INDIA Physical Environment

TEXTBOOK IN GEOGRAPHY FOR CLASS XI





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

First Edition March 2006 Phalguna 1927

Reprinted

November 2006 Kartika 1928 December 2007 Pausa 1929 December 2008 Pausa 1930 January 2010 Pausa 1931 January 2011 Magha 1932 January 2013 Magha 1934 January 2014 Pausa 1935 December 2014 Pausa 1936 February 2016 Magha 1937 February 2017 Phalguna 1938 January 2018 Pausa 1939 January 2019 Pausa 1940 January 2020 Pausha 1941 January 2021 Pausha 1942

PD 94T RSP

© National Council of Educational Research and Training, 2006

₹ ??.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

ISBN 81-7450-538-5

ALL RIGHTS RESERVED

- D 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
- D This book is sold subject to the condition that it shall not, by way of trade, be lent, resold, 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.
- D 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

108, 100 Feet Road Hosdakere Halli Extension Banashankari III Stage Bengaluru 560 085

Navjivan Trust Building P.O.Navjivan Ahmedabad 380 014

CWC Campus Opp. Dhankal Bus Stop Panihati Kolkata 700 114

CWC Complex

Phone: 011-26562708

Phone: 080-26725740

Phone: 079-27541446

Phone: 033-25530454

Maligaon Guwahati 781 021

Phone: 0361-2674869

Publication Team

Head, Publication Division	: Anup Kumar Rajput
Chief Editor	: Shveta Uppal
Chief Production Officer	: Arun Chitkara
Chief Business Manager (In charge)	: Vipin Dewan
Editor	: R.N. Bhardwaj
Production Assistant	:

Cover Shweta Rao

Illustration Dilip Kumar

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 December 2005 Director National Council of Educational Research and Training

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

Aparna Pandey, Lecturer, DESSH, NCERT, New Delhi

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

B. S. Butola, *Professor*, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi

Beena Srikumar, PGT, CRPF Public School, New Delhi

Noor Mohammad, Professor, Delhi School of Economics, Delhi University, Delhi

Member-Coordinator

Tannu Malik, Lecturer, DESSH, NCERT, New Delhi

ACKNOWLEDGEMENTS

The National Council of Educational Research and Training acknowledges the contribution of Bhagirathy Jhingran, *Teacher*, Pathways World School, Gurgaon in the development of this textbook; the National Bureau of Soil Survey and Landuse Planning (under ICAR), Government of India, for providing input for the chapter on Soils. Special thanks are due to Savita Sinha, *Professor* and *Head*, Department of Education in Social Sciences and Humanties 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 used in this textbook — M.H. Qureshi, *Professor*, CSRD, JNU for Figure 2.4, 5.4, 5.5, 6.1 and 6.4; B.S. Butola, *Professor*, CSRD, JNU for Figure 7.1, 7.5, 7.7 and 7.9; M.V. Srinivasan, *Lecturer*, DESSH, NCERT for Figure 7.3; ITDC/Ministry of Tourism, Government of India for Figure 2.1, 2.3, 2.8, 2.11, 2.12, 2.13, 2.14, 3.1, 3.3, 4.4, 5.7 and 6.6; Ministry of Environment and Forest, Government of India for Figure 2.9, 5.1 and 5.6; *Social Science* Textbook for Class VII, Part II (NCERT, 2005), for Figure 5.3 and *Social Science* Textbook for Class VIII, Part II (NCERT, 2005), for Figure 2.10 and 6.5.

The Council also gratefully acknowledges the contributions of Anil Sharma and Arvind Sharma, *DTP Operators;* Sameer Khatana and Amar Kumar Prusty, *Copy Editors;* Bharat Sanwaria, Shreshtha and Deepti Sharma, *Proof Readers;* 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 book

© Government of India, Copyright 2006

- 1. The responsibility for the correctness of internal details rests with the publisher.
- 2. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.
- 3. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
- 4. 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.
- 5. The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India.
- 6. The State boundaries between Uttaranchal and Uttar Pradesh, Bihar and Jharkhand, and Chhattisgarh and Madhya Pradesh have not been verified by the Governments concerned.
- 7. The spellings of names in this map, have been taken from various sources.

CONTENTS

	YORD	iii	
UNIT	I: INTRODUCTION	1-6	
1.	India — Location	2	
UNIT	II: Physiography	7-31	
2.	Structure and Physiography	8	
3.	Drainage System	21	
UNIT	III : CLIMATE, VEGETATION AND SOIL	32-75	
4.	Climate	33	
5.	Natural Vegetation	57	
6.	Soils	68	
UNIT	IV : NATURAL HAZARDS AND DISASTERS: CAUSES,	76-93	
	Consequences and Management		
7.	Natural Hazards and Disasters	77	
Appen	DICES	94-98	
I.	STATES, THEIR CAPITALS, NUMBER OF DISTRICTS, AREA AND POPULATION	94	
II.	UNION TERRITORIES, THEIR CAPITALS, AREA AND POPULATION	95	
III.	Important River Basins	96	
IV.	STATE/UNION TERRITORY WISE FOREST COVER	97	
	National Parks of India	98	
V.			

CONSTITUTION OF INDIA

Part III (Articles 12 – 35) (Subject to certain conditions, some exceptions and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

• by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.