Aditi Mahavidyalaya

Department of English

Learning Outcomes Based Curriculum Framework
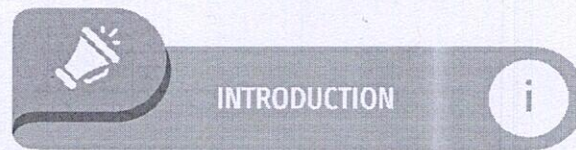B. A. & B.COM. Prog.

INTRODUCTION ⓘ

The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.

The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.
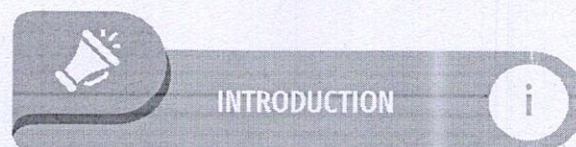
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INTRODUCTION

The existing criteria for streaming was discussed thoroughly in the context of the almost complete collapse of English B and English C classes across colleges. This structural collapse has led to severely compromised language acquisition opportunities for BA & BCom students. At present 98% of BA& BCom programme applicants are from boards where English is offered as a subject in class XII. Currently in Delhi University, a student with minimum pass marks in English in Class XII will do the same English course as a student scoring above 90%. Such guaranteed variance in competences and standards in the classroom is a huge pedagogic challenge that stalls the aim of achieving any tangible proficiency in the language over two semesters.
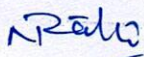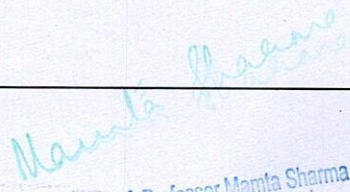
INTRODUCTION

In order to address this reality, which was further aggravated by the reduction in the language teaching span in CBCS to two semesters, the committee concluded that it is imperative to have additional streaming criteria (NOT eligibility or admission criteria) to benefit the students in the classroom and in their careers. A hugely participative student feedback survey was conducted online. Thousands of BA & BCom Delhi University students responded to the detailed questionnaire and helped us to our conclusions.

As 98% of the BA & BCom Programme students have done English in class 12, streaming will be now based on their Class XII marks in English. There will be three streams:

1. 80% and above: ENGLISH LANGUAGE THROUGH LITERATURE
2. 60% and above up to 80%: ENGLISH FLUENCY
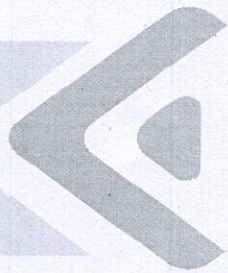3. Less than 60%: ENGLISH PROFICIENCY

AIM OF THE PROGRAM

The course aims to expertise over English language through extensive practice in listening, speaking , reading and writing. Different grammatical categories are provided to improve precision in English language. The course promotes in-depth study of all literary forms.

Outcomes

Students can pursue careers in academic circles as teachers, professors, journalists, copyrighters, communication experts, scriptwriters, content architects, bloggers, novelists, poets, and dramatists
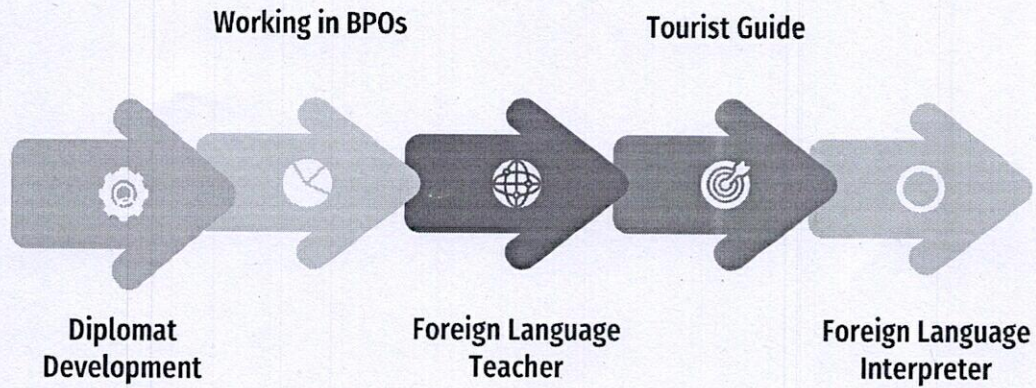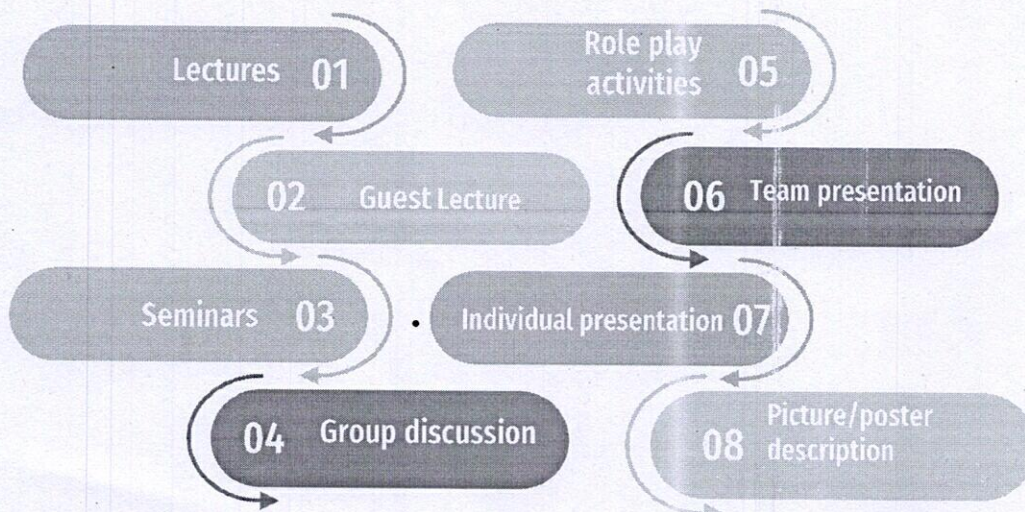
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Other Career Prospects for English Language Learners

Working in BPOs

Tourist Guide

Diplomat
Development

Foreign Language
Teacher

Foreign Language
Interpreter

Class room learning includes

Lectures **01**

Role play
activities **05**

02 Guest Lecture

06 Team presentation

Seminars **03**

Individual presentation **07**

04 Group discussion

08 Picture/poster
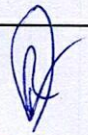description

Paper Name

English-A
ENGLISH LANGUAGE THROUGH LITERATURE

- read a variety of texts critically and proficiently to demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts;
- read with interpretive and analytical proficiency one or more creative literary form (poetry, fiction, creative non-fiction);
- write with proficiency in one or more creative literary form (poetry, fiction, creative non-fiction);
- to follow a process-oriented writing model, which may involve creation, bibliographies, drafts, editing, and peer comments, when writing an essay utilising conventional English norms (stylistically).
- demonstrate proficiency with standard documentation styles, i.e., MLA and APA
- able to provide arguments based on research on significant professional, personal, or societal concerns
- document how people write differently in social situations (workplace, media and home).
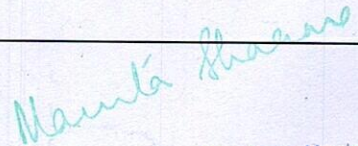
Aligning objectives with outcomes under LOCF

Written Assessment: Some different ways to incorporate written assessments in class include:

- **Creative and structured writing assignments:** Ask students to write a creative story, or even give them a writing prompt—where students read the beginning of a story and are asked to write the ending.
- **Editing writing:** Give students a piece of text with grammatical mistakes and ask them to correct it, to test their knowledge of grammar.
- **Reading response tasks:** Give students a list of questions, such as how do they know a character is evil, or how would they change the ending of a story. When students are finished reading a book or article, have them write down the answers to these questions. Make sure to only assess for content, and not spelling or grammar, unless you specify to your students that you're doing so.
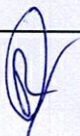
Oral Presentations and Performances:

- **Role-plays:** Role-plays can be used to assess students individually or as a group. Some ideas include having students write a play and performing it or even having the students teach the teacher as part of a review class.
- **Interviews:** This type of assessment is very helpful if you have students that are early English learners. To help test students on content knowledge, try to use a lot of visual cues. For example, have students pick from a pile of pictures, and ask questions to elicit responses from them. You can assess the student based on vocabulary used or comparing concepts.
- **Describing/explaining/retelling/paraphrasing/summarizing texts:** Instead of a written book report or summary of a piece of text, you can have your students retell the plot in front of the class or just to you. Other ideas can include asking the students to pick a character in the book and tell a story from their point of view, or even to describe their favorite part of the text.
- Watch YouTube videos of real-life cases with directive questions.
- Practice identifying main issues or key points in a case study through self-assessments such as multiple choice quizzes with instant feedback.
- Peer- and self-assessment: They enable students to self-monitor and self-regulate learning. These approaches help students make judgments with regard to their peer's and their own standard of work. This helps students engage with expectations of quality for specific pieces of work and begin to understand the processes of assessment that teachers use.
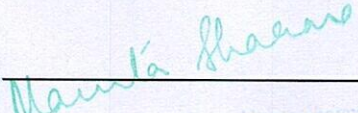

Paper Name | **English-B** — **ENGLISH FLUENCY**

- This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts The course aims to equip them with skills that will help them interact with people around their personal institutional and social spaces The course will help students to
- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyse texts in English
- organise and write paragraphs and a short essay in a variety of rhetorical styles.

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- Students will enhance their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- speak clearly, effectively, and appropriately in a public forum for a variety of audiences and purposes.

Outcomes

Students will be able to communicate in English with complex workplace activities and with society at large,, such as being able to file an FIR, RTI and writing of letter, paragraph, twitter and face book post etc. The students will also be able to design their CVs, presentations and exchange the instructions.

Aligning objectives with outcomes under LOCF

Videos of real-life cases.
To share views through twitter posts.
To use facebook wall while making any announcement with friends and relatives.

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Paper Name	English-C
	ENGLISH PROFICIENCY

AIM

The English Proficiency course is intended for students who have had inadequate

-exposure to English and hence exhibit a very low level of proficiency in the language

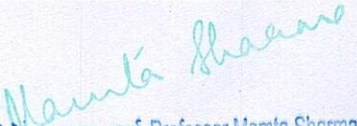– difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic

-syntactical structures, and an inability to speak or write the language with confidence.

Objective

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations
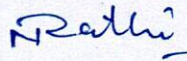
OUTCOMES

- Enhance proficiency in English
- Improves basic comprehension skills
- Enable to form, arrange and write sentences and paragraphs.
- Learn basic grammar rules of tenses, prepositions, modals, conjunctions and subject-verb agreements.
- Learn to start conversation and differentiate between formal and informal speech.
- Will develop language skills – both written and oral

Aligning objectives with outcomes under LOCF

- One can create and convey the roadmap for students' learning progression by establishing alignment between assessments and learning objectives.
- Various assignments are given in addition to classroom instruction. Group discussions, role plays are conducted in the class to enable students to practically apply the theories learnt during the course.
- -select preferred mode(s) of communication (e.g., oral, written, graphic, visual) for processing information and expressing learning.
-
- -Using pictures can help students with low English proficiency demonstrate their content knowledge. Here are examples of how the use of pictures could be implemented as an assessment in different content areas:
- -To test student comprehension after reading a text, have students arrange a series of pictures from the story in chronological order.