

Social Science

Our Environment

Textbook in Geography for Class VII



0762



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

0762 – OUR ENVIRONMENT
Textbook in Geography for Class VII

ISBN 81-7450-714-0

First Edition

March 2007 Phalguna 1928

Reprinted

December 2007, December 2008,
December 2009, December 2010,
January 2012, November 2012,
October 2013, November 2014,
December 2015, January 2017,
December 2017, January 2019,
September 2019, January 2021,
July 2021, October 2021,
November 2021 and February 2022

Revised Edition

October 2022, Kartika 1944

Reprinted

March 2024 Chaitra 1946

PD 500T SU

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

₹ **65.00**

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 S.K. Offset (P.) Ltd., 10,
Sports Complex Enclave, Delhi Road,
Meerut - 250 002 (U.P.)

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Cartography

Cartographic Designs 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, Vibha Parthasarathi 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

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.



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Acknowledgements

The National Council of Educational Research and Training acknowledges the contributions of Daulat Patel, *Teacher (Retd.)*, Sardar Patel Vidyalaya, New Delhi; Swagata Basu, *Lecturer*, SSV (PG) College, Hapur and Shipra Nair, Darjiling in the development of this textbook.

Acknowledgements are also due to Savita Sinha, *Professor and Head*, Department of Education in Social Sciences and Humanities, NCERT for her valuable support at every stage of preparation of this textbook.

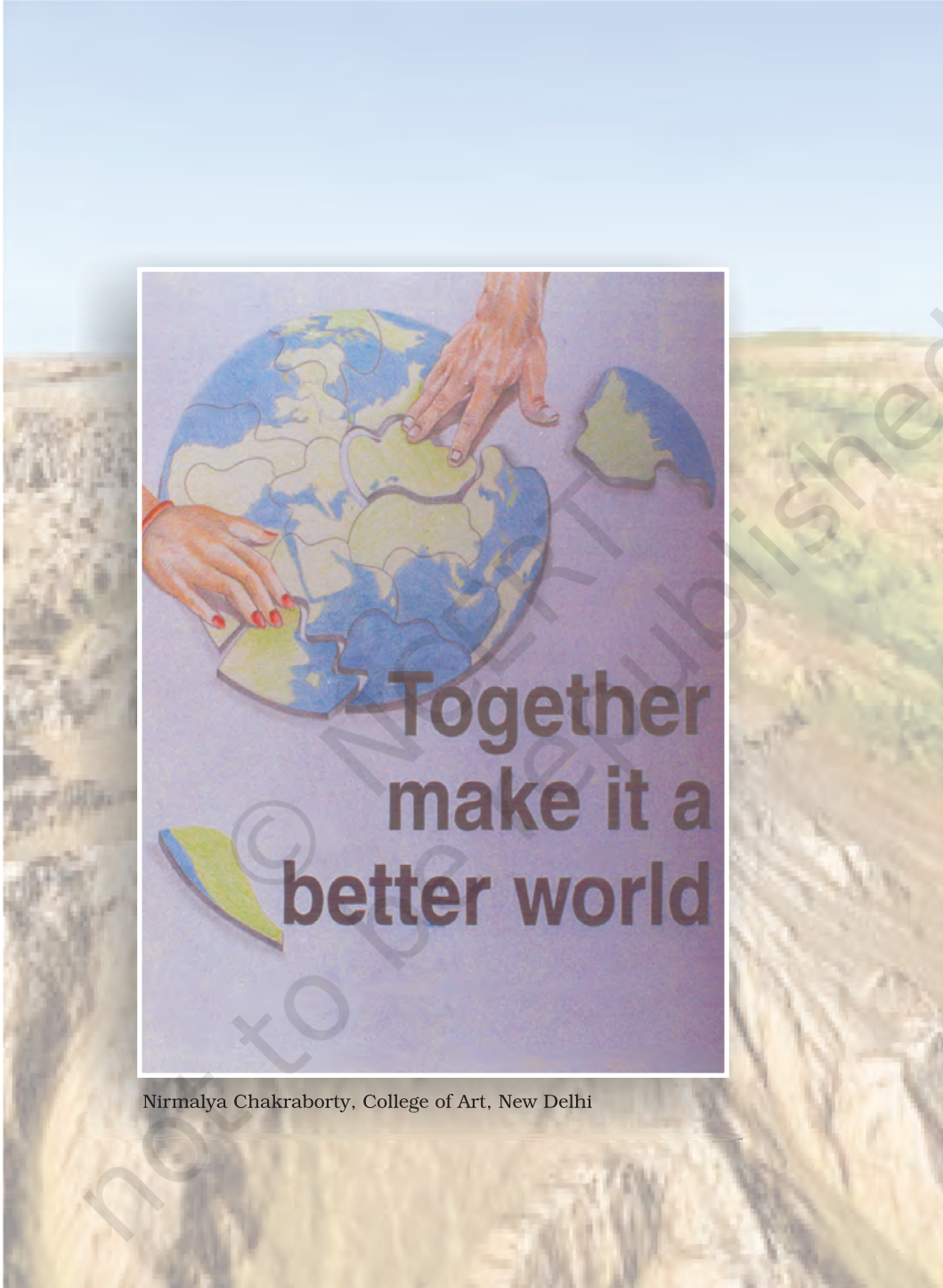
The Council is also grateful to the individuals and organisations as listed below for providing various photographs, illustrations and activity used in this textbook:

Anshu, *Reader*, Kirorimal College, Delhi for photographs on page 14, 18 and Fig. 3.8, 6.4, 6.5, 6.6, 6.11, 6.12 and 7.3; Gitanjali Tahlan and Parikshit Tahlan from Rohtak for photographs on page 15, 45 and Fig. 5.3; R. Pelisson, Sahara Met for Fig. 7.1; Shveta Uppal, NCERT for photographs on page 1, 5, 18; ITDC/Ministry of Tourism, Govt. of India for pictures on page 9, 54 and Fig. 3.9, 6.7, 6.9, 6.10, 6.13, 6.14, 7.5 and 7.6; DMD/Ministry of Home Affairs, Govt. of India for photographs on page 25, 35 and Fig. 3.3; Bluefish for photographs on page 9, 55, 61; Times of India, New Delhi for news on page 21 and 33; Social Science Textbook for Class VII, part II (NCERT, 2005) for Fig. 6.3 and Centre for Environmental Education, Ahmedabad for an activity on page 32.

The Council also gratefully acknowledges the contribution of Anil Sharma, *DTP Operator*; Ajay Singh, *Copy Editor* and Dinesh Kumar, *Incharge*, Computer Station who have helped in giving a final shape to this textbook. 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.



Nirmalya Chakraborty, College of Art, New Delhi

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