# SOCIAL SCIENCE CONTEMPORARY INDIA-I

TEXTBOOK IN GEOGRAPHY FOR CLASS IX



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

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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. Including 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 group in Social Sciences, 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
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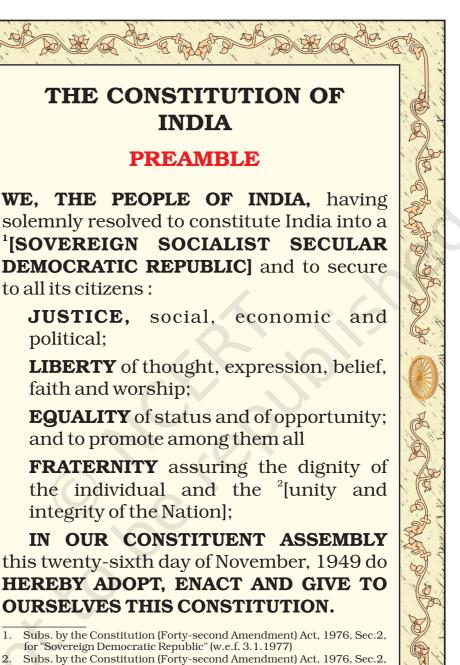
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M.H. Qureshi, *Professor*, CSRD, JNU for figure 2.7; ITDC/Ministry of Tourism, Govt. of India for Figures 2.6, 2.8, 2.9, 2.11, 3.5, 4.1 and pictures of river, migratory birds and a picture of montane forests on pages 23, 48 and 51 respectively, picture of desert on Cover I, picture of clouds on Cover IV; Cross Section Interactive for a picture of lions on page 48; Tourism of Andaman and Nicobar, Govt. of India for Figure 2.11; Ministry of Environment and Forests, Govt. of India for Figures 2.5, 3.6, picture of corals on page 15 and picture of forest on Cover I; Photo Division, Ministry of Information and Broadcasting, Govt. of India for Figure 2.10; Business Line for Figure 3.2 and Hindustan Times, New Delhi for news in two collages—given on pages 38 and 50.

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#### 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 & Uttar Pradesh, Bihar & Jharkhand and Chhattisgarh & Madhya Pradesh have not been verified by the Governments concerned.
- 7. The spellings of names in this map, have been taken from various sources.



for "Unity of the Nation" (w.e.f. 3.1.1977)

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## Our National Anthem

Jana-gana-mana adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga.
Tava shubha name jage,
Tava shubha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

Our National Anthem, composed originally in Bangla by Rabindranath Tagore, was adopted in its Hindi version by the Constituent Assembly as the national anthem of India on 24 January 1950.

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