A STUDY ON THE AWARENESS OF POPULATION EDUCATION TOWARDS HIGHER SECONDARY STUDENTS IN NILGIRI DISTRICT

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CERTIFICATE

This is to certify that the M.Ed. thesis entitled**, "A STUDY ON THE AWARENESS OF POPULATION EDUCATION TOWARDS HIGHER SECONDARY STUDENTS IN NILGIRI DISTRICT"** submitted to **Tamil Nadu Teachers Education University** through **Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)** for the award of the degree of the **Master of Education** is a bonafide record of independent and original research work done by **Mr. A. RAVIKUMAR** Register No. **2011T11** during the period of 2011-2012, under my supervision and guidance and this dissertation has not been previously formed the basis for the award of any Diploma/Degree/ Associate ship/ Fellowship or any other similar title to any candidate of any University or Institution.

Signature of the Principal **Signature of the Guide**

(Dr.N.MUTHAIAH) **(Dr.N.PUGALENTHI)**

Place: Coimbatore

Date:

DECLARATION

I,A.PANDI, do hereby declare that this dissertation entitled **"A STUDY ON THE AWARENESS OF POPULATION EDUCATION TOWARDS HIGHER SECONDARY STUDENTS IN NILGIRI DISTRICT "** submitted to the **Tamilnadu Teacher's Education University, Chennai,** through **Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous)** for the award of the degree of the **Master of Education** is the original research work done by me during the period of 2011-2012, under the supervision and guidance of **Dr.N.PUGALENTH Ph.D**., Associate professor in Biology of Sri Ramakrishna Mission Vidyalaya College of Education, Comibatore and this dissertation has not been submitted previously in full or part for the award of any Diploma/Degree/ Associate ship/ Fellowship to any candidate of any University or Institution.

Signature of the candidate

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A.RAVIKUMAR

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CHAPTER-I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Education is the process of development which consists of the passage of the human being from the infancy to Maternity. Education is an essential human virtue. Without it, Man is splendid stone, reasoning saving savage. It is to humanize him. Man becomes "Man" through education. Education implies experience insight and adjustment on the part of Man as he is stimulated towards growth and development.

"Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes internal external."

-Froebel

"By education I mean an all-round drawing out of the best in child and Man body mind and soul".

-Mahatma Gandhi

"Education means the bringing out of the ideas of universal validity which are in the mind of enemy man".

-Socrates

The chief task of education is above all to shape man or to guide the evolving dynamism through which man forms himself as a man.

Education is the manifestation of divine perfection already existing in man. The aim of all education, of all training should be man making.

– Swami Vivekananda

In the narrow sense, education is confined to school and University Instruction. In the broader meaning education is a “Life long process”. Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual.

1.1 MENING OF EDUCATION

The term education is commonly used in various fields of knowledge. The meaning of the term is very broad. It has the several meanings. Therefore, it is very difficult to define the terms education comprehensively. Some important meanings of this term have been enumerated and stated in the following paragraphs.

i. Education is an art as well as science.

ii. Education is an instrument of social change and social control.

iii. Education is a creator and creative of the society.

iv. Education is the process of development.

v. Education is teacher training.

Indian concept of Education

Education being is an important social activity, its meaning have been changing through the ages due to changes in social and physical conditions. Some of the most popular definitions given by our Educational thinkers, they are as given below:-

"Education is the Manifestation of divine perfection already existing in man. The aim of all education of all training should be man making".

-Swami Vivekananda

"Education means enabling the mind to find out the ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not of things but of inner light not of power but of love".

-Tagore

Western concept of Education

"Education is the capability of feel pleasure and pain at the right moment. It develops in the body and in the found of the pupil all the beauty and all the perfection which he in capable of".

-Plato

"Education is the creation of a sound mind in a sound body….it develops man's faculty especially his mind so that he may be able to enjoy the contemplation of supreme 'Truth goodness beauty of which perfect happiness essentially consists"

-Aristotle

"The aim of education is the development of valuable personality and spiritual individuality".

-Ross

Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities.

-Dewey

1.11 DEFINITION OF EDUCATION

According to "Reyment" the education is the process of developing which consists in the passage of human being from infancy to maturity. The process of hereby they adopt himself gradually in various ways to his physical, social and spiritual environment.

1.20 POPULATION

A population is defined as a group of individuals belonging to the some species, which live in given areal at a given time. In studying population, it is not only concerned with the size but also with the way which population changes over time. The study of population change is known as population dynamics.

The term “population” refers to the number of people living in a defined area like India or Pakistan. The statistical study of the characteristics of woman population is called “Demography”. Demographers are those who have made a deep and detail study of population.

Thomas Robert Malthus of the 19th century is known as the first demographer. As a result of this study, close connection between population growth and economics development has been established. Some generalizations are made about the different rates of population growth and different times. The rapid increase in the population may be responsible for economic growth.

Much of the gains of planned, development might not reach the common man due to the enormous increase in population. Hence, over population is one of the major problems can fronting our national with all its evil effects. A study of population is very essential from the point of view of economic welfare.

1.21 POPULATION DENSITY

It is expressed as the number of individuals of the population per unit area or per unit volume. This varies in response to changes in the environment and introduction with other living organisms.

1.22 POPULATION EXPLOSION

“The enormous increase in population is due to low death rate (mortality) and light birth rate (Natality) . This high rate of growth is termed as population

explosion. The human population is not increase at a uniform rate in all part of the world.

1.30 POPULATION EDUCATION

India is essentially a mixed assortment of various racial strands. people of various races entered to India is waves are after the other during the historical times. They spread over different pants of India and got their life intermingling with one another and in the process lost many of their original ethnic traits acquiring several other from others. India has become a home of almost all the major religious of the world. The religious however cut across ethnic boundaries. India is a multi lingual country.

Not withstanding all these diversities and differences there is basic unity of cultural and outlook is India which imparts uniqueness to everything in India people may line is different states speak different languages represent various castes and may belong to a wide variety of ethnic stock and yet may fallow a common religion. Similarly they may follow different faiths or creeds, belong to different castes and yet speak a common languages. Thus region, language and religion are not necessarily decisive but they are also cohesive forces in their own right.

The Government of India was perhaps the first to adopt a state population policy by launching officially a big family planning program right from

the first five year plan on the one hand various welfare measures such as extension of educational facilities and public health and medical service including nutrition supplies to

children and expectant mothers resulted in bringing downs the death rate considerably on the other hand progress in the area of agriculture, industry and increase in social services tended as it were to keep the birth rate rather stationary. This explains the alarming of population.

The Government committed to the ideals of welfare and democracy found itself in a dilemma of the dire need to bring down the birth place on the hand at its earliest and not to resort coercive methods which are the very anti-theses of the basics democratic and human values namely the dignity of individuals and freedom of thought and actions.

Not only the Government but also entire intelligentsia in the society appears to be miserably torn between the need for raising the standard of living of the masses as quickly as possible on the one hand and the necessity of adoption of right means based on democratic values of voluntary action flowing out of education and persuasion in place of coercion and compulsion on the other. The society is caught up in this moral and painful without easy solution In right.

1.31 NEED FOR THE STUDY

In the history of the mankind, never before has his very existence been threatened so imminently, and it is threatened by the very force of number which he had all along throughout as an insurance against the deadly scourges of wars, epidemic natural disasters and other pestilences he has through centuries.

But since the advent of modern science, death rate has been considerably checked and hence there is a phenomenal increase in the population and also the necessities of life. The pace of population growth is faster than that of increase in of commodities. The first alarm this danger of population was sounded by the much maligned but little understood genius Malthus.

Malthus Thomas Robert way an English clergyman. In 1998 A.D he published his essay on the “principal of population” arguing that the population increase is faster then the means of subsistence . It raised a great controversy which is still raging. The famous education of geometrical and arithmetical progression stirred up a hornet’s nest among economics.

He urged check the rapid increase in population namely, positive checks and preventive checks war, famine and diseases he cited the positive checks and conscious control of birth by people as the preventive checks. He favored “Moral restraints” such as late marriage and abstinence for population control.

Viederman while emphasizing the need for population education asserts that population education assist person two learn the problems, causes and consequence of population phenomena for themselves and their communities (including the world); It helps to assess the possible effective means by which the society as a hole and he as an individual can respond to and influence these process in order the quality of life now and in the future.

Education in the 21st century is history challenging because the student have to face the standard of living and the quality of life. So there is an urgent need to take appropriate measures to arrest population explosion. This is possible only by the only education to the public.

S.Chandrasekar, the world best known demographer says, “The need for suck education has never been in doubt. The children of today are the citizen of tomorrow. They leave to be exposed easily to population education.

So it may be become a motivational force for creating right attitudes towards marriage, age of marriage and family size”. Population education is an educational program which provide for a study of the population situation in the family, the community the nation and the responsible attitudes and behavior towards that situation.

`The present research study is an attempt to fill the gap in existing research study, hence this study.

1.32 SCOPE OF THE STUDY

The scope of the study is also concerned with the improvement of quality of life of an individual and the society by and large. If includes population growth and its implication in economic and socio cultural development. The findings of the study will reveal the awareness of population education among the higher secondary students in Nilgiri district only.

1.4 STATEMENT OF THE PROBLEM

The investigator has selected the present study with the aim of throwing the awareness problem of higher secondary student in updating population education knowledge.

The researcher was bearing the vast area in mind had delimited the present study and title.

“A study on the awareness of population education among the higher secondary in Nilgiri district.

1.5 OPERATIONAL DEFINITIONS

Population Education

Transmission of knowledge about population processes and characteristics, the causes of population change and the consequences of that change for the individual and society.

Awareness

Webster’s new dictionary (1990); If means learning knowledge (or) realization of something that affects the surrounding.

Higher secondary students

As per the Tamil Nadu education rule the student, who attained age 16 + is known as higher secondary students.

1.6 OBJECTIVES OF THE STUDY

To assess the awareness of population education among the higher secondary students.

- To find out the significance of differences in awareness of population education among the higher secondary students in terms of gender, locality, Institution, Educational qualification of the parents, Type of the families, and medium of Instructions.

1.7 HYPOTHESIS FORMULATED FOR THE STUDY:-

1. There is no significant difference between male and female students in respect of awareness of population education at higher secondary level.
2. There is no significant difference between urban and rural students in respect of awareness of population education at higher secondary level.
3. There is no significance difference between the students of educated father and the students of uneducated father in respect of awareness of population education at higher secondary level.
4. There is no significance difference between the students of nuclear family and joint family in respect of awareness of population education at higher secondary level.
5. There is no significance difference between the students of Tamil medium and English medium instruction in respect of awareness of population education at higher secondary level.

6. There is no significance difference between Government and Government Aided school students in respect of awareness of population education at higher secondary level.
7. There is no significance difference between Government Aided and Private school students in respect of awareness of population education at higher secondary level.
8. There is no significance difference between Government and Private school students in respect of awareness of population education at higher secondary level.

1.8 DELIMITATIONS OF THE STUDY:-

Within the short period it is not possible to visit whole part of Nilgiri District for the research study. The investigator therefore restricted to Nilgiri Educational District alone for the field of study. The investigator selected 200 XI^{th} students as a sample for the study.

200 higher secondary students from Government, Government Aided and Matriculation Schools were selected. The aforesaid school which was for the research study is managed by Government and Private sectors in Nilgiri district. The school which was selected for the research study is located at rural and urban in Nilgiri district.

1.9 CHAPTERIZATION

This thesis consists of five chapters.

CHAPTER:1

Deals with introduction, need for the study, statement of the problem, objectives of the study, delimitation of terms used in the study, scope of the study and delimitation.

CHAPTER:2

Deals with review of related literature in the area of the study.

CHAPTER:3

Deals with describes method and procedure adopted in this study as how sample were selected, tools used and statistical techniques in the study to arrive at the describe result.

CHAPTER:4

Presents the statistical analysis, results and interpretation.

CHAPTER:5

Gives the findings, suggestions, recommendations and conclusions followed by bibliography and appendix.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The purpose of this chapter is to record briefly the findings of research studies carried out a various topics that are related to the problem under study. Review of related literatures is an essential step in education research. The published research is the fruitful sources of hypothesis.

John W. Best (1978) defined review of literature as a brief summary of previous research and writing of recognized experts, provides, evidence that the researcher is familiar with what is already know, and with that is still unknown and untested size effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and suggestions for significant investigation.

In the words of Mouly (1966) an essential aspect of any research project is the review of the related literature. A careful review of research journals, books, thesis and other sources are one of the major steps in any research. A study of related literature must precede any well planned research.

This chapter aims at presenting the background materials for the development of the present research work. It has provided the investigator with rich and varied information in the fundamentals of the present problem. It has made the investigator get interested in the achievement of researchers in the field of awareness of population education problem among higher secondary students and has suggested the

possible techniques and procedures to be assumed and applied during the current study.

This chapter is concerned with the review of selected work which has been presented in kinds of objectivity, population education in practice methodologies and evaluation in population education.

2.1 MEANING OF RELATED STUDY

Study of the related literature implies locating reading and education educating repasts of research as well as reports of casual observation and opinion that are related to the individuals planned research report.

2.2 NEED FOR THE REVIEW OF LITERATURE

The review of the literature promotes greater understanding of the problems and its crucial aspects and ensures the avoidance of unnecessary duplication it provides comparative data on the basis of which to evaluate and interpret the significance of one's. Findings and addition it contributes to the scholarship of the investigator.

2.3 STEPS IN REVIEWING OF RELETED LITERATURE

- Determine if a study of a similar nature is in progressed.
- Determine if a study has already been completed on the proposed research topic.
- Discover research allied to the problem.
- Provide ideas and theories valuable in formatting problem.

- Locate comparable material useful in interpreting the results.

2.4 PURPOSE OF REVIEW OF RELATED LITERATURE

The survey of related literature is not without purpose. The following are some of the purpose of the survey, complete survey of related literature gives the necessary insight in to the problem.

- It is enables the scholar to put forth rigorously the rationales for the study.
- It becomes an important part of the introductory chapter of the thesis.
- Review of related literature gives necessary insight to the problem by which are can think creatively.
- It widens the horizon of the researches.
- It gives a sound understanding of the previous work related to the present study.
- It helps to avoid unnecessary duplication of the previous researches.
- It helps to delimit the problem.

2.5 STUDIES INDIA

1. Amritha Gowery, R. 1983 has conducted a study on the effective method to impart population education to B.Ed. students. Methodology was hundred students (equal number of boys and girls) studying in class and 40 teachers were selected for the study. Self-constructed questionnaire was utilized for the study. The instructional process for population education was undertaken in three groups, with each group being treated it an incremental teaching methodology beginning from lecture to lecture and visual aids, to lecture plus

visual aids plus discussion and film show etc. The collected data were treated with mean SD, 't' test, F-test and paired 't' test.

Major Findings:

i. The place of residence appeared to be a significant variable determining the awareness levels.
ii. In terms methodology, group exposed to enriched methods scores the most.

2. Kathuria, Ramdev P.1988, conducted a study on the effect of teacher-led, self-learning, peer-group discussion and media approaches of teaching population education to classes IX and X on the knowledge, attitude and beliefs about population explosion in India. The methodology was: The sample comprised 247 students who were exposed to the teacher-led approach, 191 students who adopted the peer-group discussion approach, and 200 students who adopted the mass media approach, In all, 638 students from IX and X from schools in Bhopal and Betual Division were chosen for the study. Pre-and Post- test with similar question were administered to the participating students. The result of these rests were analyzed in terms of various variables, including residential status, sex etc. Analyzed of variance and't' test were used to treat data.

Major Findings:

i. The peer-group discussion and mass media approaches were equally successful in developing more knowledge among the students.

ii. The self-learning and peer-group discussion approaches were more successful in rural areas, while the mass media approach was more suitable for the urban areas.

iii. No significant different in impact were observed among the four approaches with regard to attitude change.

iv. In comparing the approach was to sex, the mass media approach was found to be more helpful to urban boys than to rural boys or urban girls.

v. The self-learning approach was more helpful to rural boys and urban girls than rural girls.

3. Deshpande, L.V. 1989, investigated a study on teaching population education to students IX through their syllabus and study its effectiveness and found that, there was significant differences between the pre-test and post-test scores were observed.

4. Karajgwakar 1989, conducted a study of the effect of education on population growth. The methodology was: One thousand men and women belonging to different age groups, religions, castes, vacations, and areas of residence (rural – urban) were selected for the study from six taluks of Ujjain on a random sampling basis. Self-made questionnaire were administered to the subjects. The collected data were treated with qualitative methods.

Major Findings:

i. The number of children in educated families was less then those in families with illiterate parents.
ii. The average age of marriage was 20.24 among the educated parents.
iii. Agricultural families whose heads were engaged in other vocations.
iv. The number of children decreased with increase in income.
v. Educated parents favored marriage for girl at 19-24 years and for boys 23-24 years.
vi. Illiterate parents favored marriage for girls at 17-26 and at 20-33 years.

5. Abraham. p.Usha.1991, has studied the awareness, attitudes and skills of B.Ed students of Hyderabad and Ranga Reddy districts on population issues.

Major Findings :

i. The performance sco4s of knowledge tests indicated a significant role being payed by religion, sex and educational of father and mother.
ii. In the attitude test, only sex had asignificant correlation with performance sco4es on graphic skills.

6. Rajagopalan, 1994 condicated an investigation about using the “Simulation games techniques in the teaching of environmental and population education”, and found that the simulation techniques is highly eff3ctive to teach the topics of environmental pollution and population explosion.

7. Kumari, Santosh, 1991, conducated a comparative study of the attitude towards population education by tree referents-demographers, teachers and parents. Methodology : a sample of 600 persons (200 from each group) was selected for the study. A srlf constructed attitude scale towards population education scale was used in the study, Mean, SD and 't' test were used as statistical techniques.

   Major Findings :

   i. Male and Female demographers and teachers were favrouably inclined towards population education.

8. Dave Nadhi, 1991, has conducted a study on the effect of level of aspiration, prolonged deprivation and educational achievement on the awareness of youth towards population problem. Methodology was, six hundred boys and girls in equal number were selected on the basic of the non-probability sampling method. Apart from the population awareness tool developed by the research level of aspiration of Shah are Bhargava, Prolonged Deprivation Scale of Tripath and Nisra and the high school scores of the sample were also used in the students. The collected data were treated with Mean, SD, SR and F.

   Major Findings:

   i. The level of aspiration played an important role in determining population awareness.

ii. High-deprived and low-deprived group significantly differed in population awareness and low academic achievers differed in their attitudes with respect to all the factors of population awareness.

9. Indira, V. 1992 conducted a study of awareness and attitude of +2 level students of Hyderabad and Ranga Reddy districts on population issues. The methodology was the sample comprised students belonging to the +2 level junior colleges and higher secondary schools in Hyderabad and Ranga Reddy districts, which represented boys and girls belonging to different castes and religious groups. The total sample had 800 respondents of which 380 were from Hyderabad and 420 from Ranga Reddy districts. The subjects were administered in questionnaire to the +2 level students in a teaching hour of 50 minutes duration. Frequencies, Mean, SD, 't' test and ANONVA and chi-square were used to treat the data.

   Major Findings :

   i. Age had considerable influence on the performance of awareness and inter-comparison of students groups. Those in the age-group off 16-19 years showed better performance.
   ii. Religion had no influence on the awareness and attitudes of the respondents. The performance of the OC category students 3 as superior followed by BC's and SC's.
   iii. Schools in the past 10 years had influenced the awareness and attitudes of the respondents. The girl students performed better than boys.

10. Kaur,Harjit Pal 1992, conducted a study of population awareness in relation to attitudes towards environmental education and population education of professional teachers. Methodology was: Four hundred senior secondary school teachers, college and university teachers, agricultural university teachers, medical college teachers and engineering college teachers from Punjab and Chandigarh were selected for the study. Two self-constructed scales – Attitude towards Environmental education scale and Attitude towards Population Awareness Scale and the Population Awareness Scale (NCERT) were used in the study Mean, SD and 't' test were used for the treatment of the study.

    Major findings:

    i. In the case of both males and females no difference existed in the Population awareness of different categories of teachers.
    ii. Sex difference existed in the population awareness of different categories of teachers. The level of population awareness was not related to the attitude towards population education.

11. Christian J.S,. 1992 conducted a study on preparation and try-out of a value verification module for teaching of population education in standard V. And the methodology was two hundred and sixty students were divided into three experimental groups and three control groups. The groups were equated on socio-economic status as well as on age. A value verification module was prepared. A self-constructed questionnaire was used to assess the student'

opinion the value verification module, Mean, SD, and‘t’ test were used in the treatment of the data.

Major Findings:

i. There was a significant difference between the mean scores of pre-test and post-test scores of students.
ii. There was however no significant difference between experimental and control group mean scores.

12. Prema D. 1992 has conducted a study on “Awareness of educational problem among primary school children” and found that Government School students have more awareness than other school pupils. She has suggested that the Population Education should be introduced at all levels as compulsory subject in school education.

13. Swatantra Devi, T.K. 1992 pointed out the various activities at the school level provide the population Explosion Awareness and Knowledge to the students and stated the need for the knowledge of Population Education for secondary pupils.

14. Sundarajan S. and Rajasekar S, 1993 studied the “Population Explosion Awareness amon g the higher secondary pupils”. And found that the population awareness of the higher secondary pupils in Tamil nadu has not been influenced by the locality to which they belong or their sex.

15. Palanivelu 1995 has conducted a research study on “Development and validation of role-play materials for selected topics in Population Education at Higher Secondary Level” and has found that the utilization of Role-play technique in the teaching of Population Education is highly useful. Also has instructed that intensive e efforts should be taken in the field of research to enhance the learning ability of the public in this area.

16. Ravichandran 1995 has conducted a research study on “Impact of integration of population concept with adult education programmes at selected villages in Tiruchirappali District” and has found that Population Education concepts are very helpful in improving the quality of life of individuals as well as family and nation. If a woman is educated, the whole family as well as community and nation will be improved. Based on the concepts, (i) responsible parenthood, (ii) delayed marriage, (iii) mother and child care, (iv) small family norm and (v) nutrition are selected for integration exclusively among women. The experienced study proved that integration among the women is very successful as well as the findings of the study are very satisfactory.

17. Chandraleka 1996 has conducted a research study on “Effectiveness of investigation strategies in the learning of Population Education concepts by Standard IX pupils in Coimbatore” and found that one of the special features of Population Education endeavor. It lays more emphasis on objectives

relating to the effective domain, necessitating the selection of such topics that have a potential to initiate among the learners the processes of attitude formation and value orientation towards population issues. For this purpose there is a need to formulate and modify, every now and then, the knowledge base by preparing a number of curriculum and instructional materials and a greater emphasis on the wider use of electronic media, as effective implementation depends on its effective presentation in the classroom. The use of all these intervention strategies and devices should result in the development of voluntary, strong minded resolution on the part of the future citizens, to limit the size of their families, as small family is the key to open the door of prosperity and progress.

18. Sethuraman, 1998 has conducted a research study on "A study on the attitude of pre-service student in D.I.E.T. towards Population Education and effect of using Audio visuals aids to teach Population Education".

    Major Findings:

    i. There is a positive attitude towards Population Education. Population Education must become as essential and integral part in pre-service as well as in-service training. An integrated syllabus should be framed including Population Education as an important item. Seminars and symposiums on Population Education should provide opportunities to have favourable attitude towards Population Education.

ii. The learning process through audio visual aids will make the study interesting and will bring out the best results. Students must be given opportunity in the preparation of audio visual aids. Training in Educational technology must be given periodically to the teachers. The teachers must give due importance to the use of audio visual aids in the classroom teaching.

2.6 STUDIES ABROAD

1. Samir KC, **et.al** (2009) conducted a study on Projection of populations by level of educational attainment, age, and sex for 120 countries for 2005-2050 Using demographic multi-state, cohort-component methods, we produce projections for 120 countries (covering 93% of the world population in 2005) by five-year age groups, sex, and four levels of educational attainment for the years 2005-2050. Taking into account differentials in fertility and mortality by education level, we present the first systematic global educational attainment projections according to four widely differing education scenarios. The results show the possible range of future educational attainment trends around the world, thereby contributing to long-term economic and social planning at the national and international levels, and to the assessment of the feasibility of international education goals.

Russ conducted a study on "A Survey of Population and Environmental Awareness among Youth". A survey of 163 school and college students (by Russo and others) undergoes the racial difference in population awareness. 73 percent of the white students are compared with 1

percent of the black students reported the rate which the U.S. population is growing a very serious problem, 72 percent of the whites as opposed to the 38 percent of the blacks agreed that U.S. Government should have tax, incentives for small families but only 24 percent of the white versus 22 percent of the blacks felt there should be government penalties for large families. 74 percent of the whites versus 26 percent of the blacks said that population affected personally.

2. Dubin, Boris; Zorkaia, Nataliia (2010) conducted a study on The System of Russian Education as Assessed by the Population: The Problem of Level and Quality Russians are less concerned about the poor material conditions of institutions or inadequate textbooks than about the commercialization of education and high tuition. Also of great concern is the gap between educational achievement and employment opportunities, especially for the more highly educated. The perception that a higher education is a vital social value is universally accepted, shared by as many as 90 percent of people in Russia. The interpretation of it is more or less unified. In most cases, having "a good education" is a condition that is essential in order to get "a good job," and these days a majority of Russians fairly unanimously interpret "a good job" as one that pays "good money." In this article, the authors describe the functioning of the system of secondary and higher education in Russia in the first years of the new century, based on the perceptions and assessments made by the various social, demographic, and sociocultural groups of Russians. The

article is based on the data from a representative survey of the urban population, conducted by a collective of the Levada Center in April and May 2009. In a number of cases, the most recent data are compared with the results of previous, similar surveys carried out by the Center. Here, the authors discuss Russians' general value deficiencies and priorities, their conceptions of "a good education," their level of satisfaction with their education and the problems of today's schools, and presumed functions of instruction in colleges and universities. The authors also discuss the assessments of college and university schooling and the system of Russian higher education. (Contains 12 figures, 20 tables and 2 notes.) **Note:**The following two links are not-applicable for text-based browsers or screen-reading software.

3. White, Brian (2011) conducted a study on The Vulnerable Population of Teacher-Researchers; or, "Why I Can't Name My Coauthors Educational researchers are accustomed to institutional review board (IRB) requirements (e.g., protecting participants) with students often identified as the only "vulnerable population" for IRB purposes. However, as practitioner research has gained more prominence, the vulnerability of teacher-researchers themselves has begun to surface. In this article I tell the stories of teachers who felt ostracized as a result of engaging in research and publication. Drawing on research from Scandinavia and Australia, I present some reasons why teachers might seek to "cut down" colleagues who conduct and publish research. Finally, I present suggestions for university-based researchers and

teacher educators who wish to help practitioner researchers prepare for any potential backlash as well as some questions for future research.

4. Davis, Jessica W.; Bauman, Kurt (2011) conducted a study on School Enrollment in the United States: 2008. Population Characteristics This report discusses school enrollment levels and trends in the population aged 3 and older based on data collected in 2008 by the U.S. Census Bureau in the American Community Survey (ACS) and the Current Population Survey (CPS). This is the second report in a series of reports using both ACS and CPS data to discuss school enrollment. The two surveys are used in this report because of their complimentary strengths in providing data on enrollment. The ACS is a valuable source of school enrollment data because of its large sample size and ability to provide statistics for small levels of geography. The CPS data offer a detailed selection of questions on school enrollment, allowing for unique analysis. Highlights of the report are: (1) Enrollment in Grades 1 through 12 fell from 50.0 million in 2000 to 49.3 million in 2008; (2) In 2008, college enrollment was at an all-time high with 18.6 million students enrolled, up 22 percent from 15.3 million in 2000; (3) Two-year college enrollment was also at an all-time high in 2008, with 5.3 million students enrolled, up 40 percent from 3.8 million in 2000; (4) In 2008, 1 million Hispanic students were enrolled in 2-year colleges, up 85 percent from 540,000 in 2000; (5) The number of students enrolled in nursery school in 2008 was not statistically different from the number of students enrolled in 1998; however, there were changes in the race and Hispanic origin of the students; and (6) In October

2008, the majority of kindergarten students, 72 percent, were enrolled in full-day kindergarten programs, up from 28 percent of students enrolled in full-day kindergarten programs in 1978. Comparison of Census Bureau Data Sources on School Enrollment is appended. (Contains 9 figures, 5 tables and 24 footnotes.)

5. Cowin, Bob (2011) conducted a study on Aboriginal Postsecondary Education: Formal Instruction for the Adult Aboriginal Population. Made in B.C.: A History of Postsecondary Education in British Columbia. Volume 4. This report traces the development of initiatives in British Columbia, Canada to provide formal instruction for adults of Aboriginal heritage (also known as native or indigenous peoples), regardless of whether the learner completed secondary school. Activities in public as well as Aboriginal-governed institutions are described. Shorter sections describe such topics as educational organizations, the role of government, and the results from data collections. The early 1970s marked a significant turning point, but it was not until the 1980s that activity began on a broader scale. Momentum built during the 1990s and the decade beginning in 2000 saw greater integration and inclusion, with programming for Aboriginal learners moving from the periphery towards the mainstream. Within the public system, it is at some smaller institutions in rural locations that programs and services for Aboriginal learners have been most significant. Adult Basic Education, First Nations Studies, and programs up to two years in duration are frequently offered. The three dozen non-public institutions that belong to the Indigenous Adult and Higher Learning

Association are generally very small, but serve important preparatory and bridging functions. Dual federal and provincial funding arrangements have been awkward, leading to a number of fragmented and short term initiatives. Non-public institutions must partner with public institutions in order to award credentials. A list of residential schools in BC is appended to this report. (Contains 6 footnotes.) [For Volume 3, see ED512293.

6. Newman, Lareen A; Hugo, Graeme (2011) conducted a study on Journal of Population Research The 'old' issue of religion and fertility is examined in relation to women's level of education. In-depth interviews exploring influences on parity for Adelaide parents in 2003-04 suggest that more frequent attendance at religious services in childhood, and affiliation with particular religious denominations, are related to both higher preferred and higher achieved parity, even for women with university education. For some university-educated women, their religious upbringing appears to play a part in negating the traditional relationship between higher education and lower fertility. Quantitative data on religion, fertility and educational level from the 1996 Census for women aged 40-44 in South Australia show that women with 'No Religion' had lower fertility than those 'With a Religion', while university-educated women in New Protestant-new Christian groups had higher fertility than university-educated women in other denominations. The findings provide an understanding of some social conditions that support higher fertility in a low-fertility population. Future fertility research in developed countries should

include consideration of the influence of religious affiliation and religiosity at disaggregated levels of inquiry.

7. Ryan, Camille L.; Siebens, Julie (2012) conducted a study on Educational Attainment in the United States: 2009. Population Characteristics. Current Population Reports. P20-566 This report provides a portrait of educational attainment in the United States based on data collected in the 2009 American Community Survey (ACS) and the 2005-2009 ACS 5-year estimates. It also uses data from the Annual Social and Economic Supplement (ASEC) to the Current Population Survey (CPS) collected in 2009 and earlier, as well as monthly data from the CPS. Prior to 2007, U.S. Census Bureau reports on educational attainment were based on data primarily from the CPS. The ACS is now used as the main source of educational attainment data because it has a larger sample and provides more reliable statistics for small levels of geography. The report also provides estimates of educational attainment in the United States, including comparisons by demographic characteristics such as age, sex, race, and Hispanic origin. Information about educational attainment among the native-born and foreign-born populations is included. This report also presents a geographic picture of educational attainment with estimates by region and state. Workers' median earnings by educational attainment are also addressed, including differences by sex, race, and Hispanic origin, as well as unemployment rates by educational attainment. Historical data are included to present some general trends over time. Highlights of this report include: (1) In 2009, more than 4 out of 5 (85 percent) adults aged 25 and over reported

having at least a high school diploma or its equivalent, while over 1 in 4 (28 percent) reported a bachelor's degree or higher. This reflects more than a three-fold increase in high school attainment and more than a five-fold increase in college attainment since the Census Bureau first collected educational attainment data in 1940; (2) A larger proportion of women than men had completed high school or more education. A larger proportion of men had received at least a bachelor's degree. However, because women 25 years old and over outnumber men aged 25 and over, the number of women with bachelor's degrees is larger than the number of men with these degrees. Among people aged 25 to 34, the percentage of women with a bachelor's degree or higher was 35 percent compared with 27 percent of men; (3) Differences in educational attainment by race and Hispanic origin existed. Attainment for non-Hispanic Whites and Asians was higher than attainment for Blacks and Hispanics; (4) Educational attainment varied by nativity. About 89 percent of the native-born population had completed at least high school, compared with 68 percent of the foreign-born population. More native-born than foreign-born adults reported completing at least a bachelor's degree (28 percent and 27 percent, respectively); (5) Educational attainment of foreign-born Hispanics was lower than all other groups. The percentage of foreign-born Hispanics who had completed at least high school was 48 percent; (6) The Midwest had the highest percentage of adults reporting that they completed high school or more education, and the Northeast had the highest percentage with a bachelor's degree or more education; (7) Among all workers, those with a bachelor's degree on average earned about $20,000 more

per year than workers with a high school diploma or a General Educational Development (GED) certificate. Non-Hispanic Whites earned more than other race groups and more than Hispanics at the high school level, while earnings at the bachelor's and advanced degree level were highest for Asians. Black and Hispanic workers earned less at nearly all attainment levels; and (8) Men earned more than women at each level of educational attainment. (Contains 5 figures, 3 tables and 27 footnotes.)

8. Lin, Jin-Ding et.al (2012) conducted a study on The Study of Geographic Differences in the Prevalence of Disability among Taiwanese Population The present study analyzes data of the governmental reported general population and population of persons with disabilities from 2002 to 2009, to describe the disability prevalence and to test the overtime change with particular focused on the geographic differences in Taiwan. In average, the disability prevalence was 42.06% (range = 31.06%-80.04% in different areas) of the general population during the past 8 years. We found that the disability prevalence in general population (R[superscript 2] = 0.991; p less than 0.001), disability prevalence in men (R[superscript 2] = 0.992; p less than 0.001) and in women (R[superscript 2] = 0.991; p less than 0.001) were significantly increased in curve tests of the study. The disability number were more populous in north or west urban areas (such as Taipei County, Taipei City, Taoyuan County, Taichung County, Kaohsiung City), however, those areas of higher disability prevalence were more likely to locate in east and central remote areas (such as Taitung County = 80.04%; Yunlin County = 71.95%; Hualien County =

71.59%; Chiayi County = 63.51% and Yilan County = 59.91%). The study highlights that the uneven distribution of disability prevalence will bring challenges of health and social welfare services for this group of population. We suggest the authorities should scrutinize the disparity of disability prevalence in different geographic area to examine the equality of social welfare resources distribution in Taiwan. (Contains 2 tables and 5 figures.) **Note:**The following two links are not-applicable for text-based browsers or screen-reading software.

2.7 A CRITICAL REVIEW OF RELATED LITERATURE

The section highlights summary of the studies cited earlier. In Indian studies there are 22 studies. Out of them five studies reveal the attitude of awareness regarding the population explosion. Other four studies suggest some remedial measures to be taken to reduce the explosion regarding population explosion.

Some other studies indicate consequences of population explosion in under developing countries. There are five studies conducted abroad found out by the investigator through website. They are more closely related to the present study.

The review of literature presented above facilitated the investigator to design the present study and execute it successfully.

2.8 CONCLUSION

A good number of reports were published on population education awareness in India as well as in other countries. Some of the following condition is drawn by the investigator.

1. Some reports of findings provided guidance for the development of population education at national and international level and also for all age groups.
2. Research reports examined in terms of socio-economic background. Population education programs were organized by both developed and developing countries but population education problems could not be eradicated completely.
3. Studies about population education and its problems related to curriculum method are still in embryonic stage. Many population education investigations conclude that the field trip is an important and effective method for including the concepts of population education.

CHAPTER-III

METHODOLOGY

3.0 INTRODUCTION

A research design is a plan of proposed research work. A research model of design represents a compromise by mainly practical consideration. Such man has pointed out that," A research design is not a highly specific plan to be followed without deviation, but rather a series of guide posts to keep one headed in the right direction". According to Johoda, Deutsch and Cook, "A research design is the arrangement of condition for analysis of data in a manner that aims to combine to the relevance to the research purpose with economy in procedure".

A research design should be based more or less on some methodology. The research design should made once the topic and problem of research have been selected and formulated, objectives have been properly outlined, concept have been properly define and hypothesis or hypotheses have been properly framed.

Design are the sketches; of the plan on the outlines for carrying out an action. Research design depicts the plans for doing the different types of researches. It describes samples, variables to be studied, tools, experimental design, the method of data collection, the sample from which we collect the data and qualitative analysis of data.

In this chapter the investigator presents the methodology adopted for the study of objectives, hypothesis of the study, samples, tools used, and description of the statistical techniques used for analysis.

3.1 DESIGN OF THE STUDY

Design is the heart of research. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure says Claire selitiz et.al. (1961).

BEST (1983) states that descriptive research sometimes known as non experimental research deals with relationship between variables, the testing of hypothesis and development of generalization principles or theories that have universal validity. It is concerned with functional relationship.

Hence, the present study is a objective study of awareness of population education among higher secondary students in Niligiri District in relation to select number of variables namely Gender, location, type of family, parents educational status, type of institutions and method of instructions

3.12 SURVEY METHOD

Research design describes about the detailed procedure followed in carrying out the study. It defines the population in terms of its characteristics describe the technique used in selecting the sample and its size, provide detailed description of research tools used along with justification for their use and elaborate the statistical methods used for data analysis.

Survey method was adopted for this investigation. Survey method is a common method of educational research. The characteristics of survey method that is gathering data from relatively larger number of samples, it involves defined problem and defined objectives and it is concerned with the characteristics of individual. Since the study aims of find out the awareness of population education among higher secondary students. Survey method was the method chosen for this investigation.

3.13 POPULATION OF THE STUDY

Technically population means the entire mass of observation. From which sample is to be formed. The population of the study was higher secondary school students. 200 higher secondary school students were selected from higher secondary schools of Government, Government Aided and private in Nilgiri district.

3.14 SAMPLE

Sample is one of the portion of population. The sample for this study was the higher secondary students from the different schools in Nilgiri District. The sample size was restricted to 200 to the convenience of the investigator for the main study.

3.20 DIFFERENT SAMPLING TECHNIQUES

It is the process selecting a sample from the population for this purpose. The populations are divided in to a number of paths called sampling.

w.G. Cochran has said the purpose of sampling theory is to make sampling more efficient. It attempts to develop methods of sample selection and of illation that provide at the lowest possible cost estimates that are precise enough for our purpose.

Bloomers and Lindquist have said in general according to two types :

1. Those in which sample elements are automatically selected by some schemes under a particular sample of a given size from a specific population have some know probability of being selected.
2. Those in which sample elements are arbitrarily selected by the sample because in his judgment, the element thus ill most effectively represent the population.

The various classifications sampling methods are :

1. The simple random sampling
2. Systematic sampling
3. Purpose sampling
4. Cluster sampling
5. Stratified sample

3.21 SIMPLE RANDOM SAMPLING

Simple random sampling means that every number of the sample is selected from the total population in such a manner that members of the population have essentially the same probability being selected. Random method of selection provides an unbiased cross section of the population.

Ideally, this would require in population member to be assigned a number then the sample would be selected from a table of random numbers or some other random selection. Some instances the selection of the sample way multistage process that is some form of randomization may be performed in several stages of the selection, until the final desired groupings are obtained.

3.22 SYSTEMATIC SAMPLING

It is a variation of the simple random sampling technique population can be accurately listed, or his finite, a type of systematic sample selection will provide what approximates a random sample. It consists of the selection of each term from a of names by selecting a randomly selected name from a randomly selected page. This type of sampling is also called sampling by regular intervals or sampling by fixed intervals. Systematic sampling provides a more event spread of the members of the sample over the population this fact leads to greater precision.

3.23 CLUSTER SAMPLING

Generally a sample is selected in units of one. This need not be so especially in the field of education where it is frequently has easy to contact a whole class as it is to contact a single individual. Cluster sampling is the design in which the unit of sampling consists of multiple cases.

Cluster sampling is independent of the other kinds and classification of sampling design and one sample in clusters according to a simple random sampling design, a stratified random sampling design or any other sampling design. It is particularly attractive from the stand point of permitting to easy accumulation of large samples. The procedures are the amount of information which may be obtained concerning one or more areas.

3.24 PURPOSIVE SAMPLING

Purposive sampling can be considered from a stratified sampling in that selection of the cases is governed by some criterion acting as a secondary control. Hence the investigator selects a particular group or category from the population to constitute the sample because this category is considered to mirror the whole with reference to the characteristic in question.

Since in this method it is the investigator to decide what to pickup and what not to include in the sample, it comes essential for him that he does not allow bias to enter into his process of selection have to be picked up different stages. They are not picked up at one stage or at one point of time.

The combined average of the sample units selected at different stages and different points of time should be the same average of the entire population. In the purposive sample different variables should be in the sample proportion as they ate found in the universe. This type of sampling is possible only when there is a specific objective. Thus this method need not be used when there multipurpose objective involved in the study.

The investigator has to pick up only such sample which is relevant to his study and leave all others so that the purpose of his study in not defected. The investigator should possess full knowledge of the Diverse. If only then that he will be in a position to decide what is to be picked up and what is to be left out. The investigator clearly knows the objective of the study. He picks up variable with these objectives in view.

3.25 STRATIFIED RANDOM SAMPING TECHNIQUE

Stratified random sampling is a refinement of simple random sampling. A stratified random sample is in effect, a weighted combination of random sub samples jointed to give an overall sample value. Since a random sample value may be chance pave an undue proportion of one type of unit in it, it is advisable to use stratified random sampling. Proportional sampling enables one to achieve even greater representativeness in the sample.

This technique requires one to select unit set random from each stratum in proportion to its actual size in the total population. In a random sample although every unit is an equal chance of being selected, sometimes important units are left out by chance. But under stratified sampling no significant group can remain unrepresented. Replacement of a unit can be done conveniently if the originally elected case is in accessible. If a person refuses to co-operate with the survey, he can be easily substituted by another unit from the same stratum.

The stratified sampling is an improvement over systematic simple random sampling method. In which the researcher divides his population in strata on the basis of some characteristics from each of these smaller homogeneous group (strata) the researcher draws at random a predetermined number of units. To population is divided into strata on the basis of sex, type of school, student and their father educational level and native area, and family type.

3.30 MERITS OF STRATIFIED SAMPLING

1. It is a good representative of the population.

2. It is an improvement over the earlier.

3. Observation can be used for inferential purpose.

3.40 SAMPLE FOR THE FINAL STUDY

The sample of study consists of 200 students of XI standard students in the higher secondary school of Government, Aided and Matriculation at Nilgiri educational district. It includes rural and urban school of Nilgiri district.

The stratified random sampling technique was followed for selection for the sample. It is the technique the follows judgment and probability.

Among the above sampling techniques, the investigator has used stratified random sampling technique for the data collection.

Table 3.1

Sample selected for the final study

S.No	CATEGORY	VARIABLES	No. of PUPILS	TOTAL
1	Gender	Male	102	200
		Female	98	
2	Locality	Rural	105	200
		Urban	95	
3	Type of Institutions	Government	69	200
		Aided	67	
		Private	64	
4	Parents Qualifications	Literate	82	200
		Illiterate	118	
5	Type of family	Nuclear Family	117	200
		Joint Family	83	
6	Medium of instructions	Tamil	136	200
		English	64	

Figure 3.1

Pie diagram showing the sample selected for the final study, in terms of Gender.

In respect of awareness of population education at higher secondary level

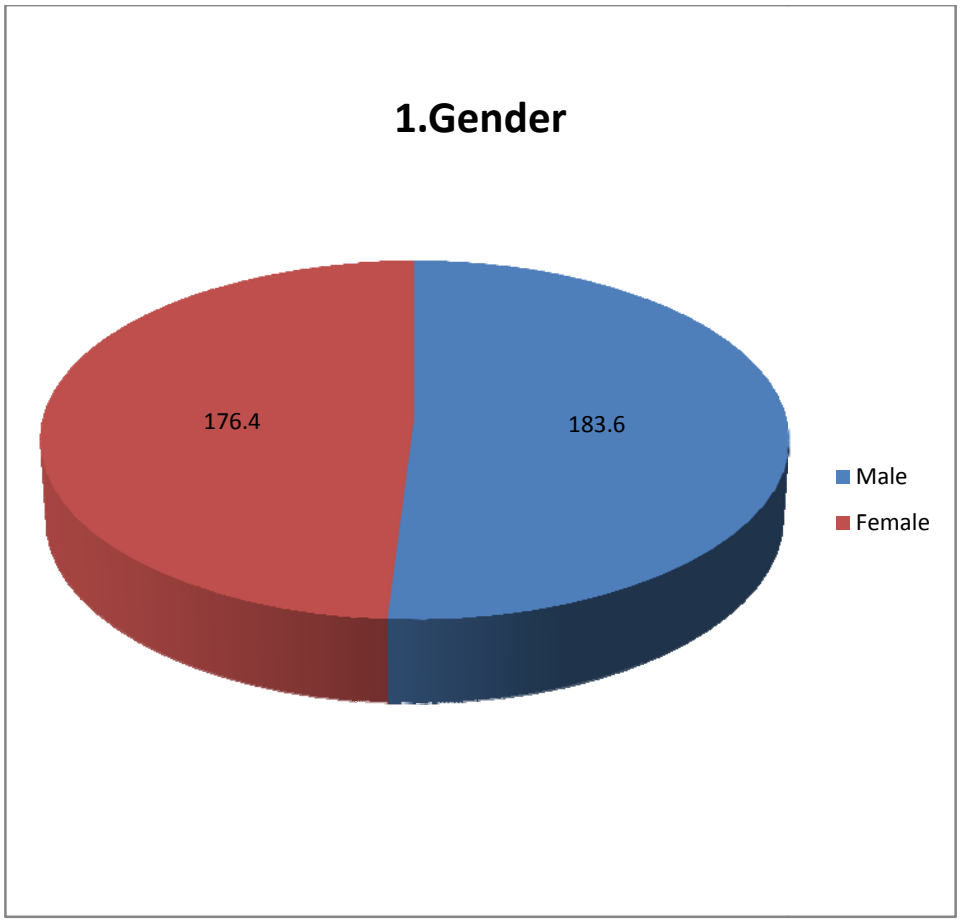


Figure 3.2

Pie diagram showing the sample selected for the final study, in terms of Locality.

In respect of awareness of population education at higher secondary level

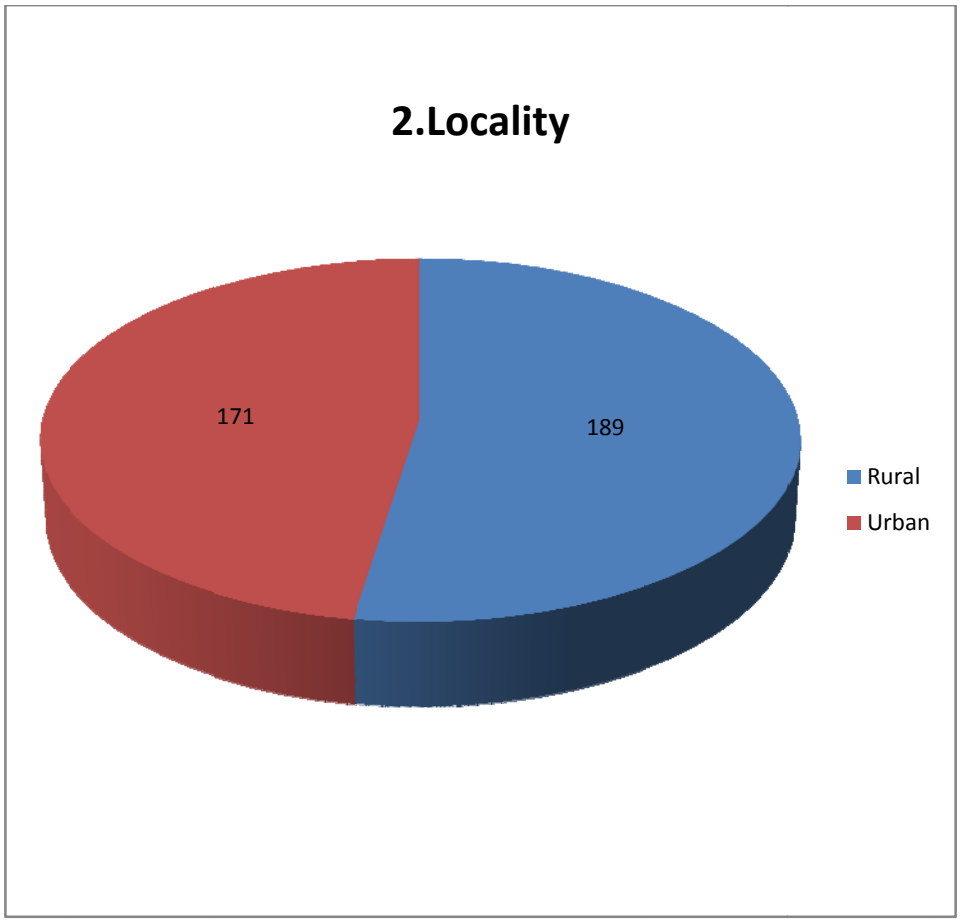


Figure 3.3

Pie diagram showing the sample selected for the final study, in terms of Types of Institutions. In respect of awareness of population education at higher secondary level

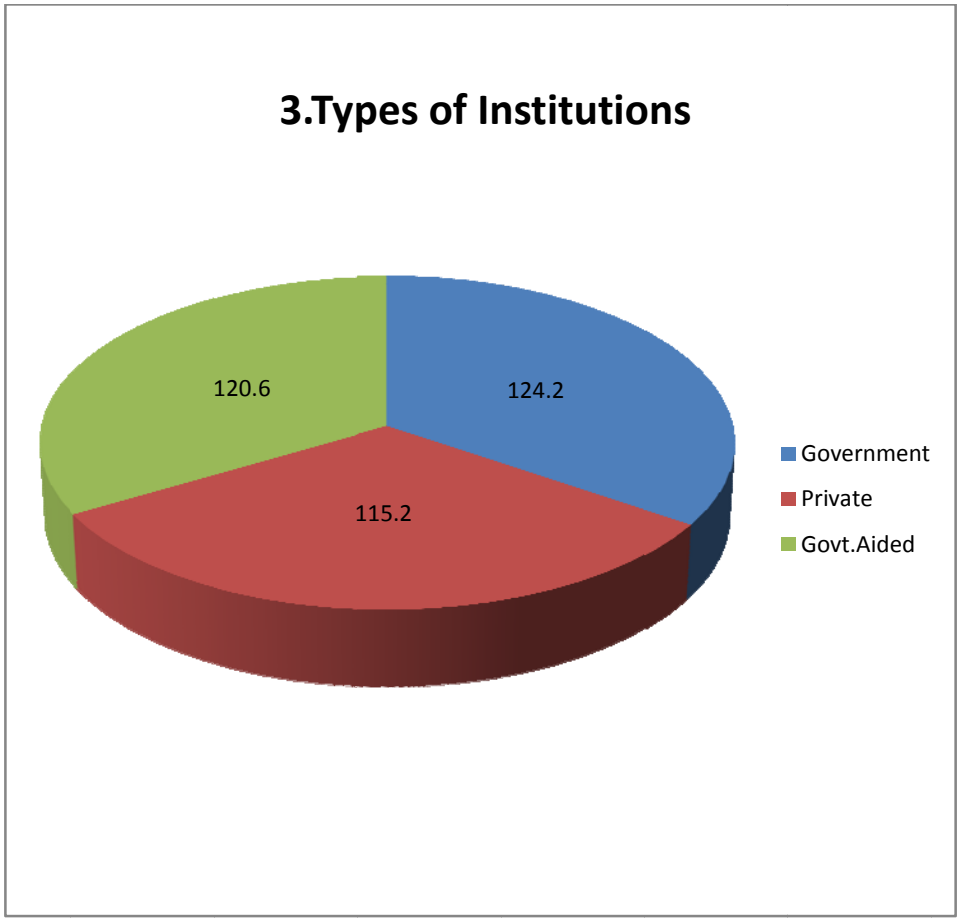


Figure 3.4

Pie diagram showing the sample selected for the final study, in terms of Parents Educational Qualification. In respect of awareness of population education at higher secondary level

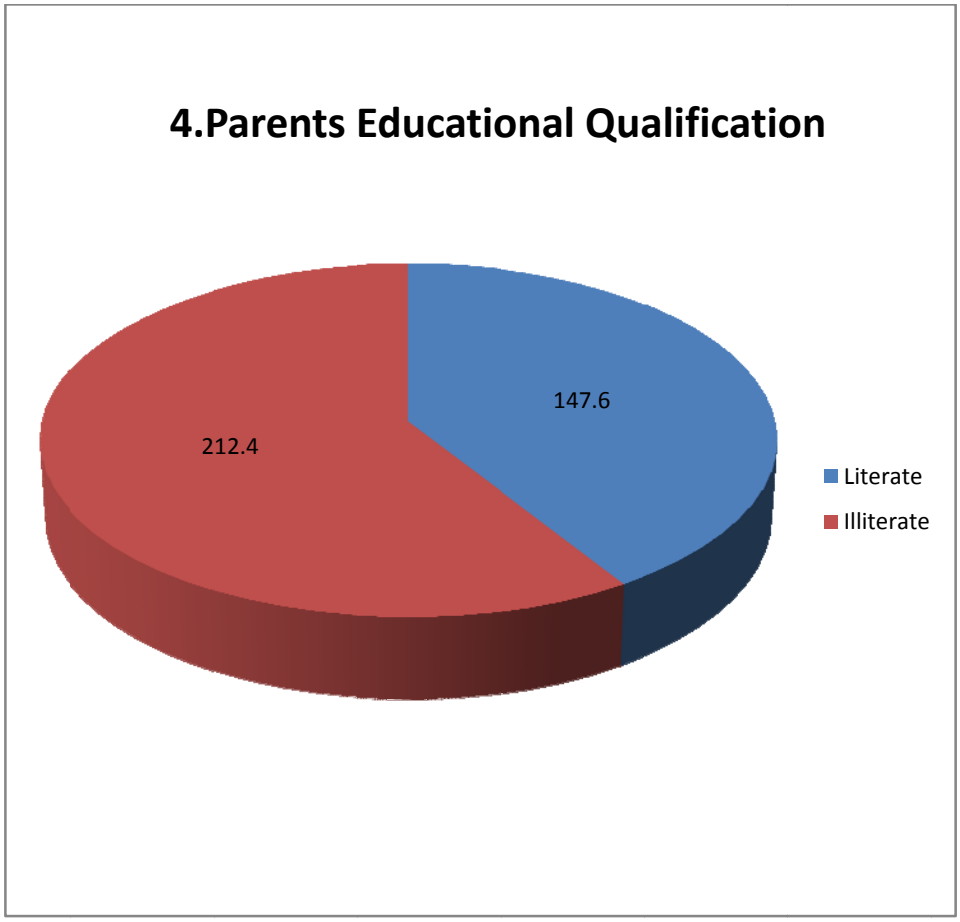


Figure 3.5

Pie diagram showing the sample selected for the final study, in terms of Types of Family.in respect of awareness of population education at higher secondary level

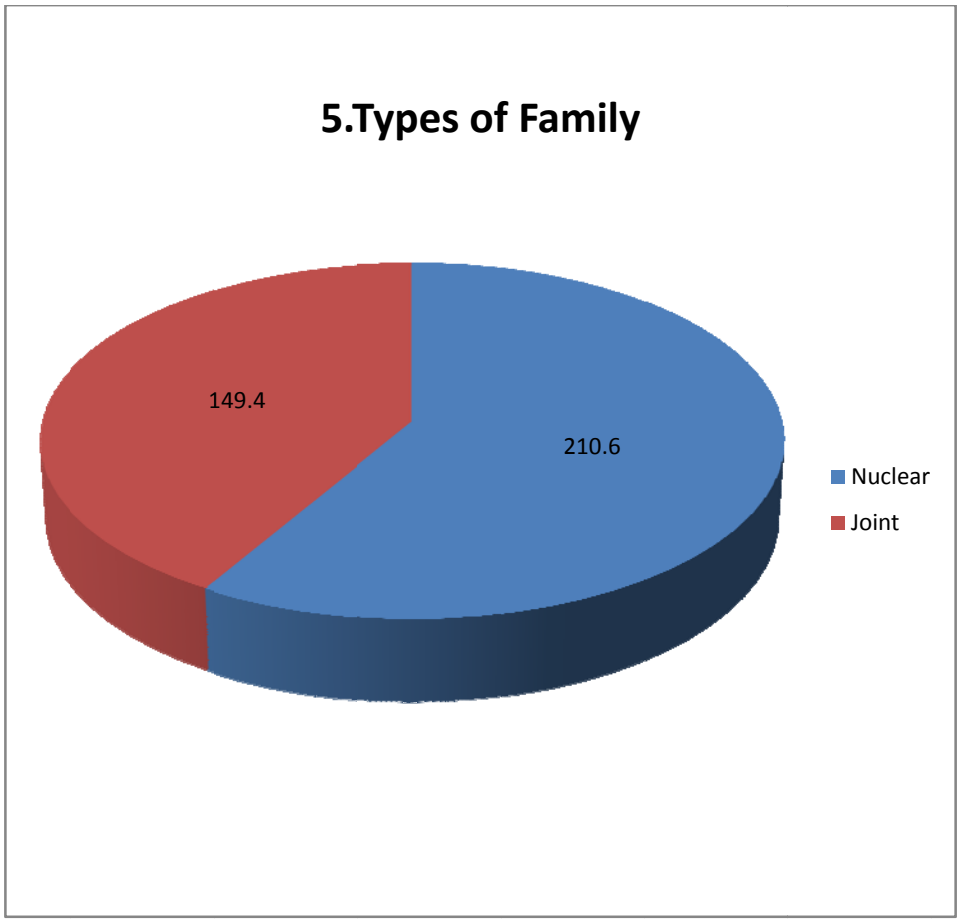
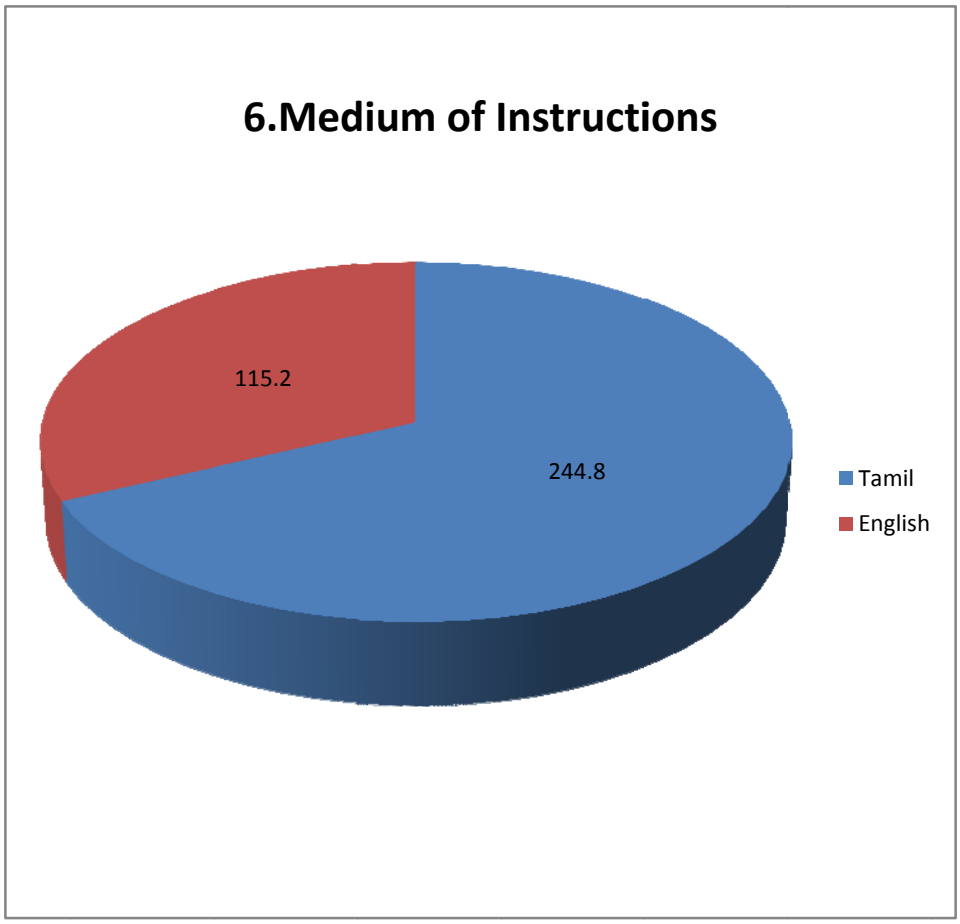


Fig 3.6

Pie diagram showing the sample selected for the final study, in terms of Medium of Instructions. In respect of awareness of population education at higher secondary level



3.50 INSTRUMENTATION

In an educational research, varieties of tools have been developed, in aid to the collection of data. The tools are different types, and we employ distinctive waves of describing and qualifying the data. Each tool is particularly appropriate for certain sources of data yielding information of the kind and in the form that would be most effectively used.

The tools used for any educational research are 1) observation technique 2) interview technique 3) questionnaire 4) check list 5) schedule and 6) rating scale.

In educational research a variety of instruments are available to collect data from the sample selected for the study. The instruments are of different kind and used according to the nature of investigation. Each instrument is particularly appropriate for certain source of data yielding information of the kind.

3.51 CHOICE OF THE TOOL

The investigator decided to construct a tool in the form of choose the best answer type questionnaire. Which was appropriate, to find out the awareness of population education of the higher secondary school students in Nilgiri District.

The tool consists of two parts.

Part-I –general information about the higher secondary students

Part-II –choose the best answer type questionnaire contains 40 questions.

Each statement contains one mark. One mark is given for right answer, zero mark is given for wrong answer.

3.52 JURY OPINION

The questionnaire was distributed to the teachers of the selected 10 samples. The teachers filled the questionnaire, and it was collected. And the data were consolidated and analyzed. A few of the questions were deleted. Which are found to be unknown difficult by the teachers. According to the view of the above 10 samples, a few items in the schedule was unable to answer by the students. So those questions are vague and not needed are deleted by the investigator.

3.53 PILOT STUDY

Before administrating the tool to the actual sample. Pilot study was conducted. The use of the pilot study was not only to test and refer the tool of research but also to force the nature of analysis and proceeding that may be needed at a better styles. In order to find the reliability and validity of the prepared tool. The investigator conducted pilot study for 20 higher secondary students and found that the results were good.

3.60 VALIDITY OF THE TOOLS

Henry E. Garret defines validity as the fidelity with which is measures what is purpose to measure. He mentions three methods of establishing validity.

3.61 FACE VALIDITY

Face validity implies that a test measures superficially. What the test – maker desires to measure, and not what it actually measures. This type of has very little

significance. Validity of the test can be reported in general terms. The question of validity concerns about what the test measures and how it does.

The test measures the population awareness of the students. Hence the tool has face validity.

3.62 CONTENT VALIDITY

Content validity represents the objectives of the content. Validity of content should be rated carefully by a number of specialists. Statistical analysis should be performed to determine content validity. The items included in the tool actually measure the population awareness level of the students. Therefore the tool has content validity.

3.63 CRITERION VALIDITY

The research tool should evaluate all the objective of the research topic. Then the test is said to have criterion validity. This tool focused all the objectives of the test. Therefore the tool has criterion validity.

3.64 VALIDITY OF THE FINAL TOOL

A questionnaire consists of 40 items were consisted of both favorable and unfavorable items to find out the awareness of population education among higher secondary school pupils in the nilgiri district. Before finalizing 40 questions jury opinion was derived from a few subject experts, teacher educators. The above panel of numbers had gone through the draft questionnaire and gave their valuable suggestions and opinions in order to refine the draft questionnaire into a suitable one.

Some the items were discarded and some items were slightly modified. Therefore the tool used for this study had content validity.

3.70 RELIABILITY OF THE TOOLS

Reliability of the tools refers to the consistency of the scores got by the same individuals on difference occasions or with different sets of equivalent items. The reliability of tools generally found by one of the following methods:

1. Test – retest Method
2. Alternate of Parallel Method
3. Split – half Method
4. Rationale equivalence Method

3.71 Test – retest METHOD

Measures provided by the same test on different occasions are compared in the test-retest method. In this method same test is administered to the same group on two different occasions. Then the pair of scores is correlated. The co-efficient of correlation between the scores of the individuals obtained on the administration of the test will give an indication of the reliability. This is also referred to as the co-efficient of stability.

3.72 SPLIT-HALF METHOD

In the split-half method the measures provided by the different parts of the same test are compared here the test is administered only once. After administrating

the test to a group of individuals and obtaining the scores the items are divided into two halves.

The convenient procedures is to split the test into add numbered items into first of the item and the second of the item. Co-efficient of correlation is obtained for two parts. The spearman brown properly formula is employed to find out the reliability of the entire test.

3.73 PARELLEL FORM METHOD

The scores obtained by the individuals on the two parallel forms of the tests are compared. This is also called alternate or parallel form technique. The reliability co-efficient obtained from the two forms of the test is referred to as co-efficient of equivalence. The method of equivalent form gives the best estimate of the reliability of the test. Practice effects will not influence the reliability estimation.

Spearman brown properly formula is employed to find out the reliability of the entire test from the reliability of half-of the test.

3.74 RELIABILITY OF THE FINAL TOOL

Reliability of the tool refers to the consistency of scores obtained by the same individuals in different occasions or with different sets of equivalent items. The reliability of the tool calculated through test, re-test method for this study. Pilot study was conducted for 20 students to find out the reliability of the tool. In this method the same test was administered to the same group pupils on different occasions. Then the pair of scores was calculated. The co-efficient of correlation between the scores of the individuals obtained on the two administration of the test would give a indication of

the reliability. This is also referred as co-efficient of stability. By applying the test re-test method, the reliability co-efficient of correlation was found 0.73 since the arrived 'r' values 0.73. the tool was found as highly reliable for the study.

3.80 PROCEDURE OF THE DATA COLLECTION

A personal data sheet is also used to collect information about the students such as sex, type of school, type of family, native area, medium, and educational status of the student and their father.

Six schools are selected in Niligiri District for the final study. Necessary permission has got from the Principal of the above school to conduct the final study. On the appointed dates, the investigator went to corresponding schools. Then the copies of questionnaire are distributed to the students and necessary instructions are given to them. The students are asked to answer all the items in the questionnaires without omitting any item. No time limit was given to the students but time taken by them were differ from 30 to 45 minutes, to answer all the items in the question. After data collection, the investigator has given scores according to scoring procedure for each student. Total score is arrived by adding the scores given to each items. Then investigator sorted the scores according to variables of the hypothesis, to test it.

3.81 STATISTICAL TECHNIQUES USED IN THIS STUDY

The collected data were subjected to the following statistical analysis.

- Descriptive analysis
- Differential analysis

DESCRIPTIVE ANALYSIS

In order to analyze the data collected for the study the investigator calculated the values of central tendencies such as mean, median and mode to find out the average scores of the students.

DIFFERENTIAL ANALYSIS

In order to analyze the data collected for the study the investigator used ‘t’ test to find out the significant difference between the different levels of selected variables like gender, location of the school, type of the school, educational qualification of the father, type of the family and medium of instruction.

3.9 CONCLUSION

In this chapter the investigator has described the methodology adopted, tools used for the study, sample design, instrumentation of the final tool, validity, reliability of the tool and statistical techniques used.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.0 INTRODUCTION

Frank has said “The analysis and interpretation of data involves the objective materials in the possession of the researchers and his subjective reaction and derive from the data the inherent meaning in their relation to the problem”.

The purpose of analysis is to build up a set of intellectual model were the relationships involved are carefully brought out so that some meaningful inference can be drawn. Analysis involves the verification of the hypotheses of the problem. Analysis and interpreting the result of the study is an exciting business.

Analysis of data refers to the serving of data in the light hypotheses or research questions and the prevailing theories and drawing conclusions that are as amenable to theory formation as possible.

This chapter deals with the statistical analysis of the data with reference to the hypotheses that were formulated. Interpretations are also made to account for the results. The choice of statistical techniques for data analysis is largely determined by the research hypotheses to be tested.

The investigator formulated 9 hypotheses. In order to test the hypotheses‘t’ test for large independent samples were used. Each hypothesis is discussed one by one in the following paragraphs.

4.1 NULL HYPOTHESIS

A null hypothesis states that there is no significance difference or relationship between two or more parameters. It concerns a judgment as whether aforesaid difference or relationship or true difference or relationship, or whether they nearly result from sampling error. The use of null hypothesis is not restricted to experimental studies. It may be used when facing generalization about populations from the sample data is descriptive research studies.

Rejecting null hypothesis provides a stronger test of logic. Evidence that is in consistent with a particular negative hypothesis provides a strong basis. For its rejection, before court of law, a dependent is assumed to be not guilty until assumption is discredited or rejected. In a sense, it is not a gaily assumption to compare null hypothesis.

This chapter presents the analysis as well as the interpretation of the data gathered and processed. The first section is devoted to the analysis of the entire data. Further the variable wise analysis as well as the interpretation. Component wise analysis, testing of the hypothesis also finds a place in this chapter. Necessary graphical representations are provided for the sake of illustrations.

4.2 DESCRIPTIVE STUDY

Descriptive analysis refers to the information of raw data into form that would provide information to describe a set of factors in a situation that will make them easy to understand and interpret. Describe statistics emphasize description of the data with the help of measures of the central tendency, measures of dispersion rates, ratios, etc.,

these measures will be computed for important subgroups probably for the entire study population.

Under descriptive statistical mean, median, mode and standard deviation were calculated for 200 samples. Data collected on demographic variable are processed and summary of the statistical details are presented in the table below.

Table 4.1

Distribution of mean scores of the awareness of population education of the higher secondary students.

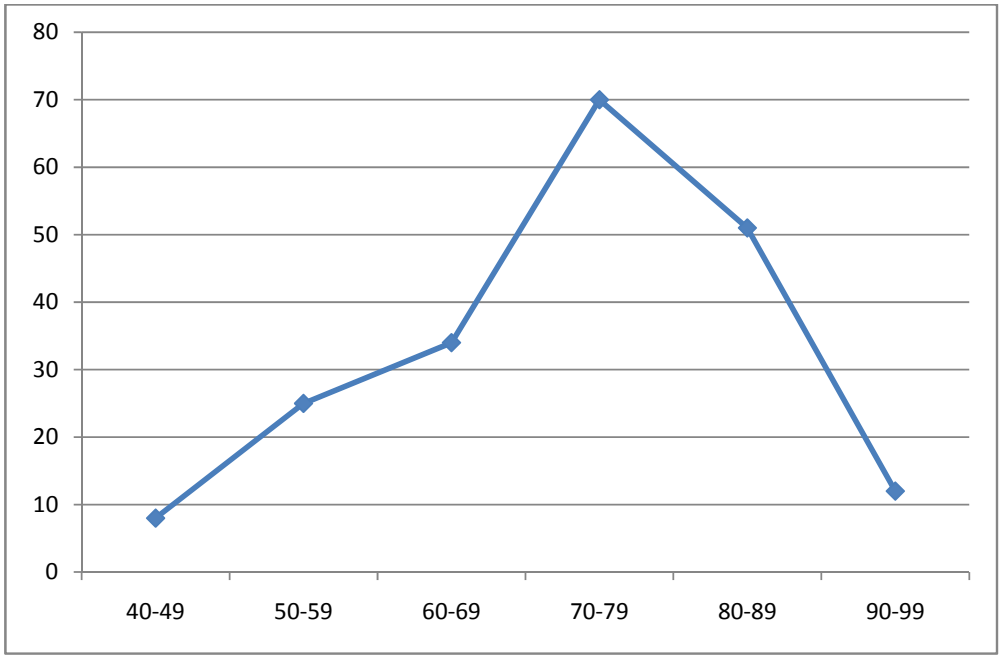
Mean	Median	Mode	SD	Kurtosis	Skewness
28.77	29	29	4.54	0.263	0.364

From the above table it is found that the mean scores of the awareness of population education are 28.77, the median is 29 and mode is 29. In the distribution mean, median and mode fall more or less at the same point. It is therefore inferred that the sample distribution is found to be symmetrical.

The skewness for the awareness of population education is 0.36 skewness characterizes the degree of asymmetry of a distribution with around its mean, here the skewness value is 0.364 the skewness indicate a distribution with as asymmetry tail extending towards more negative value. In this distribution the kurtosis value is 0.263. the kurtosis value indicates relatively flat distribution.

Figure 4.1

Frequency curve shows the distribution of the sample for the final study in respect of Awareness of Population Education at Higher Secondary level.



4.3 DIFFERENTIAL ANALYSIS

In order to find out the significant difference between the means of two subgroups, the differential study had been used the investigator. The following variables had been taken into consideration for analysis.

- Gender
- Locality of the school
- Medium of instruction
- Type of school
- Parent’s educational level
- Type of family

Hypothesis No: 1

There is no significant difference between male and female students in respect of awareness of population education at higher secondary level.

Table 4.2

Mean, Standard Deviation and 't'-value of the male and female students in respect of awareness of Population education at higher secondary level.

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Male	102	29.94	4.56	3.46	Significant at 0.05 level
Female	98	27.63	4.85		

Interpretation

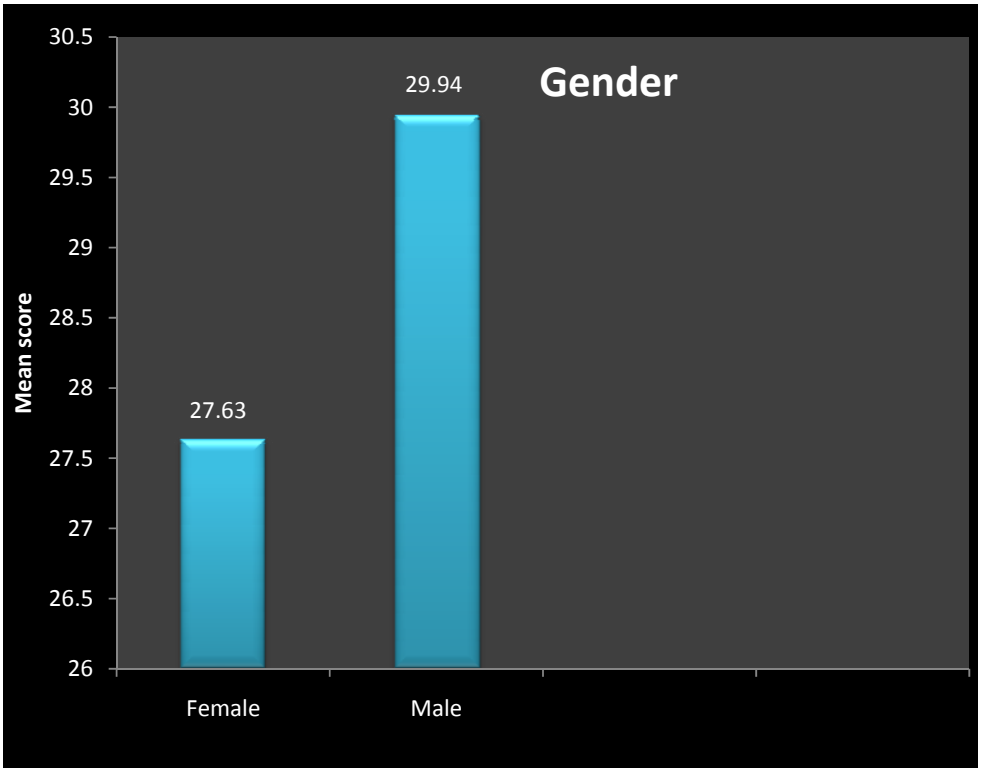
From the above table it is clear that the calculated t-value 3.46 is greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is rejected**.**

Conclusion

Male students were better than that of female students in respect of awareness of population education at higher secondary level.

Figure 4.2

Comparative bar diagram showing the mean scores of the male and female students in respect of awareness of population education at higher secondary level.



Hypothesis No: 2

There is no significant difference between urban and rural students in respect of awareness of population education at higher secondary level.

Table 4.3

Mean, Standard Deviation and 't'-value of the urban and rural students in respect of awareness of population education at higher secondary level.

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Urban	95	29.98	4.62	3.48	Significant at 0.05 level
Rural	105	27.66	4.79		

Interpretation

From the above table it is clear that the calculated t-value 3.48 is greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is rejected.

Conclusion

Urban students were better than that of rural students in respect of awareness of population education at higher secondary level.

Figure 4.3

Comparative bar diagram showing the mean scores of urban and rural students in respect of awareness of population education at higher secondary level.

Hypothesis No: 3

There is no significant difference between the students of educated father and the students of uneducated father in respect of awareness of population education at higher secondary level.

Table 4.4

Mean, Standard Deviation and 't'-value of the students of educated father and the students of uneducated father in respect of awareness of population education at higher secondary level

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Literate	82	29.51	4.63	2.62	Significant at 0.05 level
Illiterate	118	27.69	4		

Interpretation

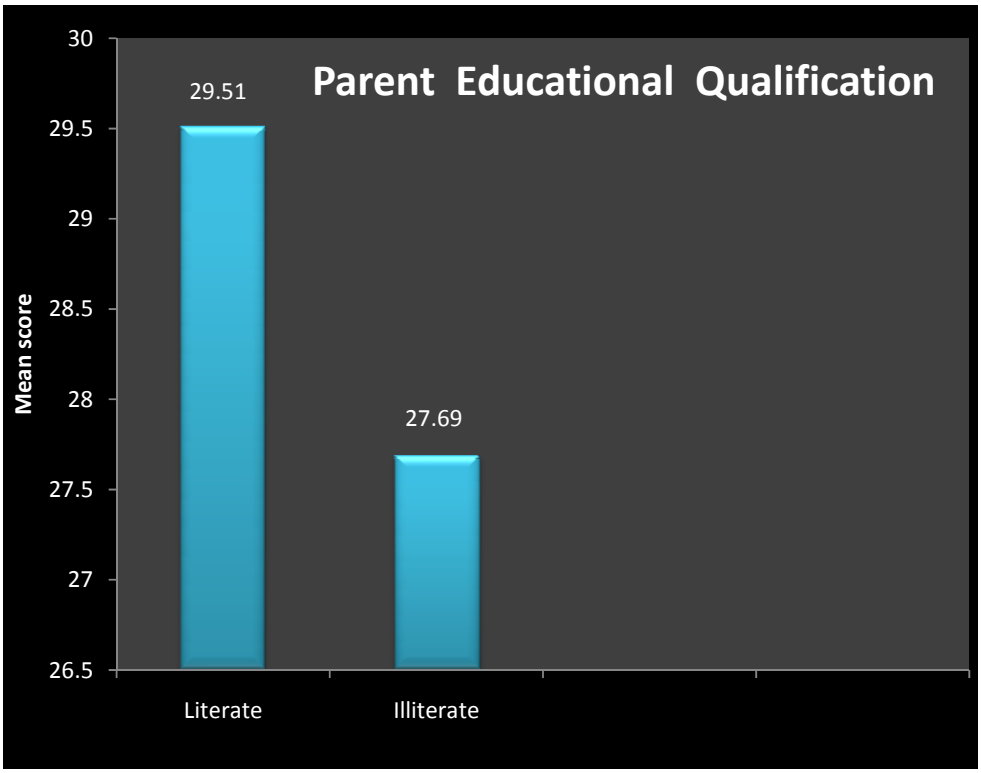
From the above table it is clear that the calculated t-value 2.62 is greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is rejected.

Conclusion

The students of educated father were better than that of students of uneducated father in respect of awareness of population education at higher secondary level.

Figure 4.4

Comparative bar diagram showing the mean scores of the students of educated father and the students of uneducated father in respect of awareness of population education at higher secondary level.



Hypothesis No: 4

There is no significant difference between the students of joint family and the students of nuclear family in respect of awareness of population education at higher secondary level.

Table 4.5

Mean, Standard Deviation and 't'-value of the students of joint family and the students of nuclear family in respect of awareness of population education at higher secondary level.

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Join	83	29.84	4.62	2.70	Significant at 0.05 level
Nuclear	117	28.00	4.87		

Interpretation

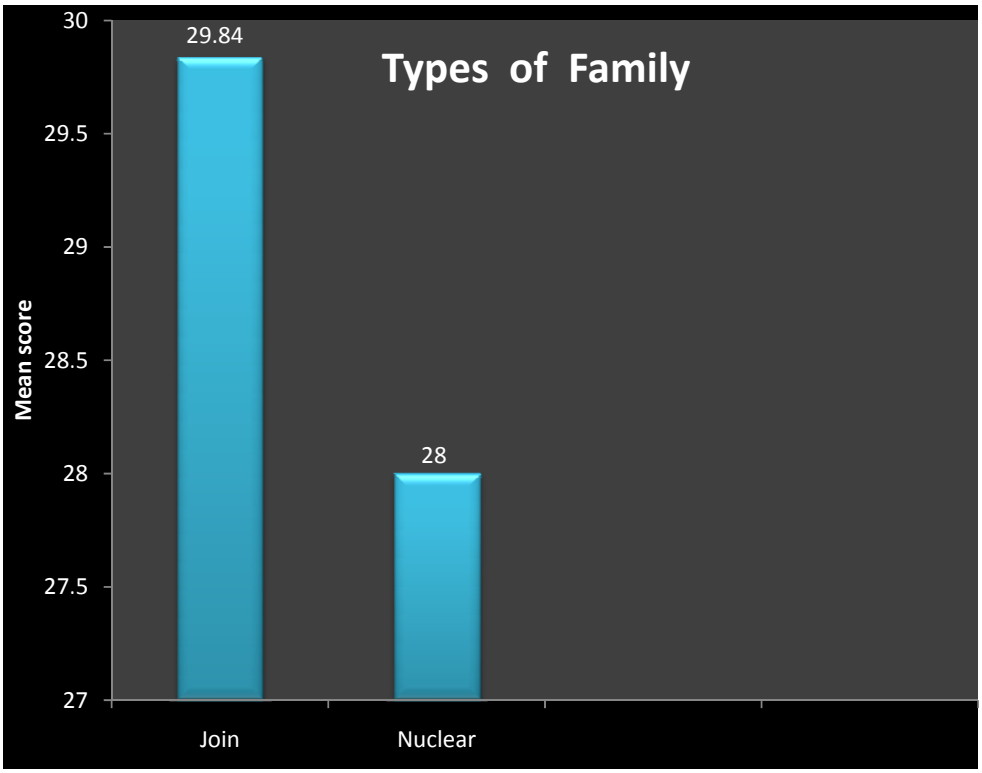
From the above table it is clear that the calculated t-value 2.70 is greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is rejected.

Conclusion

The students of Joint family were better than that of the students of nuclear family in respect of awareness of population education at higher secondary level.

Figure 4.5

Comparative bar diagram showing the mean scores of the students of joint family and the students of nuclear family in respect of awareness of population education at higher secondary level.



Hypothesis No: 5

There is no significant difference between the students of Tamil medium and the students of English medium instruction in respect of awareness of population education at higher secondary level.

Table 4.6

Mean, Standard Deviation and 't'-value of Tamil and English medium students in respect of awareness of population education at higher secondary level.

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Tamil Medium	136	29.21	4.76	0.90	Not Sign*if*icant
English Medium	64	37.21	10.96		

Interpretation

From the above table it is clear that the calculated t-value 0.90 is not greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is accepted.

Conclusion

There is no significant difference between the students of Tamil medium and the students of English medium instruction in respect of awareness of population education at higher secondary level.

Hypothesis No: 6

There is no significant difference between Government school and Government Aided school students in respect of awareness of population education at higher secondary level.

Table 4.7

Mean, Standard Deviation and 't'-value of Govt and Govt.Aided school students in respect of awareness of population education at higher secondary level.

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Government	69	28.97	4.87	0.47	Not Significant
Government Aided	67	29.35	4.73		

Interpretation

From the above table it is clear that the calculated t-value 0.47 is not greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is rejected.

Conclusion

There is no significant difference between Government school students and Government Aided school students in respect of awareness of population education at higher secondary level.

Hypothesis No: 7

There is no significant difference between Government Aided school students and Private school students in respect of awareness of population education at higher secondary level.

Table 4.8

Mean, Standard Deviation and 't'-value of the Aided and Private school students in respect of awareness of population education at higher secondary level.

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Government Aided	66	29.35	4.73	1.68	Not Significant
Private	64	27.93	4.90		

Interpretation

From the above table it is clear that the calculated t-value 1.68 is not greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is accepted.

Conclusion

There is no significant difference between Government Aided school students and Private school students in respect of awareness of population education at higher secondary level.

Hypothesis No: 8

There is no significant difference between Government school students and Private school students in respect of awareness of population education at higher secondary level.

Table 4.9

Mean, Standard Deviation and 't'-value of the Govt and Private school students in respect of awareness of population education at higher secondary level.

Variables	No. of Students	Mean	Standard Deviation	't' Value	Level of Significance
Government	69	28.97	4.87	1.21	Not Significant
Private	64	27.93	4.90		

Interpretation

From the above table it is clear that the calculated t-value 1.21 is not greater than that of the table value 2.58 for 198 degrees of freedom at 0.05 level. Since the t-value is significant at 0.05 level. The null hypothesis is accepted.

Conclusion

There is no significant difference between Government school students and Private school students in respect of awareness of population education at higher secondary level.

CHAPTER-V

SUMMARY AND FINDINGS

5.0 INTRODUCTION

According to George Monthly (1964) “Research data becomes meaningful in the process of being analyzed and interpreted”. The present chapter provides a brief summary of the entire study and it also gives the interpretation of results ensuring from the statistical analysis of data presented in the previous chapter. The implications along with suggestion for replicating the study or for investigating of other closely related problem in other and with different samples and tools are also presented.

5.1 STATEMENT OF THE PROBLEM

“A STUDY ON THE AWARENESS OF POPULATION EDUCATION TOWARDS HIGHER SECONDARY STUDENTS IN NILGIRI DISTRICT”.

5.2 TOOLS USED FOR THE STUDY

For the present investigation the following tool was used:

To measure the level of awareness on population education, the tool adopted for the present study consists of 40 items. The questionnaire consists towards population education. So the total maximum score would be 200. The minimum score will be zero. The number of positive response was 23 and the numbers of negative response were 17. The tool has proper validity and reliability.

5.30 SAMPLE FOR THE STUDY

A sample is a proportion of a population selected for observation and analysis. In this study the investigator in order to get due representation of the sample used Stratified Random Sampling method to identify Higher Secondary student's awareness of population education. There were 200 students taken. Due to various reasons the investigator decided to have higher secondary students in Nilgiri District. He variables were sex, educational status of father and student, native area and family type and type of the higher secondary schools.

5.31 COLLECTION OF DATA

The printed copy of the questionnaire consisting of personal data sheet was used. The data were collected from 200 students by the way of applying stratified random sampling techniques in 6 different types of schools.

The test tool was administered personally by the investigator. On an average, each student has taken 30 minutes to respond all the questions in the questionnaire.

5.4 OBJECTIVES OF THE STUDY

To assesss the awareness of population education among the higher secondary student.

- To find out the significance of differences in awareness of population education among the higher secondary students in terms of gender, locality, Institution,

Educational qualification of the parents, Type of the families, and medium of Instructions etc.

5.5 HYPOTHESIS

1. There is no significant difference between male and female students in respect of awareness of population education at higher secondary level.
2. There is no significant difference between urban and rural students in respect of awareness of population education at higher secondary level.
3. There is no significant difference between the students of educated father and the students of uneducated father in respect of awareness of population education at higher secondary level.
4. There is no significant difference between the students of nuclear family and joint family in respect of awareness of population education at higher secondary level.
5. There is no significant difference between the students of Tamil medium and English medium instruction in respect of awareness of population education at higher secondary level.
6. There is no significant difference between Government and Government Aided school students in respect of awareness of population education at higher secondary level.

7. There is no significant difference between Government Aided and Private school students in respect of awareness of population education at higher secondary level.
8. There is no significant difference between Government and Private school students in respect of awareness of population education at higher secondary level.

5.6 MAJOR FINDINGS OF THE STUDY

1. Male students were better than that of female students in respect of awareness of population education at higher secondary level.
2. Rural students were better than that of urban students in respect of awareness of population education at higher secondary level.
3. Students of educated father were better than that of uneducated father in respect of awareness of population education at higher secondary level.
4. Students of joint family were better than that of students of nuclear family in respect of awareness of population education at higher secondary level.
5. There is no significant difference between the students of Tamil medium and English medium instructions in respect of awareness of population education at higher secondary level.
6. There is no significant difference between Government and Government Aided school students in respect of awareness of population education at higher secondary level.

7. There is no significant difference between Government Aided and Private school students in respect of awareness of population education at higher secondary level.
8. There is no significant difference between Government and Private school students in respect of awareness of population education at higher secondary level.

5.7 CONCLUSION

The present findings are derived from the empirical data collected for the present study. Based on the attempts made by the investigator and the findings of the related studies, the investigator felt that for searching conclusions could not be arrived at. From the Perusal of present findings, the conclusions can be arrived at. Based on their mean scores, the investigator concluded that the male students have more awareness when compare with the female students. Because of the male students mean scores were 29.94. Whereas the female students mean score was 27.63. Urban students have more awareness of population education than the rural students. This is because of the urban students mean score is 29.98; the rural students mean score is 27.66. The students of educated father have more awareness of population education than the students of uneducated father. The students of educated father mean score is 29.51 the students of uneducated father mean score is 27.69. The joint family students have more awareness of population education than the nuclear family students. The joint family students mean score is 29.84

the nuclear family students mean score is 28.00. But there is no much more difference between the Governments, Aided school students. Aided, Private School students, and Government, Private school students, because of their mean scores were almost same. Finally the investigator concluded that there were differences among higher secondary students in respect of awareness of population education in terms of Gender, Location, type of Family, and Educational status of the parents.

5.8 EDUCATIONAL IMPLICATIONS

We wish to lead a happy life with at least all basic needs. We have to control the growth of population. Only then with the billions of people in the world will have a chance to enjoy a life that offers enough food, house and jobs for all.

Education should make people aware of the high rate of growth of population and then warn them of the evil effects that follow as a result it. The next step for education will be to concept of small number of family members, who can live in peace and happiness. Therefore social values based on philosophy supporting the large family have to be changed Population Education for the younger generations is the watchword of our age throughout the world.

So the higher secondary students should have knowledge about the awareness of population education, since the teachers are the architecture of the society.

5.9 SUGGESTIONS FOR THE FURTHER RESEARCH

There is a tremendous scope for further research in this area:

- The replica of the study can be undertaken in professional colleges.
- The replica of the study can be undertaken among rural school children.
- The replica of the study can be undertaken among urban school children.
- The replica of the study can be undertaken among teacher training institutes.
- The replica of the study can be undertaken in arts and science colleges.

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“A STUDY ON AWARENESS OF POPULATION EDUCATION TOWARDS HIGHER SECONDARY STUDENTS IN NILGIRI DISTRICT”

M.Ed RESEARCH **MAIN STUDY**

I. Choose the best option for the following questions

1. What is the current population rate of India?

a) 112 cores b) 122 cores

c) 132 cores d) 142 cores

2. Which is the thickly populated city in India?

a) Chennai b) Bangalore

c) Calcutta d) Delhi

3. Which is the leading populated country in the world?

a) America b) Germany

c) India d) China

4. India stands the ------- place in the population growth rate

a) 1 b) 2

c) 3 d) 4

5. The symbol which denotes family planning is

a) ▼ b) ●

c) ■ d) ♦

6. The marriageable age of men is

a) 18 b) 19

c) 21 d) 24

7. The marriageable age of women is

a) 18 b) 19

c) 21 d) 24

8. The reason for population explosion is

a) Lack of awareness b) more awareness

c) Both a and b d) none of the above

9. Which is consider as the best family in the society

a) Nuclear b) large

c) Joint d) all the above

10. Once in ----- years population senses is taken

a) 5 b) 10

c) 15 d) 20

11. World population day is

a) June 11 b) July 11

c) May 22 d) May 1

12. From which among the following is consider as the population day

a) 1989 b) 1980

c) 1970 d) 1971

13. Mumbai stands the ---- rate in the population growth rate

a) 5 b) 6

c) 7 d) 8

14. The consequences of population growth is

a) Effects production b) Natural disaster

c) Tsunami d) Starving

15. In India one time marriage concept is

a) Accepted b) Rejected

c) Wrong d) all the above

16. Deforestation is caused due to

a) High temperature b) excessive cold

c) Population explosion d) none of the above

17. Providing population education to the students is

b) Wrong b) right

c) Not necessary d) all the above

18. Awareness about population explosion among people is

a) Not necessary b) very important

c) Not useful d) all the above

19. Encouraging population growth is

a) Wrong b) right

c) Both a and b d) none of the above

20. The main reason for population growth is

a) High degree of death rate b) high degree of birth rate

c) Low degree of birth rate d) all the above

21. The following is one of the reasons for population explosion

a) Inter caste marriage b) remarriage

c) Widow d) early marriage

22. Education becomes ----- due to population explosion

a) Quality oriented b) useless

c) Business d) all the above

23. Begetting more children makes a family

a) Proud b) leads to poverty

c) Beneficial d) all the above

24. Population contributes ---- for the growth for a nation

a) Strong b) economy

c) Aversion d) disaster

25. The reason for more crime is

a) Lack of court b) population explosion

c) Government d) society

26. Population explosion can be controlled by providing --- for the people

a) Health education b) special education

c) Sex education d) teacher education

27. Awareness of population control can be provided to the students by

a) Syllabus b) games

c) News d) news papers

28. The first pollution tree tourist place is located at--- in India

a) Ernakulum b) Chennai

c) Mysore d) Bangalore

2 9. The thickly populated district in Tamilnadu is

a) Madurai b) Trichy

c) Chennai d) Tirupur

30. The family planning method adopted for men is called

a) Tubectamy b) vasactamy

c) Both a and b d) None of the above

31. The family planning method adopted for women is called

a) Tubectamy b) Vasactamy

c) Both a and b d) none of the above

32. The first country to introduce family planning is

a) China b) America

c) India d) Japan

33. The fastest population growth percentage is

a) 0.001 % b) 0-1%

c) 1-1.5% d) 1.5-2%

34. Uncontrollable population growth percentage is

a) 0.001 % b) 0-1%

c) 1-1.5% d) 1.5-2%

35. Stable population growth percentage is

a) 0.001 % b) 0-1%

c) 1-1.5% d) 1.5-2%

36. The least populated district in tamilnadu is

a) Salem b) Erode

c) Ariyalur d) Perambalur

37. The percentage of Indian economic growth is

a) 9% b) 4% c) 5% d) 6%

38. The least populated place in the world is

a) Tokiyo b) Sydney

c) Washington d) Mexico

39. The reason for poverty in India is

a) Lack of awareness b) economic instability

c) Population explosion d) damage to the environment

40. Population explosion causes

a) Low rain fall b) illiteracy

c) Crime d) anti social activities