

FUNDAMENTALS OF PHYSICAL GEOGRAPHY

TEXTBOOK FOR CLASS XI



11092



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

Rationalised-2023-24



First Edition*March 2006 Phalguna 1927***Reprinted***October 2006, November 2007,
December 2008, January 2010,
January 2011, March 2012,
January 2013, November 2013,
December 2014, December 2015,
March 2017, February 2018,
February 2019, August 2019,
July 2021 and November 2021***Rationalised Edition***December 2022 Agrahayana 1944***PD 150T HK****© National Council of Educational
Research and Training, 2006, 2022****₹ 110.00***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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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
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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 contribution of Ashok Diwakar, *Lecturer*, Geography, Govt. College, Sector-9, Gurgaon in the development of this textbook.

The Council also gratefully acknowledges the support of individuals and organisations as listed below for providing various photographs, and other materials such as articles used in this textbook : R. Vaidyanadhan (Fig. 5.3 and 6.1); N. S. Saini (Fig. 5.4, 5.7 and 6.4); Y. Ramesh and Krishnam Raju, VSVG, (USA) (Fig. 6.11); K.N. Prudhvi Raju (Fig. 6.2, 6.5, 6.7, 6.9, 6.12 and 6.15); ITDC/Ministry of Tourism, Govt. of India, (Fig. 11.1 and 11.2); Ministry of Environment and Forests, Govt. of India (Fig. 14.1, 14.2, 14.3); The *Times of India*, New Delhi (Photograph on earthquake destruction, Collage on tsunami on page 25 and global warming on page 109); *Social Science* Textbook for Class VIII, Part II (NCERT, 2005), (Photographs related to volcanoes on page 26-27).

Acknowledgements are due to Savita Sinha, *Professor* and *Head*, Department of Education in Social Sciences and Humanities for her support and finalising this textbook.

The Council also gratefully acknowledges the contributions of Ishwar Singh and Arvind Sharma, *DTP Operators*; Sameer Khatana and Amar Kumar Prusty, *Copy Editors*; Bharat Sanwaria, *Proof Reader*; Dinesh Kumar, *Computer Incharge*, who have helped in giving a final shape to this book. The contribution of the Publication Department, NCERT are also duly acknowledged.



CONTENTS

FOREWORD	<i>iii</i>
UNIT I : GEOGRAPHY AS A DISCIPLINE	1-12
1. Geography as a Discipline	2
UNIT II : THE EARTH	12-35
2. The Origin and Evolution of the Earth	13
3. Interior of the Earth	18
4. Distribution of Oceans and Continents	27
UNIT III : LANDFORMS	36-62
5. Geomorphic Processes	37
6. Landforms and their Evolution	47
UNIT IV : CLIMATE	63-98
7. Composition and Structure of Atmosphere	64
8. Solar Radiation, Heat Balance and Temperature	67
9. Atmospheric Circulation and Weather Systems	76
10. Water in the Atmosphere	86
11. World Climate and Climate Change	91
UNIT V : WATER (OCEANS)	99-113
12. Water (Oceans)	99
13. Movements of Ocean Water	108
UNIT VI : LIFE ON THE EARTH	114-120
14. Biodiversity and Conservation	115
GLOSSARY	121-124



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.

