

Geography (Class XII)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Teachers)
<p>The learner –</p> <ul style="list-style-type: none"> • familiarises themselves with the terms, key concepts and basic principles of geography • explains nature of human geography and its relationship with other disciplines • understands and analyses the inter-relationship between physical and human environments and their impact 	<p>NCERT Textbook <i>Fundamentals of Human Geography</i> http://ncert.nic.in/textbook/textbook.htm?legy1=0-10</p> <p>Chapter 1 Human Geography- Nature and Scope Use the QR code given for the chapter for additional resources</p> <p>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>MOOC https://www.classcentral.com/course/swayam-geography-xii-part-i-17627</p>	<p>WEEK-1</p> <p>Topic Nature of Human Geography, Naturalisation of Humans and Humanisation of Nature</p> <ul style="list-style-type: none"> • The earth comprises two major components: nature (physical environment) and life forms including human beings? Make a list of physical and human components of your surroundings. • Identify the elements which human beings have created through their activities on the stage provided by the physical environment? Houses, villages, cities, road-rail networks, industries, farms, ports, items of our daily use and all other elements of material culture have been created by human beings using the resources provided by the physical environment. While physical environment has been greatly modified by human beings, it has also in turn, impacted human lives. Prepare a write up on impact of humans on physical environment and how sometimes physical environment impacts humans. <p>WEEK-2</p> <p>Topic Human Geography through the Corridors of Time, Fields and Sub-fields of Human Geography</p> <ul style="list-style-type: none"> • Examine the table 1.1 in the chapter related to Broad Stages and Thrust of Human Geography. In your own words describe how human geography has emerged as sub field of geography. • How human geography is related to other social sciences. Analyse and explain in your own words. Derive clues

<ul style="list-style-type: none"> explains population growth and factors affecting it explains uneven distribution of population in the world understands population growth, reasons for migration 	<p>Chapter 2 The World Population-Distribution, Density and Growth</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>MOOC https://www.classcentral.com/course/swayam-geography-xii-part-i-17627</p>	<p>the chapter and table 1.2.</p> <p>WEEK-3</p> <p>Topic: Patterns of Population Distribution in the World, Density of population and Factors Affecting it</p> <ul style="list-style-type: none"> Read the chapter and seek help from geography dictionary to understand various geographical terms in the chapter. People prefer to live in certain regions of the world, not everywhere. Give your views for this statement with suitable examples of geographical, economic, social and cultural factors. Find out what could be the impact of population change. On a political map of the world identify the largest country in terms of area in each continent Look at figure 2.1: <i>Most Populous Countries</i>. Identify these countries on the world map Measure the population density of these countries. Take the population and area data from Appendix I in the textbook. <p>WEEK-4</p> <p>Topic: Population Growth, Migration, Population Control</p> <ul style="list-style-type: none"> Find out the components of population change. What are the push and pull factors which lead to migration in the world? How migration affects the life of people. Prepare a write up. Observe the Fig. 2.3: Demographic Transition Theory and explain it in your own words. Analyse what are the trends of population growth in world from early period to the present day? How relevant is Thomas Malthus theory (1798) in today's time?
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Learning Outcomes	Sources/Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> differentiates between distribution of population and density of population identifies the factors for uneven distribution of population in India explains trends of population growth since 1951. describes rural-urban population composition interprets graphical presentation of data in words. converts tabular data into diagrams like bar, pie and graph analyses map showing population density and population growth. develops Dot map to show distribution of population develops choropleth map to show density of population. 	<p>NCERT/State Textbooks</p> <p>NCERT Textbook- <i>India People and Economy</i></p> <p>Chapter -1 Population- Distribution, Density, Growth and Compositions</p> <p>Resources Atlas, Outline map of India</p> <p>Web resource Online e-learning portal School Bhuvan NCERT</p> <p>QR Code may used to learn to develop a choropleth map showing district-wise density of population on the GIS Viewer available on School Bhuvan NCERT web portal.</p> <p>Web Resource</p> <p>Occupational structure, religious composition, etc., may be shown through maps and may be developed by learners using GIS Viewer available on School Bhuvan NCERT Portal.</p>	<p>WEEK 1</p> <p>Topic- Population Distribution and Density</p> <ul style="list-style-type: none"> Learner may be asked to consult Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with their classmates through email or WhatsApp. Learners may be asked to use School Bhuvan NCERT Web portal to observe thematic maps e.g. the relief map of India and maps showing population density. Overlay thematic maps and slowly swipe the layer of population density and try to correlate density of population and relief features. Learners can develop a choropleth map showing the density of population or any other map related to population on the GIS Viewer available on School Bhuvan NCERT. <p>WEEK -2</p> <p>Topic- Population Growth and Composition</p> <ul style="list-style-type: none"> Learners may be asked to develop appropriate diagrams on the data given on page 5 related to Decadal Growth rate in India or any other data related to composition of population included in the appendix of the textbook. MCQs based on the population characteristics of India may be developed by the teacher and shared with learners through email. Learners may be encouraged to consult Census of India website (https://censusindia.gov.in)

	<p>For Teachers</p> <p>Youtube-NCERT Official-</p> <p>“Outreach programme for Geography Teachers on School Bhuvan NCERT” may be seen to learn about School Bhuvan NCERT and develop district-wise choropleth maps using GIS Viewer.</p>	
<ul style="list-style-type: none"> describes migration in his/her own words distinguishes immigration and emigration classifies streams of migration identifies causes of migration explains consequences of migration. interprets graphical presentation of data in words. converts tabular data into diagrams like bar, pie and graph analyses visuals and newspaper clippings highlighting issues related to national 	<p>Chapter 2 Migration – Types, Causes and Consequences</p> <p>Resources Atlas, Outline map of India</p> <p>Web resource Online e-learning portal School Bhuvan NCERT</p>	<p>WEEK 3</p> <p>Topic- Migration, Streams of Migration</p> <ul style="list-style-type: none"> Teacher may ask learners to read the newspaper and watch TV news to prepare a write-up on the current issue related to migration of people in India. Learners may share their views and write-up with their teacher and classmates through email and WhatsApp. Teachers may take cues from these write-ups and initiate a discussion on the topic on Migration. Learners may be asked to use a map of India to locate places/states/cities from where people are nowadays migrating in large numbers Learners may locate places/states/cities/villages on the map of India or on the digital map available on School Bhuvan NCERT portal where immigration and emigration are taking place nowadays. <p>WEEK-4</p> <p>Topic- Spatial Variation in Migration, Causes and consequences of migration</p> <ul style="list-style-type: none"> School Bhuvan NCERT online e-learning Web portal may also be used to locate places and develop a map showing streams of migration. Teachers may demonstrate and correlate thematic maps of population density, relief features and maps of

<p>and international migration</p>		<p>industrial cities to motivate learners to analyse the factors of migration.</p> <ul style="list-style-type: none"> • Learners may prepare a chart on consequences of migration and share it with classmates through email or WhatsApp. • Learners may be asked to develop appropriate diagrams on the data related to international migration given on page 18 of the textbook. • Learners can locate countries on the world map to show international migration. • MCQs based on the population Migration in India may be developed by the teacher and shared with learners through email. • Learners may be encouraged to consult the Census of India website (https://censusindia.gov.in)
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