

SOCIAL STUDIES

Class X

Editors

Sri Arvind Sardana, Director,
Eklavya, M.P.

Dr. K. Narayana Reddy, Asst. Prof.
Dept. of Geography, O.U, Hyderabad.

Prof. I. Laxmi, Dept. of History,
Osmania University, Hyderabad.

Prof. Bhupendra Yadav, Azim Premji University,
Bangalore

Dr. K.K. Kailash, Asst. Prof.
Dept. of Pol. Sc, University of Hyd, Hyd.

Dr. Chandra Shekhar Balachandran,
The Indian Institute of Geography, Bangalore.

Dr. N. Chandrayudu, Asst. Prof.
Dept. of Geography, S.V. University, Tirupati.

Prof. G. Omkarnath, Dept. of Economics,
University of Hyderabad, Hyderabad.

Sri C.N. Subramanyam,
Eklavya, M.P.

Prof. K. Vijaya Babu, Dept. of History,
Kakatiya University, Warangal.

Dr. M.V. Srinivasan, Asst. Prof.
DESS, NCERT, New Delhi.

Sri K. Suresh,
Manchi Pustakam, Hyderabad.

Dr. Sukanya Bose, Consultant,
NIPFP, New Delhi.

Sri Alex. M. George,
Eklavya, M.P.

Textbook Development Committee

Sri G. Gopal Reddy, Director,
S.C.E.R.T., A.P., Hyderabad.

Sri B. Sudhakar, Director,
A.P. Govt. Textbook Press, Hyderabad.

Dr. N. Upendar Reddy,
Professor & Head C&T Dept., S.C.E.R.T., A.P., Hyderabad.



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● Writers ●

Smt. M. Satyavathi Rao, Retd., PGT Political Science, Oxford S S School, Vikaspuri, New Delhi.

Dr. G. Anand, Asst. Prof. (C), Dept. of Geography, Osmania University, Hyderabad.

Dr. S. Venkataratnam, Asst. Prof. (PT), Dept. of History, Nizam College (OU), Hyderabad.

Dr. Venkateshwara Rao.T, Asst. Prof.(C), Dept. of History, PG College (OU), Sec-bad.

Sri Madithati Narasimha Reddy, GHM ZPHS Peddajangampally, Y.S.R.Kadapa.

Sri K. Laxminarayana, Lecturer, Govt. DIET, Angalur, Krishna.

Sri M. Papaiah, Lecturer, SCERT, A.P., Hyderabad.

Sri Ayachithula Laxman Rao, S.A GHS Dhangarwadi, Karimnagar.

Dr. Racharla Ganapathi, S.A. ZPHS Ladella, Warangal.

Sri Undeti Ananda Kumar, S.A ZPHS Sujatha Nagar, Khammam.

Sri P. Jagan Mohan Reddy, S.A ZPHS Pidchedu, Gajwel, Medak.

Sri P. Rathangapani Reddy, S.A ZPHS Polkampally, Mahabubnagar.

Sri Korivi Srinivasa Rao, S.A MPUPS P.R.Pally, Tekkali, Srikakulam.

Sri. Kasam Kumaraswamy, S.A ZPHS Dowdepally, Adilabad.

Sri N.C. Jagannath, GHS, Kulsumpura, Hyderabad.

Smt Bandi Maria Rani, S.A M.P.U.P.S Chilukanagar, Rangareddy.

● Co-ordinators ●

Sri M. Papaiah, Lecturer, SCERT, A.P., Hyderabad.

Smt. D. Vijaya Lakshmi, Lecturer, SCERT, A.P., Hyderabad.

● Illustrators ●

Sri Kurella Srinivas, GHM, ZPHS, Kurmedu, Nalgonda.

Prof. Karen Hadyoc, HBSC, Mumbai.

● Layout & Design ●

Smt. Y. Vakula Devi, SKV Color Stream, Hyderabad.

Sri Kannaiah Dara, S.C.E.R.T. AP, Hyd.

Letter to students

“Dear Young Friends,

Most of you are growing up in the 21st Century and soon will be old enough to take up a profession and participate fully in public matters like voting in the elections. It is time you tried to understand the ideas, processes and systems which determine life in our times. These were shaped by people through very hard struggles, sacrifices and great acts of cooperative action. As the next century unfolds it will be your turn to shape our future in similar manner. We hope this book will help you to a small extent by going over with you how the people of the last century shaped their ideas, processes and systems.

Your parents and teachers were witnesses and participants in this. As such they will surely have strong and differing views on many of these matters. While you try to understand the last century you also therefore need to understand why people hold such divergent views on it and come to your own conclusions.

This book is in two parts. The first part deals with Resources Development and Equity and the second part with Contemporary World and India. Under the theme “Resources Development and Equity” we will explore how we have used the land in which we live and how we engage in productive activities. Did we properly use the land and its resources? The way we engaged in productive work and distributed its fruits among different people, was it just and sustainable?

Under the theme “Contemporary World and India” we will explore the impact of major events of the last century. We will not only be studying what happened over the entire world, but also what happened in our own country including the recent past. People act not only because they are moved by different interests but also because they are inspired by different ideas. In the last century ideas like socialism, fascism, nationalism, liberalism greatly influenced the thinking and collective actions of people. We will be studying about some of these too.

Textbooks at school level tend not to discuss contemporary events, policies and politics. This is not because it is too difficult to understand but because opinion about it is sharply divided and it is feared that this will generate conflicts. However, to live in a democratic world, we also need to learn to handle our differences and conflicts rather than avoid talking about them. This book is a bold attempt at initiating our young adults to the world of political debates and differences. It will be successful only if the teachers, students and the political community take it in the right spirit, practice restraint and listen carefully to differing points of view with tolerance and understanding. It may turn out that this book seems to give a particular view point and not represent some other point of view in proper light. This is very difficult to avoid as textbook writers are human and have their own understanding. When such issues come to light it is important for the teachers to present the other view points too before the students and not treat the book as the only or correct source of information. The students too should be encouraged to read current newspapers, magazines etc attend public meetings to get more perspectives on these matters.

This book then should be seen as a starting point of enquiry rather than as the end of it.

Books can only tell you what others thought and did. At the end of it you need to decide for yourself your understanding and what you want to do about the social problems you will be studying. You have the responsibility of both understanding the society and acting to make it better. We only hope that this book will help you in this.

– Editors

ABOUT THIS BOOK

This book is a part of your Social Science Curriculum and a part of various things you would be doing to study the society around you. However, remember that it is only one small part of that curriculum. The Social Science Curriculum requires you to analyse and share in the class room what you know. It requires you above all to ask questions – think why things are the way they are. It also requires you and your friends to go out of the class room to the market, to the village fields, to temples and mosques and museums and find out various things. You will have to meet and discuss with a number of people, farmers, shopkeepers, officials, priests and so on.

This book will introduce you to a range of problems and enable you to study them and arrive at your own understanding of them. So, the most important thing about this book is that it does not have answers. In fact this book is not really complete. It can only be completed when you and your friends and teachers bring their own questions and experiences and discuss everything threadbare in the class. You may disagree with many things in this book - do not be afraid to say so - only give your reasons. Your friends may disagree with you, but try to understand why they have a different view. Finally arrive at your own answers. You may not even be sure of your answer - you may want to find out more before you make up your mind. In that case list your questions carefully and request your friends, teachers or elders to help you to find out.

In this class we will be mainly studying India in the context of the contemporary world. The last hundred years have been years of momentous change in the world as two major World Wars were fought, scores of countries emerged as independent nations, and great experiments were done in order to build just, equitable and democratic world.

India, after its independence pursued policies to harness the natural resources of the country for economic development to eradicate poverty, reduce dependence on other countries for food grains and industrial goods, and generate gainful employment within the country. Equally important, it embarked upon an ambitious project of developing India as the largest democracy in the world – with guarantee of personal liberty and freedom. We will be studying both aspects of India's development – its economy and its polity in this book. Since these issues affect us in our own lives and affect different sections of the society differently, there are bound to be different viewpoints about them. We need to learn in our class rooms how to engage with these different perspectives and understand them with sensitivity. This is necessary to strengthen our democratic fabric.

As you study this book in the classroom, you will come across many questions - do stop and try to answer those questions or do the activity suggested before you proceed ahead. It is not so important to finish the lesson fast as it is to discuss the questions and do the activities.

Many lessons will suggest projects which may take a few days to do. These projects will enable you to develop skills of social science enquiry and analysis and presentation - these are more important than remembering what is written in the lessons.

Please remember that you don't have to memorise what is given in the lesson, but think about them and form your own opinion about them.

**Director, SCERT,
A P, Hyderabad.**

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USING THIS BOOK: NOTE TO THE TEACHER AND STUDENTS

This textbook is not to be seen as the final authority, but has to be discussed, debated and questioned. In fact each chapter in this book provides opportunity for a systematic discussion on some of the main issues relating to a topic. It would be good if the teachers could ensure that the chapters are read out in the class and discussions conducted along the lines suggested.

- **The language of the text:** Efforts have been taken to write the text of this book in child friendly manner. However there are certain terms and jargons that will need explanation and clarification. Text is often trying to give examples that may be suitable to the concept that is discussed. Each chapter has central ideas, these are often provided as subheadings. In a classroom, you may be able to cover 2 or 3 subheadings in a period roughly.
- This textbook uses different style of writing, sometimes they are narratives like Narasimha and Rajeshwari in chapter 3, to make the students understand the difference between both of them with regard to their livelihood and working conditions. These narratives reflect the facts existing in the society. In chapter 9, the students understand the economy of a village by reading the case study of Rampur Village and compare the activities discussed here with their own village economy. There are also some tables, graphs like pie charts, bar graphs in chapters 6, 8, 9, 11 and 12. These are for analysis and discussion so as to come to a conclusion on different issues.

In earlier classes, you have come across natural disasters and a few Acts on Women Protection, a little bit about RTI and RTE. This year you could try to know the role and responsibility of citizens as well as the departments of the government by reading chapter 22 on Right to Information Act.

- **Use of in between questions and end text questions:** You will note that there are questions in between the text. Do not leave out these questions. These are integral to the teaching learning process. These questions are of different types – some of them help you to recap, summarize, evaluating important ideas from the passages that you may have read out. Or they are for collecting more information that is around the concepts discussed in the previous topic or sub-topic. Do not try to dictate the answers to these questions, allow the students to find the answers on their own. Allow them to have discussions amongst each other in trying to figure out the meaning of these questions and talk about possible answers.
- **There are different types of questions used in the book:**
They (i) ask students to write their experiences; (ii) compare their experiences with that of the examples given in the text; (iii) compare two or three different situations given in the textbooks; (iv) are questions that ask students to give their opinion about the situation or case study (when these opinions are asked it need not be the same for all children, allow them to express their opinion) and (v) evaluate a particular situation given in the chapter.

- Teacher may adopt different strategies in using these questions in the classroom. Some questions may be written down in the notebook; others may be discussed in small groups; a few may be written as individual tasks. In all situations it is important to encourage the student to write in her or his own words. Avoid instructing all children to write the answers in same style and structure.
- **There are certain boxes in the chapters.** These are often additional information on the concepts discussed in the chapter. It is important to discuss them in the classroom, and conduct the activities around, but do not include them for your summative evaluation.
- **Images used in the textbooks:** We have also tried to use different styles of images like photographs, line drawings, cartoons and posters etc. These are taken from different historical points of time and from different sources. Hence just as different styles used in textbooks there is diversity in the images too. Many of the pictures have questions along with the captions – these may be discussed in the class as they will help you to draw the attention of students on the significance of images.
- **Maps, tables and graphs:** Maps in these books tell us about geographic, economic, political and historical aspects. They are used to present the information in an interesting manner. You will also find the use of tables and graphs. Reading tables and graphs are essential in Social Studies. These often provide much more clarity in explaining the concepts.
- **Projects:** There are different projects suggested in the book. It may not be possible for all projects to be undertaken. It is important to remember that we cannot teach all aspects of concepts merely by reading textbook. Projects thus enable students to interact with members of the society, collect new information, arrange and present them in their own manner. Making questions for an interview, planning for a visit to the bank, or creating a presentation that could include images, tabulated data or graphs based on the information they collected are also important in acquiring Social Studies skills. These encourage children to work together in groups and conduct exchange and share ideas.

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ACADEMIC STANDARDS

Time should be spent in making sure that children comprehend the passages given in text. In between questions are useful in this context. These questions are of different types that would include the aspects reasoning, cause and effect, justification, mind mapping / concept mapping, observation, analysis, thinking and imagination, reflection, interpreting etc. The key concepts have been discussed subconceptwise in every chapter with examples and also given in the form of keywords.

- 1) **Conceptual understanding:** Promoting learning of basic concepts through inquiry, discussion, reflection giving examples through case studies interpreting, observation etc.
- 2) **Reading the text (given), understanding and interpretation :** Occasionally there are case studies about farmers, labourers in factory, or images that are used in text which do not directly convey the concept. Time should be given for children to grasp the main ideas, interpret images etc.
- 3) **Information skills:** Textbooks alone cannot cover all different aspects of social studies methodology. For example children living in an urban area can collect information regarding their elected representatives or children living in the rural area can collect information about the way irrigation / tank facilities are made available in their area. These information may not exactly match with that of the textbooks and will have to be clarified. Representing the information that they have collected through projects are also an important ability. For example if they collect information about a tank – they may decide to draw an illustration or map etc along with written material. Or represent the information collected through images or posters. Information skill includes, collection of informatic tabulation / records and analysis.
- 4) **Reflection on contemporary issues and questioning:** Students need to be encouraged to compare their living conditions along with that of different regions or people from different times. There may not be a single answer to these situations of comparison. Giving reasons for certain happening process and justification of informatic and interpretative.
- 5) **Mapping skills:** There are different types of maps and pictures used in the textbook. Developing ability related to maps as abstract representation of places are important. There are different stages of developing this ability, from creating a map of their classroom to understanding height, distance as represented in a map. There are illustrations, posters and photographs used in the textbook, these images often relate to the text and are not merely for visual effect. Sometimes there are activities like write a caption or read the images that are about architecture etc.
- 6) **Appreciation and Sensitivity:** Our country has vast diversity in terms of language, culture, caste, religion, gender etc. Social studies does take into consideration these different aspects and encourages students to be sensitive to these differences.

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Note: The above given periods and Months are tentative. Considerable changes can be made, if necessary.

OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana gana mana adhinayaka Jaya he
Bharatha bhagya-vidhata
Punjab Sindh Gujaratha Maratha
Dravida Utkala Banga.
Vindhya Himachala Yamuna Ganga
Uchchala Jaladhi taranga,
Tava shubha name jage
Tava shubha asisha mage
Gahe tava jaya gatha
Jana gana mangala-dayaka jaya he,
Bharatha bhagya –vidhatha,
Jaya he, jaya he, jaya he,
Jaya jaya jaya jaya he

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. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.”

PREAMBLE OF THE CONSTITUTION

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.

India - Relief Features

In this chapter we shall study about relief features of India. In the subsequent chapters such as Climate in India; Rivers and Water Resources; The People etc we would be examining the linkages with relief features. These features are a reference point that we would need to return often during the course of this book. What are the relief features of Andhra Pradesh that you have read about in earlier classes? Explain with the help of a wall map or your atlas. As you study further use the atlas, wall maps & raised relief maps that are in the school.



Map 1: Location of India in the World

Location

- Look at the world map above, and write a few lines about India's location with reference to the places marked on this map.
- The lines of latitude and longitude are used for accurately specifying location of any place or region. Use the atlas and correct the following statement:

“India is a very extensive country and lies totally in the southern Hemisphere of the globe. The country’s mainland lies between 8 degree N and 50 degree N longitude and 68 degree S and 9 degree E latitude.”

- Why do we often use the term “Indian peninsula”?
- Examine the map 1.1 above and imagine that India is located in the Arctic Circle. How your life would be different?
- Identify Indira point on the atlas. What is special about this?
- Andhra Pradesh lies betweenandN latitudes, and and E longitudes.
- Using the scale given in your atlas estimate the length of the coast line for Andhra Pradesh.

The geographical location of India provides its vast diversity in climatic conditions. This has led to a variety of vegetation and life forms along with advantages for growing many kinds of crops. Its long coast line and location in the Indian Ocean enabled trade routes as well as fishing.

In class IX you had read about longitudes and question of time and travel. From your atlas examine the Indian longitudinal extension. For India the central longitude 82°30` E is taken as Standard Meridian which passes near Allahabad. This is the reference for Indian Standard Time (IST) and this is 5½ hours ahead of Greenwich Mean Time (GMT).

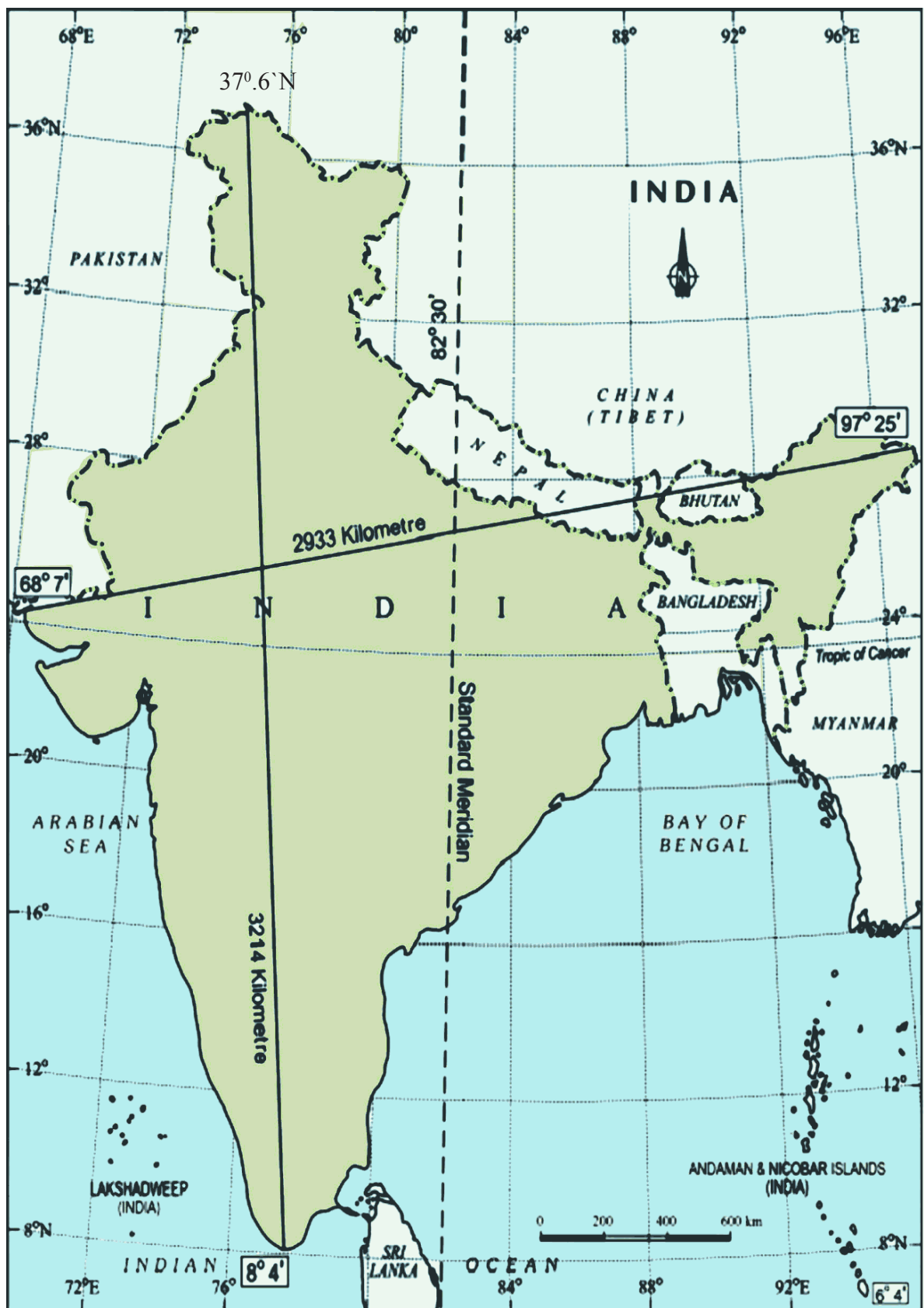
- Look at the map 2
Trace the boundary for India and colour this.
With the help of the scale given on the map, find out the total land boundary that India shares with Bangladesh.

Which of these data are for rising and setting times for the Sun at Ahmedabad and Imphal. Explain your reason.

Date	Location _____		Location _____	
	Sunrise	Sunset	Sunrise	Sunset
5 Jan	05:59	16:37	07:20	18:05



Fig.1.1: View of Himalaya’s from Tibetan Plateau. Notice the absence of trees



Map 2 : India – north-south, east-west extent and standard meridian

Geological background

Re-read movement of the Earth's crust from the class IX book. Indian landmass as part of Gondwana land originated due to geological formations and several other processes like weathering, erosion and deposition. These processes, over millions of years, have created and modified the physical features as they appear to us today.

World land forms originated from two giant lands namely Angara land (Laurasia) and Gondwana land. The Indian peninsula was part of Gondwana land. Over 200 million years ago Gondwana land split into pieces and the peninsular Indian plate moved towards North-East and collided the much larger Eurasian Plate (Angara land). Owing to the collision and immense compression force mountains evolved through a folding process over millions of years. The present form of the Himalayas is a result of this process.

The breaking off from the northern corners of the peninsular plateau led to the formation of a large Basin. In course of time, this basin slowly got filled with sediments deposited by the Himalayan rivers from north and peninsular rivers from south. This created the very extensive, flat northern plains of India. The Indian landmass displays great relief variations. The peninsular plateau is one of the most ancient land blocks on the earth's surface.

- List the Himalayan rivers and the Peninsular rivers that helped the formation of north Indian Plain.
- The formation of Himalayas was _____ million years ago while early hunter-gathering human beings emerged on earth _____ million years ago.

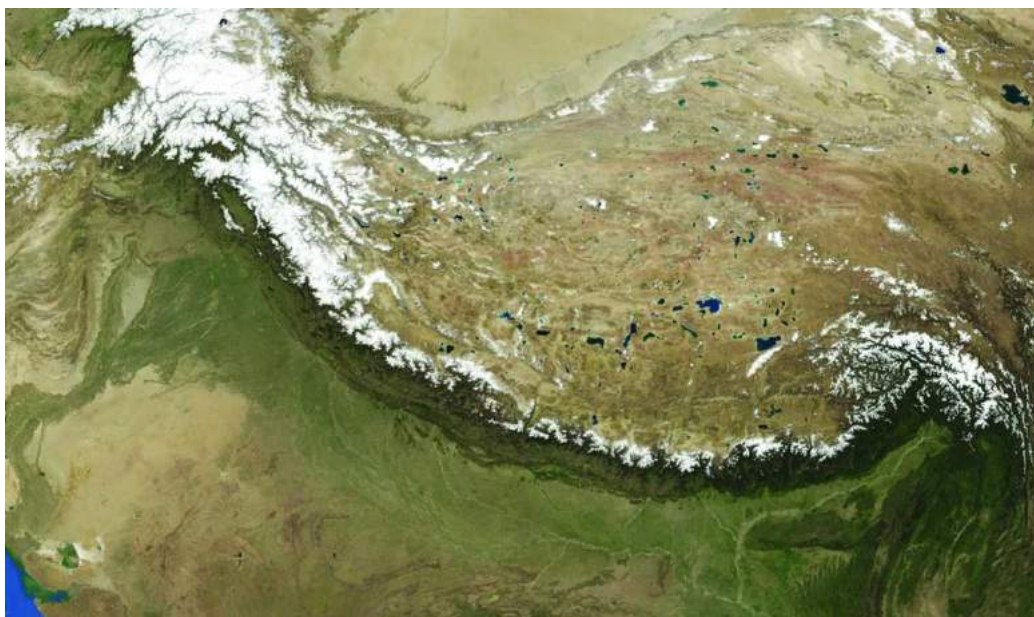


Fig 1.2 : Himalayas, Northern plain, and Thar desert as pictured by satellite

Major Relief divisions

The relief divisions of Indian landmass can be divided into the following groups:

1. The Himalayas
2. The Indo-Gangetic Plain
3. The Peninsular Plateau
4. The Coastal plains
5. The Desert
6. The Islands.

Look at the Map 2 and the raised relief map in your school. Using your finger trace the regions mentioned below:

- Follow the course of Godavari and Krishna to identify the direction of slope of Deccan plateau.
- Describe the entire course of the Brahmaputra River, with reference to landforms, heights, and countries.

The Himalayas

The Himalayan ranges run in the west-east direction in the form of an arch with a distance of about 2400 kms. Their width differs from 500 kms, in the western regions to 200 kms in central and eastern regions. It is broader in western region. There are also altitudinal variations across the regions. The Himalayas comprise three parallel ranges. These ranges are separated with deep valleys and extensive plateaus.

The northern most range is known as Greater Himalayas or Himadri. This range is the most continuous consisting of the highest peaks with an average elevation of about 6100 mts above mean sea level.

Greater Himalayas are composed of snow and ice cover. You find glaciers here. The seasonal cycle of accumulation of ice, movement and melting of glaciers are the sources for the perennial rivers. The portion of range found south of the Greater Himalayas is called “Lesser Himalayas” which has the most rugged relief. These ranges are mainly composed of highly compressed rocks. The height ranges from

- Locate the three ranges in your atlas.
- Locate some of the highest peaks in the raised relief map.

3,700 to 4,500 mts. The Pirpanjal and Mahabharata ranges form the important ranges of this region.

- Trace with your finger on the above regions in the raised relief map and on the wall map.
- Locate the following places on Indian physical map in your atlas: Simla, Mussorie, Nainital and Raniket

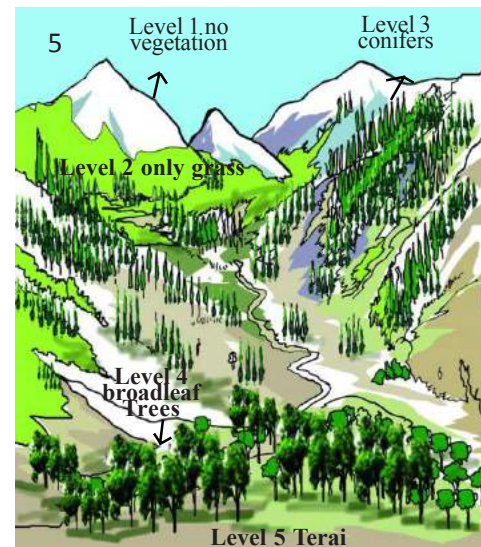
The Lesser Himalaya ranges consist of the famous valley of Kashmir, the Kangra and Kulu in Himachal Pradesh. This region is well known for many hill stations like Simla, Mussorie, Nainital, Raniket etc., and covered by evergreen forests.

Fig 1.3 to 1.6 : Various views of Himalayas from southern (Indian side). Compare these with the views from Tibetan side in Fig 1.1



The diagram below shows some typical vegetation in the Himalayas.

The mountain has been divided into five levels of elevation. Some of the main types of trees are shown here.



3) The narrow steep valleys formed in Sikkim.

4) Identify terrace farming on Himalays and pebbles on drainage

5) Sketch of different levels of vegetation in the Himalayas

6) View of the Mawkdok Dympep Valley which is in Meghalaya



The southern most range of the Himalayas are the Shivaliks. Shivaliks extend over a width of 10-50 kms, and have an altitude varying between 900 and 1100 mts. These ranges are called by different names in different regions: Jammu hills in Jammu region; Mishmi hills in Arunachal Pradesh; Cachar in Assam; etc. These parts consist of thick gravel and alluvium. The valleys lying between the Lesser Himalaya and Shivalik ranges are called as Duns - Dehradun, Kotli Dun and Patli Dun are some of the prominent Duns.

The eastern most boundary of the Himalayas is the Brahmaputra valley. In Arunachal Pradesh beyond the Dihang valley, the Himalayas take hair pin bend to the south and act as eastern boundary of India and run through the north eastern states. These divisions are known as 'Purvanchal' and mostly composed of sedimentary sand stones. Regionally the Purvanchal are known as Patkai hills, the Naga hills, Manipuri hills, Khasi and Mizo hills.

- Locate the following ranges in Indian physical map of your Atlas

Hills	State/ states
Purvanchal	
Patkai	
Naga hills	
Manipuri hills	

The formation of the Himalayas influences the climate in various ways. These act as barriers protecting the great plains of India from the cold winds of central Asia during severe winter. The Himalayas are reason for summer rains and monsoon type climate in regions that are beyond the western ghats of India. In its absence this region would have remained drier. The Himalayan Rivers have a perennial flow since these are fed by the glaciers and bring a lot of silt, making these plains very fertile.

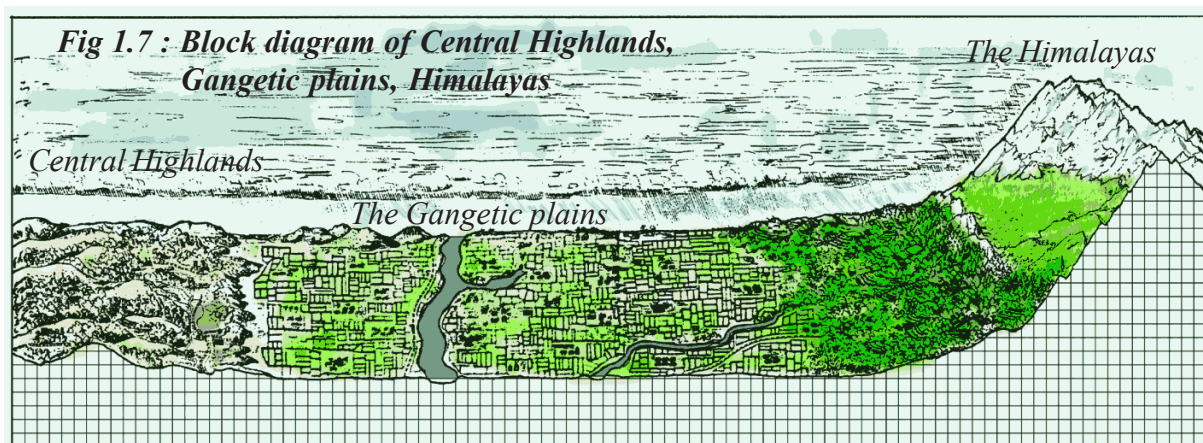
The Indo-Gangetic Plain

The interaction of the three Himalayan rivers, Indus, Ganga and Brahmaputra and their tributaries resulted in the formation of great northern plain. In the beginning (about 20 million years ago) it was a shallow basin that was gradually filled with varied alluvial soil that these rivers brought from the Himalayas.

The Indo-Gangetic Plains broadly consists of three divisions.

1. The Western Part
2. The Central Part
3. The Eastern Part

1) The western part was formed by the Indus and its tributaries, the Jhelum, the Chenab, the Ravi, the Beas and the Sutlej flowing from the Himalayas. Most of the Indus river basin is located in Pakistan leaving minor portion of Punjab and Haryana plains in India. In this region the 'Doab' features dominate the fertile land between the two rivers.



2) The central part is known as the Ganga plain. It extends from the rivers Ghaggar to Teesta. This part is mainly spread in the states of Uttar Pradesh, Bihar and partly in Haryana, Jharkhand and West Bengal. Here the river Ganga, Yamuna and their tributaries Sone, Kosi etc drain.

3) The Eastern part of the plain exists mostly in the Brahmaputra valley of Assom and the river Brahmaputra is mainly responsible for its formation.

The Himalayan rivers while flowing down deposit gravel and pebble sediments in a narrow belt of 8 to 16 kms width found parallel to foot hills of Shivaliks. This feature is known as 'Bhabar'. Bhabar is porous in nature. Small rivers and streams flow underground through Bhabar and reappear in lower areas and form a swampy and marshy region called Terai. The region had thick forest and rich variety of wild life. However, owing to migrations at the time of India's partition, most of the Terai zone has now been cleared and used for agricultural operations. South of the Terai region, fine alluvial plain regions are found.



Fig 1.8 : A Village on the Brahmaputra Valley in Assom

The Peninsular Plateau

The Indian plateau is also known as the peninsular plateau as it is surrounded by the sea on three sides. It is mainly composed of the old crystalline, hard igneous and metamorphic rock. Large amounts of metallic and non metallic mineral resources are found in the Indian plateau. It has broad and shallow valleys with rounded hills. The topography of the plateau is slightly tilted towards east and the Western and Eastern Ghats form the western and eastern edges respectively. The southernmost tip of the plateau is Kanyakumari.

The peninsular plateau consists of two broad divisions namely, the central high lands (Malwa plateau) and the Deccan Plateau. On physical map of India, adjunct to and south of the Gangetic plains and north of the river Narmada you can identify central highlands. Prominent plateaus here are Malwa plateau on the western side and towards the east there is the Chhotanagapur plateau. In comparison to the Gangetic plains the plateau region is dry. The rivers are not perennial. The irrigation for the second crop depends on deep tube wells and tanks. Identify rivers that flow in the Northern side of central high lands. Chhotanagpur plateau is rich mineral resources.

The portion of peninsular plateau lying to the south of Narmada, a triangular landmass, is called the Deccan plateau. Satpura range forms the Deccan plateau's

- Locate the following on the Indian physical map of your atlas and on the raised relief map: Malwa plateau, Bundelkhand, Bhagelkhand, Rajamahar Hills and Chhotanagapur plateau
- Using an atlas compare the relative heights of above plateaus with that of Tibetan plateau

north edge while the Mahadev, the Kaimur range and a portion of Maikal range are the eastern edges. Western Ghats, Eastern Ghats and Nilgiris form western, eastern and southern boundaries respectively.

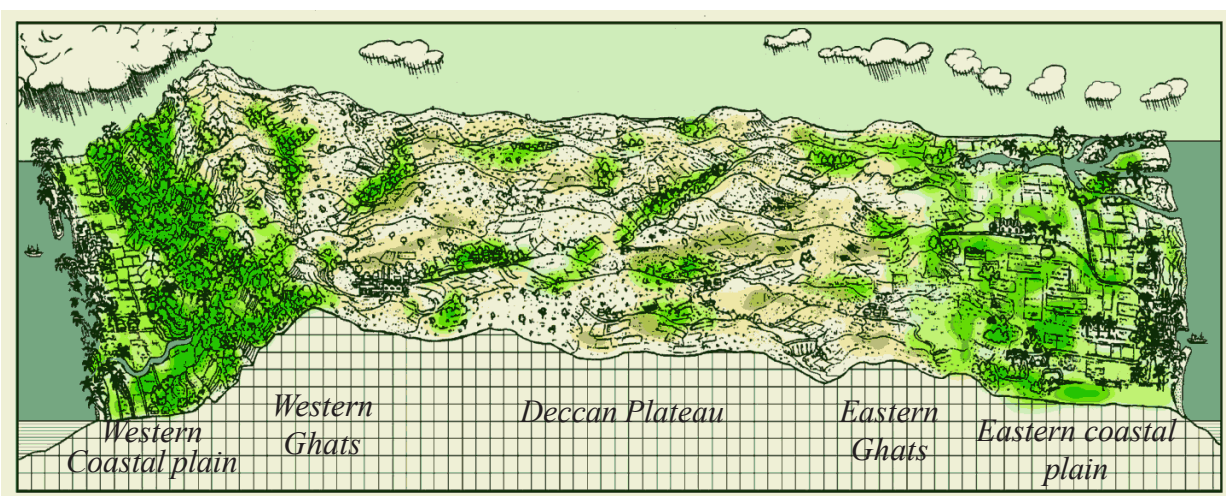
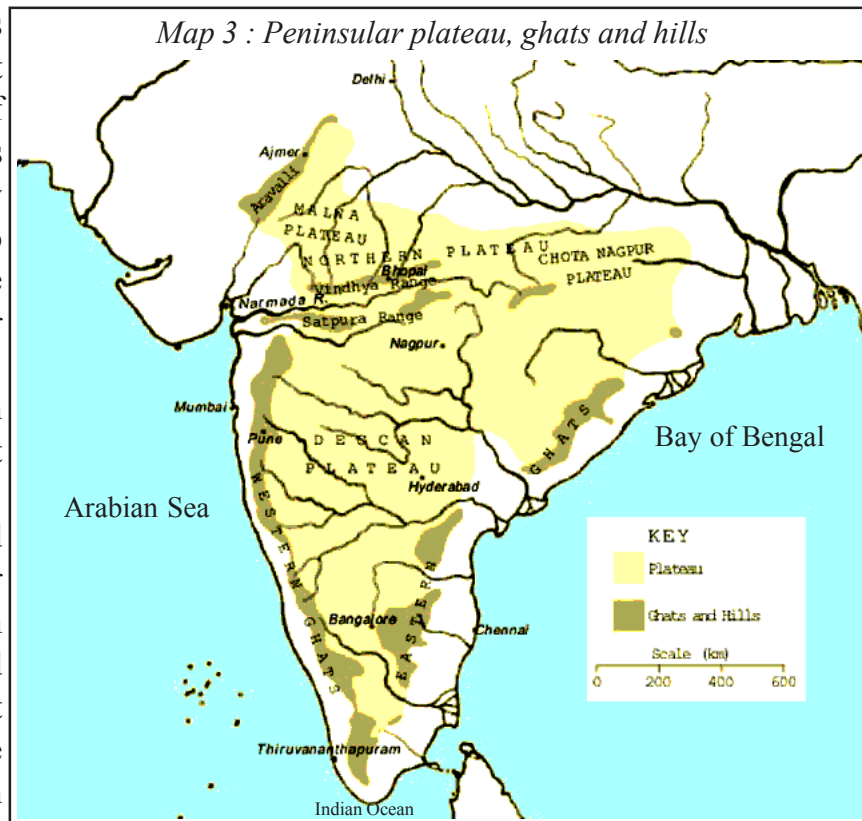


Fig 1.9 : Block diagram of Peninsular plateau

The Western Ghats lie parallel to the west coast. The structure of Western Ghats is continuous with a few passes as the gateways to the coastal plains. The Western Ghats are higher than the Eastern Ghats. Thus, for the Deccan plateau region, west-east slope is seen (*Fig 1.9*). The Western Ghats extend for 1600 kms. Near Gudalur the Nilgiris join the Western Ghats and they rise to over a height of about 2000 mts. The famous hill station Udagamandalam, popularly



known as Ooty, is located in Nilgiris, Doda Betta (2637 mts) is the highest peak. Western Ghats include the Anaimalai, Palani (Tamilnadu) and Cardamom (Kerala) hills. Anaimudi (2695 mts) of Anaimalai hills is the highest peak in south India.

The Eastern Ghats extend from Mahanadi valley in the north to Nilgiris in the south. However the Eastern Ghats are not continuous. Rivers that originate in Western Ghats like Godavari and Krishna cut across the plateau and join the Bay of Bengal. The average height of the Eastern Ghats rarely exceeds 900 mts. The highest peak in Eastern Ghats is Aroya Konda found at Chinthapalli (1680 mts., in Andhra Pradesh). Nallamalas, Velikondas, Palakondas and Seshachala are some of the hilly tracts of Eastern Ghats. One of the remarkable features of the peninsular plateau is black soils formed due to volcanic activity.

- Look at the raised relief map and compare the relative heights of Western and Eastern Ghats as well as Tibetan plateau and Himalayan peaks.

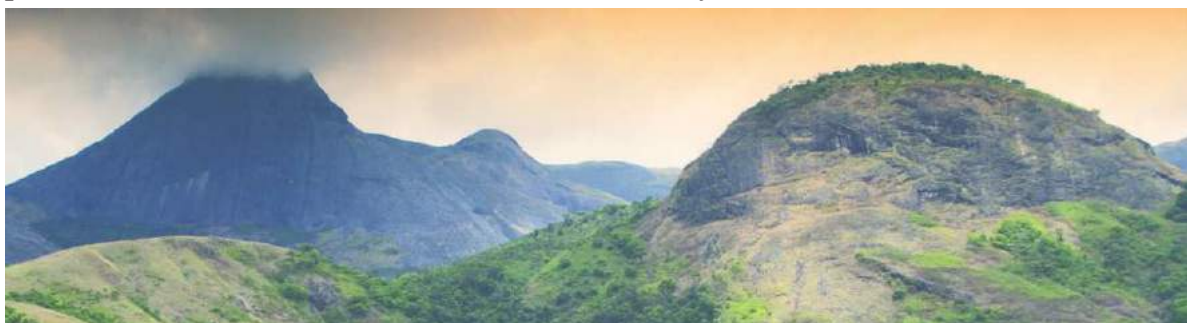


Fig 1.10 : Annamalai Hills in Western Ghats

The Thar Desert

The Thar Desert is located on the leeward side of Aravalis and receives very low amount of rainfall, ranging from 100 to 150 mm per year. The desert consists of an undulating sandy plain and rocky outcrops. It occupies much of western Rajasthan. It has an arid climate with very low vegetation cover. Streams appear during rainy season and disappear soon after. 'Luni' is the only river in this area. These internal drainage rivers fill into the lakes and don't reach the sea.



Indira Gandhi canal, which is the longest canal in the country (650kms), watering part of Thar desert. Hence several hectares of desert land have been brought under cultivation.

Fig 1.11 : A Settlement in Thar

The Coastal plains

The southern part of the peninsular plateau is bordered by narrow coastal strips along the Arabian Sea on the west and the Bay of Bengal on the east. The western coast starts from the Rann of Kutch and ends at Kanyakumari. It is narrower than east coast. This plain is uneven and broken by hilly terrain. It can be divided into three parts:

- 1) Konkan Coast – this is the northern part. It touches Maharashtra and Goa.
- 2) Canara – this the middle part. It includes coastal plains of Karnataka.
- 3) Malabar coast – this is the southern part, mostly in the state of Kerala.



Fig 1.12 : Sundarban Mangrove

Bay of Bengal plains are wide and have large surface structure. It stretches from Mahanadi in Odisha to Cauvery deltas in Tamil Nadu. These plains are formed by rivers Mahanadi, Godavari, Krishna and Cauvery and are very fertile. These coastal plains are known locally by different names: Utkal coast (Odisha) Sircar coast (Andhra Pradesh) Coramandal cost (Tamil Nadu).

On the physical map of India identify the delta regions. How is their height similar or different? How do they compare in relation to the Indo-Gangetic plains?

Like the Indo-Gangetic plains these deltas too are agriculturally developed. Coastal zone also enables rich fishing resources. Lakes like Chilka in Odisha and Kolleru and Pulicat (Andhra Pradesh) are other important features of the coastal plain.

The Islands



A Nicobar Bird

There are two groups of Islands - Andaman and Nicobar Islands stretched in Bay of Bengal and Lakshadweep Islands in the Arabian Sea. Andaman and Nicobar Islands is an elevated portion of submerged mountain parts running from Myanmar Mountain Arkan Yoma. In Andaman and Nicobar Islands, Narkondam and Barren islands are volcanic origin. The southernmost tip of India is found in Nicobar Island and called as Indira point which was submerged during the 2004 Tsunami. Lakshadweep Islands are of coral origin. Its total geographic area is 32 sq.kms. This group of island is famous for great variety of flora and fauna.

In conclusion it is important to note that there is vast diversity in the landforms in which Indian people live. Some areas are irrigated by the mighty rivers flowing from the Himalayas and some by the rainfed rivers from Western ghats and its forests. Many places are located in the river valleys and others in the mountains.



Fig 1.13 : Coral Reefs

Key words

Perennial	Coral reefs	Coastal plains	Peninsula	Lauraisa	Dun
Angaraland	Gondwana land	Shivalik	Purvanchal	Leeward	

Improve your learning

1. The sun rises two hours earlier in Arunachal Pradesh as compared to Gujarat in the west. But the Clocks show the same time. How does this happen?
2. If the Himalayas would have not been in its present position how would be the climatic conditions of the Indian sub continent?
3. The Himalayas do not extend into which of the following states:
Madhya Pradesh, Uttar Pradesh, Sikkim, Haryana, Punjab, Uttaranchal
4. Which are the major physiographic divisions of India? Contrast the relief of the Himalayan region with that of the peninsular plateau.
5. What is the influence of the Himalayas on Indian agriculture?
6. Indo- Gangetic plains have high density of population. Find the reasons.
7. On an outline map of India show the following:
 - (i) Mountain and hill ranges – the Karakoram, the Zaskar, the Patkai Bum, the Jaintia, the Vindhya range, the Aravali, and the Cardamom hills.
 - (ii) Peaks – K2, Kanchenjunga, Nanga Parbat and the Anaimudi.
 - (iii) Plateaus - Chotanagapur and Malwa
 - (iv) The Indian Desert, Western Ghats, Lakshadweep Islands
8. Use an atlas and identify the following:
 - (i) The Islands formed due to Volcanic eruption.
 - (ii) The countries constituting Indian Subcontinent.
 - (iii) The states through which the Tropic of Cancer passes.
 - (iv) The northernmost latitude in degrees.
 - (v) The southernmost latitude of the Indian mainland in degrees.
 - (vi) The eastern and the western most longitudes in degrees.
 - (vii) The place situated on the three seas.
 - (viii) The strait separating Sri Lanka from India.
 - (ix) The Union Territories of India.
9. How are the Eastern coastal plains and western coastal plains similar or different ?
10. Plateau regions in India do not support agriculture as much as the plain regions – what are the reasons for this?

Project

Using the raised relief map, and physical maps in your atlas make clay/ sand models of India on the ground. Use different types of sand or soil to mark different types of relief features. Ensure heights of the places are proportional and rivers are marked. Look at the vegetation map in your atlas and try to use leaves and grasses to decorate them. May be over the year you can also add other features of India into them.