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Geography is the study of all aspects of our world. Geography is the study of the environment, physical features, and how they relate to people. Geographers examine the physical properties of the earth, the symbiosis between the natural features, and their interaction with human societies. The primary objective of geography is to understand why things exist, why they live where they are, how they relate, and how they change over time. Ancient Geography The term "geography" was coined by the ancient Greeks to describe the art of reading and writing maps to make sense of their location in relation to physical features. The Greeks were not the only society interested in studying geography; throughout history, human societies sought to understand their environment. The Greeks perfected the art of map-making. They developed detailed maps of areas around Greece, including Africa, Asia, and Europe, but more importantly, they tried to understand how natural and human variations came to be. While trying to find the answers to these questions, they figured out that the earth was round, calculated its circumference, and learned of the different weather seasons by observing the floods of the Nile. While the Greeks were mapping the world, the Chinese in the Far East specialized in astronomy and navigation. Modern Geography Modern geography covers a broad scope that concerns politics, settlement, plants, landforms, people, and much more. It seeks answers for spatial questions such as why and how things are distributed on the earth's surface, the interaction of the natural environment and human beings, and the characteristics of the earth's surface. The ancient art of mapping is still an essential part of geography, but now exploration uses modern technology such as satellites and airplanes. Discoveries happen on digital screens by analyzing the relationship between individual features within a geographic space. Geography also finds a correlation between human settlement, economic forces, infrastructure, and how they influence the development of towns and cities. Geographic analyses of the migration pattern of animals and humans estimate the likelihood of spreading a particular disease and help contain epidemics. Since modern geography is diverse, it often focuses on regional geography, geographic techniques, human geography, and physical geography. Human Geography Most people are familiar with physical geography because contemporary geography studies the natural environment and features such as oceans, landforms, soil, climate, seasons, and the atmosphere. Human geography is of equal importance as it focuses on the social aspect of geography. Human geographers investigate issues such as how the rise of economic powers such as India and China that represent 37% of the global population affects the rest of the world. The discipline also studies how human activities such as overgrazing, deforestation, and pollution affect and alter the environment. Finally, human geographers study the economic, social, and political systems across geographical space. These may include governments, trade partners, and religious organizations. Victor Kiprop January 7 2020 in World Facts Home World Facts What is the Study of Geography? Source: Safalta Do you want to start your Class 12 board exam preparation early? But you are confused about where to start and how? All you need to know to know and understand the syllabus released by CBSE on their official website. You can also join Safalta School Online and ace your exam preparation. Get Access to our FREE E-BOOKS based on the latest CBSE pattern Test Your preparation level with our FREE MOCK TEST SERIES Check the CBSE Class 12 Geography Syllabus here. Students will learn about the course structure and gain an understanding of the relative importance of the several Geography sections for the board exam. This will enable them to concentrate on the crucial sections. They won't have to scramble at the last minute because of the thorough syllabus, which will enable them to plan ahead and prepare the necessary material for the board test. Along with the question paper format, the map work specifics are listed at the conclusion of the syllabus. Therefore, in order to adequately prepare for their board examinations, students should carefully review the CBSE Class 12 Geography Syllabus 202223. Download and review the syllabus below. Check the Latest CBSE Class 12 Geography Syllabus 2022-23 Check CBSE Class 12 Syllabus of All Subjects 2022-23 Download PDF of CBSE Class 12 Geography Syllabus 2022-23 Part A: Fundamentals of Human Geography - 90 Periods Unit 1: Human Geography: 07 Periods Nature and Scope Unit 2: People - 20 Periods The World Population- distribution, density and growth Population change - Components of population change, Demographic Transition Human development - concept; selected indicators, international comparisons Unit 3: Human Activities - 32 Periods Primary activities - concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agricultural and allied activities - some examples from selected countries Secondary activities- concept; manufacturing: types - household, small scale, large scale; agro based and mineral based industries; Tertiary activities - concept; trade, transport and tourism; services; people engaged in tertiary activities Quaternary activities- concept; people engaged in quaternary activities - case study from selected countries Unit 4: Transport, Communication and Trade - 26 Periods Land transport - roads, railways; transcontinental railways Water transport- inland waterways; major ocean routes Air transport- Intercontinental air routes Oil and gas pipelines Satellite communication and cyber space importance and usage for geographical information; use of GPS International trade- bases and changing patterns; ports as gateways of international trade; role of WTO in international trade Map Work on the identification of features based on 1-5 units on the outline Physical/Political map of World. - 05 Periods Also Check CBSE Class 12 Chemistry Syllabus 2022-23 CBSE Class 12 Economics Syllabus 2022-23 Population: distribution, density and growth; composition of population - linguistic, religious; sex, rural-urban and occupational-regional variations in growth of population Rural settlements - types and distribution Urban settlements - types, distribution and functional classification Land resources- general land use; agricultural land use; geographical conditions and distribution of major crops (Wheat, Rice, Tea, Coffee, Cotton, Jute, Sugarcane and Rubber); agricultural development and problems Water resources-availability and utilization irrigation, domestic, industrial and other uses; scarcity of water and conservation methods-rain water harvesting and watershed management Mineral and energy resources- distribution of metallic (Iron ore, Copper, Bauxite, Manganese); non-metallic (Mica, Salt) minerals; conventional (Coal, Petroleum, Natural gas and Hydroelectricity) and non-conventional energy sources (solar, wind, biogas) and conservation Planning in India- target group area planning (case study); idea of sustainable development (case study) Transport and communication-roads, railways, waterways and airways: oil and gas pipelines; Geographical information and communication net works International trade- changing pattern of India's foreign trade; sea ports and their hinterland and airports Environmental pollution; urban-waste disposal Urbanization, rural-urban migration; problems of slums Land degradation Map work on locating and labeling of features based on aboveunits on outline map of India. (05 Periods) Part C: Practical Work in Geography Part II - 40 Periods Unit 1: Processing of Data and Thematic Mapping - 25 Periods Type and Sources of data: Primary, Secondary and other sources Tabulating and processing of data; calculation of averages, measures of central tendency Representation of data- construction of diagrams: bars, circles and flowchart; thematic maps; construction of dot; choropleth and isopleths maps Unit 2: Spatial Information Technology - 15 Periods Introduction to GIS; hardware requirements and software modules; data formats; raster and vector data, data input, editing and topology building; data analysis; overlay and buffer. Prescribed Books: Fundamentals of Human Geography, Class XII, Published by NCERT India - People and Economy, Class XII, Published by NCERT Practical Work in Geography Part II, Class XII, Published by NCERT CBSE Class 12 GeographySyllabus 2022-2023is presented here in PDF format. Thisrevised syllabus mentions the course structure, course content and map work for CBSE Class 12 Geography subject.CBSE Class 12 Geography Syllabus 2022-2023CBSE Class 12 Geography Syllabus 2022-2023 is important to start early preparations for the CBSE Board Exam 2023 as it has all the essential elements that are important from the examination point of view. Students will get to know the course structure wherein they will have an idea of the weightage of different units of Geography for the board exam. This will help them to focus on the important units. The detailed syllabus will help them to prepare the appropriate content for the board exam in a planned manner so that they do not have to rush at the last moment. The details of the map work are also mentioned at the end of the syllabus along with the question paper design. Therefore, students should check the CBSE Class 12 Geography Syllabus 2022-23 thoroughly to prepare well for their board exams. Check and download the syllabus below.CBSE Class 12 Geography(Code No. 029) Course Structure 2022-23Also Check CBSE Class 12 Syllabus of All Subjects for 2022-2023 Session (PDF)CBSE Class 12 GeographyCourse Content 2022-2023Part A: Fundamentals of Human Geography - 90 PeriodsUnit 1: Human Geography: Nature and Scope 07 PeriodsUnit 2: People - 20 PeriodsThe World Population- distribution, density and growthPopulation change - Components of population change, Demographic TransitionHuman development - concept; selected indicators, international comparisonsUnit 3: Human Activities - 32 Periods Primary activities - concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agricultural and allied activities - some examples from selected countries Secondary activities- concept; manufacturing: types - household, small scale, large scale; agro based and mineral based industries; Tertiary activities - concept; trade, transport and tourism; services; people engaged in tertiary activities Quaternary activities- concept; people engaged in quaternary activities - case study from selected countries Unit 4: Transport, Communication and Trade - 26 Periods Land transport - roads, railways; transcontinental railways Water transport- inland waterways; major ocean routes Air transport- Intercontinental air routes Oil and gas pipelines Satellite communication and cyber space importance and usage for geographical information; use of GPS International trade- bases and changing patterns; ports as gateways of international trade; role of WTO in international trade Map Work on identification of features based on 1-5 units on theoutline Physical/Political map of World. - 05 PeriodsPart B: India: People and Economy 90 PeriodsUnit 6: People - 15 Periods Population: distribution, density and growth; composition of population - linguistic, religious; sex, rural-urban and occupational-regional variations in growth of population Unit 7: Human Settlements - 10 Periods Rural settlements - types and distribution Urban settlements - types, distribution and functional classification Unit 8: Resources and Development - 30 Periods Land resources- general land use; agricultural land use; geographical conditions and distribution of major crops (Wheat, Rice, Tea, Coffee, Cotton, Jute, Sugarcane and Rubber); agricultural development and problems Water resources-availability and utilization irrigation, domestic, industrial and other uses; scarcity of water and conservation methods-rain water harvesting and watershed management Mineral and energy resources- distribution of metallic (Iron ore, Copper, Bauxite, Manganese); non-metallic (Mica, Salt) minerals; conventional (Coal, Petroleum, Natural gas and Hydroelectricity) and non-conventional energy sources (solar, wind, biogas) and conservation Planning in India- target group area planning (case study); idea of sustainable development (case study) Unit 9: Transport, Communication and International Trade Transport and communication-roads, railways, waterways and airways: oil and gas pipelines; Geographical information and communication net works International trade- changing pattern of India's foreign trade; sea ports and their hinterland and airports Unit 10: Geographical Perspective on selected issues and problems- 15 Periods Environmental pollution; urban-waste disposal Urbanization, rural-urban migration; problems of slums Land degradation Map work on locating and labeling of features based on aboveunits on outline map of India. (05 Periods)Part C: Practical Work in Geography Part II-40 Periods Unit 1: Processing of Data and Thematic Mapping - 25 Periods Type and Sources of data: Primary, Secondary and other sources Tabulating and processing of data; calculation of averages, measures of central tendency Representation of data- construction of diagrams: bars, circles and flowchart; thematic maps; construction of dot; choropleth and isopleths maps Unit 2: Spatial Information Technology - 15 Periods Introduction to GIS; hardware requirements and software modules; data formats; raster and vector data, data input, editing and topology building; data analysis; overlay and buffer. Prescribed Books: Fundamentals of Human Geography, Class XII, Published by NCERT India - People and Economy, Class XII, Published by NCERT Practical Work in Geography Part II, Class XII, Published by NCERT Download the full syllabus from the following link and check the details of map work as well: Click on the Map to Explore our Atlas See More See More CBSE: Check deleted topics of CBSE Class 11th Geography Syllabus 2020-21. In this article, you will also find links to access revised CBSE 11th Geography Syllabus 2020-21.CBSE Syllabus 2020-21: Check Deleted Topics From 11th Geography Syllabus 2020-21CBSE: Check deleted portion of CBSE 11th Geography Syllabus 2020-21. The board has reduced CBSE 11th Geography Syllabus 2020-21 by 30%. In this article, we have provided the details of the topics which have been deleted by the Central Board of Secondary Education. Links to access other important articles and the latest CBSE Syllabus are also available here.CBSE Class 11 Syllabus 2020-21 (Reduced): All SubjectsDeleted Topics from CBSE 11th Geography Syllabus 2020-21: Book I Fundamentals of Physical Geography Unit II - Chapter 2 The Origin and Evolution of the Earth Unit III - Chapter 7 Landforms and their Evolution Unit IV -Chapter 10 Atmospheric Circulation and Weather Systems Unit V -Chapter 12 World Climate and Climate Change Chapter 13 Water (Oceans) Book II India Physical Environment Unit II - Chapter 2 Structure and Physiography Unit III - Chapter 4 Climate Unit IV - Chapter 7 Natural Hazards and Disasters Practical Geography Part I Chapter 4 Map Projections Chapter 5 Topographical Maps All other chapters barring above mentioned would be included in the Syllabus for the year 2020-21.Students of CBSE Class 11 having Geography as one of their subjects should go through CBSE Class 11 Geography Syllabus 2020-21 and plan their studies accordingly. Geography is one of the most important subjects of CBSE Class 11 Arts stream and the latest CBSE Syllabus of Class 11 Geography is important for the students of Arts stream. Students of CBSE Class 11 can also take help of other important resources such as CBSE Sample Papers, Marking Scheme, NCERT textbooks for the preparation of exams.In order to help students, Jagran Josh has also provided important resources for exam preparation. Here we have also provided links to access some important articles which might be useful for the students. Share copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. NCERT Prescribed Textbook Fundamentals of Human GeographyIndia-People and EconomyPractical work in Geography- Part II Links for Rationalised 2024-25 NCERT textbooks: Note: The above textbooks are also available in Hindi medium. Kindly refer to the latest editions of all NCERT Textbooks. CLASS XII COURSE STRUCTURE Book- Fundamental of Human Geography Chapter No.Chapter NameNo. of periodsWeightageUnit I1Human Geography73Unit II2The World Population Density Distribution and Growth9 83Human Development7Unit III4Primary Activities12 195Secondary Activities106Tertiary and Quaternary Activities107Transport, Communication and Trade15 8International Trade10Map Work (Based on identification of features on World Political Map)105Total9035 Book-India People and Economy Chapter No.Chapter NameNo. of PeriodsWeightageUnit I1Population Distribution Density Growth and Composition105Unit II2Human Settlements83Unit III3Land Resources and Agriculture9 104Water Resources95Mineral And Energy Resources96Planning and Sustainable Development in Indian Context7Unit IV 7Transport and Communication11 78International Trade9Unit V9Geographical Perspective on selected issues and problems85Map Work (Based on Marking and labelling on a political Map of India)105Total9035 Geography Practical-II Chapter No.Chapter NamePeriodWeightage1Data-its source and Compilation5 182Data Processing83Graphical representation of Data154Spatial Information Technology127Practical Record Book and Viva Voce5Total4030 CLASS XII COURSE CONTENT Book- Fundamental of Human Geography Chapter No. and NameSpecific Learning ObjectivesSuggested Teaching Learning ProcessLearning Outcomes1 Human GeographyTo define Human Geography and describe the nature and scope of Human Geography as a discipline.Case Study on determinism and possibilism given in NCERT to be used to explain the concept. Prepare a concept map of the chapter explaining the following: Definition of Human Geography, nature, scope, schools of thought, branches of Human Geography.At the completion of this unit students will be able to: Define the term human geography.Elucidate the Interdependence between Nature and Human beings.State the fields and subfields of Human Geography and its relationship with other branches of Social Sciences.Differentiate between Environmental Determinism and Possibilism.Explain Neo-determinism with examples from real life.2 The World Population-To familiarize learners with some basic concepts of Population Geography.On a world map mark and label ten most populous countries of the world.At the completion of this unit students will be able to: distribution, density and growthTo understand the patterns of population distribution in the world and correlate the factors influencing population distribution.Class discussion on how science and technology helped in population growth.List the reasons for human migration.On the world map identify the countries of Europe and Asia with negative growth rate of population and African countries with growth rate of population more than three percent.Students can be asked to find out the density of population of their respective state/ district/ city.Case Study on Thomas Malthus (optional)Prepare a glossary.Calculate density of population, birth rate and death rate. Name and define the components responsible for population change. Understand the stages of population growth in the world using Demographic Transition Theory. Suggest measures to control population growth. Define the following terms: Growth of population, Natural growth of population, Positive growth of population, Negative growth of population3 Human developmentTo understand the concept human development introduced by Dr. Mehbub Ul Haq and Prof. Amartya Sen.The lesson can be introduced by asking students to discuss with their peer group: What isAt the completion of this unit students will be able to: Differentiate between growth and developmentExplain the three basic indicators of humana meaningful life?Discuss: How Beti Bachao andBeti Padhao programme introduced by the Government of India can address the issue of declining sex ratio and make life more meaningful for girls. Enact a play to show how choices get limited due to lack of capability in areas of income, health care and education.Interview a lady vegetable vendor, cobbler and a sweeper in the community and note how their opportunities were limited because of gender, caste and income.development and measure the level of Human Development. Describe Human Development Index published by UNDP.Compare HDI with Human Poverty Index.Explain the key pillars of human development with examples.Compare Income approach, Welfare approach, Basic Needs approach and Capability approach to understand the concept Human Development.Categories countries on the basis of their HDI and explain their characteristics.4 Primary ActivitiesTo understand various categories of economic activities. To describe Primary activities and relate the physical and social factors that affect the type of primary activities practised in different regions of the world.Class discussion: Why are people in coastal areas and plains engaged in fishing and agriculture? Describe the life of a nomadic herder. (Gaddi and Bakarwal tribe) Mark and label the following on an outline world map:At the completion of this unit students will be able to: Define the following terms: Economic activity, Primary activities, Red Collar Worker, Pastoral NomadismExplain food gathering as an economic activity.Distinguish between pastoral nomadism and commercial livestock rearing. To explain main features of different types of agricultural system practised in the world.Major areas of subsistence gatheringMajor areas of nomadic herding of the worldMajor areas of commercial livestock rearingMajor areas of extensive commercial grain famingMajor areas of mixed farming of the WorldDifferentiate between primitive subsistence and intensive subsistence farming.Describe the characteristic features of plantation agriculture as a type of commercial farming.Analyse why is there low yield per acre but high yield per person in areas of extensive grain cultivation.Compare and contrast the farming practices in the developed urban areas of the world.Analyse how the model of Kolkhoz introduced in the erstwhile USSR boost agricultural production.Examine the reasons for success of cooperative farming in the European countries.Differentiate between open cast mining and shaft mining.Discuss how mining can have impact on humans and environment. 5 Secondary ActivitiesTo develop understanding of secondary activities with emphasis on manufacturing industries. To give an overview of manufacturing processes, types, its significance and recent changes.The students can be asked to prepare a list of factory-made goods they use in their daily life and categorize them as biodegradable and non- biodegradable. List out ten global brands, their logos and products. The students can be taken out for a visit to local industry and asked to prepare a report on their observations regarding raw material used, finished product, production process, labour inputs, environmental impact and social responsibility. The students can be asked to prepare a sketch, poster, poem or write-up about the environmental conditions surrounding an industry.At the completion of this unit students will be able to: Explain key concepts such as, large-scale manufacturing, high technology industry, organizational set up, foot-loose industries, Agri business etc.Identify and explain the factors affecting the location of an industry.Differentiate between different types of industries on the basis of size, raw material, ownership and output.Differentiate between cottage industry and small-scale industry.Explain the importance of high- tech industries and reason for them being attracted to the peripheral areas of major metropolitan cities.Compare large scale industry and modern high-tech industry with examples.Understand and analyses the interrelationship between industrial development and standard of living.6 Tertiary and Quaternary ActivitiesTo understand different types of tertiary activity and its importance in the economy.Make a list of economic activities under different categories. Make a list of departmental stores and chain stores that you visit regularly. Class discussion on: How convenient and beneficial the fast-growing service sector in the world.At the completion of this unit students will be able to: Compare and contrast traditional and modern economic activities.Students correlate tertiary activities and their role in the economic development of a country.Describe different types of tertiary activities.Discuss different types of trading centres found in rural and urban areas and role played by them in local economy.Describe quinary activities and its role in advanced economies.Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors.Define the following terms: BPO, Outsourcing, KPO, Departmental Store, ChainStore, Wholesale trading 7 Transport and CommunicationTo acquire knowledge about various modes of transport in different continents. To compare and synthesize the information about major transport routes around the globe. To understand the development of communication networks and their impact on the modern world.Students can be asked to do a survey of their class about the means of transport being used by students to reach school. Prepare a Bar diagram with the help of the data collected.Analyze the connection between physical landscape and development of various modes of transport.Mark and label the terminal stations of Trans-Siberian Railway, Trans Canadian Railway and Trans Australia Railway on an outline world map.Draw a sketch map of Suez Canal, Panama Canal, St Lawrence Sea ways and Rhine waterways, and mark them on an outline map of the world.On an outline map of the world mark and label the following major airports of each continent:Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden Africa: Johannesburg & NairobiEurope: Moscow, London, Paris, Berlin and RomeAt the completion of this unit students will be able to: Compare and contrast various modes of transport.Explain the relationship of transport and communication networks to economic development of a region.Describe the major highways and major rail networks of different continents.Discuss the location and economic significance of Trans- Siberian Railway, Trans Canadian Railway, The Union and Pacific Railway and Trans Australian Railway.Describe the location and the economic importance of the major sea routes of the world.Discuss how Suez Canal and Panama Canal serve as major gateways of commerce for both the eastern and the western world.Discuss how the modern communication systems have made the concept of global village a reality. North America: Chicago, New Orleans, Mexico City South America: BuenosAires, Santiago Australia: Darwin and Wellington8 International TradeFamiliarize the students with the basic concepts and principles of international trade. To understand the basis of international trade, Balance of trade and types of international trade.Gain knowledge about the concept of Dumping.To outline the historical perspective of globalization and role of WTO, its functions and its implications on the world trade.Examine the importance of sea ports as gateways of international tradeDiscuss: How International trade was carried out in the past vis-a-vis present times.Study the data given on table 9.1 and compare world import and export to calculate balance of trade and analyse its implication. Read the case study on dumping and discuss how dumping is becoming a serious concern among trading nations.Prepare a concept map of the chapter.Mark and label the headquarter of WTO on an outline world map.Mark and label the following major sea ports of the world: Europe: North Cape, London, Hamburg North America: Vancouver, San Francisco, New OrleansSouth America: Rio De Janeiro,At the completion of this unit students will be able to: Define international trade and describe how it impacts various countries.Describe the basis of International Trade.Discuss types of and aspects international trade.Explain the term Dumping, Trade liberalisation and Globalisation.Discuss the impact of WTO on current global trade.Evaluate how international trade can be detrimental to some nations.Analyse how seaports act as chief gateways of International trade. Colon, Valparaiso Africa: Suez and Cape Town Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata Australia: Perth, Sydney, Melbourne India People and Economy Chapter No. and NameSpecific Learning ObjectivesSuggested Teaching Learning ProcessLearning Outcomes1 Population: Distribution Density, Growth and CompositionTo correlate population distribution and density with the physiography of India. To familiarize students with the demographic attributes of IndiaLearner may be asked to refer to an Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with their classmates.Prepare a choropleth map showing the state wise density of population of India.Represent the data on decadal growth rate (given on page 5 NCERT) in India using suitable statistical diagram.Refer to Census of India website to collect data on population of India.Prepare a dot map showing theAt the completion of this unit students will be able to: Differentiate between distribution of population and density of population.Define: Physiological Density, Agricultural Density, Population doubling time, Working Population, Participation Rate, Main Worker, Marginal Worker, Rural Population, Urban Population, Adolescent Population.Discuss the factors responsible for uneven distribution of population in India.Explain trends of population distribution of Indias Population. Compare the growth rate of population of different states between 1991-2001 and 2001- 2011.growth in India since 1901. Describe rural-urban population composition, religious composition linguistic composition and sectoral composition of work force in India. Discuss the occupational structure of Indias population.2 Human SettlementsTo understand how the form and size of settlement of any particular region reflects human relationship with the environment.The students will prepare a line graph to show the growth of urban population in India since 1901.The students will mark and label the million plus cities of all the states on a political map of India.Case Study: Amravati ault/files/SmartCityGuidelines.pdf views/V1/Home.aspxAt the completion of this unit students will be able to: Differentiate between rural and urban settlement.Describe the factors that govern the types of rural settlement in India.Compare and contrast clustered, semi clustered, Hamleted and dispersed settlement with examples. Describe the evolution of towns in India since prehistoric times.Classify towns on the basis of their functions. 3 Land Resources and AgricultureTo familiarise students with the land-use categories as maintained in the land revenue records. To analyse the changes in land- use pattern registered in India due to change in shares of primary, secondary and tertiary sectors in GDP.The students will study and document the land use around their school and speak to their elders to find out changes registered in land use.The students will read and interpret the bar graph (fig 5.1) comparing the changes in land use in India between 1950-51 and 1914-15.Using the data given in the appendix (vi) the students will Work out the actual increase and rate of increases for all the land use categories between 195051 and 201415.The students will prepare pie graphs to show the land use categories in 1950-51 and 1914- 15.Prepare a pie chart showing the composition of total cultivable land in the country.The students will calculate cropping intensity using datafrom table 5.1The students will represent the geographical conditions requiredAt the completion of this unit students will be able to: Name and define the land use categories.Compare the Changes in shares of Land-use Categories in India between 1950 and 2014.Discuss the importance of common property resources for the community.Compare dryland and Wetland farming and evaluate its importance.Compare the geographical conditions required for the growth of the following crops and their distribution/ growing areas.Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea, Coffee Evaluate technological developments that have taken place in Indian agriculture since Independence.Discuss the challenges faced bythe Indian farmers and suggest measures to overcome them. for the growth of different crops in a tabular form and compare them. On political map of India the students will mark and label threelargest producing states of Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea and Coffee.4 Water ResourcesTo familiarise students about the water resources available in India and the factors that determine spatial distribution of the available water resources in the country and its utilization.List out the major sources of water.Discuss the interrelationship between physical and human environment and their impact from local to global.Ralegan Siddhi case study to be discussed to understand the holistic impact of Watershed development in any place.Students can also be encouragedto read about Haryali, Neeru-Meeru (Water and You) programme in Andhra Pradesh and Arvary Pani Sansad in Alwar, RajasthanAt the completion of this unit students will be able to: Describe the available water resources in India.Evaluate the water demand and supply in India.Discuss the reasons for water scarcity in the country.Discuss water resources in India, its geographical distribution, sectoral utilization, and methods of its conservation and management. Recognize various emerging water problems and analyse the causes for deterioration of quality of water.Evaluate the scope to use rainwater harvesting techniques to conserve precious water resources.5 Mineral and energy resourcesTo know about distribution of various minerals in the world. To understand and realize the importance of minerals in human life. To create an awareness about nature of different minerals and how to sustain them for the future.The students should be encouraged to read newspaper regularly and discuss environmental impact of mining.The students should create awareness in school through posters and role play about the use of renewable resources and conservation of energy resources.Prepare a table to present the spatial pattern of the following minerals under the given headings: (Properties, Total Reserves, Distribution, Mines)Iron Ore, Manganese, Bauxite,Copper, Mica, Coal, Petroleumand natural Gas.At the completion of this unit students will be able to: Classify minerals on the basis of chemical and physical properties. Describe the major mineral belts of India and mark them on an outline map of India.Describe different types of non- conventional mineral resources.Analyse why the renewable energy resources will be the future source of resources.Suggest measures to conserve our non-renewable resources.On an outline Political Map of India mark and label the following: Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary Manganese mines: Balaghat, Shimoga Copper mines: Hazaribagh, Singhbhum, Khetari Bauxite mines: Katni, Bilaspur and KoraputCoal mines: Jharia, Bokaro, Raniganj, Neyveli Oil Refineries: Mathura, Jamnagar, Barauni 6 Planning and sustainable development in Indian ContextTo understand the need for centralised planning (sectoral planning and regional planning) to accelerate uniform economic development over space as well the role of NITI Aayog.Case Study Integrated Tribal Development Project in Bharmaur Region.Case Study- Indira Gandhi Canal (Nahar) Command Area.Critically evaluate the need for, aims of, and impacts of irrigation on Indira Gandhi Canal (Nahar) Command Area.At the completion of this unit students will be able to: Develop an understanding about various types of planning.Justify the need for target areas and target groups planning by the Planning Commission with examples.Explain the aims and approaches of the Hill Area Development Programme, Drought prone area Programme,Critically evaluate the aims and social benefits of ITDP in the Bharmaur tribal region.Evaluate the measures that can be taken to promote sustainable development in Indira Gandhi Canal Command Area.7 Transport and communicationTo acquire knowledge about various means of transport spread in different parts of India. To compare and correlate various modes of transport to the physical regions of India. To evaluate the impact ofDraw a flow chart to show the means of transportation. Collect information on Metro rail of India and discuss in the classroom. Prepare a concept map showing different means of transportation,At the completion of this unit students will be able to: Develops an understanding about various means of transport being used in different parts of India.Analyse the impact of the physical environment on development of various modes in different regions. transport and communication networks on the development of our nation.its advantages and disadvantages.Describe different types of highways found in different parts of our country.Discuss the role of Indian Railways in the growth of Indias economy with focus on recent technological advancements.Describe the five National Waterways of our country.Discuss the role of OIL and Gail in development of gas pipelines in India.Discuss reasons for the state wise variation in road density in India.Elucidate the impact of modern communication networks in our life.Mark and label the following on an outline political map of India: Terminal stations of north south corridor, East west corridor & golden quadrilateralCollect information on Bharatmala and Setubharatam Pariyojana and share it with your peer group.8 International TradeTo familiarise students about the changes that have taken place in Indias international trade in terms of volume, compositionStudy the graph (11.1) showing Indias import and export and comment on Indias balance of trade.At the completion of this unit students will be able to: Give reasons for changing pattern of the composition of and direction.Make a list of items that are in Indias import and export basket. Make a list of Indias major trading partners and identify these countries on a world map.Name the nearest domestic and international airports from your school.Study fig 11.5 and identify four cities from where maximum number of air routes converge. Discuss the reasons for the samewith your classmates.Indias import and export. Discuss the strategies adopted by India to double its share in the international trade.Evaluate the role of seaports as gateways of international trade with examples.Mark and label the major seaports and airports on an outline map of India.Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, HaldiaInternational Airports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.9 Geographical Perspective on selected issuesTo explain the causes and consequences of different types of pollution in India and suggest the measures to control it.List the major sources of water pollution, air pollution, noise pollution and land pollution.Identify the most polluted stretch of river Ganga and river Yamuna on an outline map.Look into the dustbin in your school and make a list of solidAt the completion of this topic the students will be able to: Classify types of pollution based on the medium through which pollutants are transported and diffused.Explain various sources of pollution and summarise the waste generated by students. Prepare a poster to create awareness about Namami Gange Programme.Speak to a rag picker and try to find out what he/she does with the waste.Read the case study of a migrantlabourer (Given in NCERT) and enact his/her life in your classroom.state of water, air, land and noise pollution in India. Analyse the rural-urban migration and its role in pollution.Describe the health and social problems of slum dwellers with reference to Dharavi. Describe the natural and human causes of land degradation and suggest measures to control land degradation in India.Suggest measures to control different types of pollutions and evaluate the effectiveness of the Swachh Bharat Mission. Discuss the problems related to urban waste disposal and suggest measures to convert waste into wealth. Practical Work in Geography Part II Chapter No. and NameLearning ObjectivesSuggested Teaching Learning ProcessLearning Outcomes1 Data its source and compilationTo understand the importance of data and its uses in GeographyCollect Primary and Secondary Sources of data from different sources and exhibit in practical fileDefine data.Differentiate between primary and secondary sources of data.List several sources of data.2 Data ProcessingTo calculate Measures of Central tendencyTo Compare Mean, Median and ModeCalculate Mean, Median and Mode using direct and indirect methodCalculate the mean rainfall of your city.List ten Himalayan peaks with their heights and calculate the median height using the data.3 Representation of dataTo represent data graphically using different techniquesConstruction of Line GraphBar GraphPoly GraphConstruct a line graph to represent the growth rate of Population in India 1901-2011.Construct a polygraph to compare the growth of sex ratio in different states.Construct a line and bar graph to represent the average monthly rainfall and temperature of Delhi.Construct a multiple bar diagram to represent decadal literacy rate, male literacy and female literacy.Draw a pie diagram to showLine and Bar GraphMultiple Bar DiagramCompound Bar DiagramPie DiagramThematic MapsDot MapChoropleth MapIsopleth Map Indias export to major regions of the world 2010-2011. Construct a dot map to show Indias Population 2011.Construct a choropleth map to show state wise variation in population density.4 Spatial Information TechnologyTo understand the need to capture data from different sources and integrate them using a computer that is supported by.Explain Spatial Information Technology or GIS.Describe the advantages of GIS over manual methods.Components of GISSpatial Data formatsRaster data formatVector data formatSpatial AnalysisOverlay and Buffer Analysis.geo-processing tools.To learn basic principles of theSpatial Information Technologyand its extension to the SpatialInformation System, which ismore commonly known asGeographical InformationSystem. Indias export to major regions of the world 2010-2011. 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Map Items for identification only on outline political map of the World Fundamentals of Human Geography Chapter No. and NameMap Items1-Human GeographyNil2-The World Population Density Distribution and GrowthNil3-Human DevelopmentNil4-Primary ActivitiesAreas of subsistence gathering (Fig 4.2)Major areas of nomadic herding of the world (4.4)Major areas of commercial livestock rearing (4.6)Major areas of extensive commercial grain faming (4.12)Major areas of mixed farming of the World (4.14)5-Secondary ActivitiesNil6-Tertiary and Quaternary ActivitiesNil7-Transport, Communication and TradeTerminal Stations of Transcontinental Railways Trans-Siberian, Trans Canadian, Trans-Australian Railways Major Sea Ports Europe: North Cape, London, HamburgNorth America: Vancouver, San Francisco, New OrleansSouth America: Rio De Janeiro, Colon, ValparaisoAfrica: Suez and Cape TownAsia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata Australia: Perth, Sydney, Melbourne Major Airports: Asia: Tokyo, Beijing, Mumbai, Jeddah, AdenAfrica: Johannesburg & NairobiEurope: Moscow, London, Paris, Berlin and RomeNorth America: Chicago, New Orleans, Mexico CitySouth America: Buenos Aires, SantiagoAustralia: Darwin and Wellington Inland Waterways Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways8-International TradeNil Map Items for locating and labelling on political outline map of India India People and Economy Chapter No. and NameMap Items1-Population Distribution Density Growth and CompositionState with highest population density & state with lowest population density (2011)2-Human SettlementNil3-Land Resources and AgricultureLeading producing states of the following crops: (a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee4-Water ResourcesNil5-Mineral And Energy ResourcesMines: Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, BellaryManganese mines: Balaghat, ShimogaCopper mines: Hazaribagh, Singhbhum, KhetariBauxite mines: Katni, Bilaspur and KoraputCoal mines: Jharia, Bokaro, Raniganj, NeyveliOil Refineries: Mathura, Jamnager, Barauni6-Planning and Sustainable Development in Indian ContextNil7-Transport and CommunicationNil8-International TradeMark and label the major seaports and airports on an outline map of India. Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia International Airports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.9-Geographical Perspective on selected issues and problemsNil Guidelines for Internal Assessment/ Geography Practical A practical file must be prepared by students covering all the topics prescribed in the practical syllabus. The file should be completely handwritten with a cover page, index page and acknowledgment. All statistical diagrams and maps should be drawn neatly with appropriate headings, scale, index etc. Data to draw statistical diagrams can be taken from the NCERT textbook or Census. The practical file will be assessed both by the internal and external examiners at the time of CBSE practical examinations. A written exam of 25 marks will be conducted based on the above given practical syllabus on the day of the practical exam. Viva will be conducted based on practical syllabus only. Written Exam 25 Marks Practical file- 02 Marks Viva- 03 Marks => To download Class 12 Geography Syllabus PDF Click here and you can check complete Class 12 Syllabus here. Syllabus for CBSE Class 12 Geography 2022-2023 It is critical to begin early preparations for the CBSE Board Exam 2023 since it contains all of the main elements that are crucial from an examination standpoint. Students will become acquainted with the course structure and will have an understanding of the weightage of several Geography courses for the board exam. This will allow them to concentrate on the most critical sections. The full syllabus will assist them in planning the suitable subject for the board test so that they do not have to rush at the last minute. The details of the map work, as well as the question paper design, are also provided towards the end of the syllabus. The World Population- distribution, density and growth Population change - Components of population change, Demographic Transition Human development - concept; selected indicators, international comparisons Primary activities - concept and changing trends; gathering, pastoral, mining, subsistence agriculture, modern agriculture; people engaged in agricultural and allied activities - some examples from selected countries Secondary activities- concept; manufacturing: types - household, small scale, large scale; agro based and mineral based industries; Tertiary activities - concept; trade, transport and tourism; services; people engaged in tertiary activities Quaternary activities- concept; people engaged in quaternary activities - case study from selected countries. Land transport - roads, railways; transcontinental railways Water transport- inland waterways; major ocean routes Air transport- Intercontinental air routes Oil and gas pipelines Satellite communication and cyber space importance and usage for geographical information; use of GPS International trade- bases and changing patterns; ports as gateways of international trade; role of WTO in international trade Population: distribution, density and growth; composition of population - linguistic, religious; sex, rural-urban and occupational-regional variations in growth of population Rural settlements - types and distributionUrban settlements - types, distribution and functional classification Land resources- general land use; agricultural land use; geographical conditions and distribution of major crops (Wheat, Rice, Tea, Coffee, Cotton, Jute, Sugarcane and Rubber); agricultural development and problemsWater resources-availability and utilization irrigation, domestic, industrial and other uses; scarcity of water and conservation methods-rain water harvesting and watershed managementMineral and energy resources- distribution of metallic (Iron ore, Copper, Bauxite, Manganese); non-metallic (Mica, Salt) minerals; conventional (Coal, Petroleum, Natural gas and Hydroelectricity) and non-conventional energy sources (solar, wind, biogas) and conservationPlanning in India- target group area planning (case study); idea of sustainable development (case study) Transport and communication-roads, railways, waterways and airways: oil and gas pipelines; Geographical information and communication net worksInternational trade- changing pattern of India's foreign trade; sea ports and their hinterland and airports Environmental pollution; urban-waste disposalUrbanization, rural-urban migration; problems of slumsLand degradation Primary, Secondary and other sourcesTabulating and processing of data; calculation of averages, measures of central tendencyRepresentation of data- construction of diagrams: bars, circles and flowchart; thematic maps; construction of dot; choropleth and isopleths Introduction to GIS; hardware requirements and software modules; data formats; raster and vector data, data input, editing and topology building; data analysis; overlay and buffer. Prescribed Books: Fundamentals of Human Geography, Class XII, Published by NCERT India - People and Economy, Class XII, Published by NCERT Practical Work in Geography Part II, Class XII, Published by NCERT The CBSE syllabus for class 12th geography covers a wide range of topics, including physical geography, human geography, and map work. Students will learn about the earth's landforms, climate, soils, natural vegetation, and wildlife. A: The main topics covered in the CBSE class 12th geography syllabus include physical geography, human geography, and map work. Students will learn about the earth's landforms, climate, soils, natural vegetation, and wildlife, as well as human aspects such as population, migration, cultural patterns, economic activities, and globalization. A: Studying geography in class 12th helps students gain a better understanding of the world around them. It helps students develop critical thinking and analytical skills, and it prepares them for further education and careers in fields such as environmental science, urban planning, international relations, and more. A: Map work is a practical aspect of the CBSE class 12th geography syllabus. It involves the interpretation and analysis of maps, including topographic maps, weather maps, and thematic maps. Students learn how to read and interpret data presented on maps, and how to use maps to gather information and solve problems related to geography. A: Students can prepare for the CBSE class 12th geography exam by studying the syllabus thoroughly, practicing map work and data analysis, and solving sample papers and previous years' question papers. They can also use reference books and online resources to supplement their learning and gain a deeper understanding of the subject. Geography_SrSec_2022-23Download

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