

**Class XII-C Geography 2025-2026**  
**BIFURCATION OF SYLLABUS**

**FHG: Fundamentals of Human Geography**  
**IPE: India People and Economy**

**April**

Date/ Days	Book	Content	Learning outcomes	Mode of Assessment	Assignment/Activity	T-L Pedagogy	Inter- disciplinary & SDG
1-15 (10)	FHG	<b>FHG: Chapter 1: Human Geography</b> ----- <b>Chapter 2: The World Population</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• 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 population. 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. Case Study on Thomas Malthus (optional). Prepare a glossary.</li> </ul>	Assignment	Prepare a concept map of the chapter explaining the Human Geography and its nature & scope. On a world map mark and label ten most populous countries of the world. List the reasons for human migration.	Case Study on determinism and possibilism given in NCERT to be used to explain the concept.	Math & Geography
16-30 (12)	FHG	<b>FHG: Chapter 3: Human Development</b>	<ul style="list-style-type: none"> <li>• Differentiate between growth and development • Explain the three basic indicators of human 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. • Categorize countries on the basis of their HDI and explain their characteristics. How Beti Bachao and Beti Padhao programme can address the issue of declining sex ratio and make life more meaningful for girls. Show how choices get limited due to lack of capability in areas of income, health care and education.</li> </ul>	Interview report	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.	The lesson will be introduced by asking students to discuss with their peer group: What is a meaningful life?	Economics & Geography Quality education (SDG 4), Gender equality (SDG 5)

## May

Date/ Days	Book	Content	Learning outcomes	Mode of Assessment	Assignment/Activity	T-L Pedagogy	Inter- disciplinary & SDG
1-15 & 16-22 (19)	IPE	<b>IPE:</b> <b>Chapter 1</b> <b>Population - India.</b> ----- <b>Chapter 2:</b> <b>Human Settlement</b>	<ul style="list-style-type: none"> <li>• Differentiate between distribution of population and density of population.</li> <li>• Define: Physiological Density, Agricultural Density, Population doubling time, Working Population, Participation Rate, Main Worker, Marginal Worker, Rural Population, Urban Population, Adolescent Population.</li> <li>• Discuss the factors responsible for uneven distribution of population in India.</li> <li>• Explain trends of population growth in India since 1901.</li> <li>• Describe rural-urban population composition, religious composition linguistic composition and sectoral composition of work force in India. Discuss the occupational structure of India's population.</li> </ul> ----- <ul style="list-style-type: none"> <li>• Differentiate between rural and urban settlement.</li> <li>• Describe the factors that govern the types of rural settlement in India.</li> <li>• Compare and contrast clustered, semi clustered, Hamleted and dispersed settlement with examples.</li> <li>• Describe the evolution of towns in India since prehistoric times.</li> <li>• Classify towns on the basis of their functions.</li> </ul>	Thematic mapping	Refer to an Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with classmates	Refer to Census of India website to collect data on population of India. Case Study: Amravati City smartcity	Sustainable cities and communities (SDG 11),

**JUNE Holiday homework: Prepare Practical file.**

**July**

Date/ Days	Book	Content	Learning outcomes	Mode of Assessment	Assignment/Activity	T-L Pedagogy	Inter- disciplinary & SDG
1-15 (12)	FHG	<b>FHG: Chapter 4 Primary Activites.</b>	<ul style="list-style-type: none"> <li>• Define the following terms: Economic activity, Primary activities, Red Collar Worker, Pastoral Nomadism</li> <li>• Explain food gathering as an economic activity.</li> <li>• Distinguish between pastoral nomadism and commercial livestock rearing.</li> <li>• Differentiate between primitive subsistence and intensive subsistence farming.</li> <li>• Describe the characteristic features of plantation agriculture as a type of commercial farming.</li> <li>• Analyse why is there low yield per acre but high yield per person in areas of extensive grain cultivation.</li> <li>• Compare and contrast the farming practices in the developed urban areas of the world.</li> <li>• Analyse how the model of Kolkhoz introduced in the erstwhile USSR boost agricultural production.</li> <li>• Examine the reasons for success of cooperative farming in the European countries.</li> <li>• Differentiate between open cast mining and shaft mining.</li> <li>• Discuss how mining can have impact on humans and environment.</li> </ul>	Map Work	Mark and label the following on an outline world map: a. Major areas of subsistence gathering b. Major areas of nomadic herding of the world c. Major areas of commercial livestock rearing d. Major areas of extensive commercial grain faming e. Major areas of mixed	Class discussion: Why are people in coastal areas and plains engaged in fishing and agriculture? Way of life of a nomadic herder. (Gaddi and Bakarwal tribe)	Responsible consumption and production (SDG 12), Life on land (SDG 15)
16-31 (14)	FHG	<b>FHG: Chapter 5 Secondary Activities</b>	<ul style="list-style-type: none"> <li>• Explain key concepts such as, large-scale manufacturing, high technology industry, organizational set up, foot-loose industries, Agri business etc.</li> <li>• Identify and explain the factors affecting the location of an industry.</li> <li>• Differentiate between different types of industries on the basis of size, raw material, ownership and output.</li> <li>• Differentiate between cottage industry and small-scale industry.</li> <li>• Explain the importance of hightech industries and reason for them being attracted to the peripheral areas of major metropolitan cities.</li> <li>• Compare large scale industry and modern high-tech industry with examples.</li> <li>• Understand and analyses the interrelationship between industrial development and standard of living.</li> </ul>	Assignment	Prepare a sketch, poster, poem or write-up about the environmental conditions surrounding an industry.	Visit to local industry and prepare a report on raw material used, production process, environmental impact and social responsibility.	Decent work and economic growth (SDG 8), Industry, innovation and infrastructure (SDG 9)

**Unit Test: Syllabus: - FHG - Chapter-1, 2, 3 and IPE - L-1, 2**

**August**

Date/ Days	Book	Content	Learning outcomes	Mode of Assessment	Assignment/Activity	T-L Pedagogy	Inter- disciplinary & SDG
1-15 (11)	FHG	<b>Chapter 6: Tertiary and Quaternary Activity</b>	<ul style="list-style-type: none"> <li>• Compare and contrast traditional and modern economic activities.</li> <li>• Students correlate tertiary activities and their role in the economic development of a country.</li> <li>• Describe different types of tertiary activities.</li> <li>• Discuss different types of trading centres found in rural and urban areas and role played by them in local economy.</li> <li>• Describe quinary activities and its role in advanced economies.</li> <li>• Discuss how tertiary, quaternary and quinary activities have replaced jobs in primary and secondary sectors.</li> <li>• Define the following terms: BPO, Outsourcing, KPO, Departmental Store, ChainStore, Wholesale trading</li> </ul>	Report writing	Write a brief report on chain stores, Mumbai dhabbawala & Digital Divide	Class discussion on: How convenient and beneficial the fast-growing service sector in the world.	Decent work and economic growth (SDG 8), Industry, innovation and infrastructure (SDG 9),
16-31 (12)	IPE	<b>Chapter 3: Land Res and Agriculture</b> ----- <b>Chapter 4: Water Resource</b>	<ul style="list-style-type: none"> <li>• Name and define the land use categories.</li> <li>• Compare the Changes in shares of Land-use Categories in India between 1950 and 2014.</li> <li>• Discuss the importance of common property resources for the community.</li> <li>• Compare dryland and Wetland farming and evaluate its importance.</li> <li>• Compare the geographical conditions required for the growth of the following crops and their distribution/ growing areas.</li> <li>• Rice, Wheat, Jowar, Pulses, Oilseeds, Cotton, Jute, Sugarcane, Tea, Coffee</li> <li>• Evaluate technological developments that have taken place in Indian agriculture since Independence.</li> <li>• Discuss the challenges faced by the Indian farmers and suggest measures to overcome them.</li> </ul> ----- <ul style="list-style-type: none"> <li>• Describe the available water resources in India.</li> <li>• Evaluate the water demand and supply in India.</li> <li>• Discuss the reasons for water scarcity in the country.</li> <li>• Discuss water resources in India, its geographical distribution, sectoral utilization, and methods of its conservation and management.</li> <li>• Recognize various emerging water problems and analyse the causes for deterioration of quality of water.</li> <li>• Evaluate the scope to use rainwater harvesting techniques to conserve precious water</li> </ul>	Assignment	Read and interpret the bar graph (fig 5.1) comparing the changes in land use in India. 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. Calculate cropping intensity using data from table 5.1.	Ralegan Siddhi case study to be discussed.	Statistics & Geography Responsible consumption and production (SDG 12), Life on land (SDG 15),

**September**

Date/ Days	Book	Content	Learning outcomes	Mode of Assessment	Assignment/Activity	T-L Pedagogy	Inter- disciplinary & SDG
1-15 (11)	IPE	<b>Chapter 5: Minerals and Energy Resource</b>	<ul style="list-style-type: none"> <li>• Classify minerals on the basis of chemical and physical properties.</li> <li>• Describe the major mineral belts of India and mark them on an outline map of India.</li> <li>• Describe different types of nonconventional mineral resources.</li> <li>• Analyse why the renewable energy resources will be the future source of resources.</li> <li>• Suggest measures to conserve our non-renewable resources.</li> </ul>	Assignment	<ul style="list-style-type: none"> <li>• On an outline Political Map of India mark and label the following: Iron-ore mines: Manganese mines: Copper mines: Bauxite mines: Coal mines: Oil Refineries:</li> </ul>	Create awareness in school through posters and role play about the use of renewable resources and conservation of energy resources.	Affordable and clean energy (SDG 7), Life on land (SDG 15),
16-30 (12)		<b>Term-I Examinations</b>					

**Term-I Syllabus: - FHG-Chapter- 1, 2, 3, 4, 5 & 6 IPE: Chapter- 1, 2, 3, 4 & 5.**

**October**

Date/ Days	Book	Content	Learning outcomes	Mode of Assessment	Assignment/Activity	T-L Pedagogy	Inter- disciplinary & SDG
1-15 (8)	FHG	<b>Chapter 7: Transport and Communication</b>	<ul style="list-style-type: none"> <li>• Compare and contrast various modes of transport.</li> <li>• Explain the relationship of transport and communication networks to economic development of a region.</li> <li>• Describe the major highways and major rail networks of different continents.</li> <li>• Discuss the location and economic significance of TransSiberian Railway, Trans Canadian Railway, The Union and Pacific Railway and Trans Australian Railway.</li> <li>• Describe the location and the economic importance of the major sea routes of the world.</li> <li>• Discuss how Suez Canal and Panama Canal serve as major gateways of commerce for both the eastern and the western world.</li> <li>• Discuss how the modern communication systems have made the concept of global village a reality.</li> </ul>	Map Work	Do a survey of the class about the means of transport being used by peers to reach school. Prepare a Bar diagram with the help of the data collected.	Compare and synthesize the information about major transport routes around the globe.	Industry, innovation and infrastructure (SDG 9)
16-31 (10)	FHG	<b>Chapter 8: International Trade</b>	<ul style="list-style-type: none"> <li>• Define international trade and describe how it impacts various countries.</li> <li>• Describe the basis of International Trade.</li> <li>• Discuss types of and aspects international trade.</li> <li>• Explain the term Dumping, Trade liberalisation and Globalisation.</li> <li>• Discuss the impact of WTO on current global trade.</li> <li>• Evaluate how international trade can be detrimental to some nations.</li> <li>• Analyse how seaports act as chief gateways of International trade.</li> </ul>		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.	Decent work and economic growth (SDG 8) and Partnerships for the goals (SDG 17).

**November**

Date/ Days	Book	Content	Learning outcomes	Mode of Assessment	Assignment/Activity	T-L Pedagogy	Inter- disciplinary & SDG
1-15 (11)	IPE	<b>Chapter 7: Transport and Communication</b>	<ul style="list-style-type: none"> <li>• Develops an understanding about various means of transport being used in different parts of India.</li> <li>• Analyse the impact of the physical environment on development of various modes in different regions.</li> <li>• Describe different types of highways found in different parts of our country.</li> <li>• Discuss the role of Indian Railways in the growth of India's economy with focus on recent technological advancements.</li> <li>• Describe the five National Waterways of our country.</li> <li>• Discuss the role of OIL and Gail in development of gas pipelines in India.</li> <li>• Discuss reasons for the state wise variation in road density in India.</li> <li>• Elucidate the impact of modern communication networks in our life.</li> </ul>	Class Test	Mark and label the following on an outline political map of India: Terminal stations of north south corridor, East west corridor & golden quadrilateral	Discussions on Bharatmala and Setubharatam Pariyojana.	Industry, innovation and infrastructure (SDG 9)
16-30 (12)	IPE	<b>Chapter 6: Planning and Sustainable Development. Chapter 9: Geographical Issues and Problems</b>	<ul style="list-style-type: none"> <li>• Develop an understanding about various types of planning.</li> <li>• Justify the need for target areas and target groups planning by the Planning Commission with examples.</li> <li>• Explain the aims and approaches of the Hill Area Development Programme, Drought prone area Programme,</li> <li>• Critically evaluate the aims and social benefits of ITDP in the Bharmaur tribal region.</li> <li>• Evaluate the measures that can be taken to promote sustainable development in Indira Gandhi Canal Command Area.</li> </ul>	Class Test	Case Study – Integrated Tribal Development Project in Bharmaur Region. • Case Study- Indira Gandhi Canal (Nahar) Command Area.	Critical evaluation of the need for and impacts of irrigation on Indira Gandhi Canal (Nahar) Command Area.	Clean water and sanitation (SDG 6) and Partnerships for the goals (SDG 17).
<b>December</b>		<b>Pre-Board: Syllabus: All Chapters</b>					

Map Items for identification only on outline political map of the World

### **Fundamentals of Human Geography**

Areas 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 farming (4.12) □ Major areas of mixed farming of the World (4.14)

□ Terminal Stations of Transcontinental Railways– Trans-Siberian, Trans Canadian, Trans-Australian Railways

Major Sea Ports □ Europe: North Cape, London, Hamburg □ North America: Vancouver, San Francisco, New Orleans □ South America: Rio De Janeiro, Colon, Valparaiso □ Africa: Suez and Cape Town □ Asia: Yokohama, Shanghai, Hong Kong, Aden, Karachi, Kolkata □ Australia: Perth, Sydney, Melbourne

Major Airports: □ Asia: Tokyo, Beijing, Mumbai, Jeddah, Aden □ Africa: Johannesburg & Nairobi □ Europe: Moscow, London, Paris, Berlin and Rome □ North America: Chicago, New Orleans, Mexico City □ South America: Buenos Aires, Santiago □ Australia: Darwin and Wellington

Inland Waterways Suez Canal, Panama Canal, Rhine waterways and St. Lawrence Seaways

### **India - People and Economy**

State with highest population density & state with lowest population density (2011)

Leading producing states of the following crops: (a) Rice (b) Wheat (c) Cotton (d) Jute (e) Sugarcane (f) Tea and (g) Coffee

Mines: □ Iron-ore mines: Mayurbhanj, Bailadila, Ratnagiri, Bellary □ Manganese mines: Balaghat, Shimoga □ Copper mines: Hazaribagh, Singhbhum, Khetari □ Bauxite mines: Katni, Bilaspur and Koraput □ Coal mines: Jharia, Bokaro, Raniganj, Neyveli □ Oil Refineries: Mathura, Jamnager, Barauni

□ Major Sea Ports: Kandla, Mumbai, Marmagao, Kochi, Mangalore, Tuticorin, Chennai, Vishakhapatnam, Paradwip, Haldia

□ International Air ports: Ahmedabad, Mumbai, Bengaluru, Chennai, Kolkata, Guwahati, Delhi, Amritsar, Thiruvananthapuram & Hyderabad.