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# FUNDAMENTALS OF PHYSICAL GEOGRAPHY

TEXTBOOK FOR CLASS XI

NBCampus



11092



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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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*  
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## CONTENTS

FOREWORD	iii
<b>UNIT I : GEOGRAPHY AS A DISCIPLINE</b>	<b>1-12</b>
1. Geography as a Discipline	2
<b>UNIT II : THE EARTH</b>	<b>13-38</b>
2. The Origin and Evolution of the Earth	14
3. Interior of the Earth	21
4. Distribution of Oceans and Continents	30
<b>UNIT III : LANDFORMS</b>	<b>39-70</b>
5. Minerals and Rocks	40
6. Geomorphic Processes	45
7. Landforms and their Evolution	55
<b>UNIT IV : CLIMATE</b>	<b>71-106</b>
8. Composition and Structure of Atmosphere	72
9. Solar Radiation, Heat Balance and Temperature	75
10. Atmospheric Circulation and Weather Systems	84
11. Water in the Atmosphere	94
12. World Climate and Climate Change	99
<b>UNIT V : WATER (OCEANS)</b>	<b>107-121</b>
13. Water (Oceans)	108
14. Movements of Ocean Water	116
<b>UNIT VI : LIFE ON THE EARTH</b>	<b>122-136</b>
15. Life on the Earth	123
16. Biodiversity and Conservation	131
<b>GLOSSARY</b>	<b>137-140</b>

# 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.



# UNIT I

## **GEOGRAPHY AS A DISCIPLINE**

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*This unit deals with*

- *Geography as an integrating discipline; as a science of spatial attributes*
- *Branches of geography; importance of physical geography*



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## CHAPTER

# 1

## GEOGRAPHY AS A DISCIPLINE

You have studied geography as one of the components of your Social Science course upto the secondary stage. You are already aware of some of the phenomena of geographical nature in the world and its different parts. Now, you will study 'Geography' as an independent subject and learn about the physical environment of the earth, human activities and their interactive relationships. Therefore, a pertinent question you can ask at this stage is — Why should we study geography? We live on the surface of the earth. Our lives are affected by our surroundings in many ways. We depend on the resources to sustain ourselves in the surrounding areas. Primitive societies subsisted on 'natural means of subsistence', i.e. edible plants and animals. With the passage of time, we developed technologies and started producing our food using natural resources such as land, soil and water. We adjusted our food habits and clothing according to the prevailing weather conditions. There are variations in the natural resource base, technological development, adaptation with and modification of physical environment, social organisations and cultural development. As a student of geography, you should be curious to know about all the phenomena which vary over space. You learn about the diverse lands and people. You should also be interested in understanding the changes which have taken place over time. Geography equips you to appreciate diversity and investigate into the causes responsible for creating such variations over time and space. You will develop skills to understand the globe converted into maps and have a visual sense

of the earth's surface. The understanding and the skills obtained in modern scientific techniques such as GIS and *computer cartography* equip you to meaningfully contribute to the national endeavour for development.

Now the next question which you may like to ask is — What is geography? You know that earth is our home. It is also the home of many other creatures, big and small, which live on the earth and sustain. The earth's surface is not uniform. It has variations in its physical features. There are mountains, hills, valleys, plains, plateaus, oceans, lakes, deserts and wilderness. There are variations in its social and cultural features too. There are villages, cities, roads, railways, ports, markets and many other elements created by human beings across the entire period of their cultural development.

This variation provides a clue to the understanding of the relationship between the physical environment and social/cultural features. The physical environment has provided the stage, on which human societies enacted the drama of their creative skills with the tools and techniques which they invented and evolved in the process of their cultural development. Now, you should be able to attempt the answer of the question posed earlier as to "What is geography"? In very simple words, it can be said that geography is the description of the earth. The term *geography* was first coined by *Eratosthenese*, a Greek scholar (276-194 BC.). The word has been derived from two roots from Greek language *geo* (earth) and *graphos* (description).