INDIA PEOPLE AND ECONOMY

TEXTBOOK IN GEOGRAPHY FOR CLASS XII





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

12099 - INDIA PEOPLE AND ECONOMY

Textbook for Class XII

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 February 2019 Phalguna 1940 January 2020 Pausha 1941 February 2021 Phalguna 1942

PD 81T RSP

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₹ 00.00

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

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ISBN 81-7450-734-5

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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus Sri Aurobindo Marg New Delhi 110 016

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

Navjivan Trust Building P.O.Navjivan Ahmedabad 380 014

CWC Campus Opp. Dhankal Bus Stop Panihati

Kolkata 700 114 CWC Complex

Maligaon ['] **Guwahati 781 021** Phone: 011-26562708

Phone : 080-26725740

Phone : 079-27541446

Phone : 033-25530454

. none : 000-200040

Phone : 0361-2674869

Publication Team

Head, Publication Division	:	Anup Kumar Rajput
Chief Editor	:	Shveta Uppal
Chief Production Officer	:	Arun Chitkara
Chief Business Manager (Incharge)	:	Vipin Dewan
Editor	:	M.G. Bhagat
Production Assistant	:	Mukesh Gaur

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.**

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

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Textbook Development Committee

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

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

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

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

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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



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.
- 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.
- 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	113-123
11.	International Trade	124-132
	Unit V	
12.	Geographical Perspective on Selected Issues and Problems	133-143
	Appendices	144-152
	Glossary	153
	References	154-155



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