

FUNDAMENTALS OF HUMAN GEOGRAPHY

Textbook for Class XII



(200)



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



First Edition

February 2007 Magha 1928

Reprinted

December 2007, December 2008,

January 2010, January 2011,

March 2012, March 2013,

January 2014, December 2014,

December 2015, February 2017,

March 2016, March 2019,

January 2020, January 2021,

and December 2021

Revised Edition

October 2022 Kartika 1944

Reprinted

March 2024 Chaitra 1946

FD-100T SU

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

₹ 80.00

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 110016 and
printed at Vidya Prakashan Mandir (P.)
Ltd., Vidya Estate, Baghpat Road,
Meerut-250 002 (U.P.)

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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





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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.



Part IV A (Article 51 A)

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, wildlife 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.

Note: The Article 51 A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

^a(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).



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Acknowledgements

The National Council of Educational Research and Training (NCERT) acknowledges the contribution of Rupa Das, PGT, DPS, R.K. Puram 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 and illustrations used in this textbook.

M.H. Gureshi, Professor, CSRD, JNU for Fig. 7.2; Seema Mathur, Reader, Sri Aurobindo College (Evening), New Delhi for a photograph on page 1, Fig. 4.15(a) and 6.5; Krishan Sheoran from Austria for Fig. 4.13, 7.1, 7.4, 7.15; Arjun Singh, Student, Hindu College, University of Delhi for Fig. 6.3; Nityanand Sharma, Professor and Head, Medical College, Rohtak for a photograph on page 45; Swagata Basu, Lecturer, SSV (PG) College, Hapur for Fig. 7.17 and 8.2 and 10.9; Odilia Coutinho, Reader, R.P.D. College, Belgaum for Fig. 6.4; Abhimanyu Abrol for Fig. 4.10; Samiran Baruah for Fig. 9.1; Shweta Uppal, NCERT for Fig. 5.2(b), 5.3, and 7.12; Y.K. Gupta and R.C. Das, CIET, NCERT for a photograph on page 54 and Fig. 4.17(a), 4.17(b); NCERT's old collection of photographs for Fig. 4.5, 4.9, 4.11, 4.15(b), 4.18, 5.4, 5.5, 5.6, 7.8, 7.13, 8.5, 8.6 and photographs on pages 1, 22, 36 and 70; Times of India, New Delhi for news items on page 58, ITDC/Ministry of Tourism, Govt. of India for Fig. 4.1 and 5.2(a); National Highway Authority of India for Fig. 7.3; Business Standard for a news item on pages 19 and 64; Practical Work in Geography, Part I, Class XI, NCERT (2006) for photographs on page 14; Directorate of Extension, Ministry of Agriculture for Fig. 4.3 and 6.2.

The Council also gratefully acknowledges the contribution of Anil Sharma, DTP Operator, Ajay Singh, Copy Editor, K.C. Palra, Proof Reader and Dinesh Kumar, Computer Incharge who have helped in giving a 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 and Uttar Pradesh, Bihar and Jharkhand and Chhattisgarh and 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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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 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)

