

Free
Textbook

Geography and Economics Class-VIII



EDUCATION (ELEMENTARY) DEPARTMENT
GOVERNMENT OF ASSAM

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties - It shall be the duty of every citizen of India—

- to abide by the Constitution and respect its ideals and institutions, the National Flag and National Anthem;
- to cherish and follow the noble ideals which inspired our national struggle for freedom.
- to uphold and protect the sovereignty, unity and integrity of India;
- to defend the country and render national service when called upon to do so;
- 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;
- to value and preserve the rich heritage of our composite culture;
- to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- to safeguard public property and to abjure violence;
- 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;
- 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.

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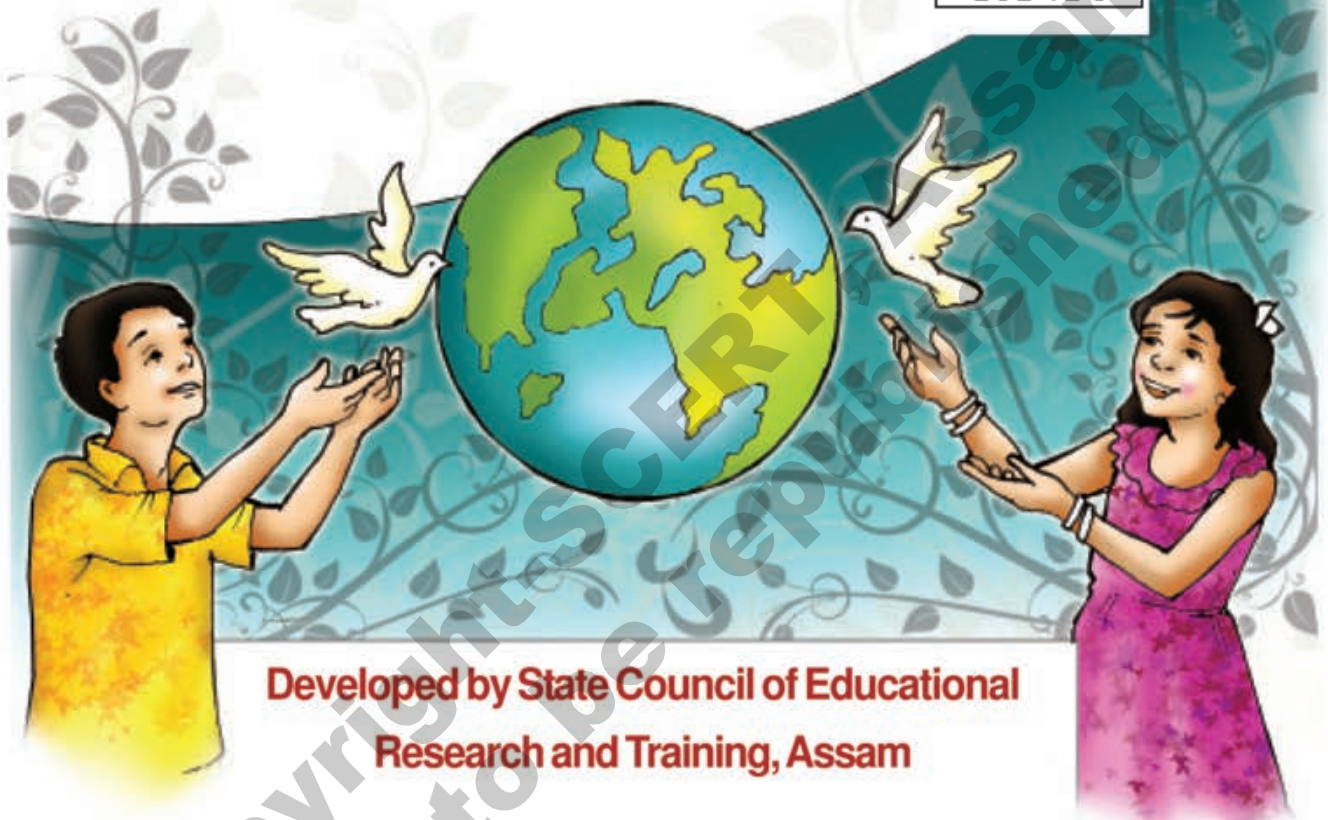
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Geography and Economics

Class-VIII



Name :

School :

Class :

Education (Elementary) Department, Government of Assam

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FREE TEXTBOOK

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MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

PREFACE

The development of a quality textbook is possible if it is based on a quality curriculum. For the development of curriculum and textbook it is impressive to consider some aspects like constitutional obligation, population structure, socio-economic condition, governance, economic activities, importance of science and technology, etc. Our State Education Department has considered all these aspects and has planned to develop the textbook for the elementary stage on the basis of National Curriculum Framework, 2005.

There is an intrinsic relationship between the systems of education and society. On the other hand, no one can ignore the importance and contribution of Social Science to the process of social change. Therefore, while developing the textbook on Social Science, utmost care has been taken to ensure a proper co-ordination between these two aspects.

Renowned educationists of the state, faculty members from SCERT, DIET, BTC, Normal School have participated in planning, drafting and reviewing the manuscripts of the textbook. In addition to this, the subject and language experts have extended their whole hearted co-operation in the finalization of the textbook. We are thankful to all of them for their contribution.

To ensure quality, the framework of the textbook has been designed on the basis of the NCERT textbooks. Further, in order to develop a quality textbook, the draft lessons were tried out in actual classroom situation in some selected schools of the State with the help of the teacher educators who had participated in the workshops for the development of textbook. The feedback received from the concerned teachers contributed significantly to the process of finalization of the lessons in the present textbook.

On the basis of the technological perspective, at present QR Code has been introduced in the Social Science textbook under 'DIKSHA' portal, in order to extend the knowledge of the students and to ensure the learning outcomes which will help to gain a comprehensive knowledge on the subject matter through digital medium for their co-operation. In this respect we are grateful to the resource persons of 'DIKSHA', who has co-operated with us.

Depending on the basis of the changes and the new thoughts of the last ten years in the overall direction of the country, accordingly in 2021 revision of the Social Science textbook has been done. As per the need of the time therefore, inclusions of new information, thoughts, ideas, illustrations, pictures has been incorporated to enrich all the sections of the textbook. It is expected that this revised edition will make the learners as well as teachers appreciate the task.

As per the suggestion provided by officials of the Department of School Education in the year 2022 the existing textbook of Social Science, Class VIII has been revised by named '**Geography and Economics**'. We hope that this particular textbook will increase the interest and spirit of inquisitiveness among the students as well as the teachers towards the subject.

We also the concerned hope that conscious section of the society will provide their constructive and valuable suggestions to enable us to correct the unintended mistakes.



(Dr. Nirada Devi)

Director

State Council of Educational Research and Training
Kahilipara, Guwahati-19

Geography and Economics

Lesson Developers :

Geography and Economics

Sri Ashok Sharma, Rtd. Sr. Lecturer, DIET, Nalbari

Ratul Neog, Principal, DIET, Morigaon

Shri Debndra Kr. Kalita, Sr. Lecturer, DIET, Darrang

Md. Jeshimuddin Sheikh, Principal, DIET, Karimganj

Smti Bharati Kalita, Rtd. Principal, DIET, Goalpara

Shri Dipak Kr. Talukdar, Lecturer, DIET, Bongaigaon

Sri Chitta Naraya Baruah, Sr. Lecturer, DIET, Nalbari

Shri Pradip Roy, Sr. Lecturer, DIET, Nalbari

Shri Somyajit Chakraborty, Asstt. Teacher, Earl Higher

Secondary School, Cachar

Revision

Geography :

Lt. (Dr.) Muhammad Taher, Professor and Former

Head, Deptt. of Geography, Gauhati University.

Economics

Sri Gautam Majumdar, Rtd, Associate Professor, Deptt.

of Economics, Cotton University.

Language Expert

Lt. (Dr) Ramesh Chandra Pathak

Profossor and Former Head, Deptt. of Assamese, Cotton

University

Revision : 2021

Geography Part

Prof. Rtd. Abani Kumar Bhagawati, Deptt. of Geography Gauhati University

Shri Debndra Kr Kalita, Sr. Lecturer, DIET, Darrang

Shri Dipak Kr. Talukdar, Lecturer, DIET Bongaigaon

Shri Rajesh Bordoloi, Asstt. Teacher, Adarsha Tribal Higher Secondary School, Jorhat.

Shri Rajesh Barman, Asstt. Teacher, Kamarkuchi High School, Kamrup (Metro)

Economics Part

Sri Gautam Majumdar, Rtd. Associate Professor, Deptt. of Economics, Cotton University.

Shri Kartik Rajbonshi, Lect, DIET, Kokrajhar

Sri Hriday Bhattacharya, Lect, DIET, Kamrup

Smti Juriti Devi, Subject Teacher, Dadara Higher Secondary School, Kamrup (R)

English Translation : 2021

Shri Navajit Pradhani, Lect, DIET Karimgang

Reviwer : 2021

Smti Samhita Malini Baruah, Sr, Lecturer, DIET, Marigaon

Editing

Dr Ajanta Brahma,

Additional Director, SCERT, Assam

Smti Geeta Dutta Barthakur,

Deputy Director, SCERT, Assam

Smti Bandana Duori,

Deputy Director, SCERT, Assam

To the teachers...



The foundation of a peaceful society depends on the basis of the knowledge of the subject Social Science. Through earnest study of Social Science one can acquire necessary knowledge, intelligence and skill to face the challenges arising from the growing interdependence of man across a global society. It contributes to development of a strong understanding of human values like freedom, faith, mutual understanding, respect, trust and goodwill for diversity. Besides, it creates an analytical mindset among the students to watch the incidents of any time. The endeavour made by the teachers can help the students increase their will power by identifying the evils that are threatening the social values and defeat these in time of need.

It can not be denied that the subjects included in Social Science for eg. Geography, History, Political Science, Economics, etc. have their own subject specific objectives. On the otherhand, though there are differences yet all the subjects have some common features too. The discussion of one subject neglecting the other is not fruitful. Naturally, to make a healthy, strong and peaceful society, the knowledge of every subject is very much necessary for the students to help them play their role as good citizens. Otherwise, the knowledge gained from Social Science will remain incomplete. Probably, in view of the above, in the world of science and technology the acceptance and significance of Social Science has been increasing day by day.

Co-ordination of all the subjects of Social Science is a must. We are to enter in the classroom carefully by ensuring participation of the guardians and well known people of the society. With the application of flexible routine and group activity we should try to bring this dynamism to the teaching system by excluding the existing monopoly of teachers. Moreover, to keep an account of the students' 100 percent acquisition of knowledge, we are to ascertain activities related to continuous and comprehensive evaluation associated with the teaching learning process. If it is done, maintenance of records of all round development of children would be possible.

With all these objectives in view, this new Social Science book has been prepared on the basis of 'National Curriculum Frame work 2005'. In the textbook, subject matter of two main disciplines have been included. They are Geography and Economics. Total 12 (twelve) numbers of lessons have been incorporated by covering the subject matter of all the disciplines. The lesson are tries out in the field to make them competency based, activity-based and interesting

The main features of this textbook have been discussed below for the convenience of transaction of the lessons in the classroom-

The main features of this textbook have been discussed below for the convenience of transaction of the lessons in the classroom-

Learning outcome : In the beginning of every lesson of the text book a box heading as '**learning outcome**' has been kept. The aim of this is to introduce the objective of the lesson to the teacher and students and also to help them attain the learning outcomes through the teaching-learning process.

Let us know : Inside the lessons, some boxes are kept with the heading as '**let us know**'. In these headings some important points related with the subject matter of the lesson are mentioned.

Activity : Inside the lesson, in the heading activity some thought provoking questions have been included so that the students can acquire the learning outcomes incorporated in the lesson and the teacher can make use of these in continuous evaluation. These activities are to be completed through individual learning, peer learning and dual learning system. We are to proceed to the next stage after ascertaining that the students have acquired distinctive learning outcomes through evaluation. This endeavour is made to make education practical.

Map /Picture : The students gather knowledge through observation. By keeping this in mind, provisions for studying and drawing of maps and pictures are made in the textbook, so that, their thinking capacity is developed.

Things to be remembered : At the end of the lesson another heading named as '**things to be remembered**' is presented. Through this heading the scope is given to recapitulate the things already learnt.

Exercise : To ascertain whether the learners have acquired the learning outcomes given in the lessons and also to retain the knowledge permanently, a heading named as 'exercise' at the end of each lesson is incorporated . It is hoped that teacher will facilitate the process of solving the exercises.

The values which are made manifest in lesson like preservation of environment, love for nature, responsibility for culture and civilization, kindness, love, respect, helping others, good manner, etc. should be inculcated by students and apply these in their real life. For that, we should try to make the students willing to participate in festivals, group activities, field-trips, preparation of projects, problem-solving, etc.

Though the lessons of this textbook have been divided into three portions, yet while doing unit evaluation the lessons of all three portions must be included.

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Geography section

Our Earth

Foreword



Geography is considered as an important part of the Social Science subject according to the National Curriculum prepared by National Council of Educational Research and Training. Geography analyzes and interprets the relationship between natural and man made environment and the various features found in various places on the surface of the earth. Geography studies the spatial features of a particular place.

This section of the textbook deals with natural resources, oceans and seas, rivers and other physical features, settlements, population, transport system, industries, map study and other man-made elements. While interpreting and analysing these areas from social point of view, geographical outlook, skill, method, techniques are being applied. To make the lessons easy, interesting and attractive, pictures, tables, maps are used. Teachers should take the help of other Teaching Learning Material while transacting the lessons in the classroom so that it becomes easy for the children to acquire the desired competencies. Teachers can evaluate the children through the activities and exercises included in the lessons.

In this section of Social Science textbook, class VIII, an attempt has been made to acquire the following learning outcomes through the different lessons as follows—

Children will –

- realize the importance of natural resources, its utilization and conservation.
- have an idea of population distribution and migration at national and continental level and to make them understand about the importance of human resources.
- understand what is settlement and the characteristics of rural and urban settlement.
- be acquainted with the various phenomena of the oceans and seas.
- get the basic knowledge about the various industries of India related to mineral resources and the importance of transport system in the economic development of the country.
- get an idea about the source and course of the two major rivers of Assam- Brahmaputra and Barak, their importance in the economic development of Assam and also the problems caused by these two rivers.
- have an idea on the use of scale in map drawing and the history of map drawing.