

GEOGRAPHY SYLLABUS: STANDARD X

Approach to Teaching Geography. The syllabus has 12 units. There are 9 units on India and 3 units are allocated for practicals, which are a part of the examination. The approach to studying India is through regional concept. In all lessons on India, the concept of region will be the guiding principle and hence natural and cultural regions are discussed. Natural regions are used in 3 units (II to IV), whereas cultural regions are the frameworks for 6 units (I and V to IX). Practical are compulsory and students are required to submit their records of work for valuation at the final examination. Teachers need special cartographic skills for teaching the practicals. New ideas on fieldwork and natural resources assessment are introduced in the respective chapters. Units X to XI are a blend of classroom teaching and lab and fieldwork.

Unit	Expected Learning Outcomes	Content	Transactional Strategy and Activity	Teaching Aids	# Periods
I	i) Ability to conceive India as a land subcontinental characteristics ii) Learning locational characteristics and the notion of states and union territories in the federal set up iii) Learning about the diversity in culture and beliefs and secular fabric of the society	Indian Subcontinent Location, boundaries Administrative divisions: States and Union Territories Positioning India in the world Unity in diversity Cultural pluralism and Secularism	Classroom activity: Explaining the location of India in the world, using globe and world map Teachers speak to students about India and the need to position it, in a variety of modern contexts vis-à-vis world events and international relations Outdoor / Home activity: Students are guided in collecting and preparing a report on the multiple facets of India, especially in socio-economic and cultural realms	Blackboard Globe Wall map of the world Wall map - political Charts on India	4
II	i) Ability to divide India into logical divisions based on relief ii) Ability to identify and understand the importance of drainage, especially rivers	Relief and Drainage Peninsular and extra-peninsular rivers Islands Plains	Classroom activity: Explaining the rationale behind division of the country into physiographic divisions Teachers speak to students about	Blackboard Wall maps - physical Charts on India Charts on	5

	iii) Learning about the islands of India and their importance iv) Ability to differentiate characteristics of relief divisions, especially hills/mountains and plains v) Ability to know and differentiate peninsula, plateau, plains, islands		the greatness / sacredness of rivers of India and how life is intrinsically twined with them Discussion on sharing of river waters and international, national and interstate water disputes Homework: Students do a profile of each physiographic division and rivers in groups Map work - locating rivers, plains, places of importance	rivers Flip charts India outline maps	
III	i) Ability to know and understand the climatic characteristics of India ii) Learning how agriculture is a gamble on monsoon iii) Learning monsoon winds and rainfall patterns in different seasons iv) Learning why rainwater harvesting has become important	Climate of India Summer, Winter Monsoon winds and rains Failure of monsoons Rainwater harvesting	Classroom activity: Recap on weather and climate Explanation for the climate of India, considering India's position and the Himalayas in the north and the warm India ocean in the south Students discuss in groups monsoon winds and how important they are for the country as a whole Group discussion on the reasons for monsoon failures and the need to harvest rainwater Homework: Assignments on the climate of India, may be as group assignments Scrapbook on monsoons Collecting newspaper reports on monsoon and rains Students draw maps using rainfall data for stations in Tamil Nadu	Blackboard Wall map Charts on monsoon Flipcharts Newspaper reports on monsoon Satellite pictures Websites for materials on monsoon Outline maps	5

IV	<p>i) Ability to differentiate between various soils of India both in terms of conventional types and classification</p> <p>ii) Ability to identify and understand different vegetation in the country and the richness or otherwise of them</p> <p>iii) Learning about the degradation of soils and forests and reasons for the same</p> <p>iv) Learning about the conservation and protection measures in use and needed</p> <p>v) Learning to appreciate the usefulness of vegetative cover and improving it</p>	<p>Soils and Natural Vegetation</p> <p>Soil types and their distribution</p> <p>Soil conservation</p> <p>Types of natural vegetation / forests</p> <p>Vegetation of regions such as hills/mountains and deserts</p> <p>Forest conservation</p> <p>Joint forest management</p>	<p>Classroom activity: Explanation for soils and their formation and variety of natural vegetation using charts</p> <p>Discussion on practices that affect soils and forests and the notion of conservation and protection</p> <p>Discussion on rationale behind conservation practices in use and suggested</p> <p>Discussion on improving soil and forest cover</p> <p>Homework: Students write a profile / report on soils and vegetation of their locality and discuss it later in the class</p> <p>Collecting information on traditional soil classification and vegetation related practices (herbal)</p> <p>Mapping exercises for soils and vegetation</p>	<p>Blackboard</p> <p>Wall map</p> <p>Charts on soils and vegetation</p> <p>Flipcharts</p> <p>Pictures</p> <p>Newspaper reports on soils and vegetation</p> <p>Websites for materials on soils and vegetation</p> <p>Outline maps</p>	5
V	<p>i) Ability to understand the environmental, social and economic conditions for different crops of India</p> <p>ii) Learning to differentiate food, non-food, commercial and other crops</p> <p>iii) Learning to appreciate the diversity in agriculture</p> <p>iv) Learning the need for and actions taken towards social and food</p>	<p>Crops of India</p> <p>Peninsular crops</p> <p>Extra-peninsular crops</p> <p>Agricultural diversity</p> <p>Social and food security</p>	<p>Classroom activity: Explanation for crops, by regions of India, especially peninsular and extra-peninsular regions</p> <p>Discussion on the need for diversity in agriculture</p> <p>Students discuss in groups on social and food security</p> <p>Homework: Scrapbook on crops and practices in India</p> <p>Reports on local crops</p>	<p>Blackboard</p> <p>Wall map</p> <p>Charts on crops</p> <p>Flipcharts</p> <p>Newspaper reports on crops and practices</p> <p>Websites for materials on</p>	5

		security		Collecting information on traditional crops and agricultural practices	food and social security Outline maps	
VI	i) ii) iii) iv)	Ability to differentiate basic and non-basic, light and heavy industries Learning about the diverse industries, namely, mineral based and agro-based industries Learning about the locational characteristics of industries Learning about the levels of industrial development	Industries Basic and Non-basic Light and Heavy Industrial development	Classroom activity: Explanation on industries, industrial development Students discuss industrial location in groups in respect of local industries Groups of students collect first-hand information on different local industries Homework: Students are asked to write on traditional, village, and cottage industries	Blackboard Wall map Charts on industries Flipcharts Newspaper reports on various industries Websites for materials on industries Outline maps	5
VII	i) ii) iii) iv)	Learning about the vital infrastructures and services of India Learning the types, nature, extent and reach of services such as housing, education, health and transport Learning about the importance of health education in regard to health conditions in the local areas Learning about the importance of road versus rail transport, and water transport	Infrastructures and Services Housing, Education, Health, Transport	Classroom activity: Initiating discussions on infrastructures and services Debating on the problems of housing, education, health and transport Discussing solutions for infrastructural and services related problems: houselessness, school dropout, lack of access to health and medical care, and pollution from transport Homework: Reports / profiles on local housing, educational, health and transport conditions	Blackboard Wall map Charts on infrastructures Flipcharts Newspaper reports on services and conditions Websites for materials Outline maps	4

VIII	i) Ability to know, understand, and appreciate human resources of India ii) Learning about over / under-population, places of high and low densities iii) Learning about growth characteristics, occupational and other characteristics iv) Learning about the initiatives for HRD activities in India	Human Resources Population: Number, Growth, Density, Age and Sex Composition, Occupational Structure HRD initiatives	Classroom activity: Expansion on human resources and the need to develop and manage them Lecture on quality versus quantity Discussion in groups on: Doubling time, Population trap, Density as salutary Class discusses problems faced by population planning and family welfare, its successes and failures Homework: Students write assignments on a variety of topics and current concerns of population growth	Blackboard Wall map Charts on population, age pyramids Flipcharts Newspaper reports on population planning and family welfare Websites for materials on HRD and M Outline maps	4
IX	i) Ability to appreciate planning perspectives and the achievements of India ii) Learning about the Five Year Plans and Annual Plans and also how they are made iii) Learning about planning goals and objectives, budgeting and other aspects iv) Learning about the consequences of planning and not planning v) Learning about the making of state and central plans	Developing India Five Year Plans Developmental consequences Perspectives on plans and achievements	Classroom activity: Class discusses on the planning of development in India and the history of planning Teacher speaks to students on why and how of Five Year Plans and annual and rolling plans Class discuss in groups achievements during the planning era, one plan by another Homework: Scrapbook on planning Students write assignments on the problems and achievements of India during each of the Five Year Plans and during certain select period	Blackboard Wall map Charts on Planning Goals and Objectives Flipcharts Newspaper reports on planning Websites for materials on plans Outline maps	5
X	i) Ability to appreciate cartography and learn skills relating to	Maps and Diagrams Distribution maps	Classroom activity: It is enough to teach cartographic skills, in the	Blackboard Precision	5

	<p>mapping and drawing diagrams, including charts</p> <p>ii) Learning manual skills in regard to distribution maps namely isopleth and choropleth maps, representing demographic data</p> <p>iii) Learning manual skills in regard to statistical diagrams and other types of diagrams such as line, bar, and pie diagrams</p> <p>iv) Ability to generating and using graded patterns for maps and diagrams</p> <p>v) Learning basics of statistical applications in geography</p>	Simple line, bar and pie diagrams Statistics	<p>most rudimentary way. Teachers explain the importance and procedures of drawing in regard to distribution maps and diagrams and show how on the blackboard. Teachers go round the class helping the students draw as well as they should.</p> <p>Homework: Students take home mapping and diagramming exercises and have them made into fair copies to submit as records</p>	<p>instruments</p> <p>Charts for mapping and diagramming</p> <p>Record notebook</p> <p>Water colours or paints</p>	
XI	<p>i) Ability to design and conduct fieldwork for a specific purpose</p> <p>ii) Learning the art of preparing interview schedules and questionnaires</p> <p>iii) Ability to select sample for the study and fulfilling its objectives</p> <p>iv) Ability to select individual, household and group samples using sampling procedures</p> <p>v) Learning to choose area sampling</p> <p>vi) Conducting pilot surveys and final surveys, including interviews with key informants</p>	Fieldwork Steps to conducting fieldwork Practicing fieldwork	<p>Classroom activity: Teachers explain the basics of fieldwork using blackboard and flip charts. Students, with guidance from teachers, design and develop a schedule of questions or a questionnaire to be used in the field survey</p> <p>Outdoor activity: Students do a reconnaissance of the area to be studied</p> <p>Conducting pilot and final survey, mainly interviews, with carefully chosen samples (people or households or groups)</p> <p>Homework: Reporting on the field</p>	<p>Blackboard</p> <p>Flip charts</p> <p>Simple equipment for fieldwork</p>	5

			survey.		
XII	i) Ability to organise and conduct rapid and participatory assessments ii) Learning skills in using various methods of rapid and participatory assessments	Rapid Assessment Participatory Rapid Assessment	Classroom activity: Teachers explain the recent advancements in field survey and resources assessments Teachers speak on the rapid and participatory assessments, especially what needs to be done prior to, during and after their conduct	Blackboard Flip charts on a battery of methods Slides	4

Note: Each unit will form the basis of a lesson and the length of the text will be determined by the hours available for teaching the unit. Twelve of the 68 periods available will be used for revision of the subject before the quarterly, half yearly and annual examinations (4 periods each).
 Practicals are introduced in the syllabus with an intent of introducing cartography, statistics, and fieldwork. All through the year, ten exercises at the rate one to a month of the course may be worked on in the classroom. Exercises do not necessitate a separate lab and any classroom can be doubled as lab, provided tables for drawing are available in the classroom. Exercises must be taught in the classroom and must worked on both at classroom and home.