



# GEOGRAPHY

STANDARD EIGHT





# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

**Fundamental Duties-** It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 29.12.2017

# GEOGRAPHY

## STANDARD EIGHT



**Maharashtra State Bureau of Textbook Production and  
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GVHLTZ

The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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## **The Constitution of India**

### **Preamble**

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 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 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.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

India is my country. All Indians  
are my brothers and sisters.

I love my country, and I am proud  
of its rich and varied heritage. I shall  
always strive to be worthy of it.

I shall give my parents, teachers  
and all elders respect, and treat  
everyone with courtesy.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.



## Preface

Dear Students,

Standard eight is the last year of higher primary education. Welcome to this class. You have been studying geography from standard three to standard five as part of environmental studies and as a separate subject from standard six onwards. It gives me great pleasure putting forth this geography text book for standard eight before you.

In this textbook you are going to study some advanced concepts in geography. Special focus will be on the rain and the clouds you have been seeing in the sky since childhood. How is the interior of the earth? On what basis have estimates been made about the interior of the earth? Some explanation about this has been made briefly in this textbook. You will be studying about the motion of water which covers the largest part of the earth, the currents and the influencing underlying energy behind them. The use of land, industries and population are all an indispensable part of human life. These aspects will be introduced igniting an intellectual curiosity. These concepts will be useful to you even in the future. Clearly understand the rural and urban components and try to correlate man's development with these components.

While studying all these facets, the textbook sets out many task and projects. Questions on the topics have been posed under titles such as think about it, use your brain power, find out etc. These will definitely be beneficial to you.

Please use the maps and diagrams given in the textbook. They will facilitate in making the geographical concepts easy to comprehend. Personally do the tasks given in the textbook. Make use of the discussions given in earlier text books.

With good wishes to all of you !



(Dr. Sunil Magar)

**Director**

Maharashtra State Bureau of  
Textbook Production and  
Curriculum Research, Pune

Pune

Date : 18 April 2018 (Akshay Tritiya)  
Indian Solar Year : 29 Chaitra 1940

## CLASS 8 GEOGRAPHY

Learning process suggested	Learning outcome
The teachers should give learning opportunities to students in groups/pairs / individually and encourage them to :	The Students
<ul style="list-style-type: none"> <li>understanding what time will it be in different countries / regions with the help of longitudes on a globe or map</li> <li>calculating the difference in time between the Prime Meridian and local times of various places in the world</li> </ul>	08.73G.01 calculates the Standard Time and Local time with the help of longitudes on maps and globes 08.73G.02 uses local time and standard time effectively with the help of longitudinal location correlating them
<ul style="list-style-type: none"> <li>Using various audio-visual /visual images/models/ diagrams to understand the interior of the earth</li> </ul>	08.73G.03 Explains the composition of the interior of the earth with the help of diagrams, models, images ,etc.
<ul style="list-style-type: none"> <li>Understanding the processes of evaporation and condensation with the help of experiments</li> <li>Understanding the factors affecting humidity</li> <li>Obtaining information regarding clouds with the help of diagrams or audio-visuals</li> </ul>	08.73G.04 Gives information regarding the natural processes of evaporation and condensation 08.73G.05 Explains clearly the factors affecting humidity 08.73G.06 Identifies the cloud types and forecasts rainfall.
<ul style="list-style-type: none"> <li>Understanding the sea-floor with the help of diagrams/ models / audio visual medium</li> <li>Understanding the process of ocean currents with the help of experiments</li> <li>Understanding the effects of ocean currents on climate, fishing and marine navigation</li> </ul>	08.73G.07 Identifies the marine landforms with the help of diagrams /figures 08.73G.08 Discusses marine deposits 08.73G.09 Explains the reasons responsible for ocean currents 08.73G.10 Explains the effect of ocean currents on human life with examples
<ul style="list-style-type: none"> <li>Explaining the land use in urban and rural areas with the help of maps, figures and images</li> <li>Identifying the patterns of land use</li> </ul>	08.73G.11 Differentiates between the urban and rural land use 08.73G.12 Presents information regarding rural and urban settlements on the basis of land use maps
<ul style="list-style-type: none"> <li>Understanding that population is a resource</li> <li>Studying the sample graphs of various characteristics of population according to age-sex, sex ratio, birth rate, death rate, urban and rural population, composition according to occupation, literacy, etc</li> </ul>	08.73G.13 Explains the importance of studying population (demography) 08.73G.14 Explains the composition of population 08.73G.15 Explains with reasons the factors affecting the quality of population 08.73G.16 Explains the uneven distribution of population by reading world maps
<ul style="list-style-type: none"> <li>Understanding the difference between various occupations through examples</li> <li>Obtaining information through visits to industrial regions and through various references.</li> <li>Discussing the social responsibilities of industries</li> <li>Understanding the industrial development of India and Maharashtra with the help of maps</li> </ul>	08.73G.17 Classifies various industries 08.73G.18 Tells the importance of industries 08.73G.19 Explains the Corporate Social Responsibility ( CSR) 08.73G.20 Explains the factors affecting industrial development 08.73G.21 Obtains information regarding industry - friendly policies
<ul style="list-style-type: none"> <li>Drawing conclusions with the help of scales on maps</li> <li>Converting one type of scale given on a map into another</li> <li>Understanding the map type on the basis of the scale of the map</li> <li>Visiting a region through the process of field –visit , preparing questionnaires</li> <li>Interpretation through analysis of data/information, preparing report</li> </ul>	08.73G.22 Determines the scale on the basis of distance between two points on a map and on the ground 08.73G.23 Explains various methods of map scales giving examples 08.73G.24 Identifies types of maps on the basis of scales 08.73G.25 Uses map scales directly 08.73G.26 Plans a field-visit 08.73G.27 Prepares a questionnaire 08.73G.28 Presents a report on the basis of information collected during field-visit



## - For Teachers -

- ✓ To begin with, get familiar with the textbook yourself.
- ✓ Please refer to textbooks of earlier classes before teaching this textbook.
- ✓ Please plan carefully and independently for the activities in each chapter. Please do not teach without planning.
- ✓ The teaching-learning interactions, processes and participation of all students is very necessary and so is your active guidance.
- ✓ Please use the geographical teaching aids in the school as required for the appropriate understanding of the subject. It is necessary to use the globe, the maps of the World, India and the State, atlases, etc.
- ✓ Though the number of chapters has been reduced the number of periods required for each chapter has been given a thought. Abstract concepts are difficult to follow and therefore you are expected to use the given number of periods fully. Do not finish the chapter in short. This will help the students to assimilate the content without feeling the 'burden of learning'.
- ✓ Like other social sciences, geographical concepts too are not easy to understand. Major concepts of geography have a scientific base and they deal with abstractions. Encourage group work, learning through each other's help, etc. Facilitate peer learning as much as possible by reorganizing the class structure frequently.
- ✓ Do not ask questions on statistical information. Instead, ask questions on their trends or patterns.
- ✓ The present book has been prepared for constructivist and activity-based teaching.
- ✗ Please do not teach the lessons in the book by just reading them aloud.
- ✓ Follow the order of the chapters as given in the contents because the concepts have been introduced in a graded manner to facilitate knowledge-building.
- ✓ Do not use the boxes titled 'Do you know?' for evaluation.
- ✓ Use QR Code given in the textbook. Some websites have been given for reference at the end of the chapter. Also, a list of references used is also given. You as well as the students are expected to use these references. These references will surely help you to go beyond the textbook. Please bear in mind that extra reading is always helpful for understanding any subject in depth.
- ✓ Use thought-provoking, activity-oriented, open-ended, multiple choice questions for evaluation. Some examples are given at the end of the chapters in the 'exercises'.
- ✓ Use outline maps given on page numbers 35 and 60 for xerox.

## - For Students -



You will meet the character '**Globee**' in every chapter. Have you guessed who he is? He will help in the various tasks you are expected to do. Try to follow his instructions.



## Contents

S.No.	Name of the lesson	Field	Page No.	Expected Periods
1.	Local Time and Standard Time	General Geography	01	09
2.	Interior of the Earth	Physical Geography	09	10
3.	Humidity and Clouds	Physical Geography	16	10
4.	Structure of Ocean Floor	Physical Geography	24	09
5.	Ocean Currents	Physical Geography	29	09
6.	Land Use	Human Geography	35	10
7.	Population	Human Geography	42	10
8.	Industries	Human Geography	52	10
9.	Map Scale	Practical Geography	60	08
10.	Field Visit	Practical Geography	68	08
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12.	Activity Page	--	75	--

**S.O.I. Note :** The following foot notes are applicable : (1) © Government of India, Copyright : 2018. (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 Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chattisgarh & Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in this map, have been taken from various sources.

**DISCLAIMER Note :** All attempts have been made to contact copy right/s (©) but we have not heard from them. We will be pleased to acknowledge the copy right holder (s) in our next edition if we learn from them.

**Front Page :** Students have studied geography from standard three and have now come to standard eight. The horizon of their experience has expanded. They are now looking at experiments of the interior of the earth and geo magnetic field.---- (imaginary picture)

**Back Page :** 1) Students doing an experiment based on shadows : courtesy, Satish Jagdale, Shrimant Rani Nirmala Raje Kanya Prashala, Akkalkot. 2) A type of migration. 3) Clouds : courtesy Aalisha Jadhav. 4) An instrument measuring temperature and humidity. 5) A small submarine surveying the Mariana trench.