Unit 1

Introducing Indian Society

Introduction

Sociology as a discipline is considered as a soft subject by the learners due to their prior knowledge or familiarity with society. But it is not enough to have this commonsense knowledge about the society, because this prior knowledge or common sense knowledge may be acquired from a particular viewpoint. It may be only a partial view of the social reality. A sociologist should look society from the eyes of different people to perceive what the reality may look like. A social map will help in locating oneself in the society. It also helps to locate different identifies. The plurality of Indian society does provide an individual with multiple identities. This unit will help the learner to understand Indian society from a sociological rather than common sense point of view.

Learning outcomes

The learner will be able to….

1.1   Evaluate the impact of prior knowledge or familiarity about society in the learning of sociology.
1.2   Compare and contrast geographical map reading and social map reading.
1.3   Identify the importance of social maps over common sense maps
1.4   Analyse the role of colonial rule in shaping Indian consciousness and nationalism

Values and attitudes

After the successful transaction of this unit; the learner will appreciate the nature of sociology. The learner will develop an attitude of using self-reflexivity and objective perception of the society and gain an understanding of the influence of colonialism in forming Indian consciousness.

Unit Frame

Concepts/Content/Ideas	Learning process/Activities with assessment	Learning outcomes
Learning of Sociology	**Activity** Discussion based on handouts related to the nature of different social sciences including sociology. **Assessment** **Process** • learner participations in the discussion processes. • logical explanations/viewpoints • ability to substantiate their views **Portfolio – Discussion report** • completeness • clarity of the ideas • logical and systematical arrangements of ideas. **Skills** • observation, analysis, inference and judgement	1.1
Social map Personal troubles and social issues	**Activity** • Comparison of a social map and geographical map. • Analysing a social map constituted by the students and listing down the different identities which help to locate them in the social map. • Analysis of two cases and identification of examples for personal troubles and social	1.2

	issues.	
	Assessment	
	Process	
	• involvement in map reading and discussion	
	• identification of the difference between geographical maps and social maps.	
	• Relevance of the examples and points	
	Portfolio	
	Perfection in drawing social map	
	Skills	
	observation,co-operation	
	rationalization, judgement	
Social maps Vs Common sense maps	**Activity** Discussion on a common sense map, its reliability and need of a social map. **Assessment** **Process** • Involvement in discussions • Relevance in the arguments • Acceptance of others views **Portfolio – Discussion report** • Comprehensiveness • Content clarity • Time boundedness **Skills** Observation, comparison, evaluation and judgement.	1.3

Colonialism and nationalism	**Activity** On the spot debate on the statement 'colonialism gave birth to Indian nationalism'. **Assessment** **Process** - Participation in the process of debate. - Ability to place the Apt arguments logically - Accepting others view points **Port Polio – Debate report** - Comprehensiveness - Content clarity - Time boundedness **Skills** - Rationalism, evaluation, judgement, logical argument	1.4

Unit assessment

Preparation of question paper.

Learners are divided into four groups. Each learner should prepare at least two questions – one short answer type and the other multiple choice item along with the answer key. From the pool of questions the group should construct a question paper for twenty scores. The question paper thus constructed is administered to another group for answering. The group that prepared the question paper should evaluate the answer scripts. Teacher should go through the questions and answer scripts after peer evaluation.

Towards the unit

Entry Activity

Discussion based on a hand out containing the definition of 'sociological imagination' put forth by C.W.Mills.

Poverty as a social phenomenon is taken for the discussion. Personal, biased views expressed during the discussion are noted down. Each one of them is compared with the views thatexplain the phenomenon as a social issue.

Worksheetscontaining different social phenomenon are given to the students and are asked to write down the reasons for considering them as a social phenomena.

One or two worksheets completed by the learners are presented in the class. Others can contribute in the discussion. After the discussion each one goes through the worksheet and makes necessary modifications.

The learners are guided towards a conclusion that we have some preconceived notion about many social phenomena. We acquired many of these ideas naturally or automatically through our personal or limited social experiences. In most cases this knowledge ispartial and hence must be de learned and unlearned in order to properly learn sociology.

Role of prior knowledge in learning of Sociology

Handouts containing the nature of different Social Sciences including sociology are distributed among the learners for discussion in small groups. After the discussion each group has to complete the following worksheet showing the role of prior knowledge about society in the learning of the social sciences.

They are to find out the positive and negative aspects regarding the prior knowledge in sociology.

Worksheet

Subjects	Economic		History		Sociology	
Prior knowledge	Positive	Negative	Positive	Negative	Positive	Negative

From the worksheet they are to discuss the danger of finding solution to problems in a biased way.

The completed worksheets are mutually exchanged among learners to see if it is complete and filled correctly. Learners are asked to make necessary modifications in the worksheet based on the peer evaluation. Meanwhile one learner from each group is asked to present a short report regarding the participation of the group members in the discussion process.

Case analysis

The following case is given to the learners.

'One higher secondary school asked its students not to wear dothy.'

What will be the responses of the,.....

- teachers of the same school.
- teachers from other schools
- parents of the students in the school.
- students.
- the public
- the manager of the company which provide uniform to the school.
- different other personalities whom the learners can identify.

Each learner writes down the possible responses and a few responses are presented in the class followed by a short discussion.

Consolidation

The teacher helps them to come to the conclusion that each individual will have a different opinion about the issue and each view is only a partial one about of the situation.

Social map.

The learners are asked to locate themselves in a geographical map.

ALOK	My self

ALOK	My self
• from Pandalam • from Pathanamthitta • from.... • ..... • ..... • ... India etc.	From …………………………… ……………………………….. ………………………………………

The learners are asked to list down their identities.

I belong to..
- an age group of 14-19.
- I am a Malayali
- .
- .

Teacher introduces the concept of social map and learners are asked to construct a social map that would help to locate oneself from other identities and compare it with a geographical map. The teacher in consolidation helps them to state that a social map helps to locate individuals based on his/her identities. From the above observation the learners are asked to write down the names of some of the groups or grouping that share the same identities in society, their relationship with each other and the meaning which they make in their life. The note thus prepared by each learner is shared with his friends in the class for assessing its comprehensiveness, clarity and sequencing of points. One or two notes with the peer comments are presented in the class. Teacher gives proper guidance for necessary modifications.

Personal troubles and social issues

The following cases are presented to differentiate between personal troubles and social issues.

- A child is bullied by his brother.
- Increasing Patrol prize.

Now the second case is taken for a detailed discussion. Learners are asked to list down the personal problems and public issues related to this case.

Increasing Patrol Prize

Personal problems	Public issues
• Cut down family budget	• Increase in the price of vegitables
• .	• .
• .	• .
•	•

The learners are asked to write down more examples with explanation and rationale for personal troubles and social issues in a worksheet.

Issue/Reason	Poverty	Unemployment	Casteism
Personal			
Social			

While consolidating the teacher points out the reasons for considering one issue as a personal one and the other social.

The worksheets of the learners in class are interchanged and one or two work sheet may be discussed and checked whether they are rationally stated. The teacher goes through the worksheets randomly

Self-reflexivity

Each learner is asked to evaluate is/her performance as a student in the class room and also what any one of their classmate would consider about the learner.

Name ....

Self Evaluation	Evaluating oneself from other's point of view

One or two among the learners read what they have written in the class.

Others comment on the presentations. Teacher consolidates the discussion by pointing out that if the evaluation/observation made by others about the learner agrees with the self evaluation then the learner has successfully used 'self-reflexivity'.

Common Sense map Vs Social maps

Case of Hitler who considered that his race was superior to all other races is given for discussion.

Points of discussion

- Can we approve the claim of Hitler? Why?
- How can we place him in social maps?

Learners present their views. Based on the responses teacher introduces the concept of commonsense map and social map.

Discussion continues on the difference between the commonsense map and social map and the learners are asked to complete the following chart showing the difference between the two.

Common sense mapping	Social mapping
1. Unlearned	1. Learned
2.	2. ....
3.	3. ....
4.	4. ....
5.	5. ....

The completed chart is randomly presented in the class followed by a short discussion to see if it is completed correctly. After teacher inputs learners are asked to cross check their completed charts with points explained by the teacher during the consolidation.

Towards the end of the discussion the following checklist is distributed among the learner for assessing the participation of the learners in the discussion process.

Check List (Tick the appropriate column)

Attributes	Yes	No
1.Group members contributed towards the discusses	Yes	No
2.Name of the student who contributed the most/least		
3. Was the interventions effective		
4. Was there a democratic approach in the discussion		
3. The person who did not participate in the discussion		

Colonialism and nationalism

On the spot debate on the statement 'colonialism gave birth to Indian nationalism' is conducted in the class. The learners who support the argument are formed into one group and those who oppose the argument forms another one.

The other learners are to observe the performances. They have to note down the ideas expressed by the debating group members and also the major observation about the performance of the participants.

One student form the class moderates the discussion.

Groups present their arguments. At the end of the debate audience should be given a chance to present their ideas.

Moderator at the end of the debate should consolidate the views of both the teams.

Towards the end of the debate those learners who did not participate in the discussion should give feedback to the debate participants based on the following points.

- Participation in the debate.
- Ability to place apt arguments logically
- Communication skill

- Ability to convince others
- Democratic approach

One or two participants from each group can also make self-assessment considering the above indicators.

While consolidating the teacher should point out that

- Colonial rule unified India
- colonialism gave birth to its enemy, nationalism
- Colonialism and western education gave the impetus for the discovery of tradition
- New classes and communities with new role and status emerged.

Each leaner has to prepare a detailed report on the debate including concluding remarks of the teacher. Teacher randomly checks the debate reports.

Sample Questions

1. Analyse the advantages and disadvantages of prior knowledge about ones society in learning sociology.
2. "We need to unlearn or de-learn our commonsense understanding of the society in order to understand sociology." Critically evaluate this statement.
3. Partial knowledge is a knowledge which is an.........................knowledge or a biased knowledge
4. .... knowledge allows us to see only a part of social reality.
5. Sociology does not offer a solution by showing us the whole of reality in a completely unbiased way. But helps in seeing the world from many vantage points. Do you agree? Substantiate
6. Self inspection should be critical – quick to criticize and slow to praise one-self. This is known as ....
7. Compare a geographical map with a social map.
8. .... help us to know where we are in relation to others in the society.
   (geographical map, physical map, social map, political map)
9. Social map will help to locate ---------------. (Identify the item from the distracters given below which does not agree with the statement.)
   (geographical area, categories, identities, religion)
10. What is the explanation given by C.W.Mills on social issues.Compare social issues with personal troubles.
11. A tribal girl 'Kathi' gave birth to a child. Unfortunately the child dies within a few days. Reflect on this statement and explain how this problem can become a social issue.

12. The phenomenon which cannot be considered as a social issue.

(a) Communalism, (b) Casteism (c) gender inequalities, (d) generation gap

(i)   a & b

(ii)   C and d

(iii)   d and a

(iv)   none

Why do you think so?

13   Explain how a common sense map might become misleading one.

14.   Colonialism gave birth to nationalism. Analyse this statement.

15.   How did colonialism help in reviving the rediscovery of tradition of India?

16.   The --------------- were the main carriers of nationalism which were created by colonialism.

The Demographic structure of the Indian Society

Introduction

Demography is the systematic study of population. The term is of Greek origin and is composed of two words, 'demos' (people) and 'graphein' (describe). Demography studies the trends and processes associated with population including changes in population size, patterns of birth, deaths and migration; and the structure and composition of the population, such as the relative proportions of women, men and different age groups.

Demography has its role and functions in the development of public health management, policing and maintenance of law and order, economic policies relating to agriculture, industry, taxation and revenue generation and governance of cities.

This chapter discusses on various concepts and indicators in demography and the theoretical background behind the population changes from time to time . The advantages of demographic dividend and its relevance also discussed here. In this lesson we will study size and growth of population along with certain dimensions. Firstly the factors influence death rate, birth rate, maternal mortality etc.. Secondly discussed the factors of declining sex ratio. Next we will find out the relationship between ilteracy , rural urban differences and demography. Finally, we have a glance at National population policy of India. All these analytical aspects would help us to look at our population not only as mere numbers but as a human resource as well.

Values and attitudes

        After the successful completion of this unit, the learner will identify and critically analyze the various aspects of population such as birth rate, death rate, sex ratio , life expectancy, demographic dividend ,ageing etc.. All these analytical aspects would help the learners to look at our population not only as mere numbers but as human resources as well. After completing this unit the learner will be able to relate population trends and policies with society and social change in India

III   Learning outcomes

Students will be able to

1. Define the term demography, Social demography and social statistics.
2. Identify importance of social Demography, social statistics.
3. Judge the relevance of Malthusian theory of population growth.
4. Define and compare the theory of Demographic transition with the Malthusian theory of population growth.

5. Explain common concepts and indicators in demography (Birth rate, death rate, fertility rate, infant mortality, maternal mortality)
6. Define the term life expectancy, sex ratio, age structure, dependency ratio and Ageing.
7. Identify the Demographic dividend of India.
8. Analysis the size and Growth of Indian's population.
9. Analyze the factors influence death rate and birth rate in India.
10. Explain the birth rate in India in 2004.
11. Compare and contrast the age structure of the Indian population.
12. The factors influence the declining sex ratio in India.
13. Identify the relationship between literacy and demographic trend in India.
14. Analyze rural-urban differences as a function of the demographic transition in India.
15. Describe the population policy in India.

Concepts /Ideas	Learning Process/Activities with assessment	Learning Outcomes
The term Demography Social demography Social Statistics	Activity: - Discussion with the help of pictures sharing different issues to the population explosion like unemployment. Shortage of houses, Slums etc.. **Discussion points** :- - What are the issues raised due to population explosion - Relevance of the human population study - What are the benefits of this `study? **Assessment** **Process** Ideas shared by the learner in the Group discussion **Portfolio** 1. Discussion report: - Relevant points included in the report. 2. Comprehensiveness of the report 3. Neatness of the report 4. Conceptual clarity **Skills** 1. Identification 2. Analysis 3. Evaluation 4. Define	L.O 1 & 2

| Malthusian Theory of population Growth | **Activity**: - Discussion based on different aspect of population growth introduced through handouts/ slides/ pictures /PPT/ video etc.
The learner is given handouts containing the idea of Malthusian theory of population Growth.
Discussion Points :
• Relationship between human population and human subsistence
• Population growth and agricultural production
• Population growth in geometric progression and agricultural production rises in arithmetic progression.
Assessment
1. Process – how much contribution did the learner make in the discussion, relevance of the points, effectiveness of learners interventions.
2. Portfolio – Discussion report comprehensiveness of the report presented, clarity in presentation, clarity of the report. Examples highlighted in the report.
Skills
Identification,
analysis,
Evaluation | L.O.3 |
| The theory of Demographic transition | **Activity: -** Panel discussion.
Handouts on the details of the theory of Demographic transition
Panel Discussion Points
1. Discussion on the topic population.
2. Change and population Growth is linked with economic development.
3. The differences between Malthusian theory of population growth and the theory of Demographic transition.
Assessment
Process
Learners' participation in the panel discussion, | L.O.4 |

	ability to place the arguments logically, aptness of the arguments expressed. Clarity in the explanations. **Portfolio** Panel Discussion Report: - Content clarity, comprehensiveness of the report. **Skills** Observation, identification, Analysis, Evaluation, comparison, communication.	
Common concepts and indicators in demography- birth rate, death rate, fertility rate, infant mortality, maternal morality	**Activity :-** (Graphical presentation of data**)** Interpretation of the population of India and its Data Sheet. (Handouts- Tables in Text book) **Discussion Points** • Data on birth and death rate, fertility rate. • Infant mortality rate, Maternal Mortality • Present the data graphically. **Assessment** Process • Participation of the learner in the discussion processes and how much learners contributed in the discussion. • Was this contribution is relevant • Are they interpreted the data property. • Active Involvement • Suitable correlation with the concepts. Portfolio – Discussion report and Graph comprehensiveness of ideas presented and clarity in presentation- arrangement of data and construction of graph and its explanation. **Skills** Identification, analysis and evaluation, Graphing	L.O5
Basic Terms 1. Life Expectancy 2. Sex ratio 3. Age structure 4. Dependency ratio 5. Ageing	**Group works: Distributing Index Cards** **Activity :** Index cards and post the list of the following indicators/concepts in 5 groups, have the learners look up the concept meaning or definitions in their text book and write the meaning on the backside of the concept card. **List of concepts** 1. Life Expectancy 2. Sex ratio	L.O.6

	3. Age structure
	4. Dependency ratio
	5. Ageing
	Assessment
	Process
	    1. Learners' participation in the group work.
	    2. Ability to collect the suitable parts from textbook
	    3. Presentation
	Portfolio – Index Card.
	   • Comprehensiveness explanation of the concept content clarity
	   •
	Skills
	Observation, identification, comprehension	

Demographic dividend	**Activity :- Discussion** Brainstorming discussion with the help of some probe questions or (Paper cuttings,) and listing responses of the learners. **Discussion Points** Today India is a young nation. We have 605 Million people below the age of 25. Process **Assessment** **Process** Participation of the learner in the discussion-effectiveness, content clarity, ability to express one's own views. **Discussion Report** Relevant points, clarity of the concept **Skills** Observation, identification, analyse critical thinking.	L.O.7

Size and Growth of India's population	**Activity: -** Group discussion based on India's population data sheet (distributing different handouts). Drawing inferences from the tables and charts in the following handouts.
	    1. Handout 1 – The population of India and its Growth during the 20th century.
	    2. Handout 2 – Birth and Death rate in India 1901-2001
	    3. Handout 3 – Regional shares of projected population Growth up to
		L.O.8

	2026. **Assessment** **Process** Presentation of the learner in the discussion with suitable supporting points, ability to demonstrate the arguments related the size and growth of India's population. **Discussion report** : Comprehensiveness of the report, content clarity, suitability of the data used. **Skills** Identification, analysis, evaluation	

Factors influence death rate and birth rate	**Activity: -** Internet reference/Discussion based on video clips related to famines, Earth quake, advancement in Health science etc.
	Discussion Points :
	  1. Factors influence death rate
	  2. Factors influence birth rate
	  3. Factors like socio-cultural phenomenon affecting birth and death rate.
	Assessment
	Process
	Learner's participation in the discussion, ability to gather the information related to the topic and clarity of the presentation portfolio.
	Discussion report – Conceptual clarity, introduction of latest information related to birth rate and death rate.
	Skills
	Identification, comparison analysis, Evaluation
		L.O.9 &10

Age structure of the Indian Population	**Activity :-** Chart presentation/PPT presentation
	Chart /PPT contents
	  1. Age composition of the population of India (Text book Table.2) 1961-2026.
	  2. Age Group pyramid 1961, 1981, 2001, 2026 (Text book Chart 4)
	  3. Age structure pyramids, Kerala and UP – 2026(Text book Chart 5)
	Discussion Points
	  1. Discuss the age structure of the Indian population
	  2. Percentage of population male and female.
	  3. What is meant by the age structure of
		L.O.11

	the population?	
	4. Why is it relevant for economic development and growth? **Assessment** **Process** Learners' participation in the discussion clarity in the ideas presented. Discussion Report and Chart /PPT /conceptual clarity, assimilation of the concepts. **Skills** Observation, analysis, comparison, contrast and judging.	
The Declining sex ratio in India	**Activity :- PPT/Chart presentation** **PPT/Chart points** ➢ The declining sex-ratio in India 1901-2011 ➢ Map of child sex ratios across states **Discussion Points** 1. Sex ratio and gender balance. 2. What are the implications of declining sex ratio? **Assessment – Process** Participation of the learner in the discussion processes- How much the learner contributed in the discussion. **Discussion report and chart** Comprehensiveness of the report and chart, clarity in presentation, arrangement of points in sequential order. **Skills** Identification, collection of the data. Analysis, Evaluation	L.O. 12
Relationship between Literacy and demography	**Activity :** Discussion based on video clip related to population and literacy and followed by using chart on Literacy rate in India. **Discussion Points.** 1. Literacy and health awareness 2. Depth of illiteracy. 3. How does literacy rate influence population **Assessment – Process** Involvement of the learners in the discussion to be assessed on the basis of participation. Clarity in the points, relevance etc.	L.O. 13

	Discussion report: - Presentation of the report clarity of the report, illustration of the concept. **Skill** Identification, Analysis, Evaluation	
Rural – Urban differences	**Activity** Data collection and analysis: - Conduct a case analysis on the basis of population in rural and urban areas. From the different sources like news paper, Internet etc. utilize to verify the factors influence. In demographic transition in Rural – Urban areas.. **Assessment – Process** Participation of the learner in the Data collection process and analysis, Identification of the learner in the concept with suitable examples Portfolio :- Discussion report :- Presentation of the data and its clarity. **Skills** Identification, Analysis, Evaluation,	L.0.14
Population Policy in India	**Activity: - Seminar:** *Topic***.** Importance of India's population policy. On the above topic , learners are asked to present a seminar paper on the above topic . **Assessment** Learners' participation in the Seminar and their contribution of the points in the debate. Clarity of the points. **Skills** Observation, identification, Comparison, Analysis, evaluation	L.O.15

UNIT ASSESSMENT : QUIZ PROGRAMME

The class can be divided in to 5 groups. Each group prepares 20 questions and conducts a quiz programme in their class.

Teacher records the performance of group members and scores obtained by each group in the right side column of the teacher planner in order to be considered for term end CE assessment.

Towards the Unit

Entry Activity

Learners are asked to arrange the following places in terms of population size; Thiruvananthapuram, Mumbai, Ernakulum, Lakshadweep, and Chennai.

Learners directed to answer some questions

- ➢ How does population related to our social life.
- ➢ India's population to overtake china's by 2028. How do you comment on this?
- ➢ How do you correlate the national development with population
- ➢ Do you think population study is important for the socio-economic development of our country?

Considering the discussion points raised by the learners and teacher introduces the demographic study of the Indian society

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Teacher Consolidation

Demography is the systematic study of population. The term is of Greek Origin and composed of two words, 'demos' means people and 'graphein' means describe i.e. description of people. Demographic studies associated with population including changes in population site, patterns of births, deaths, migration and structure and composition of the population. All demographic studies are based on processes of counting or enumeration such as the Censes or the Survey.

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DEMOGRAPHY,SOCIAL DEMOGRAPHY AND SOCIAL STATISTICS

Shows the following different pictures related to the population explosion such as shortage of houses, slums, problems of transportation etc. Initiates the discussion with the following points.

➢ What are the issues raised due to population issues
➢ How do we minimize the problems of population explosion
➢ What are the benefit of population study
➢ Can you define Demography
➢ How do you associate the issues of population with social factors
➢ What is the importance of statistics in population study?
  Teacher consolidated the points and learners are asked to define the term
  Demography, Social demography and Social statistics.

- **Demography** is the systematic study of population
- **Social Demography** focuses on socio, economic or political aspects, that means demographic data and methods to describe, explain and predict social phenomenon.
- **Formal Demography** focuses on quantitative study of population that means statistical study
- **Social statistics :** Quantitative data on various aspects of the population and economy

Learners are asked to prepare individual discussion report in their activity logs.
The activity log is exchanged among learners to ensure:

- Relevant points included in the report
- Conceptual clarity
- Comprehensiveness of the report
- Neatness of the report

If any difficulties identified, teacher should provide necessary support.

Teacher Input:

Census

- An official, usually periodic enumeration of a population.
- The first modern census was American census conducted in 1970
- In India , the first census was conducted by British Indian Government in 1867-72
- Regular ten yearly (Decennial) census conducted since 1881
- Six decennial census have been conducted since 1951
- Last census conducted in 2011
- Indian census is the largest such exercise in the world
- In China, doesn't conduct regular census.

After consolidation learners are asked to complete the discussion report along with the consolidation points in their activity log which will go the learner's portfolio. The completed activity log is interchanged among learners along with the following check list.

Check list

Tick the appropriate column

Attributes	Yes	No
The concept of Demography , Social demography and social statistics are clearly presented		
Report contains all the points listed during the discussion with the consolidation points		
Definitions are properly written		

Learners mutually cross check the activity log with the check list and write their comments and hand over the same to the learner concerned.

MALTHUSIAN THEORY OF POPULATION GROWTH

Discussion based on different aspects of population growth introduced through handouts/ppt/video etc.

The learner is given handouts containing the details of Malthusian theory of population growth.

MALTHUSIAN THEORY OF POPULATION GROWTH

    The Malthusian theory of Population growth is based on the work of Thomas Robert Malthus, an English political economist (1766-1834). This theory explains the concerns of Malthus with regard to the relationship between population growth and food supply. Malthus stated that the world's population would increase exponentially (geometric progression – 2,4,8,16….) and food supply would increase arithmetically (2,3,4,5……) . He argued that if this trend is allowed to continue, it would lead to widespread misery for the majority of people. This misery would manifest itself in various forms such as famine, malnutrition and disease. Malthus argued that man is rational and will put in place the necessary measures to control population growth. These are positive checks and preventive checks.

    Positive checks: Famines, diseases, starvation, war etc. . These measures will increase the death rates.

    Preventive Checks: These checks are designed to lower the birth rates, examples postponing marriage, practicing sexual abstinence or celibacy.

    Finally understand the limitations of Malthusian theory , the most significant predictions were proved false because both food production and standards of living continued to rise despite the rapid growth of population.

Reflection Points:

- Relationship between human population and food supply
- Relationship between human population and agricultural production
- Positive checks and preventive checks
- Famines, diseases, starvation, war and its correlation with population
- Explain the basic difference between positive and preventive checks
- Discuss the relevance of Malthusian theory
- What are the negative effects of overpopulation

Teacher randomly asks a few learners to explain the important points of Malthusian theory of population growth. From the responses teacher can ensure that all the learners attained the details of Malthusian theory of population growth.

Teacher Consolidation

- ➢ Malthusian theory of Population growth is explained the relationship between population growth and food supply
- ➢ **Positive checks**: Famines, diseases, starvation, war etc. . These measures will increase the death rates.
- ➢ **Preventive Checks**: These checks are designed to lower the birth rates, examples postponing marriage, practicing sexual abstinence or celibacy

Learners complete the discussion reports and the teacher individually checks the reports and writes his/her comments in activity log.

Self assessment Check list

I have written the definition of Malthusian theory of Population growth in my activity log :

Yes ☐   No ☐

I wrote the points related to the difference between positive checks and preventive checks

Yes ☐   No ☐

I am able to explain all the points that I have written in my activity log

Yes ☐   No ☐

Teacher randomly checks the learner self assessment check list and ensures that every learner in the class attained the concept. If any learner is noted as lagging behind , the teacher should scaffold that learner.

Sample Questions:

1. Define demography.
2. Critically analyze the relevance of Malthusian theory of Population growth.
3. Why did Malthus believe that catastrophic events like famines and epidemics that cause mass deaths were inevitable?
4. Differentiate between social demography and demography.
5. Discuss the problems of population explosion.
6. State the use of demographic data
7. What is meant by social demography and Social statistics?
8. Sate various type of demography.
9. Explain the scope of Demography.