

# **SOCIAL SCIENCE**

# **CONTEMPORARY INDIA-I**

TEXTBOOK IN GEOGRAPHY FOR CLASS IX



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

**First Edition**

March 2006 Pshlguna 1927

**Reprinted**

November 2006, December 2007,

February 2009, January 2010,

November 2010, January 2012,

November 2012, November 2013,

December 2014, February 2016,

December 2016, December 2017,

January 2019, January 2020,

August 2021, November 2021

**Revised Edition**

October 2022 Kartika 1944

**Reprinted**

March 2024 Chaitra 1946

PD 450T SU

© National Council of Educational  
Research and Training, 2006, 2022

₹ 70.00

Printed on 60 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 S.D.R. Printers, A-7,  
Sector-B-3, UPSIDC, Signature City, Loni,  
Distt.-Ghariahad-201 102 (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. 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  
Research and Training

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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 contributions of B.S. Butola, *Professor, CSRD, JNU*; Jebachhi Singh, *PGT Geography, Sr G. D. Patilputra Inter School, Patna*, and Krishna Kumar Upadhyaya, *PGT Geography, K.V.A.F.S., Bareilly*, in the development of this textbook.

Acknowledgements are also due to Savita Sinha, *Professor and Head, Department of Education in Social Science and Humanities, NCERT*, for her valuable support at every stage of preparation of this textbook.

The Council is also grateful to the individuals and organisations as listed below for providing various photographs and illustrations used in this textbook:

M.H. Qureshi, *Professor, CSRD, JNU*, for Figure 2.5; ITDC/Ministry of Tourism, Government of India for Figures 2.4, 2.6, 2.7, 3.5 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, Government of India for Figure 2.9; Ministry of Environment and Forests, Government of India for Figures 2.3, 3.6, picture of corals on page 15 and picture of forest on Cover I; Photo Division, Ministry of Information and Broadcasting, Government of India for Figure 2.8; *Business Line* for Figure 3.2; and *Hindustan Times*, New Delhi, for news in two collages given on pages 38 and 50.

The Council also gratefully acknowledges the contributions of Anil Sharma and Arvind Sharma, *DTP Operators*; Sameer Khatana and Amar Kumar Prusty, *Copy Editors*; Shreshtha and Deepthi Sharma, *Proof Readers*; and Dinesh Kumar, *In-charge, Computer Station*, who have helped in giving a final shape to this textbook. The efforts of the Publication Division, NCERT, are also duly acknowledged.

### The following are applicable to all the maps of India used in this book

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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

FOREWORD	iii
RATIONALISATION OF CONTENT IN THE TEXTBOOKS	v
<b>CHAPTER 1</b> India – Size and Location	1
<b>CHAPTER 2</b> Physical Features of India	7
<b>CHAPTER 3</b> Drainage	17
<b>CHAPTER 4</b> Climate	26
<b>CHAPTER 5</b> Natural Vegetation and Wildlife	39
<b>CHAPTER 6</b> Population	48
<b>GLOSSARY</b>	55

# 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.