



SLC (University Delhi)
Shyam Lal College



Programme Specific Outcomes and Course

LEARNING OUTCOME REPORT

BA (PROGRAMME)

Programme	Programme Specific Outcomes	Teaching Learning Process
<p>BA (Programme) English A</p>	<p>PSO-1: The BA Programme Papers have been designed according to the three graded levels of English depending on their performance in Class XII examination. The categories are three:</p> <ul style="list-style-type: none"> ▪ 80% and above: English Language Through Literature (English A) ▪ 60% and above up to 80%: English Fluency (English B) ▪ Less than 60%: English Proficiency (English C) <p>PSO-2: The First Unit consists of English Language Through Literature which has been divided into four units:</p> <p>Reading: The students are asked to read and analyse narratives, memoirs, biographies and autobiographies</p> <p>Writing: The students must know how to write things of practical utility: CV, Resume, Dairy, Note Making etc.</p> <p>Listening: Listening skills are very important. The natural order of Learning a language is Listening, Speaking, Reading and Writing. The students must be made to practice</p>	<ul style="list-style-type: none"> • Interactive discussions in small groups in Tutorials classes. <p>. How to think critically and write with clarity.</p> <p>Reading materials together in small groups initiating discussion on various topics encouraging participation.</p> <p>Writing essay length assignment</p>

	<p>reciting poetry, audio/video clips of poems</p> <p>Grammar: Knowledge of language is incomplete without grammar. This unit demands the knowledge of Action Verbs, and Active and Passive Voice</p> <p>PSO-3: The Second Unit of “Exploring Poetry” wants students to acquire skills of appreciating poetry and how to identify the various aspects of poetry, namely theme, imagery, rhyme pattern. The student must know how to appreciate poetry and how to recite poetry. They must know how to appreciate rhythms and pauses. A student must be acquainted with how to appreciate unseen poetry passage. The teacher must acquaint him and make him practice unseen passage and impart the necessary skills. He must be given unknown passages and train how to analytically write keeping in mind the above points.</p> <p>Grammar: The student must know connotation and denotation. Connotation refers to an idea or feeling which a word invokes for a person in addition to its literal or primary meaning. For example, blue is a colour, but it is also a word used to describe a feeling of sadness, as in: “She's feeling blue.” Connotations can be either positive, negative, or neutral. Denotation refers to a literal meaning of the word. Eg: the dentist is someone who fixes teeth.</p> <p>PSO-4: The Third Unit of “Exploring Drama” intends to teach a student the</p>	<p>Discussing questions answering techniques. exam and</p> <p>Practising exercises through worksheets and developing writing skills.</p>
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	<p>possibilities of how to understand the conflicts in a play and understanding the dialogues to appreciate what is plot development, stage directions. The idea is to make them understand and develop interest in appreciating radio play alongwith a staged play, understanding the full nuances of dialogue.</p> <p>Grammar: The student is made aware of “Direct and Indirect Speech” which is very basic of all grammar. Alongwith it, he is taught Idioms and Phrases which is necessary to improve his vocabulary. He needs to know tone and register which refers to the way grammar, words, and expressions are selected for a piece of writing to make it appropriate for its intended context.</p> <p>PSO-5: The Fourth Unit is known as “Exploring Fiction—Novella” tells the students’ to read a longer piece of fiction to discern the narrative voice, structure, character development and understand the essence of the passage with a view to rewriting the text. A text has a historical context and the teacher must help the student how to appreciate the context while reading the passage.</p> <p>Speak: The student must grasp the essence of a text and must be made retell the story in class with emphasis on speaking skills and developing an accent and style easily understandable.</p> <p>Listen: The student must listen to audio clips of writers and interpret them and see if they can add something on their own. The emphasis is on creativity and learning aloud</p>	<p>Assignments, Oral Discussions through practising dialogues through emphasis on listening and speaking skills.</p> <p>Read a longer piece of fiction to discern narrative voice, narrative structure, character development while locating the text in</p>
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	<p>appreciating punctuation and pauses. An all-round development of skills must be encouraged.</p> <p>PSO: 6 The Fifth Unit known as “Writing Your Own Academic Paper” will guide students regarding academic documents regarding term papers, reports and assignments. The student must be warned against and trained how not to indulge in plagiarism.</p> <p>Write: The students’ must know how to form and reform drafts, analyse their arguments and must be able to differentiate between strong and weak arguments. They must know how to distinguish between information, facts and opinions. A fact is a statement that can be proven true or false. An opinion is an expression of a person’s feelings that cannot be proven. An information is a fact learnt about someone. They must be able to write paragraphs and must be aware of how to elaborate a topic sentence. They must know how to use the language without hurting racial or gender bias.</p>	<p>socio-historical context.</p> <p>Initiate discussion about a novella, drawing upon the critical reading developed by students in the previous semester, focus will be on broadening their repertoire of reading: texts chosen and responded to for personal pleasure.</p> <p>Listen to audio clips/videos of writers talking about what writing means to them; audio clips of books being read aloud to enable discussion of reading styles, pauses, punctuations</p> <p>Reading material together in small groups initiating discussion on various topics.</p> <p>Writing essay length</p>
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		<p>assignments to see the writing skills of students.</p> <p>Class Test</p>
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Course Name	Learning Outcomes	Teaching Learning Process
<p>BA (Programme) English B</p>	<p>The students opting for English Fluency also known as English B has a defined structure which is meant for:</p> <ul style="list-style-type: none"> ▪ Describe the experience of events of personal interest ▪ Read and understand information on topical matters and explain their advantages and disadvantages ▪ Basic skills for writing letters, blogs, dairies must be acquired ▪ Comprehend and analyse text in English ▪ Organize and write paragraphs and short essays <p>The Students are taught the following things: Literature Review: A literature review is an overview of the previously published works on a specific topic. The term can refer</p>	<ul style="list-style-type: none"> • Interactive discussions in small groups initiating discussion in Tutorial classes. <p>.How to think and write</p>

	<p>to a full scholarly paper or a section of a scholarly work such as a book, or an article. The student must learn how to appreciate another person's writings to sharpen his analytical skills.</p> <p>Comprehension Passage: The student must be guided as to interpret an unseen passage and learn how to write the answers in their own words. This is a big challenge for the teacher must learn to comprehend and interpret sentences for which he must be thoroughly trained.</p> <p>Debate: The student must be able to grasp the nitty-gritty of the topic and must be oriented to give arguments in favour or against the motion before taking a side. In case he is against the motion, he must know what people can say in favour of the motion and then come up with strong counter arguments.</p> <p>Job Application: The student must be given the necessary skills to know how to write for jobs in various professions. With growing demands of market oriented training students there is greater need for the students to learn how to write applications for various posts—call centres, advertising agencies, multinational companies etc for which they must be trained to write letters in proper format and correct language.</p>	<p>critically with clarity</p> <p>Discussing exam questions and answering techniques</p> <p>Assignments and Class Test</p>
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Informal Letter: The student must have the basic knowledge and presenting facts of his everyday life to his near and dear ones. He must know how to about his hostel life, or his personal feelings if he is away from home to his near and dear ones.

Proof Reading/ Punctuation: This is a very vital part of our writing skills. A teacher must explain to students' where to use full stops, capitalizations, comma, dashes, and how the entire meaning of a sentence changes with any change in the punctuation. He must patiently explain the utility of the symbols used for punctuation marks.

Paragraph writing: It is essential for students to know how to write paragraphs of 250 words on various topic and the teacher must know how to train the student to write keeping in mind the following things:

- a) Introduction: What you want to say about the topic in general
- b) Body: If it is an argumentative topic what are the positives and negatives. If it is a general topic how you elaborate the ideas
- c) Conclusions: What are the positives and negatives you draw from the topic

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Course Name	Learning Outcomes	Teaching Learning Process
<p align="center">BA (Programme) English C</p>	<p>The students opting for English Proficiency also known as English C has a defined structure which is meant for:</p> <p>Reading Unseen Passages and Comprehension: Students are expected to read and interpret essay for which the teacher is supposed to guide them. They should be skilful enough to answer short questions preferably in their own words.</p> <p>Basic Grammar Rules: The students must know how to interpret negative sentences and convert them into positives. This is an essential exercise to understand English language in it's proper context. A teacher must be patient to explain how to explain a sentence with appropriate meaning or find out from passages what is true or false. Basically, he has to learn how to analyse the passage.</p> <p>The basic parts of a language like tenses—present, past and future followed by conversion of affirmative sentences into negatives and vice-versa should be discussed threadbare with the student so that he understands how he should use the language.</p> <p>Use of articles: The students must</p>	<ul style="list-style-type: none"> ● Reading material together in small groups initiating discussion topics and participation in discussions. <p>Students must be given rigorous practise in various parts like use of articles, tenses, reading and analysing sentences to be able to use language properly.</p>

	<p>be made of how to use articles in the most appropriate places. For instance, many students won't know that the vowel sounds determine the use of "a" and "an." They have to be explained carefully about it.</p> <p>Use of tenses: Tenses are the most frequently used to denote time and action. The student must know when to use present or past tense in all forms. The teacher must patiently explain the distinctions between the past and the present and how to use was, were, have been, had been etc so that the students are aware of how to use them.</p> <p>Use of conversation skills: We must train the students how to converse in English. The questions usually have a falling tone while a statement has a rising one. The student must know where to pause, how to modulate the voice, where and how to end a conversation with proper etiquettes and manners.</p> <p>Use of stress: The student must be told how to acquire speaking skills and he must stress on which words and where he should not. This will help greater command over proper use of vocabulary.</p> <p>Writing Skills: Knowing certain basic skills for writing is a necessity for acquiring jobs or reaching higher in the echelons of society. Today's students' are</p>	<p>The teacher must encourage the students to speak in English. The Grammar Translation Method must not be encouraged but they must be fostered to listen and speak the language with proper intonation, stress, rhythm etc.</p> <p>Students must be given practise in an exhaustive manner in Reading Comprehension, Job Applications, Paragraph Writing</p>
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	<p>ambitious and therefore they must acquire writing skills. As a result, the teachers' must train them to write paragraphs where they should be able to provide description of places and people.</p> <p>The teacher must train them to use the appropriate words and phrases for which they must be encouraged to use dictionary and thesaurus.</p> <p>The students must be trained to write short application letters to the prospective interviewer describing their qualifications, experience and expectations from the prospective employers.</p> <p>The student must be made proficient in speaking English as well which would ensure his job. Therefore, a teacher must encourage to speak in English with the teacher and the classmates to acquire proficiency in speech.</p> <p>The student must be adequately trained to know the etiquettes necessary to please a prospective employer through his behaviour and mannerisms in his interview.</p> <p>The entire course structure of the BA Programme has been pragmatically designed to meet the practical challenges of knowing correct English for everyday usage. The teachers have to encourage to appreciate the subtleties of language at every</p>	<p>etc.</p> <p>. Writing essay length-assignments. They must be trained to use appropriate words and phrases as well as correct grammar and spellings.</p>
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	<p>level. This will enable the students to acquire depth in English and appreciate the language which will be useful for their future.</p>	
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