

FUNDAMENTALS OF HUMAN GEOGRAPHY

Textbook for Class XII



12097



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



First Edition

February 2007 Magha 1928

Reprinted

December 2007 Pausa 1929

December 2008 Pausa 1930

January 2010 Magha 1931

January 2011 Magha 1932

March 2012 Phalguna 1933

March 2013 Phalguna 1934

January 2014 Magha 1935

December 2014 Pausa 1936

December 2015 Agrahayna 1937

February 2017 Magha 1938

March 2018 Phalguna 1939

March 2019 Chaitra 1941

January 2020 Magha 1941

January 2021 Magha 1942

December 2021 Agrahayna 1943

PD 80T RSP© National Council of Educational
Research and Training, 2007**₹ 75.00**Printed on 80 GSM paper with NCERT
watermarkPublished at the Publication Division
by the Secretary, National Council
of Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110016
and printed at Nikhil Offset, 223, 127,
DSIDC Complex, Okhla Industrial Area,
Phase-I, New Delhi-110 020**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: 011-26562708108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 Phone : 080-26725740Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 Phone : 079-27541446CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : 033-25530454CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869**Publication Team**Head, Publication : Anup Kumar Rajput
Division

Chief Editor : Shveta Uppal

Chief Production : Arun Chitkara
OfficerChief Business : Vipin Dewan
Manager

Assistant Editor : R.N. Bhardwaj

Production Assistant : Prakash Veer Singh

Cover and Layout

Joel Gill

IllustrationsAnil Sharma
Varuni Sinha**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





© NCERT
not to be republished

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

Anindita Datta, *Lecturer*, Delhi School of Economics, Delhi University, Delhi

Anup Saikia, *Reader*, Gauhati University, Guwahati

Ashok Diwakar, *Lecturer*, Government P.G. College, Sector-9, Gurgaon

N. Kar, *Reader*, Rajiv Gandhi University, Itanagar

N. Nagabhushanam, *Professor*, S.V. Univeristy, Tirupati

N. R. Dash, *Reader*, M.S. University of Baroda, Vadodara

Odilia Coutinho, *Reader*, R.P.D. College, Belgaum

Ranjana Jasuja, *PGT*, Army Public School, Dhaula Kuan, New Delhi

S. Zaheen Alam, *Lecturer*, Dyal Singh College, University of Delhi

Swgata Basu, *Lecturer*, SSV (PG) College, Hapur

MEMBER-COORDINATOR

Tannu Malik, *Lecturer*, DESSH, NCERT, New Delhi



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. Qureshi, *Professor*, CSRD, JNU for Fig. 8.2 and 10.8; Seema Mathur, *Reader*, Sri Aurobindo College (Evening), New Delhi for a photograph on page 1, Fig. 5.15(a) and 7.5; Krishan Sheoran from Austria for Fig. 5.13, 8.1, 8.4, 8.15, 10.1 and 10.2; Arjun Singh, *Student*, Hindu College, University of Delhi for a photograph on page 90 and Fig. 7.3; Nityanand Sharma, *Professor and Head*, Medical College, Rohtak for a photograph on page 55; Swagata Basu, *Lecturer*, SSV (PG) College, Hapur for Fig. 8.17, 9.2 and 10.9; Odilia Countinho, *Reader*, R.P.D. College, Belgaum for Fig. 7.4; Abhimanyu Abrol for Fig. 5.10; Samiran Baruah for Fig. 9.1; Shveta Uppal, NCERT for Fig. 6.2(b), 6.3, 8.12 and 10.4; Kalyan Banerjee, NCERT for Fig. 10.3, 10.5 and 10.6; Y.K. Gupta and R.C. Das, CIET, NCERT for a photograph on page 65 and Fig. 5.17(a), 5.17(b) and 10.10; NCERT's old collection of photographs for Fig. 5.5, 5.9, 5.11, 5.15(b), 5.18, 6.4, 6.5, 6.6, 8.8, 8.13, 9.5, 9.6 and photographs on pages 1, 31, 46 and 81; *Times of India*, New Delhi for news items on pages 12, 63 and 69, ITDC/Ministry of Tourism, Govt. of India for Fig. 5.1 and 6.2(a); National Highway Authority of India for Fig. 8.3; *Business Standard* for a news item on pages 28 and 75; *Practical Work in Geography, Part I*, Class XI, NCERT (2006) for photographs on page 23; Directorate of Extension, Ministry of Agriculture for Fig. 5.3 and 7.2; *The Hindu* for a news item on page 75 and website: www.africa.upenn.edu for Fig. 10.7

The Council also gratefully acknowledges the contribution of Anil Sharma, *DTP Operator*; Ajay Singh, *Copy Editor*; K.C. Patra, *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.

Contents

FOREWORD	iii
UNIT I	1 - 7
1. Human Geography Nature and Scope	1
UNIT II	8-30
2. The World Population Distribution, Density and Growth	8
3. Population Composition	17
4. Human Development	22
UNIT III	31-90
5. Primary Activities	31
6. Secondary Activities	45
7. Tertiary and Quaternary Activities	55
8. Transport and Communication	65
9. International Trade	81
UNIT IV	91-102
10. Human Settlements	91
APPENDIX I	103
APPENDIX II	110
GLOSSARY	113



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)

