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TEXTBOOK IN GEOGRAPHY FOR CLASS XII

NBCampus



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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)

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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	<i>iii</i>
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	144-152
Glossary	153
References	154-155



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**.

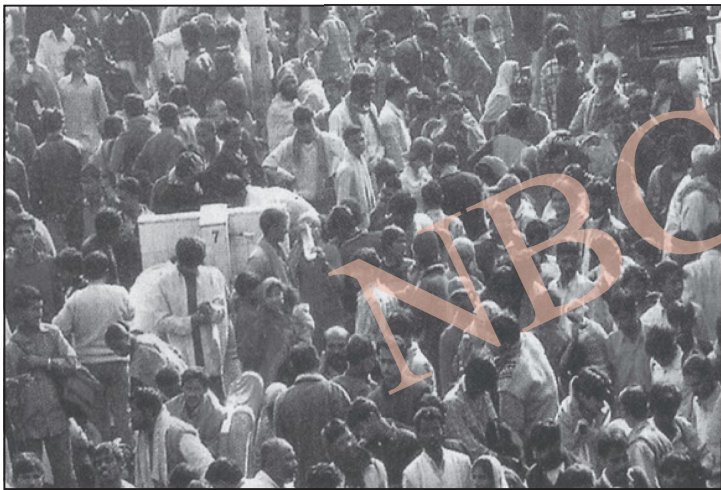
Unit I
Chapter 1



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POPULATION

Distribution, Density, Growth and Composition



The people are very important component of a country. India is the second most populous country after China in the world with its total population of 1,210 million (2011). India's population is larger than the total population of North America, South America and Australia put together. More often, it is argued that such a large population invariably puts pressure on its limited resources and is also responsible for many socio-economic problems in the country.

How do you perceive the idea of India? Is it simply a territory? Does this signify an amalgam of people? Is it a territory inhabited by people living under certain institutions of governance?

In this chapter, we will discuss the patterns of distribution, density, growth and composition of India's population.

Sources of Population Data

Population data are collected through Census operation held every 10 years in our country. The first population Census in India was conducted in 1872 but its first complete Census was conducted only in 1881.

Distribution of Population

Examine Fig. 1.1 and try to describe the patterns of spatial distribution of population shown on it. It is clear that India has a highly uneven pattern of population distribution. The percentage shares of population of the states and Union Territories in the country (Appendix) show that Uttar Pradesh has the highest population followed by Maharashtra, Bihar and West Bengal.

Activity

Looking at the data in Appendix i, arrange the Indian States and Union Territories according to their sizes and population and find out :

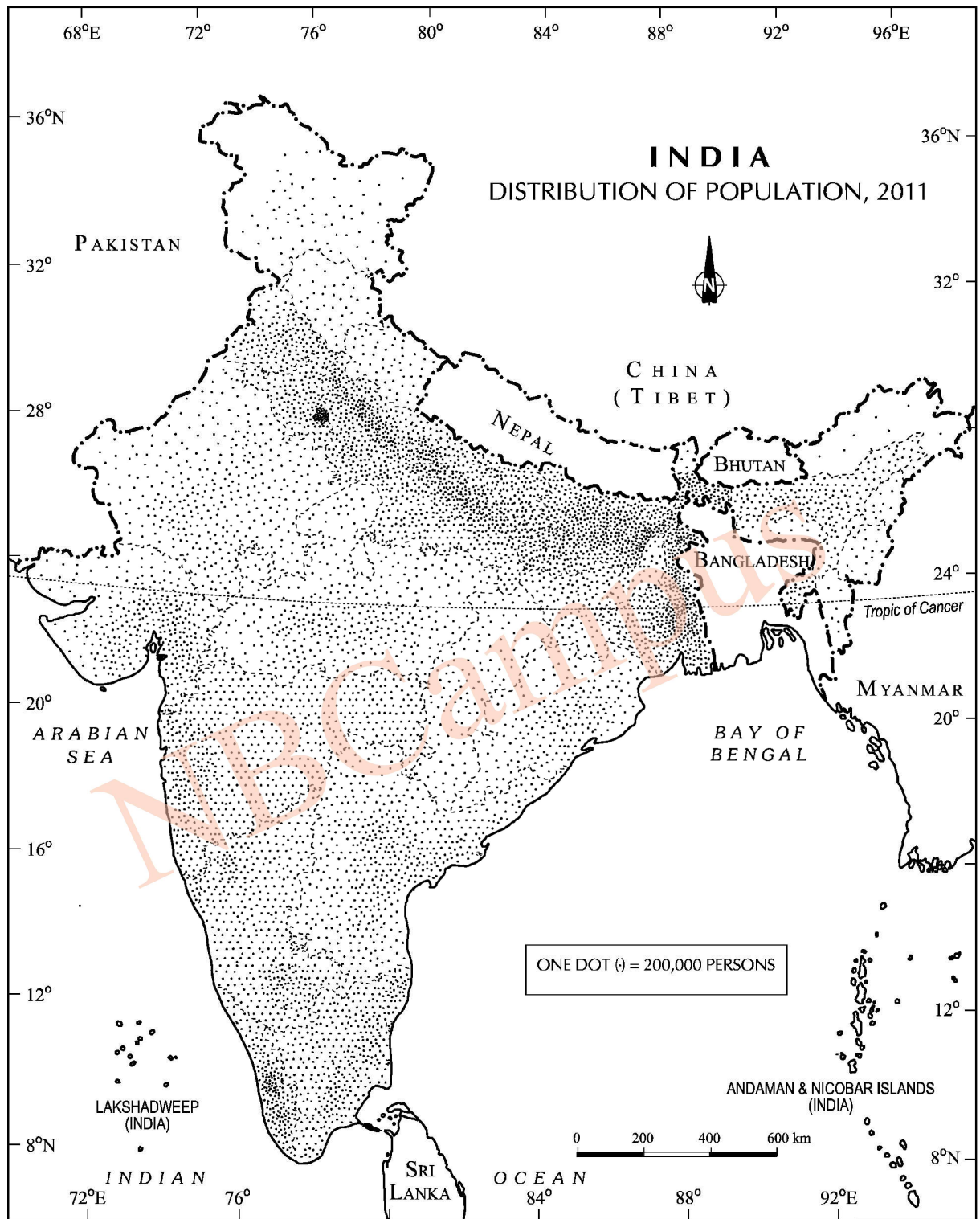


Fig. 1.1 : India - Distribution of Population