

Social Science

Our Environment

Textbook in Geography for Class VII



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

ISBN 81-7450-714-0

First Edition

March 2007 Phalgun 1928

Reprinted

December 2007 Pausa 1928

December 2008 Pausa 1930

December 2009 Pausa 1931

December 2010 Pausa 1932

January 2012 Magha 1933

November 2012 Kartika 1934

October 2013 Asvina 1935

November 2014 Agrahayana 1936

December 2015 Agrahayana 1937

January 2017 Magha 1938

December 2017 Pausa 1939

PD 650T+100T RPS

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

₹ 50.00

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 110 016
and printed at Haploos Printing House,
A-33, Mayapuri Industrial, Area, Phase-II,
New Delhi - 110 064

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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, 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

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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, 55, 61, 62, 67, 76 and Fig. 3.8, 6.2, 6.5, 6.6, 6.9, 6.10, 6.15, 7.7, 8.4, 8.5, 8.6, 8.11, 8.12, 9.4, 9.7 and 10.3; Seema Mathur, *Reader*, Sri Aurobindo College (Evening), New Delhi for Fig. 6.7, 6.12 and 7.1; Krishan Sheoran from Austria for a photograph on page 55, Fig. 6.13(a), 7.2, 7.3 and 7.5; Gitanjali Tahlan and Parikshit Tahlan from Rohtak for photographs on page 15, 61, Fig. 5.3, and 6.13(b); R. Pelisson, Sahara Met for Fig. 10.1; Shveta Uppal, NCERT for photographs on page 1, 5, 18 and Fig. 6.3, 7.4 and 7.8; Kalyan Banerjee, NCERT for a photograph on page 18, Fig. 6.1 and 7.9; ITDC/Ministry of Tourism, Govt. of India for pictures on page 9, 76 and Fig. 3.9, 6.8, 7.6, 8.7, 8.9, 8.10, 8.13, 8.14, 10.5 and 10.6; 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, Fig. 6.1, 7.6, and 9.6; Directorate of Extension, Ministry of Agriculture, Govt. of India for a photograph on page 48; www.terradaily.com for Fig. 9.1; Times of India, New Delhi for news on page. 21, 33 and 50; Social Science Textbook for Class VII, part II (NCERT, 2005) for Fig. 6.11, 8.3 and 9.3 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.



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Contents

FOREWORD	<i>iii</i>
Chapter 1 Environment	1 – 6
Chapter 2 Inside Our Earth	7 – 11
Chapter 3 Our Changing Earth	12 – 19
Chapter 4 Air	20 – 29
Chapter 5 Water	30 – 38
Chapter 6 Natural Vegetation and Wildlife	39 – 46
Chapter 7 Human Environment–Settlement, Transport and Communication	47 – 54
Chapter 8 Human Environment Interactions The Tropical and the Subtropical Region	55 – 64
Chapter 9 Life in the Temperate Grasslands	65 – 70
Chapter 10 Life in the Deserts	71 – 77
APPENDIX	78

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