

Social Science

Contemporary

India II

**Textbook in Geography
for Class X**



1068



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

ISBN 81-7450-644-6

First Edition

January 2006 Agrahayana 1928

Reprinted

December 2007 Agrahayana 1929

February 2009 Magha 1930

January 2010 Magha 1931

January 2011 Magha 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

November 2013 Kartika 1935

November 2014 Agrahayana 1936

December 2015 Pausa 1937

December 2016 Pausa 1938

January 2018 Magha 1939

February 2019 Phalgun 1940

December 2019 Pausa 1941

PD 570T BS

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

₹ 75.00

Printed on 80 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 Supreme Offset Press, 133, Udyog Kendra Ext.-I, G.B. Nagar, Greater Noida (U.P.)

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 **Phone : 011-26562708**

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 **Phone : 080-26725740**

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 **Phone : 0361-2674869**

Publication Team

Head, Publication Division : *Anup Kumar Rajput*

Chief Editor : *Shveta Uppal*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager : *Bibash Kumar Das*

Assistant Editor : *R. N. Bhardwaj*

Production Assistant : *Rajesh Pippal*

Cover, Layout and Illustrations

Nidhi Wadhwa

Cartography

Cartographic Design Agency

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

QB365-Question Bank Software

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 November 2006

Director
National Council of Educational
Research and Training

TEXTBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON, ADVISORY COMMITTEE FOR TEXTBOOKS IN SOCIAL SCIENCES AT THE SECONDARY LEVEL

Hari Vasudevan, *Professor*, Department of History, University of Calcutta, Kolkata

CHIEF ADVISOR

M. H. Qureshi, *Professor*, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi

ADVISOR

B. S. Butola, *Professor*, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi

MEMBERS

Aparajita De, *Lecturer*, Department of Geography, Delhi School of Economics, University of Delhi, Delhi

Geeta Duggal, *Former Principal*, Delhi Public School, Rewari

Indu Sharma, *PGT*, Demonstration School RIE, Ajmer

K. Jaya, *PGT*, Convent of Jesus and Mary, Bangla Sahib Road, New Delhi

Punam Behari, *Reader*, Miranda House, University of Delhi, Delhi

Saroj Sharma, *TGT (Retd.)*, Mother's International School, Sri Aurobindo Marg, New Delhi

MEMBER-COORDINATOR

Aparna Pandey, *Lecturer*, Department of Education in Social Sciences and Humanities, NCERT, New Delhi

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[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 ²[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.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

ACKNOWLEDGEMENTS

The National Council of Educational Research and Training acknowledges the support of individuals and organisations as listed below for providing various photographs and other materials such as articles used in this textbook — Shveta Uppal, NCERT, New Delhi for Fig. 1.11, 2.4, 4.3, 4.10, 4.11, 7.3, 7.4, 7.5; Kalyan Banerjee, NCERT, New Delhi for Fig. 7.9; Centre for Science and Environment, New Delhi for Fig. 2.2 (Endangered : the Nicobar megapode), 3.3, 3.5, 3.6, 3.7, 4.1, 5.14; CCSHAU, Hisar for Fig. 4.4(a), 4.13, 4.16; Directorate of Extension, Ministry of Agriculture, I.A.R.I. Campus, New Pusa, New Delhi for Fig. 4.2, 4.4(b), 4.5, 4.6, 4.7, 4.8, 4.9 (Groundnut and Mustard), 4.12 (Apple and Pomegranate), 4.15, 4.18; Ministry of Environment and Forests, Govt. of India for Fig. 2.2, 2.3, 4.17, 5.10, 6.11; Ministry of Coal, Govt. of India for Fig. 5.11(a) and (b); Ministry of Mines, Govt. of India for Fig. 5.3, 5.5, 5.8; Department of Road Transport and Highways, Ministry of Shipping, Road Transport and Highways, Govt. of India for Fig. 7.2, 7.10; Ministry of Heavy Industries and Public Enterprises, Govt. of India for Fig. 5.12, 6.6, 6.9, 6.10, 6.12; Department of Shipping, Ministry of Shipping, Road Transport and Highways, Govt. of India for Fig. 7.6, 7.7, 7.8; Kurukshetra magazine for collage on page 24; The Times of India for collage on page 20, 24, 29, 26, 57, 91; *The Hindu* for collage on page 20; Hindustan for collage on page 91; NCERT, *Social Science*, Part-II, Textbook for Class-VIII for Fig. 1.12, 2.1, 3.2.

The Council is thankful to the Survey of India for certification of maps given in the textbook.

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

Special thanks are due to Vandana R. Singh, *Consultant Editor* for going through the textbook and for giving useful suggestions.

The Council also gratefully acknowledges the contributions of Ishwar Singh, *DTP Operator*; Ajay Singh, *Copy Editor*; Dinesh Kumar, *Computer Incharge*, who have helped in giving a final shape to this book. The contribution of the Publication Department, NCERT are also duly acknowledged.

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

1. © Government of India, Copyright 2006
2. The responsibility for the correctness of internal details rests with the publisher.
3. The territorial waters of India extend into the sea to a distance of twelve nautical miles measured from the appropriate base line.

4. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
5. 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.
6. The external boundaries and coastlines of India agree with the Record/Master Copy certified by Survey of India.
7. The state boundaries between Uttarakhand & Uttar Pradesh, Bihar & Jharkhand and Chhattisgarh & Madhya Pradesh have not been verified by the Governments concerned.
8. The spellings of names in these maps have been taken from various sources.

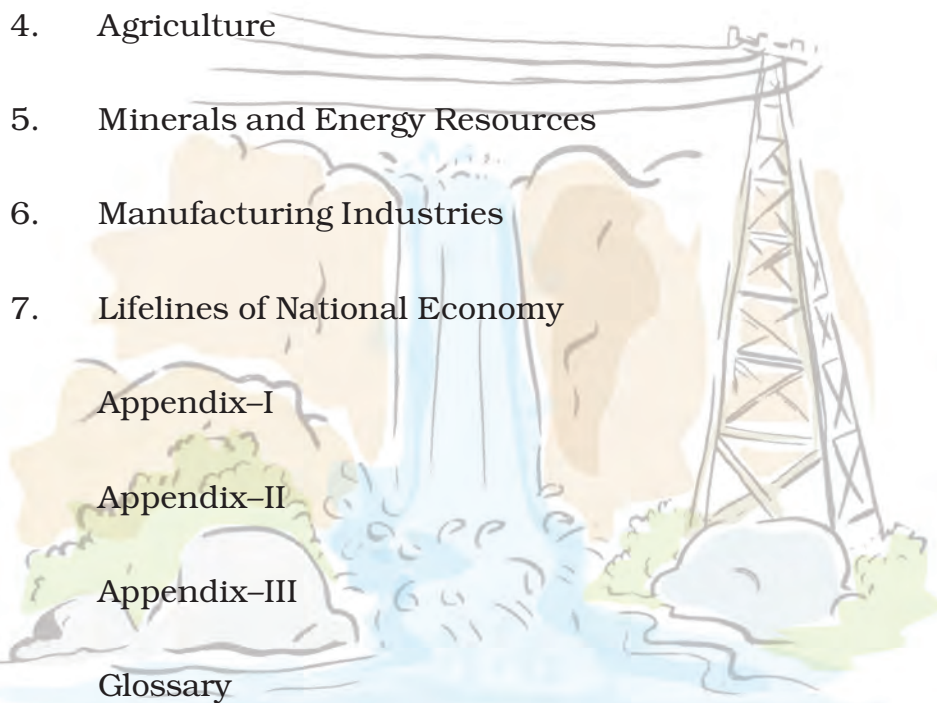
School Bhuvan-NCERT an Online web portal

Web based online e-learning Geo spatial portal **School Bhuvan-NCERT** has been launched by NCERT and ISRO in collaboration to enhance geo spatial skills among students. This online e-learning portal includes thematic maps given in Geography textbooks. This portal enables students to use Geo-spatial technology for better understanding of concepts in Geography. Online activities available on the portal as Level 1, Level 2 and Level 3 encourage learners from Classes VI to XII to develop neighbourhood maps and their attributes on satellite imageries available on **School Bhuvan-NCERT**.



CONTENTS

Foreword	iii
1. Resources and Development	1
2. Forest and Wildlife Resources	14
3. Water Resources	23
4. Agriculture	34
5. Minerals and Energy Resources	48
6. Manufacturing Industries	63
7. Lifelines of National Economy	79
Appendix-I	92
Appendix-II	93
Appendix-III	95
Glossary	96



Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- * (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

