

Ability Enhancement Compulsory Courses (AECC – Environmental

Studies) Unit 1: Introduction to environmental studies

- Multidisciplinary nature of environmental studies; components of environment – atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance; Concept of sustainability and sustainable development. (2 Lectures)

Unit 2: Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems:
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 Lectures)

Unit 3: Natural Resources: Renewable and Non-renewable Resources

- Land Resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Heating of earth and circulation of air; air mass formation and precipitation. • Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. (8 Lectures)

Unit 4: Biodiversity and Conservation

- Levels of biological diversity :genetic, species and ecosystem diversity;

Biogeography zones of India; Biodiversity patterns and global biodiversity hot spots

- India as a mega-biodiversity nation; Endangered and endemic species of India • Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

(8 Lectures)

Unit 5: Environmental Pollution

- Environmental pollution : types, causes, effects and controls; Air, water, soil, chemical and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.. • Pollution case studies.

(8 Lectures)

Unit 6: Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Environment Laws : Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).
- Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context

(7 Lectures)

Unit 7: Human Communities and the Environment

- Human population and growth: Impacts on environment, human health and

welfares.

- Carbon foot-print.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquakes, cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnios of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

(6 Lectures)

Unit 8: Field work

- Visit to an area to document environmental assets; river/forest/flora/fauna, etc.
- Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

(Equal to 5 Lectures)

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R.1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P.H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J. Gary K. Meffe, and Carl Ronald carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P.1996. *Rivers no more: the environmental effects of dams*(pp. 29-64). Zed Books.
8. McNeil, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, h.T. & Andrews, J.1971. *Fundamentals of Ecology*.

- Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
 11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatement*. Oxford and IBH Publishing Co. Pvt. Ltd.
 12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
 13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. *Environmental law and policy in India*. Tripathi 1992.
 14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
 15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
 16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
 17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
 18. Warren, C.E. 1971. *Biology and Water Pollution Control*. WB Saunders.
 19. Wilson, E.O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
 20. World Commission on environment and Development. 1987. *Our Common Future*. Oxford University Press.
 21. www.nacwc.nic.in
 22. www.opcw.org

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1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
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3. Gleeson,B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P.H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press. 5. Groom, Martha J. Gary K. Meffe, and Carl Ronald carroll. *Principles of Conservation*

Biology.

- Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
 7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
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 9. Odum, E.P., Odum, h.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
 10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
 11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatement*. Oxford and IBH Publishing Co. Pvt. Ltd.
 12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
 13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. *Environmental law and policy in India*. Tripathi 1992.
 14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
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 17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
 18. Warren, C.E. 1971. *Biology and Water Pollution Control*. WB Saunders.
 19. Wilson, E.O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
 20. World Commission on environment and Development. 1987. *Our Common Future*. Oxford University Press.
 21. www.nacwc.nic.in
 22. www.opcw.org

SEVA MANDAL EDUCATION SOCIETY'S
DR. BHANUBEN MAHENDRA NANAVATI COLLEGE OF HOME SCIENCE
 (AUTONOMOUS)
 NAAC Re-accredited 'A+' Grade with CGPA 3.69 / 4 (3rd Cycle)
 UGC Status: College with Potential for Excellence
BEST COLLEGE AWARD 2016-17: Adjudged by S.N.D.T. Women's University
 338, R.A. Kidwai Road, Matunga, Mumbai – 400019

PROGRAMME: Bachelor of Home-Science and Bachelors in Computer Applications

Department of English (Foundation Courses)

Semester I

Course Title: Remedial English I

Course Credit: 1(30 Hours)

Course Description:

To equip the students with the required listening and verbal skills in English for everyday communication and Professional requirements..

Target group: For students who are weak in the language

Learning Outcomes:

The student will learn how to

- Understand and use correct grammar consciously
- Have a conversation in proper English
- Be confident while interacting in general
- Be able to frame sentences correctly
- Improve speaking and writing skills

Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
	Remedial English I	1	-	1	25	0	25

Module	Objective	Content	Evaluation
1 Grammar	The student will be able to understand and complete the activities based on the module. They will be able to	-Word Order -Parts of Speech <ul style="list-style-type: none"> • Noun • Pronoun 	Worksheets Language lab Vocabulary gamification

	use basic grammar consciously.	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Conjunction • Preposition • Interjection <p>-Articles -Basic Sentence Structure -Common errors in English -Punctuation (Will teach grammar with various gamifications)</p>	
2 Enhancing basic listening and speaking Skills	The student will be able to understand and speak basic English	<p>-Words (Pronunciation) -Everyday English Phrases -Situational Conversations (Listen and Repeat)</p>	<p>Language lab – Role play</p> <p>Daily English Conversation in class</p>

20 hours of Teaching + 10 hours of Practice in the language lab = 30 hours

EVALUATION:

Evaluation	Details (* please give details of assessment in terms of Unit test/ Project/ quiz /or other assignments and marks allotted for it)	Marks
Internal	Lang. lab activities - 10 Vocabulary Gamification - 10 Daily conversation class - 5	25
	Total marks	25

References:

IMS. IMS Communication Skills Builder. Second ed., IMS, 2008

Dev, Anjana Neira., et al. Creative Writing: a Beginners Manual. Pearson, 2009.

Maruf, Sitara. *Easy-to-Learn English Grammar and Punctuation, Part 1 of 2: A Step-by-Step Guide for a Strong English Foundation (Volume 1)*. CreateSpace Independent Publishing Platform, 2014.

Rocci, Andrea, and Louis de Saussure. Verbal Communication. De Gruyter Mouton, 2016

Barrett, Grant. *Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking*. 1st ed., Zephyros Press, 2016.

List of worksheets

GbR, Lingo4you. "Prepositions." *English Prepositions - English Grammar*, www.ego4u.com/en/cram-up/grammar/prepositions.

<https://www.ego4u.com/en/cram-up/grammar/prepositions>

"Articles a, an & The." *Article Worksheets: a, an, the | K5 Learning*, www.k5learning.com/free-grammar-worksheets/second-grade-2/parts-speech/a-an-the.

<https://www.k5learning.com/free-grammar-worksheets/second-grade-2/parts-speech/a-an-the>
<http://www.espressoenglish.net/wp-content/uploads/2012/02/Free-English-Grammar-eBook-Beginner.pdf>

"ESL Kids Lesson Plans, Flashcards, Worksheets, Songs, Classroom Readers, Crafts & Games." *ESL KidStuff*, www.eslkidstuff.com/worksheets.html.

<http://www.eslkidstuff.com/worksheets.html>

Department of English

Semester II

Course Title: Remedial English II

Course Credit: 1

Course Description:

To equip the students with required written and oral communication skills for everyday and professional communication.

Target group: Students who have studied from vernacular medium

Learning Outcomes:

The student will learn how to

- Understand and write accurate English sentences
- Will help them to give better Presentations
- Boost their confidence
- To be conscious about using the grammar and therefore will use it correctly.

20 hours of teaching	+ 10 hours of Practice	=	30 hours of learning
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Code	Course	TC	Th C	Pr C	Int M	Ext M	Total
	Remedial English II	1	-	1	25	0	25

Module	Objective	Content	Evaluation
1 Grammar	The student will be able to understand and complete the activities based on the module. They will be able to use intermediate grammar consciously.	-Common errors in English -Degrees of Comparison -Types of Nouns -Types of Verbs -Types of Adjectives -Types of Adverbs -Active and Passive voice	Worksheets Language lab Vocabulary gamification

2 Enhancing basic listening and speaking Skills	The student will be able to understand and speak more than basic English	-Idioms and Phrases -Situational Conversations -Poems -Short stories (Listen and Repeat)	Language lab – Role play Daily English Conversation in class
3 Writing	The student will be able to write paragraphs and stories. They will be able to make notes as well.	Paragraph writing Note Making Drafting a Notice Letter of application	Daily paragraph entry in their diary Write a short story on any genre Make notes on a particular topic

EVALUATION:

Evaluation	Details(* please give details of assessment in terms of Unit test/ Project/ quiz /or other assignments and marks allotted for it)	Marks
Internal	Vocabulary Gamification and other language lab based activities - 10 Daily conversation in class - 5 Story Writing - 5 Letter of Application - 5 (Language lab)	25
	Total marks	25

Reference List

IMS. IMS Communication Skills Builder. Second ed., IMS, 2008

Ur, Penny and Wright, Andre (1996). *Five-minute activities*. Cambridge: Cambridge University Press

Dev, Anjana Neira., et al. Creative Writing: a Beginners Manual. Pearson, 2009.

Rocci, Andrea, and Louis de Saussure. Verbal Communication. De Gruyter Mouton, 2016

Writing your life story : how to record and present your memories for friends and family to enjoy / Oke, Michael . - Mumbai : Jaico , 2006 135p.

Successful Writing Skills / Zakaria, Matthew T. . - Delhi : Common Wealth , 2009

McPherson, Fiona. *Effective Notetaking (Study Skills)*. Revised edition (3rd), Wayz Press, 2018.

Shukla, Shukla Rama Shankar. *All Letters, Applications, Business Letters and Business Email:*

Complete Letter Writing (English Composition Book Six). Independently published, 2019.

List of worksheets

<https://www.ego4u.com/en/cram-up/grammar/prepositions>

<https://www.k5learning.com/free-grammar-worksheets/second-grade-2/parts-speech/a-an-the>

<http://www.espressoenglish.net/wp-content/uploads/2012/02/Free-English-Grammar-eBook-Beginner.pdf>

<http://www.eslkidstuff.com/worksheets.html>

E-worksheets

“ESL Kids Worksheets.” *ESL KidStuff*, www.eslkidstuff.com/worksheets.htm.

GbR, Lingo4you. “Prepositions.” English Prepositions - English Grammar, www.ego4u.com/en/cram-up/grammar/prepositions.

“Articles a, an & The.” Article Worksheets: a, an, the | K5 Learning, www.k5learning.com/free-grammar-worksheets/second-grade-2/parts-speech/a-an-the.

“Free Samples of E-Books & Courses.” *Espresso English*, www.espressoenglish.net/free-samples-of-espresso-english-e-books-courses/

COURSE: WOMEN'S ISSUES**CREDITS: 2**Objectives:

To understand new and emerging women's issues in India

To empower to deal with these issues & problems

OUTCOME:

The students will

- Know and learn about new laws protecting women.
- Become sensitive towards women facing various kinds of harassment
- Study history of women's issues

-	Women's Issues	2	2	-	25	25	50

Module No	Objective	Content	Evaluation
1	Students will be able to understand various concepts like patriarchy, stereotypes and the need to assert	Introduction & Social Construction of Gender: Socialization of the girl child, Patriarchy and gender disparity. Propagation of stereotypes through advertisements, films & media	Group discussion (Marks 5)
2	Students will be made aware of various health, social, issues affecting women	Issues affecting the quality of life of women: Health issues of women: Nutrition, Female mortality rate. Sex selection and Female feticide. Problems of women education: access and retention. Gender inequality in academic	Oral presentation (Marks 5)
3	Students will be sensitized to the	I) Violence against Women:	

	<p>concept of 'violence'</p> <p>Students will learn the concept of human trafficking</p> <p>Students will become aware and cautious of impending dangers</p>	<p>Violence within the home: girl child abuse, women abuse in the family.</p> <p>Sexual harassment at workplace</p> <p>Girl & Women Trafficking</p>	<p>Skit</p> <p>(Marks 5)</p>
4	<p>Students will learn the concept of feminism</p> <p>Learn the significance of the study</p> <p>Learn to be empowered</p>	<p>II) Feminism & Empowerment:</p> <p>Concept of Feminism</p> <p>Types of Feminism</p> <p>Empowerment of Women: Meaning & Significance</p> <p>Education for empowerment and Development of Women</p>	<p>Class test</p> <p>Marks 10</p>

EVALUATION:

- 1) On Four Modules of 25 marks
- 2) Final Examination of 25 marks
- 3) Total marks = Internal 25 Marks + External 25 Marks = 50

REFERENCE BOOKS:

- 1) (Editor), S. T. (Apr 1993). Women Writing India: Volume Ii: The 20th Century (WOMEN WRITING IN INDIA) 1 . India : Oxford press.
- 2) Neera, D. (2002). The making of a feminist. Bombay: Bombay Research Centre For Women's Studies.
- 3) omvedt, G. K. (n.d.). Patriarchy and matriarchy. Bombay: Bombay research centre for women's studies.
- 4) Robinson, v. D. (1997). Feminist theory and practice. London: macmillan press ltd.
- 5) Susie:k.Lalita, T. (1997). Women Writing in India: 600 B.C. to the Early Twentieth Century - Vo. 1 Paperback – 1 Oct 1997



COURSE: ENHANCING COMMUNICATION SKILLS**SEMESTER: 2****CREDITS: 1****DURATION: 30 HOURS****Objectives:**

- To help students gain confidence in speaking.
- Learn how to face an audience and express their opinion confidently.

Outcomes:

The course will help students to:

- **Speak confidently especially during an internship.**

Module No.: 1	Objective	Content	Evaluation 25 marks
	<p>To teach students Phonetics and Pronunciation</p> <ul style="list-style-type: none">• Students will be taught• Social Skills• Conversation Skills <ul style="list-style-type: none">• Students will learn Presentation Skills <p>To encourage students to speak confidently in front of an audience.</p>	<ul style="list-style-type: none">• Tongue Twisters• Motivational Poems to Teach Pronunciation <p>How and when to use 'please', 'excuse me', 'sorry' 'thank you'.</p> <ul style="list-style-type: none">• Introductions• Greetings: Formal and Informal• How to talk about your daily routine• How to give and receive directions <ul style="list-style-type: none">• How to start a presentation.• How to state the purpose of a presentation• Keywords to signpost different stages in a presentation.• Phrases to express your opinion	<p>Worksheets</p> <p>On use of Four Magical words 10 marks</p> <p>Poem on: MANNERS MATTER THEY REALLY DO 10 MARKS</p> <p>Students are asked to speak on different topics expressing their opinions for 2 to 3 minutes.</p> <p>Oral test for 5 Marks</p>
Module No.: 2	<p>To prepare students for Internship during the Summer vacation</p>	<ul style="list-style-type: none">• Importance and value of Internship <p>Cover Letter and Resume for Internship</p>	<p>Completed Cover Letter and Resume</p> <p>25 Marks</p>

VALUE ADDED COURSE: BASIC GERMAN LANGUAGE**SEM - 2****CREDITS : 2****DURATION : 60 HOURS****Objectives:**

The student / learner will

- be introduced to the elementary knowledge of the language, grammar and phonetics.
- can understand everyday expressions and simple sentences.
- will be introduced to German Culture.
- Reading, understanding and writing skills shall be developed.

OUTCOME:

The student / learner will

- be able to understand basic German concepts and Culture.
- One can talk to others - where they live, who they know etc.
- be able to communicate in the language slowly.

Code No.	Course	TC	Th C	Tu C	Int	Ext	Total
-	BASIC GERMAN LANGUAGE	2	2	-	25	25	25

Module No.	Objective	Content	Evaluation
1	Sprechen und schreiben über Meine Familie, Verstehen verschiedene Hobbys und berufe, lernen Texte zu ordnen. (learn to speak and write about my family, understand different hobbies and professions, read small texts and arrange the dialogues in right order and so on.)	3.1 Familie, Hobbys und Berufe Lernen über familie, über hobbys und berufe sprechen, lernen über lander und sprache.(Learn new vocabulary related to my Family, about hobbies and profession, and about different countries and their language) Grammatik : Formular Ausfüllen, bestimmte Artikel der,die,das und unbestimmte Artikel ein,eine,ein.(learn to fill form, learn definite and indefinite articles)	25 marks internals (15 marks – class Activity 10 marks – Oral)
2	Artikel lernen, die Deutsche Städte lernen, activitaten machen. (learn different Articles, understand the map of Germany	4.1 In der Stadt Karte von Deutschland ,verstehen Deutsche kultur, deutsche feste.(understand german culture, map of Germany and different states of Germany).	25 marks Written examination

	and learn different states in Germany)	Grammatik: negation, Imperativ (Negative Sentences and Imperativ Sentences)	
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TEXT AND REFERENCE BOOKS:

1. Netzwerk A1 3 Books and Audio Cd by Stefanie Dengler, Paul Rusch, Helen Schmitz. ... Published by Goyal Publishers & Dist (P) Ltd. 2015
2. Themen Aktuell1 deutsch als fremdsprache, originally published by Max Hueber Verlag, Langers International Pvt. Ltd., 2014.
3. Hilfe! Study aid book by Smita Inamdar, published by Pragati Books Pvt. Ltd, 2015

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