

## Geography (Class-XI)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explains nature of geography</li> <li>describes geography as an interdisciplinary subject.</li> <li>establishes relationship of geography with other subjects.</li> <li>identifies branches of geography.</li> <li>classifies geography on the basis of systematic and regional approach.</li> <li>appreciates importance of physical geography.</li> </ul>	<p><b>Textbook-</b> <b>Fundamentals of Physical Geography</b> <b>Chapter -1-</b> Geography as a Discipline</p> <p><b>Web Resources</b> On e-Pathshala QR Code may be used to access video on the above topic.</p> <p><i>Dictionary of Geography for Schools (Trilingual)</i> (Hindi-English-Urdu) <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<p><b>WEEK 1</b></p> <p><b>Topic-</b> Nature of Geography. Geography is an interdisciplinary subject. Physical Geography and Natural Sciences, Geography and Social Sciences, Branches of Geography, Physical Geography and its importance</p> <ul style="list-style-type: none"> <li>The teacher may initiate a discussion with the story of primitive societies and people's interaction with the natural environment.</li> <li>Learners may be asked to prepare a short note on the life of people living in different regions of India and the world.</li> <li>Learners may share their write-up with their teacher and classmates through emails/WhatsApp. Teachers may take a cue from the write-up and link it with the discussion related to Geography as a Spatial Science, interrelationship with other subjects, branches of geography, etc.</li> <li>The flow chart given on pages 8 and 9 may be used to discuss systematic and regional approaches to geography.</li> <li>Newspaper clippings related to climate change, forest fires, natural disasters, etc., may be used to discuss the importance of physical geography.</li> <li>Learners may be asked to consult the trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) for technical terms given in the chapter.</li> </ul>
<ul style="list-style-type: none"> <li>identifies theories related to origin of the earth and the universe</li> <li>distinguishes between inner planets and outer planets</li> <li>describes evolution</li> </ul>	<p><b>Chapter-2</b> The Origin and Evolution of the Earth</p> <p><b>Web Resources</b> For Teachers Explore the Universe <a href="http://www.nasa.gov">www.nasa.gov</a></p>	<p><b>WEEK 2</b></p> <p><b>Topic-</b>Theories related to the origin of the Earth and universe, the Solar System, evolution of the Earth, lithosphere, atmosphere and hydrosphere, origin of life</p> <ul style="list-style-type: none"> <li>The teacher may use audio-video</li> </ul>

<p>of the earth including lithosphere, atmosphere and hydrosphere</p> <ul style="list-style-type: none"> <li>relates origin of life on the earth with Geological time scale</li> </ul>	<p><a href="https://www.nasa.gov/stem/foreducators/k-12/index.html">https://www.nasa.gov/stem/foreducators/k-12/index.html</a></p> <p><b>For Learners</b> Fun Activities To Do at Home Where in the World Image Quiz <a href="https://www.nasa.gov/stem-ed-resources/where-in-the-world-image-quiz.html">https://www.nasa.gov/stem-ed-resources/where-in-the-world-image-quiz.html</a></p> <ul style="list-style-type: none"> <li>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></li> </ul>	<p>materials available on the website of NASA to initiate the topic.</p> <ul style="list-style-type: none"> <li>With the help of the activity related to the big bang theory, using a balloon, as mentioned on page 14 of the textbook, learners may be encouraged to learn the theories of the origin of the universe.</li> <li>Learners may be asked to prepare a chart showing <i>Inner</i> and <i>Outer</i> planets along with their characteristics.</li> <li>Learners may share their chart and write-up with their teacher and classmates through email /WhatsApp.</li> <li>The teacher may prepare questions for a quiz on the Geological Time Scale.</li> <li>A flowchart may be used to explain evolution of the atmosphere.</li> <li>Learners may be advised to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.</li> </ul>
<ul style="list-style-type: none"> <li>identifies direct and indirect sources of information of the interior of the earth</li> <li>identifies and describes characteristics of earthquake waves</li> <li>explains causes and effects of earthquake and preparedness during earthquake</li> <li>interprets diagram showing structure of the earth and earthquake waves</li> <li>describes types of volcanoes and volcanic landforms</li> </ul>	<p><b>Chapter-3</b> Interior of the Earth</p> <p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>Do's and Don'ts For Various Hazards/Disasters <a href="https://nidm.gov.in/PDF/IEC/Dosnwnidm.pdf">https://nidm.gov.in/PDF/IEC/Dosnwnidm.pdf</a> <a href="https://nidm.gov.in/videos.asp">https://nidm.gov.in/videos.asp</a></li> <li>Volcano safety tips - <a href="https://www.nationalgeographic.com/environment/natural-disasters/volcano-safety-tips/">https://www.nationalgeographic.com/environment/natural-disasters/volcano-safety-tips/</a></li> <li>➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</li> </ul>	<p><b>WEEK 3</b></p> <p><b>Topic-</b> Sources of information about the Interior of the Earth, Earthquake.</p> <ul style="list-style-type: none"> <li>Teacher may use audio-visual materials/ documentaries, etc., showing volcanic eruptions and earthquakes to initiate the topic. Besides this, learners may be encouraged to watch the videos and documentaries on channels such as National Geographic, Discovery, etc., and write their observations and share them with their teacher and classmates through email or WhatsApp.</li> <li>A flow chart may be developed by the teacher to explain types of earthquake waves and their characteristics.</li> <li>Newspaper clippings related to an earthquake in any part of the world may be used to discuss the effects of an earthquake.</li> <li>A mock drill may be organized to make learners aware and help them prepare safety measures necessary</li> </ul>

	<a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a>	<p>during the occurrence of an earthquake.</p> <p><b>WEEK 4</b></p> <p>Topic-Structure of the Earth, Volcanoes, Volcanic Landforms</p> <ul style="list-style-type: none"> <li>Learners may be asked to draw a diagram of the structure of the earth and earthquake waves and explain them.</li> <li>Visuals may be used to describe types of volcanoes and volcanic landforms.</li> <li>Learners may collect information from a newspaper or the internet about earthquakes and volcanic eruptions and prepare a chart to show their location on the world map.</li> <li>Learners may be advised to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.</li> </ul>
<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>locates places, states, union territories on the map of India.</li> <li>describes important terms in Geography such as, standard meridian, prime meridian, tropic of cancer, subcontinent, passes, sea ports etc.</li> <li>appreciates political diversity.</li> </ul>	<p><b>NCERT Textbook India – Physical Environment</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?key1=0-7">http://ncert.nic.in/textbook/textbook.htm?key1=0-7</a></p> <p><b>Chapter 1</b>  India: Location</p> <p>Use the QR code given for the chapter for additional resources</p> <p><b>Explore School Bhuvan-NCERT portal</b>  <a href="http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/">http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</a></p>	<p><b>WEEK 1</b></p> <p>Topic: Location of India, States and Union Territories</p> <ul style="list-style-type: none"> <li>observe political map of India on <i>School Bhuvan-NCERTportal, NCERT/ atlas/ textbook</i> <ul style="list-style-type: none"> <li>✓ identify states and union territories of India and their capitals</li> <li>✓ discuss and verify the information about the States and UTs from other sources, like the website of other states, books etc</li> <li>✓ work out the latitudinal and longitudinal extent of India and actual distance from north to</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• compare and contrast different states/UTs of India.</li> <li>• explains inter-relationship between various passes and sea ports in India for trade and communication since historical times.</li> </ul>	<p><b>Dictionary of Geography for Schools(Trilingual) (Hindi-English-Urdu)</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p> <p><b>Additional books for reading</b></p> <p>1) <b>India: Unity in Cultural Diversity</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unit_y_cultural.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unit_y_cultural.pdf</a></p> <p>2) <b>North East India: People, History and Culture</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf</a></p> <p><b>Youtube</b>  <a href="https://www.youtube.com/watch?v=Klh1E79yOyU">https://www.youtube.com/watch?v=Klh1E79yOyU</a></p> <p>Map work: Lets learn it through BHUVAN</p>	<p>south and east to west. Find out if there is any difference and why?</p> <ul style="list-style-type: none"> <li>✓ Find out the zone of India. Find out if the location is responsible for large variations in landforms, climate, soil types and natural vegetation in the country. Prepare a write up on it.</li> </ul> <p><b>WEEK-2</b></p> <p>Topic: Compare and Contrast States and Union Territories</p> <ul style="list-style-type: none"> <li>• Collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc.</li> <li>• Prepare a project on your own state/union territory and any other state/union territory. Identify the similarities and contrasts</li> </ul> <p><b>WEEK-3</b></p> <p>Topic: India and its Neighbours</p> <ul style="list-style-type: none"> <li>• observe political map of India on <i>School Bhuvan</i> NCERT portal/ atlas/ textbook <ul style="list-style-type: none"> <li>• identify neighbouring countries of India</li> <li>• which countries are included in the Indian subcontinent?</li> </ul> </li> <li>• correlate with other disciplines, for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. Which are these important passes and seaports?</li> </ul>
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<ul style="list-style-type: none"> <li>• appreciates physical diversity of India</li> <li>• compares and contrast the physical features of India</li> </ul>	<p><b>Chapter 2</b> Structure and Physiography</p> <p>Use the QR code given for the chapter for additional resources</p> <p><b>Dictionary of Geography for Schools (Trilingual)(Hindi-English-Urdu)</b> <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p> <p><b>Explore school Bhuvan-NCERT portal</b> <a href="http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/">http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</a></p>	<p>Read the complete chapter and find out answers for all the questions given in the text.</p> <p><b>WEEK-4</b></p> <p>Topic: Structure and Physiography of India</p> <ul style="list-style-type: none"> <li>• Read the chapter and seek help from geography dictionary to understand various geographical terms in the chapter.</li> <li>• Read about the geological region given in the book. Write down their characteristics in a notebook.</li> <li>• Your state/UT lies in which geological region? Explain the characteristics and features which are visible in your state. Draw diagrams along with your write up.</li> <li>• Explore the physiographic divisions of India on School Bhuvan-NCERT portal/ atlas/ textbook.</li> </ul>
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