

INDIA
PEOPLE AND ECONOMY
TEXTBOOK IN GEOGRAPHY FOR CLASS XII



12099



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition

February 2007 Magha 1928

Reprinted

December 2007, January 2009,

January 2010, November 2010

March 2012, March 2013

November 2013, January 2015

January 2016, February 2017

February 2018, February 2019

January 2020, February 2021

November 2021

Revised Edition

November 2022 Agrahayana 1944

Reprinted

March 2024 Chaitra 1946

PD 130T SU

© National Council of Educational
Research and Training, 2007, 2022

₹ 110.00

Printed on 80 GSM paper with NCERT
watermark

Published at the Publication Division by
the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Tan Prints (India) Pvt. Ltd.,
44 Km Mile Stone, National Highway, 10,
Rohtak Road, Village Rohad, Distt.
Jhajjar (Haryana)-124 501

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Foreword

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory committee for textbooks in Social Sciences, at the higher secondary level, Professor Hari Vasudevan and the Chief Advisor for this book, Professor M.H. Qureshi for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 November 2006

Director
National Council of Educational
Research and Training



THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)



Rationalisation of Content in the Textbooks

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Overlapping with similar content included in other subject areas in the same class
- Similar content included in the lower or higher class in the same subject
- Difficulty level
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.



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Acknowledgements

The National Council of Educational Research and Training acknowledges the contribution of Kalpana Markandeya, *Professor*, Department of Geography, Osmania University, Hyderabad, and Pervez Ahmed, *Lecturer*, P.G. Department of Geography and Regional Development, University of Kashmir, Kashmir in the development of this textbook.

Special thanks are due to Savita Sinha, *Professor and Head*, Department of Education in Social Sciences and Humanities, for her valuable support at every stage of preparation of this textbook.

The Council is thankful to the Survey of India for certification of maps given in the textbook. It also gratefully acknowledges the support of individuals and organisations as listed below for providing various photographs, illustrations, cartoons and articles used in this textbook: Zaheen Alam, *Lecturer*, Dayal Singh College, New Delhi, for Fig. 7.4; Swapnil Sakhare, Mumbai, for Fig. on page 100, 102; Centre for Dalit and Tribal Studies, TISS, Mumbai, for Fig. on page 102; Janhit Foundation, Meerut for Case Study on page 99; M.S. Jaglan, *Reader*, Kurukshetra University, for Fig. 6.1, 6.4, 6.5; R.K. Laxman (*The Times of India*) for cartoon on page 99; Shveta Uppal, NCERT, for Fig. 2.1, 2.2, 2.3, 3.10 and 7.7; Kalyan Banerjee, NCERT, for Figs. on page 15, 41; Directorate of Extension, Ministry of Agriculture I.A.R.I Campus, New Pusa, New Delhi, for Fig. 3.7, 3.8; *The Times of India*, New Delhi, for Fig. 3.2, 7.1 and for news items on page 12, 38, 63, 95, 96, 97, 99; *The Hindu* for Fig. 9.1 and for news items on page 63, 101; CCSHAU, Hisar, for Fig. 3.12; *The Economic Times*, New Delhi, for news items on page 57, 74, 82; *Hindustan*, New Delhi, for news items on page 38, 46, 63, 101; *Dainik Jagran*, Varanasi, for news item on page 38; Ministry of Mines, Government of India for Fig. 9.2 and a figure on page 53; Geological Survey of India for Fig. 5.4; ITDC/Ministry of Tourism, Government of India for Fig. 7.8; National Disaster Management Division, Ministry of Home Affairs, Government of India for a figure on page 48; *Today* for Fig. 7.2; *Competition Success Review*, Year Book, 2006 for Fig. 7.5 and 7.6; Ministry of Shipping, Government of India for Fig. 8.3 and on page 86; *Down to Earth*, CSE, New Delhi for a figure on page 97. The Economic times for news items on page 38 energyworld.com for news item on page 63.

The Council also acknowledges the contributions of Ishwar Singh, *DTP Operator*; Ajay Singh, *Copy Editor*; and Dinesh Kumar, *Computer In-charge*, who have helped in giving final shape to this book. The contribution of the Publication Department, NCERT is also duly acknowledged.

The following are applicable to all the maps of India used in this textbook

1. © Government of India, Copyright 2006
2. The responsibility for the correctness of internal details rests with the publisher.
3. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
4. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
5. The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the "North-Eastern Areas (Reorganisation) Act.1971," but have yet to be verified.
6. The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India.
7. The state boundaries between Uttaranchal & Uttar Pradesh, Bihar & Jharkhand and Chhattisgarh & Madhya Pradesh have not been verified by the Governments concerned.
8. The spellings of names in this map, have been taken from various sources.

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Web based online e-learning Geo spatial portal **School Bhuvan–NCERT** (URL: http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/) has been launched by NCERT and ISRO in collaboration to enhance geo spatial skills among students. This online e-learning portal includes thematic maps given in Geography textbooks. This portal enables students to use Geo-spatial technology for better understanding of concepts in Geography. Online activities available on the portal as Level 1, Level 2 and Level 3 encourage learners from Classes VI to XII to develop neighbourhood maps and their attributes on satellite imageries available on **School Bhuvan–NCERT**.