

GEOGRAPHY

STANDARD NINE



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) 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;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) 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;
- (k) 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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**Maharashtra State Bureau of Textbook Production and
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The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 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 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.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

Dear Students,

Welcome to Standard IX ! You have studied various terms and concepts of geography in your geography textbooks till now. It gives me immense pleasure to present to you this ninth standard geography textbook with more detailed concepts.

Our earth is the only known planet in space where life exists. Various types of natural events occur on the earth. These events affect both the living and the non-living world. In Geography, it is often said that ‘a mountain doesn’t always remain a mountain.’ What does this imply? How to adapt to such things and many other issues make it necessary to study geography.

You buy and use many commodities. You may understand from this textbook how these things are made, how they come to the shop, what is the main source of these things, etc. You will also learn how the human world takes shape from the interaction between human beings and nature, various human groups, cultures, society and the relation between society, economy and development. You will also understand the use of internet and its effects.

It is necessary to study geography in a comprehensive manner. Use various relevant resources like maps, graphs, scales, etc. available for it. Carry out the activities mentioned in the book carefully in your schools and learn the subject well.

Wish you all the best !

Pune

Date : 28 April 2017 (Akshay Trutiya)

Indian Solar Year :
8 Vaishakh, 1939



(Dr Sunil Magar)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune

Sr. No	Area	Unit	Competency Statements
1.	Practical Geography	Distributional Maps	<ul style="list-style-type: none"> Presenting information after analysis of thematic maps and using different geographical techniques. Classifying data preparing multipurpose maps. Locating data on maps. Finding various regions and places using geographical resources, locating on maps. Making reports.
2.	Physical Geography	Internal Movements	<ul style="list-style-type: none"> Researching how disasters are managed by man and how he responds to them. Examining the geographical factors and making hypothesis.
3.	Physical Geography	External Movements	
4.	Physical Geography	Precipitation	<ul style="list-style-type: none"> Examining the information with the help of geographical tools, interpreting about them and preparing maps. Making hypothesis by observing physical factors, classifying them and explaining the causality in them.
5.	Physical Geography	Properties of sea water	<ul style="list-style-type: none"> Studying the ‘variables’ of factors, analysing and hypothesising about them.
6.	General Geography	International Date Line	<ul style="list-style-type: none"> Finding solutions on various issues on the basis of geographical information. Giving answers about the location and extent of a region after placing a graticule on a map or an image.
7.	Human Geography	Introduction to Economics	<ul style="list-style-type: none"> Identifying patterns of economic interconnections and interdependence. Examining distributional pattern and process of human activities. Explaining the effect of physical environment of a region on its trade and economy.
8.	Human Geography	Trade	
9.	Human Geography	Urbanisation	<ul style="list-style-type: none"> Examining how human has used geographical factors in establishing settlements, how he has been adapting to the local physical setting and revised it.
10.	Human Geography	Transport and Communication	<ul style="list-style-type: none"> Understanding the changes in values and awareness regarding environment and places affects individual behaviours. Describing adaptation of various physical and political factors to historical events, movements of the people and environment.
11.	Human Geography	Tourism	<ul style="list-style-type: none"> Collecting information for drawing conclusions regarding various regions. Describing how goods, services and technology connect various places in the region. Stating hypothesis and conclusions after studying maps. Answering questions of a region by using maps and other geographical tools.

For Teachers

- ✓ To begin with, get familiar with the textbook yourself.
- ✓ Please plan carefully and independently for the activities in each chapter. Please do not teach without planning.
- ✓ The teaching-learning interactions, processes and participation of all students is very necessary and so is your active guidance.
- ✓ Please use the geographical teaching aids in the school as required for the appropriate understanding of the subject. It is necessary to use the globe, the maps of the World, India and the State, atlases, etc.
- ✓ Though the number of chapters has been reduced the number of periods required for each chapter has been given a thought. Abstract concepts are difficult to follow and therefore you are expected to use the given number of periods fully. Do not finish the chapter in short. This will help the students to assimilate the content without feeling the 'burden of learning'.
- ✓ Like other social sciences, geographical concepts too are not easy to understand. Major concepts of geography have a scientific base and they deal with abstractions. Encourage group work, learning through each other's help, etc. Facilitate peer learning as much as possible by reorganizing the class structure frequently.
- ✓ You will find that the character 'Globe' appears in different boxes and instructions given in the chapters. Please ensure that it helps to create interest in the subject.
- ✗ The present book has been prepared for constructivist and activity-based teaching. Please do not teach the lessons in the book by just reading them aloud.
- ✓ Follow the order of the chapters as given in the contents because the concepts have been introduced in a graded manner to facilitate knowledge-building.
- ✓ Do not use the boxes titled 'Do you know?' for evaluation.
- ✓ Give instructions to students regarding using a pencil for activities in the book.
- ✓ A glossary is given at the end of the book. Detailed information of important geographical terms / concepts in the chapters is given in this glossary. The words are given alphabetically. The words included in the glossary are enclosed in blue highlights in the chapters, e.g. (Thematic Maps) (Lesson 1, Page1)
- ✓ Some websites have been given for reference at the end of the chapter and the glossary. Also, a list of references used is also given. You as well as the students are expected to use these references. These references will surely help you to go beyond the textbook. Please bear in mind that extra reading is always helpful for understanding any subject in depth.
- ✓ Use thought-provoking, activity-oriented, open-ended, multiple choice questions for evaluation. Some examples are given at the end of the chapters in the 'exercises'.
- ✓ Use QR Code given in the textbook.



- For Students -



The character '**Globe**' will meet you in every chapter. Have you guessed who he is? He will help in the various tasks you are expected to do. Try to follow his instructions.



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3.	Exogenetic Processes Part-1	Physical Geography	23	08
4.	Exogenetic Processes Part-2	Physical Geography	30	08
5.	Precipitation	Physical Geography	41	08
6.	The Properties of Sea Water	Physical Geography	50	08
7.	International Date Line	General Geography	57	07
8.	Introduction to Economics	Human Geography	64	07
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10.	Urbanisation	Human Geography	75	08
11.	Transport and Communication	Human Geography	82	08
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S.O.I. Note : The following foot notes are applicable : (1) © Government of India, Copyright : 2017. (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 these maps 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 Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chattisgarh & Madhya Pradesh have not been verified by the Governments concerned. (8) The spellings of names in these maps, have been taken from various sources.

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Front Cover : Landforms produced by physical processes - exfoliated rocks, Beaches, Sea cave, Columnar basalt and biological weathering because of tree roots (in the background)

Back Cover : V-shaped valley, retail seller, man-made cave in hard rocks, Wholesale seller, Seif dunes.