

Abstract

The introduction conveys some data on learning in India and on designing Geography textbooks in this country. The present paper is reliant on four Geography textbooks, ranging from the 9th to the 12th grade. As regards each textbook, the study considers their learning units, then analyses their structure, the unitary way of designing them, the components of the panels of authors, the texts, illustrative materials, drills, learning activities, language, the wealth of Geography lexis, and the glossary.

Keywords: *curriculum, Geography textbooks, learning activities, India, interdisciplinary approach*