

INDIA
PEOPLE AND ECONOMY
TEXTBOOK IN GEOGRAPHY FOR CLASS XII

© NCERT
not to be republished



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

ISBN 81-7450-734-5

First Edition

February 2007 Magha 1928

Reprinted

December 2007 Pausa 1929

January 2009 Pausa 1930

January 2010 Magha 1931

November 2010 Kartika 1932

March 2012 Phalguna 1933

March 2013 Phalguna 1934

November 2013 Kartika 1935

January 2015 Magha 1936

January 2016 Pausa 1937

February 2017 Magha 1938

February 2018 Magha 1939

PD 100T RPS

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

₹ 95.00

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 Amety Offset Printers,
12/38, Site-IV, Pioneer Complex,
Sahibabad Industrial Area, District
Ghaziabad (U.P.)

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. Siraj Anwar*

Chief Editor : *Shveta Uppal*

Chief Business Manager : *Gautam Ganguly*

Chief Production Officer : *Arun Chitkara*

Editor : *M. G. Bhagat*

Production Assistant : *Sunil Kumar*

Cover and Illustrations

Blue Fish

Layout

Joel Gill

Cartography

Cartographic Design Agency

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)

Textbook Development Committee

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS IN SOCIAL SCIENCES AT THE HIGHER SECONDARY LEVEL

Hari Vasudevan, *Professor*, Department of History, University of Calcutta, Kolkata

CHIEF ADVISOR

M. H. Qureshi, *Professor*, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi

MEMBERS

Abdul Shaban, *Assistant Professor*, Centre for Development Studies, Tata Institute of Social Sciences, Deonar, Mumbai

Archana K. Roy, *Lecturer*, Department of Geography, B.H.U., Varanasi

B. S. Butola, *Professor*, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi

Beena Srikumar, *PGT*, CRPF Public School, Rohini, New Delhi

G. Parimala, *Dean*, College Development Council, University of Madras, Chennai

M.S. Jaglan, *Reader*, Department of Geography, Kurukshetra University, Kurukshetra

P.K. Malik, *Lecturer*, Government College, Bahadurgarh, Jhajjar

Sucharita Sen, *Associate Professor*, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi

Sudeshna Bhattacharya, *Reader*, Department of Geography, Miranda House, University of Delhi, Delhi

Sutapa Sengupta, *Lecturer (Selection Grade)*, Department of Geography, St. Mary's College, Shillong

MEMBER-COORDINATOR

Aparna Pandey, *Lecturer*, Department of Education in Social Sciences and Humanities, NCERT, New Delhi



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.10.4; Swapnil Sakhare, Mumbai, for Fig. on page 137, 142; Centre for Dalit and Tribal Studies, TISS, Mumbai, for Fig. on page 140; Janhit Foundation, Meerut for Case Study on page 139; M.S. Jaglan, *Reader*, Kurukshetra University, for Fig. 9.1, 9.4, 9.5; R.K. Laxman (*The Times of India*) for cartoon on page 139; Shveta Uppal, NCERT, for Fig. 4.1, 4.2, 4.3, 5.10 and 10.7; Kalyan Banerjee, NCERT, for Figs. on page 23, 32, 60; Directorate of Extension, Ministry of Agriculture I.A.R.I Campus, New Pusa, New Delhi, for Fig. 5.7, 5.8; *The Times of India*, New Delhi, for Fig. 5.5, 10.1 and for news items on page 12, 29, 57, 82, 137, 138, 141, 142; *The Hindu* for Fig. 12.1 and for news items on page 18, 141; CCSHAU, Hisar, for Fig. 5.12; *The Economic Times*, New Delhi, for news items on page 57, 74, 82; *Hindustan*, New Delhi, for news items on page 57, 66, 82, 95, 141; *Dainik Jagran*, Varanasi, for news item on page 57; Ministry of Mines, Government of India for Fig. 12.2 and a figure on page 72; Geological Survey of India for Fig. 7.4; ITDC/Ministry of Tourism, Government of India for Fig. 10.8 and a figure on page 85; National Disaster Management Division, Ministry of Home Affairs, Government of India for a figure on page 68; Working in the mill no more, Oxford for Fig. on page 91; *India Today* for Fig.10.2; *Competition Success Review*, Year Book, 2006 for Fig. 10.5 and 10.6; Ministry of Shipping, Government of India for Fig. 11.3 and on page 125; *Down to Earth*, CSE, New Delhi for a figure on page 135.

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.

Contents

Foreword	iii
Unit I	
1. Population : Distribution, Density, Growth and Composition	1-14
2. Migration : Types, Causes and Consequences	15-22
3. Human Development	23-31
Unit II	
4. Human Settlements	32-39
Unit III	
5. Land Resources and Agriculture	40-59
6. Water Resources	60-71
7. Mineral and Energy Resources	72-84
8. Manufacturing Industries	85-103
9. Planning and Sustainable Development in Indian Context	104-112
Unit IV	
10. Transport and Communication	113-124
11. International Trade	124-132
Unit V	
12. Geographical Perspective on Selected Issues and Problems	133-143
Appendices	144-155
Glossary	156
References	157-158



School Bhuvan-NCERT an Online web portal

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**.