

# NATURE AND SCOPE OF HUMAN GEOGRAPHY

This Unit provides insight about the various concepts and approaches in Human Geography evolved over time and attempts to classify its fields and sub fields, stating its interdisciplinary nature. The effective transaction of this unit makes the learner appraise the Nature and scope of Human Geography and its expanding realm in the present day scenario.

## NATURE AND SCOPE OF HUMAN GEOGRAPHY

Period: 4

| CONTENT \C ONCEPT \ IDEAS   | PROCESS & ACTIVITIES  | LERANING OUTCOMES  |
|---|---|--|
| <p><u>Nature of Human Geography</u></p> <ul style="list-style-type: none"> <li>● Environmental Determinism</li> <li>● Possibilism</li> <li>● Neo determinism</li> </ul> <p><u>Different approaches in Human Geography and its broad stages</u></p> <ul style="list-style-type: none"> <li>● Welfare school of thought</li> <li>● Radical school of thought</li> <li>● Behavioral thought</li> </ul> <ul style="list-style-type: none"> <li>● Fields and subfields in Human Geography</li> </ul> | <p>Discussion based on stories (page No 3 text Book )</p> <p>Discussion based on broad stages and thrust of Human geography ( table 1.1 TB )</p> <p>General discussion based on previous knowledge and group discussion with reading materials.</p> | <p>The learner will ;</p> <p>Appraises the interaction between physical environment and human beings and differentiate the concepts of Determinism , Possibilism and Neo determinism</p> <p>Differentiate the approaches in Human Geography evolved over time with their broad features.</p> <p>Classify &amp; categorize the different fields and subfields in Human geography and evaluate its interdisciplinary nature.</p> |

## **Unit Analysis**

This unit can be introduced by raising some reflective questions such as

- Name some physical and human components on the earth's surface.
- Do you think physical environment have influenced human activities or vice versa?
- .
- .

## **Nature of Human Geography**

Teacher leads the students through interactive discussion to the fact that physical and human components on the earth are interrelated and concern of Geography as a discipline is to understand the Earth as home of human beings. Teacher can ask them about the two major approaches in Geography and the various branches based on them which they have already learnt from class XI. Definitions given by eminent Geographers like Ratzel, Ellen C Semple, Paul Vidal de la blache can be discussed. Discussion can be consolidated by stating that the relationship between man and environment is the main concern if Human Geography. Make sure that the learners had compiled the essential notes.

## **Naturalisation of Humans and Humanisation of nature.**

Bring the attention of the class to the two stories given in box of text book Page 3. Through interactive discussion teacher can lead the students to the concepts of Environmental Determinism, Possibilism and Neo Determinism. This can be noted in the discussion diary.

## **Broad stages and thrust of Human Geography.**

With the help of table 1.1, teacher can initiate an interactive discussion on the nature of Human Geography explaining how the different approaches in Human Geography had evolved over time .Ensure that learners have noted down the table in a simplified manner as instructed by the teacher.

## **Fields and sub fields of Human Geography**

Discussion is initiated on the basis of table 1.2 showing the fields and subfields of Human Geography and also the sister disciplines from social sciences. Learners should note down the table which can be subjected to portfolio assessment.

---

### **Items for continuous evaluation**

#### **A. Process Assessment**

- Participation in the discussions.
- Conceptual understanding of Determinism, Possibilism and Neo- Determinism.
- Recording of chronological order of approaches in human geography
- Preparation of table on Fields and sub fields of Human Geography.

#### **B. Portfolio Assessment**

- Activity log.
- Tables

#### **C. Unit Assessment**

- Debate.
- Unit test.
- Oral test.
- Quiz

## **Work Sheet**

Complete the table meaningfully.

| Fields of Human Geography | Sub-fields              | Interface with Sister Disciplines of Social Sciences |
|---------------------------|-------------------------|--|
| Social geography          | ?                       | Anthropology   |
|                           | Medical geography       | ?  |
| ?                         | Electoral geography     | ?  |
| Economic geography        | Geography of industries | ?  |
|                           | ?                       | Resource economics                                   |

### TE Questions

1. Primitive men lived in caves, gathered wild fruits and hunted animals for their food and clothes. Identify the type of man-nature relationship symbolized by such societies.

- A) Possibilistic   B) Deterministic  
C) Humanistic   D) Probabilistic

2 Over exploitation of resources may bring us to a stage of no return, negatively affecting the very existence of man . Identify the school of thought arguing the same. Who proposed it?

3. Identify the branch of political science which deals with the study and scientific analysis of election?

4. Name the school of thoughts from the given aspects

a) Social wellbeing of the people

b) Lived experiences and the perception of space by social categories

**Student's self-assessment**

| <b>I understood the following concepts</b>  |   |   |   |
|---|---|---|---|
| <b>Concept/Idea</b>   |  |  |  |
| Nature of Human Geography   |   |   |   |
| <ul style="list-style-type: none"> <li>• Environment Determinism</li> <li>• Possibilism</li> <li>• Neo determinism</li> </ul> |   |   |   |
| Different approaches in Human geography and its broad stages  |   |   |   |
| Fields and subfields in Human Geography   |   |   |   |

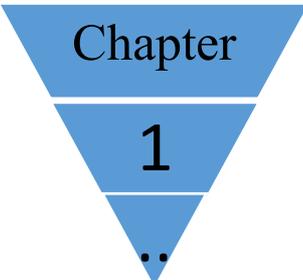
**Teacher's assessment**

| <b>Was the concept properly transacted?</b>  |   |   |   |
|--|---|---|---|
| <b>Concept/Idea</b>  | <b>Teacher assessment</b>   |   |   |
|  |  |  |  |
| Nature of Human Geography  |   |   |   |
| <ul style="list-style-type: none"> <li>• Environment Determinism</li> <li>• Possibilism</li> <li>• Neo determinism</li> </ul>                    |   |   |   |
| <u>Different approaches in Human geography and its broad stages</u>  |   |   |   |
| <ul style="list-style-type: none"> <li>● Welfare school of thought</li> <li>● Radical School of Thought</li> <li>● Behavioral Thought</li> </ul> |   |   |   |
| Fields and subfields in Human Geography  |   |   |   |

 Good.

 Average.

 Needs to be improved.



Chapter

1

..

# POPULATION

Distribution, Density, Growth and Composition

This unit provides information on characteristics of India's population - distribution, density, growth and composition. It unravels the reasons for the uneven distribution and density of population, the distinct phases of population growth and its regional variations. It offers the learner an insight into the population composition of the country. Effective transaction of this unit not only provides knowledge on characteristic of population but also helps the learner to appreciate composition of India's population.

## UNIT FRAME

### 1. POPULATION - *Distribution, Density, Growth and Composition*

**Periods:**

| Concept/Idea  | Process/Activities  | Learning Outcome   |
|---|---|--|
| <b>Distribution of Population.</b>  | Discussion on the factors affecting the distribution of population based on physical map and population distribution map of India (Page 2 text book)  | <b>Learner can</b> <ul style="list-style-type: none"> <li>• Explain and Map the uneven distribution of population</li> </ul>   |
| <b>Density of Population.</b> <ul style="list-style-type: none"> <li>• Arithmetic Density.</li> <li>• Physiological Density.</li> <li>• Agricultural Density.</li> </ul>  | Discussion based on previous knowledge and reading materials on density of population.  | <ul style="list-style-type: none"> <li>• Calculate the density of population differently based on population and area.</li> </ul>  |
| <b>Growth of Population</b> <ul style="list-style-type: none"> <li>• <b>Four distinct phases of growth from 1901-till present.</b></li> <li>• <b>Regional variation in population growth</b></li> </ul>   | Discussion based on Table 1.1 : Decadal Growth Rates in India (Page 5);<br>Analysis based on map (India – Growth of Population Page 6 ) and data (Appendix i and iA Page 146-147)   | <ul style="list-style-type: none"> <li>• Distinguish the four phases of population growth in India.</li> <li>• Make inferences on the regional variation in growth of population.</li> </ul> |
| <b>Population Composition</b> <ul style="list-style-type: none"> <li>• <b>Rural-Urban composition.</b></li> <li>• <b>Linguistic Composition.</b></li> <li>• <b>Religious Composition.</b></li> <li>• <b>Composition of Working Population.</b></li> </ul> | Socio - economic survey* of the locality based on a questionnaire.<br>Analysis of Table 1.2: Classification of Modern Indian Languages, Table 1.3 : Religious Communities of India , 2001(Page 10) and Fig. 1.4 : India – Occupational Structure, 2011(Page 12) | <ul style="list-style-type: none"> <li>• Tabulate and illustrate the various aspects of population composition in India.</li> </ul>  |

\*As Part of Geography Practical Part II

## Unit Analysis

Begin the chapter by introducing population as an integral part of human geography. The teacher can elicit the previous knowledge of learner regarding population through some simple questions.

- Census
- Birth rate
- Death rate
- Growth rate
- Age and sex composition
- Occupational structure
- 

Ensure that the learners have basic knowledge on the above aspects.

### **Distribution of Population.**

By exhibiting a physical map of India, teacher asks the learners to recollect the physiography, climate, vegetation, soil and drainage they have studied in class XI, and correlate them with distribution of population map given in Page 2 of the text book . Initiate a discussion so that the learner can bring in non-physical (social, economic, and historical) factors along with physical factors as the reason for uneven distribution of India's population. Consolidate the discussion ensuring that the learners have noted down the discussion notes.

### **Density of Population.**

Learners have previous knowledge on uneven distribution of population. A general discussion will help them to understand the spatial distribution of population in relation to land. To get a better insight to human land ratio in terms of pressure of population on the total cultivable land, teacher introduces physiological and agricultural densities. Simple statements are given to the learners in this regard and ask them to calculate-

- Arithmetic Density.
- Physiological Density.
- Agricultural Density.

## Growth of Population

Assign the learners to analyze and infer the Table 1.1. Decadal Growth Rates in India (Page5). Motivate them to differentiate the distinct phases of growth of population. With an interactive discussion, teacher can ensure that learners can distinguish the phases and identify the reasons for the change in population growth.

Provide the learners with growth of population map (page 6) & data given in Appendix i and iA (Page 146-147). Let them read, analyze and infer the regional variation in population growth in India. Assign the learners to illustrate the population growth in graph showing demographic transition with a discussion note.

## Population Composition

Socio- economic survey is an effective strategy to transact this concept.

- Teacher can divide the entire class in five to six groups for conducting a socio-economic survey for the locality.
- Learners should be clear about the aim and objective of the survey.
- Each group shall be allotted a locality and the sample size should not be more than 10 or 15 houses.
- A neat and clear questionnaire can be set with the following questions.

HOUSEHOLD NO: ..... DATE: .....

VILLAGE/MUNICIPALITY/CORPORATION.....

NAME OF THE RESPONDENT: .....

AGE OF THE RESPONDENT.....

GENDER: 1 ( ) Male 2 ( ) Female

## HOUSEHOLD CHARACTERISTICS

Total number of household members .....

| Member no | Gender<br>1. Female<br>2. Male | Age | Religion | Language | Duration of the stay at the present place | Relationship to Head | Marital Status<br>1. Single<br>2. Married<br>3. Divorced<br>4. Widowed | Is the family member literate or illiterate?<br>1. Illiterate<br>2. Literate | What is the current/last school that the family member is attending/has graduated?<br>1. Below school age<br>2. Hasn't graduated from any institution<br>3. Primary level<br>4. High School level<br>5. Higher Secondary level<br>6. Graduation<br>7. Post Graduation<br>8. Professional | Workers category<br>1. Main worker<br>2. Marginal worker<br>3. Non-worker<br>4. Below working age group | If household member is not working, please Mention the reason. | What is/are the household Members' occupations?<br>1. Farmer<br>2. Livestock breeder<br>3. Retired<br>4. Craftsman<br>5. Merchant<br>6. Civil Servant<br>7. Worker<br>8. Teacher<br>9. Doctor<br>10. Other (please specify |
|-----------|--------------------------------|-----|----------|----------|---|----------------------|--|--|--|---|--|--|
| 1         |                                |     |          |          |   |                      |  |  |  |   |  |  |
| 2         |                                |     |          |          |   |                      |  |  |  |   |  |  |
| 3         |                                |     |          |          |   |                      |  |  |  |   |  |  |
| 4         |                                |     |          |          |   |                      |  |  |  |   |  |  |
| 5         |                                |     |          |          |   |                      |  |  |  |   |  |  |

Based on the previous knowledge on population composition acquired from Chapter 2 of Fundamentals of Human Geography teacher initiates a discussion. Learners are then asked to consolidate the data of each group and to formulate a survey report. An interactive discussion can be carried out to understand the following characteristic of population of the locality one by one.

- Rural-Urban composition.
- Religious Composition.
- Composition of Working Population.

The learners are asked to make inferences from analyzing Table 1.2: Classification of Modern Indian Languages, Table 1.3: Religious Communities of India, 2001(Page 10) and Fig. 1.4: India – Occupational Structure, 2011(Page 12). Teacher consolidates the activity by stating that the level of development of an area is related to the characteristic of its population.

---

### **Items for continuous evaluation**

#### **D. Process Assessment**

- Participation in discussions.
- Map works.
- Participation in Socio - economic survey.

#### **E. Portfolio Assessment**

- Activity log
- Maps prepared
- Work sheets
- Socio - economic survey report.

#### **F. Unit Assessment**

- Unit test.
- Oral test.
- Open book assessment.
- Map work.
- Quiz

### **Sample Questions**

1. Which among the following density is more significant for a country with large agriculture population.
  - a. Arithmetic Density.
  - b. Physiological Density.
  - c. Agricultural Density.
  - d. Population Density

2. Re-arrange the following meaningfully

|           |               |                                   |
|-----------|---------------|-----------------------------------|
| Phase I   | 1951-1981     | Increase in mean age of marriage. |
| Phase II  | 1981- present | Period of population explosion.   |
| Phase III | 1901-1921     | Study population growth.          |
| Phase IV  | 1921-51       | Stationery phase of growth.       |

- Regions in India having adverse climatic condition have low density of population.  
Justify the statement.
- Sex ratio influences the work participation rate. Substantiate.

### Map work

- Mark the states with appropriate shades from the index.



## 2. Complete the index



## Teacher Inputs

### Why Census is Important?



The Indian Census is the most credible source of information on Demography (Population characteristics), Economic Activity, Literacy and Education, Housing & Household Amenities, Urbanisation, Fertility and Mortality, Scheduled Castes and Scheduled Tribes, Language, Religion, Migration, Disability and many other socio-cultural and demographic data since 1872. Census 2011 will be the 15th National Census of the Country. This is the only source of primary data in the village, town and ward level, It provides valuable information for planning and formulation policies for Central and the State Governments and is widely used by National and International Agencies, Scholars, business people, industrialists, and many more.

The Delimitation/reservation of Constituencies- Parliamentary/Assembly/Panchayats and other Local Bodies is also done on the basis of the demographic data thrown up by the Census. Census is the basis for reviewing the country's progress in the past decade, monitoring the on-going Schemes of the Government and most importantly, plan for the future. That is why the Slogan is "Our Census - Our Future".

\*

## SELF-EVALUATION

| Did you understand the following concept?   |                            |   |   |
|---|----------------------------|---|---|
| Concept/Idea  | Student's self-evaluation. |   |   |
|   | 😊                          | 😐 | 😞 |
| <b>Distribution of Population.</b>  |                            |   |   |
| <b>Density of Population.</b> <ul style="list-style-type: none"> <li>● Arithmetic Density.</li> <li>● Physiological Density.</li> <li>● Agricultural Density.</li> </ul>  |                            |   |   |
| <b>Growth of Population</b> <ul style="list-style-type: none"> <li>● Four distinct phases of growth from 1901-till present.</li> <li>● Regional variation in population growth</li> </ul>                                     |                            |   |   |
| <b>Population Composition</b> <ul style="list-style-type: none"> <li>● Rural-Urban composition.</li> <li>● Linguistic Composition.</li> <li>● Religious Composition.</li> <li>● Composition of Working Population.</li> </ul> |                            |   |   |

## Teacher evaluation

| Was the concept properly transacted?  |                          |   |   |
|---|--------------------------|---|---|
| Concept/Idea  | Teacher self-evaluation. |   |   |
|   | 😊                        | 😐 | 😞 |
| Distribution of Population.   |                          |   |   |
| <b>Density of Population.</b> <ul style="list-style-type: none"> <li>● Arithmetic Density.</li> <li>● Physiological Density.</li> <li>● Agricultural Density.</li> </ul>  |                          |   |   |
| <b>Growth of Population</b> <ul style="list-style-type: none"> <li>● Four distinct phases of growth from 1901-till present.</li> <li>● Regional variation in population growth</li> </ul>                                     |                          |   |   |
| <b>Population Composition</b> <ul style="list-style-type: none"> <li>● Rural-Urban composition.</li> <li>● Linguistic Composition.</li> <li>● Religious Composition.</li> <li>● Composition of Working Population.</li> </ul> |                          |   |   |

😊 Completely   😐 Partially   😞 Need improvement