type of Family and Differences in Knowledge on Population Education

Type of Family	N	M	SD	't' Value	Level of Significance
Joint	368	46.03	10.43	4.61	0.01
Nuclear	332	49.55	9.77		

A perusal of the entries in Table 5.clearly shows that the mean score of the respondents living in nuclear families (49.55) is higher than that of the respondents living in joint families (46.03). The 't' value is significant at 0.01 level of probability. This indicates that the respondents who are living in nuclear families possess more knowledge of population education than those who are living in joint families. It is plausible that the nuclear family system provides scope for discussion of various matters affecting the family. This finding is contrary to the studies conducted in India by Hemanalini (1981) and Department of Statistics (1974). The results of the study, therefore, confirm the hypothesis that the family type accounts for significant differences in the knowledge of population education among the respondents, is accepted.

Table 6**Age-wise differences in Practices of Population Education**

Age	N	M	SD	't' Value	Level of Significance
Below 24 years	450	31.92	6.08	5.72	0.01
Above 24 years	50	29.02	6.63		

A perusal of Table 6. makes it clear that the mean differences in the practice of population education pertaining to the respondents who are below the age of 24 years and those who are above the age of 24 years are significant (the corresponding 't' value is significant beyond the 0.01 level of probability). They show that those who are below the age of 24 years have good practices of population education than those who are above that age. This seems natural because the young respond more reading modernization and hence they have good practices of population education. Srinivas (2002) found a negative relationship between age and utilization of maternal and child health care facilities. Also.Jelso et al. (2005) reported that young

women were resorting to better nutritional practices. In view of the above findings, the research hypothesis, that the differences in age of the respondents account for significant differences in the practice of population education, is accepted.

Table 7. Sex-wise differences in Practices of Population Education

Sex	N	M	SD	't' Value	Level of Significance
Males	315	30.98	6.57	0.35	NS
Females	385	30.81	6.32		

As can be known from Table 7.the mean scores of males and females pertaining to the practices of population education are not significant. The 't' value 0.35 is not significant. Thus, it can be concluded that there is no significant difference in the practice of population education between the male and female B.Ed. students of the sample. This may be due to fact that most of the respondents have similar socio-economic background and educational qualifications. Hence, the hypothesis, that there are significant differences in the practices of population education of the male and female B.Ed. students, is rejected.

Table 8 Caste-wise differences in Practices of Population Education

Caste	N	M	SD	't' Value	Level of Significance
Forward	309	31.16	6.38	0.62	NS
Backward	319	30.85	6.36		
Forward	309	31.16	6.38	1.48	NS
ST & SC	72	29.85	6.85		
Backward	319	30.85	6.36	1.13	NS
SC & ST	72	29.85	6.85		

A close look at Table 8 makes it clear that the mean differences of the practices of population education among the forward castes and backward castes, forward castes and scheduled castes and scheduled tribes, and backward caste and scheduled castes and scheduled tribes are not significant. The corresponding 't' values are not significant. This means that the practices of population education among the different caste groups of the respondent B.Ed. Students do not differ significantly. Hence, the hypothesis, that the differences in the caste of the respondents would account for significant differences in the practices of population education of B.Ed. students, is rejected.

Table 9 Type of Family and differences in the Practices of Population Education

Type of Family	N	M	SD	't' Value	Level of Significance
Joint	368	30.58	6.43	1.33	NS
Nuclear	332	31.22	6.42		

A perusal of Table 9 reveals that there is no significant difference in the practices of population education between the B.Ed. students belonging to the joint and nuclear families ('t' value 1.33 is not significant). It means that the family type has no bearing on the practices of population education. But, then, Roy et al., 1968 and Kivlin et al., 1971 reported that there was higher levels of health adoption in joint families than nuclear families. This may be due to the fact that in joint families there is scope for learning and adopting various good practices from different members of the family. The hypothesis, that the differences in the type of family the B.Ed. students belong account for significant differences in their practices of population education, is rejected.

From the results of the above table it can be revealed the following

- The two groups of students do not differ significantly in their knowledge of population education (the't' value 0.87 is not significant).
- The age advances knowledge of population education also increases.
- The difference in the sex of the respondents would account for the significant differences in their knowledge of population, is accepted.
- The differences in caste of the sample B.Ed. Students account for significant differences in their knowledge of population education, is accepted.
- The family type accounts for significant differences in the knowledge of population education among the respondents, is accepted.
- The differences in age of the respondents account for significant differences in the practice of population education, is accepted.
- There are significant differences in the practices of population education of the male and female B.Ed. Students are rejected.
- The differences in the caste of the respondents would account for significant differences in the practices of population education of B.Ed. Students, is rejected.

❖ The differences in the type of family the B.Ed. Students belong account for significant differences in their practices of population education, is rejected.

Significant Predictors of Practices Of Population Education

→ Viewing television is a significant predictor of practices of population education. Its contribution to the total percentage of variables explained in the practices of population education is 8.68 per cent.

→ Exposure to population education programmes has turned out to be significant predictors of practice of population education and its contribution to the total percentage of variables explained in the practices of population education is 8.12 per cent.

→ Reading newspapers has emerged as a significant factor which serves as a predictor of practices of population education. The contribution of this predictor to the total percentage of variable explained in the practices of population education is 7.66 per cent.

Suggestions For Further Research

The research needs of population education are enormous. Research in population education, not to speak about a research tradition, is scanty. Perhaps, this is true of qualitative research also. The scantiness of both quantitative and qualitative research is a legacy in this field. Hence, there is a great need for promoting research in the various dimensions of population education. The present investigation is but a modest attempt to know whether the knowledge, attitudes and practice of population education of a section of students are significantly related to some socio-economic and demographic factors or not. Further studies may be taken up pertaining to pertain to the following aspects:

➢ Studies pertaining to the relationship between physical facilities available in villages, towns and colleges and knowledge, attitudes and practices of population education.

➢ Surveys pertaining to further population education needs of the B.Ed. students.

➢ Studies of identification of motivational factors for learning population education (incentives and materials).

➢ Studies pertaining to socio-cultural constraints together working against teaching-learning of population education.

➢ Studies of effective methods of teaching population education to students in schools and colleges.

- The knowledge test and attitude scales constructed for the purpose of the present study or questionnaire to collect primary data from the respondents may be tried out on a larger sample and standardized. The liberal availability of the standardized tests / scales / questionnaires on population education would be of great help to the needy.

Conclusion:

So far, there has been no reported study in India and elsewhere examining the knowledge, attitude and practices of population education among B.Ed. students (Hindi medium) in relation to their socio-economic and demographic factors, employing the multiple regression and multiple correlation techniques. The findings of the study will be highly useful for planning and organsing population education programme in B.Ed. colleges (Hindi medium) in such a way as to enable them attain a higher level of knowledge. Also, the results will facilitate the administrators to take appropriate decisions to formulate or revise the curriculum and policies, to modify the actual operation of the programme, etc. The teacher-trainee to be in the B.Ed. (Hindi) course would be benefited.

Lastly, this study is inter-disciplinary in nature; Population Education as a field of study of interdisciplinary nature heavily leans on inter-disciplinary research for its growth and development. The present study is expected to contribute significantly to the theory building in the field or population education, in which research is very much warranted.

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