



Competencies

Sr. No	Fields	Components	Competencies
1.	GENERAL GEOGRAPHY	1.1 LOCATION AND extent	<ul style="list-style-type: none"> Collecting AND COMPARING INFORMATION RELATED to specific regions. Asking A VARIETY of questions RELATED to given GEOGRAPHICAL INFORMATION or thereof . Answering questions RELATED to the extent AND LOCATION of A region by showing them on MAPS or IMAGES.
2.	PHYSICAL GEOGRAPHY	2.1 PHYSIOGRAPHY	<ul style="list-style-type: none"> DRAWING conclusions REGARDING A region on the BASIS of GEOGRAPHICAL INFORMATION. EXPLAINING the SIMILARITIES AND DISSIMILARITIES in PHYSICAL FACTORS between A region AND its surrounding AREA. Answering VARIOUS types of questions AFTER COMPARISON of GEOGRAPHICAL references. Finding out the FACTORS behind A region's uniqueness
		2.2 CLIMATE	<ul style="list-style-type: none"> Collecting INFORMATION with reference to regions to deduce conclusions PREPARING questions RELATED to A region with respect to other regions AND finding out ABOUT them.
		2.3 DRAINAGE	<ul style="list-style-type: none"> Commenting on the NATURAL DRAINAGE AND its CORRELATION with PHYSICAL FEATURES
		2.4 NATURAL VEGETATION AND Wildlife	<ul style="list-style-type: none"> EXAMINING AND CLASSIFYING PATTERNS found in different regions. UNDERSTANDING AND suggesting MEASURES on ENVIRONMENTAL problems. REASONS behind the LOCATION of HABITATS of NATURAL VEGETATION AND wild life in A PARTICULAR region.
3.	HUMAN GEOGRAPHY	3.1 POPULATION	<ul style="list-style-type: none"> MEASURING 'POPULATION' AND observing its trends EXAMINING the IMPACT of economic, POLITICAL, CULTURAL AND SOCIAL processes on INTERRELATIONSHIPS, COOPERATION AND conflicts in HUMAN POPULATIONS EXPLAINING FACTORS AFFECTING development of LOCAL AND REGIONAL HUMAN communities . Finding out VARIABLES RELATED to MIGRATION. Finding out the FACTORS behind A region's uniqueness
		3.2 Settlements	<ul style="list-style-type: none"> RELATING THAT CHANGE in environment CAUSES development in some PLACES AND problems in some regions EXAMINING the PHYSICAL FACTORS AND settlement PATTERNS AND CORRELATING them DRAWING conclusions with reference to CULTURAL PATTERNS, PHYSICAL FACTORS AND economic interdependence
		3.3 LAND Use	<ul style="list-style-type: none"> Commenting on the recent policies AND PROGRAMMES RELATED to use of resources. Commenting on the future trend of LAND use AND DRAWING conclusions. DIFFERENTIATING between A region AND its surroundings on the BASIS of SIMILARITIES AND DISSIMILARITIES in PHYSICAL FACTORS AND their utility
		3.4 OCCUPATIONS	<ul style="list-style-type: none"> Identify PATTERNS of economic interdependence AND interconnections Finding out PHYSICAL FACTORS AFFECTING HUMAN ACTIVITIES EXPLAINING the IMPACT of PHYSICAL environment of A region on its economy, culture AND TRADE Finding out the FACTORS behind A region's uniqueness
		3.5 TRANSPORT AND COMMUNICATION	<ul style="list-style-type: none"> EXPLAINING THAT VARIOUS PLACES in A region ARE connected BECAUSE of freight, services AND technology. Knowing THAT the core of EXCHANGE, CORRELATION AND TRANSACTIONS ARE intertwined with HUMAN ACTIONS. DRAWING conclusions with the help of MAPS
4.	PRACTICAL GEOGRAPHY	Field Visit	<ul style="list-style-type: none"> PREPARING questions RELATED to A region with respect to other regions AND finding out ABOUT them Using GEOGRAPHICAL tools for finding out ANSWERS Presenting the collected INFORMATION



- For TEACHERS -

- Y To begin with, get FAMILIAR with the textbook yourself.
- Y PLEASE refer to textbooks of EARLIER CLASSES before TEACHING this textbook.
- Y PLEASE PLAN CAREFULLY AND independently for the ACTIVITIES in EACH CHAPTER. PLEASE do not TEACH without PLANNING.
- Y The TEACHING-LEARNING interactions, processes AND PARTICIPATION of ALL students is very NECESSARY AND so is your ACTIVE GUIDANCE.
- Y PLEASE use the GEOGRAPHICAL TEACHING AIDS in the school AS required for the APPROPRIATE UNDERSTANDING of the subject. It is NECESSARY to use the globe, the MAPS of the World, INDIA AND the STATE, ATLASES, etc.
- Y Though the number of CHAPTERS HAS been reduced the number of periods required for EACH CHAPTER HAS been given A thought. ABSTRACT concepts ARE difficult to follow AND therefore you ARE expected to use the given number of periods fully. Do not finish the CHAPTER in short. This will help the students to ASSIMILATE the content without feeling the 'burden of LEARNING'.
- Y Like other SOCIAL sciences, GEOGRAPHICAL concepts too ARE not EASY to UNDERSTAND. MAJOR concepts of geography HAVE A SCIENTIFIC BASE AND they deal with ABSTRACTIONS. ENCOURAGE group work, LEARNING through EACH other's help, etc. FACILITATE peer LEARNING AS much AS possible by REORGANIZING the CLASS STRUCTURE frequently.
- Y Do not ASK questions on statistical information. INSTEAD, ASK questions on their trends or PATTERNS.
- Y The present book HAS been PREPARED for constructivist AND ACTIVITY-BASED TEACHING.
- N PLEASE do not TEACH the lessons in the book by just READING them ALOUD.
- Y Follow the order of the CHAPTERS AS given in the contents BECAUSE the concepts HAVE been introduced in A GRADED MANNER to FACILITATE knowledge-building.
- Y Do not use the boxes titled 'Do you know?' for EVALUATION.
- Y Use QR Code given in the textbook. Some websites HAVE been given for reference AT the end of the CHAPTER. Also, A list of references used is ALSO given. You AS well AS the students ARE expected to use these references. These references will surely help you to go beyond the textbook. PLEASE BEAR in mind THAT EXTRA READING is ALWAYS helpful for UNDERSTANDING ANY subject in depth.
- Y Use thought-provoking, ACTIVITY-ORIENTED, open-ended, multiple choice questions for EVALUATION. Some EXAMPLES ARE given AT the end of the CHAPTERS in the 'exercises'.
- Y Use outline MAPS given on PAGE numbers 35 AND 60 for photocopy.

While PREPARING the textbook for CLASS X, the need of COMPARATIVE study WAS TAKEN into CONSIDERATION. IT WAS ENVISAGED THAT the textbook must CONTAIN AT LEAST two regions AND THAT REGIONAL COMPARISON between two STATES within A COUNTRY must be AVOIDED. Considering the countries, it WAS obvious THAT INDIA would be one country. But which country should be chosen AS the second one WAS given A lot of thought. Following CRITERIA were considered for the SAME.

- The country should not be very developed or WAS underdeveloped.
- Should be LOCATED in A different hemisphere.
- Shouldn't be from the SAME continent. .
- Should be quite SIMILAR to INDIA but ALSO different The from INDIA in some CASES. expected
- Should HAVE CULTURAL AND NATURAL diversity like be INDIA.
- Should be A member of INTERNATIONAL ORGANIZATIONS ALONG with INDIA.

- Should HAVE A COASTLINE like INDIA.
- Should HAVE A DEMOCRATIC form of government.
- There should be some SIMILARITY in HISTORICAL BACKGROUND.

- The APPLICATION of the concepts TAUGHT till CLASS Nine CAN be APPLIED on the SAME level to both the countries.
- While studying the COMPARISON of two countries will become NOTICEABLE AND there will be AN INCREASE in respect for INDIA.

On the BASIS of ALL the CRITERIA ABOVE, BRAZIL selected. The APPLICATION of the GEOGRAPHICAL concepts on only one region loses its CHARM. Therefore, studying two regions with respect to REGIONAL diversity, SIMILARITY AND DISSIMILARITY, etc. is NECESSARY for its study. core of GEOGRAPHY lies here. Therefore, it is

THAT the selection of BRAZIL ALONG with INDIA would MEANINGFUL.

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