

# Lesson Plan / Unit Plan

1. NAME OF THE TEACHER : *K. Suresh*
2. CLASS : *X*
3. CHAPTER : *10.5 INDIAN RIVERS AND WATER RESOURCES*
4. NUMBER OF PERIODS : *10*

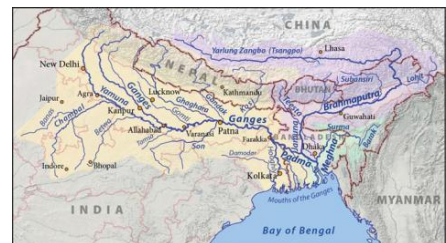
## I. Conceptual Understanding:

- 💧 The pupil can understand the origin of Himalayan rivers and their tributaries, The region through which they pass and relief features of the area.
- 💧 They observe that civilisations of Indus and Aryan were flourished in the river banks.
- 💧 They reflect on the water management.
- 💧 They characterise the Himalayan and peninsular rivers.
- 💧 They recall from science lessons what happens to the water that plants draw their roots.
- 💧 They understand the conflicts for Tungabhadra river basin.
- 💧 They inquire about pollution in the water resources.
- 💧 They discuss in groups about watershed.
- 💧 They make a defence about flood prone and drought prone in India.
- 💧 They observe the efforts for planning agriculture according to water available.



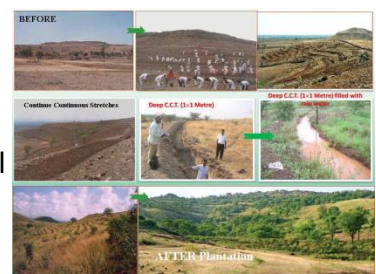
## II. Reading the text given, understanding and interpretation:

- 💧 They list out the north flowing and south flowing tributaries of the river Ganga. (Page no. 59)
- 💧 They make a note on different conflicts in the use of water for Tungabhadra river basin. (Page no. 55)
- 💧 They underline the sentences and reflect on efforts taken for water conservation in Hiware Bazar. (Page no. 67)
- 💧 They reflect on the ground water laws are both outdated and inappropriate. (Page no. 69)



## III. Information gathering & processing Skills:

- 💧 They make a chart to describe major river systems in India, direction of flow, countries, regions through which they pass and relief features of the area.
- 💧 They make a list of challenges faced in water resources in Tungabhadra river basin and identify the solutions that have been discussed in small groups.
- 💧 They visit nearest mandal office and find out the total annual rainfall of the mandal over the past 5 years.
- 💧 They access to internet learn more about Andhra Pradesh WALTA Act.



#### **IV. Reflection on Contemporary Issues and Questioning:**

- 💧 The pupil discuss 5% of water is used for domestic purpose and yet a large section of population doesn't have access to the water.
- 💧 They make a note on why should ground water be considered a common pool resource.
- 💧 They experience "in what ways is water bought and sold in their areas for what purposes".
- 💧 They think of plants for their village or their locality which if implemented would help everyone.
- 💧 They identify and list out the arguments that would support or oppose use of ground water in various contexts such as agriculture, industries etc.,

#### **V. Mapping Skills:**

- 💧 On a map of India identify and mark the Himalayas and the Western ghats.
- 💧 On a map of India trace the course of Tungabhadra river.
- 💧 Point the north flowing and south flowing tributaries of Ganga.
- 💧 With the help of Atlas trace the course of Indus both in India and Pakistan.

#### **VI. Appreciation and sensitivity :**

- 💧 Should ground water regulation be primarily community. Led as in the case of Hiware Bazar.
- 💧 There has been various ways in which the changes occurred in the context of water resources – describing the position as well as negative social changes that brought reflected.
- 💧 Make a note on multipurpose projects constructed across the rivers.
- 💧 They can understand that the civilisations flourished in the river flowing regions.
- 💧 They tried to stop in near by water resources that is rivers, lakes, canals etc.,

<b>PERIOD</b>	<b>TEACHING POINT</b>	<b>TEACHING APPROACH</b>	<b>TLM</b>	<b>EVOLUTION</b>
1	Indian rivers	Mind mapping, discussions.	Globe, world map, Indian physical map	Why Himalayan rivers are perennial?
2	Himalayan rivers: Indus, Ganga, Brahmaputra systems	Mind mapping, activity method	Globe, world map, Indian physical map	Name the west flowing rivers. Name 5 tributaries of Indus.
3	Peninsular rivers	Mind mapping, discussions.	Globe, world map, Indian physical map	Which 2 peninsular rivers flow in rift valleys?
4	Water use	Video play	Globe, world map, Indian physical map	What is meant by water divide? Give an example.
5	Inflows	Field trips and group discussions	Globe, world map, Indian physical map	Distinguish between river basin and water shed.
6	Outflows	Field trips and group discussions	Globe, world map, Indian physical map	Imagine life of man without fresh water.
7	Water use in the Tungabhadra river basin	Discussion method	Globe, world map, Indian physical map	Discuss the main causes of river pollution.
8	Rational and equitable use of water an example	Gathering information	Globe, world map, Indian physical map	What are the socio-economic effects of linking rivers?
9	Water a common pool resource	Discussion in groups	Globe, world map, Indian physical map	The Krishna river is the second largest _____ flowing peninsular river.
10	In conclusion	Making water budget	Globe, world map, Indian physical map	The Ore mined in Kudremukh is _____

👤 Teacher's notes :

- 💧 Downloading information from the internet : visit [Http://Sureshrikalahasti.Weebly.Com/](http://Sureshrikalahasti.Weebly.Com/) and [Http://Mana Social.Weebly.Com](http://Mana Social.Weebly.Com) for the information of Indian Rivers and Water Resources,
- 💧 Video lesson about Indian rivers.
- 💧 Power point show from slideshare.com
- 💧 Intermediate books, degree standard books, Telugu academy books should be referred.
- 💧 Visit the library for the rivers information and magazines.
- 💧 Videos from YouTube about river use and laws.
- 💧 Wikipedia information about water resources of India and Rivers.

Response of the teacher after completion of the lesson:



Signature of the teacher

Signature of the H.M.

Signature of the visitor