(Abstract)

The Syllabus of B.Ed. Urdu Programme started under Kannur University ---w. e. f. 2024 admission- Approved - Orders issued

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ACADEMIC C SECTION

ACAD C/ACAD C1/26387/2023   Dated: 19.09.2024

Read:-1.G.O. No. 1506/2023/HEDN dated 10.10.2023

2.U. O. No. ACAD A3/GBCTE/10278/2008 dated 08.04.2024

3. The Orders of Registrar in file of even No dated 21.05.2024

4. Minutes of the combined meeting of BoS in Education and Urdu

5. E mail dated 24.06.2024 from the Chairperson, BoS in Urdu

6. Orders of Vice Chancellor in file of even No dated 24.06.2024

7. Minutes of the meeting of Academic Council held on 25.06.2024

ORDER

1. As per paper read (1) above, sanction was accorded by the Government to start the B.Ed. Urdu option at Govt. Brennen College of Teacher Education, Thalassery.

2. Subsequently, the University granted permission to start B.Ed. Urdu option **within the sanctioned strength of 50** at Govt. Brennen college of Teacher Education, Thalassery from the academic year 2024-25 vide paper read (2).

3. As per paper read (3) above, the Board of Studies (BoS) Urdu (Combined) & BoS Education (Combined) were entrusted to prepare the Draft syllabus of the B Ed Urdu programme.

4. The combined meeting of the BoS in Education and Urdu was held on 20.06.2024 to finalise the Draft syllabus of B Ed Urdu programme and the BoS unanimously recommended to approve the Draft syllabus vide paper read (4) above.

5.Thereafter, the Chairperson, BoS in Urdu submitted the Draft syllabus of B Ed Urdu programme for approval vide paper read (5).

6.Considering the matter, the Vice Chancellor, vide paper read 6, ordered to place the Draft Syllabus of B Ed Urdu programme before the consideration of Academic Council.

7. The XXVIII th Meeting of the Academic Council, held on 25.06.2024 vide paper read 7 above, considered the matter and approved the syllabus of B Ed Urdu Programme w.e.f. 2024 admission in principle and permitted to publish the same, considering the urgency of matter.

8. The minutes of the Academic Council was approved by the Vice Chancellor and published.

9. Therefore, the approved Syllabus of the newly started B.Ed.Urdu programme under the University with effect from 2024 admission, is appended with this U.O. and uploaded in the University website.

Orders are issued accordingly.

Sd/-

ANIL CHANDRAN R

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: 1. The Chairpersons BoS in Urdu & Education

2. The Principal, Govt. Brennan College of Teacher Education

Copy To: 1. The Examination Branch (through PA to CE)
2. PS to VC/PA to Registrar
3. DR/AR Academic,
4. The Computer Programmer
5. IT Cell (For uploading in the website)
6. EP III Section
7. SF/DF/FC

Forwarded / By Order

SECTION OFFICER

BED P 101.12: UNDERSTANDING THE DISCIPLINE AND SUBJECT-URDU

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

After completion of course the student teacher will be able to:

- Acquaints with the meaning, nature and characteristics of language education.
- Familiarizes with the nature, roles and scope of Urdu Language and its status in the present-day world.
- Familiarizes with Taxonomy of educational objectives
- Develops an insight into the symbiotic relationship between curriculum, syllabus and text books and learning materials.
- Develops the competencies and professional qualifications for teacher in the present scenario.
- Identifies methods, approaches, materials and new trends for teaching Urdu at various levels
- Develops the ability to apply theories related to Language teaching and acquisition.
- Familiarizes with the approaches, methods& techniques and develop the knowledge of acquisition of basic language skills
- Updates Knowledge of current approaches, methods and strategies
- Develops the ability to choose the most suitable approaches, methods& strategies for classroom teaching

MODE OF TRANSACTION

Group learning, Seminar, Discussions, Lecture, Debate, Practice & Observation, Workshop, Practical sessions, CAI, Assignments, Brain Storming, Buzz Session

UNIT 1: GENERAL INTRODUCTION TO URDU LANGUAGE EDUCATION   6 Hrs

- Language: Nature, meaning &definitions, characteristics and functions
- Role of family and community a resource for language development.
- Origin and development of Urdu Language.
- Urdu as a Second language, Indian language, Global language, Urdu as Lingua Franca.
- Nature and Scope of Urdu Language Education, Need & Significance of Urdu Language teaching and learning in Kerala.
- Problems of learning Urdu as a second language in Kerala.

UNIT 2: AIMS AND OBJECTIVES OF TEACHING URDU LANGUAGE   8 Hrs

- Aims and Objectives of Teaching and learning Languages
- Socio- cultural & utilitarian aims
- Principles of Language Learning.
- Objective Based Instruction
- Bloom's Taxonomy of Learning (original & revised)
- Process Oriented Teaching and learning

• Outcome Based Learning (OBL)

• Developing communicative competencies

UNIT 3: CURRICULUM DESIGNING IN URDU LANGUAGE EDUCATION   (6 Hrs)

• Curriculum: Meaning, Definition and principles

• Approaches to Curriculum construction

   Curriculum and Syllabus, Language Curriculum

   Criteria for selecting curriculum content

• Modern Trends in Curriculum Construction:

   Life Centred- Learner centred, - Activity centred, Issue Based, problem pausing,

   Process oriented, NCF (2005), KCF (2007), NEP (2020), KCF (2023)

   A Critical review of Urdu Text Books & Teacher Texts of state schools of Kerala

UNIT 4: LANGUAGE ACQUISITION   6 Hours

* **Language Skills: LSRW**

   Listening skill; Significance of listening

   Speaking skill: Importance of speaking, Pronunciation

   Reading skill: Importance of reading skill

      Loud Reading, Silent Reading, Sentence- Word- Phonetic based

      reading, Intensive reading, Extensive reading, Skimming and scanning

   Writing Skill: Importance of writing skill

      Urdu Graphemes and Allographs, *Saheeh Imla*

      Creative Writing, Editing.

   Activities and strategies for developing LSRW.

UNIT 5: THEORETICAL BASES OF TEACHING URDU LANGUAGE   (12hrs)

• **Application of Psychological Theories & Principles:**

   Behaviourism, Constructivism: Cognitive and Social

   Chomsky`s Concepts :(LAD & Universal Grammar),

   Krashen's Hypotheses

UNIT 6: METHODS & STRATEGIES OF TEACHING URDU LANGUAGE (12 Hrs)

• **Approaches, Methods, strategies and techniques of teaching**

   ➢ Bilingual approach, Structural approach, Communicative approach, Integrated approach.

   ➢ Direct method, Grammar Translation method, Play way method, Inductive and deductive method.

   ➢ Project, Role play, Dramatization, Narrative.

   ➢ Learning by doing, Activity Based Learning

* **Modern Strategies in language teaching & learning**

   ➢ Collaborative Learning, Co-operative Learning & Group Learning.

➢ Workshop, Seminar, Symposia, Debates, etc.

E-learning, Blended Learning, Virtual Learning

E-tutoring, Discourse based teaching and learning

Addressing Individual differences in teaching and learning:

Multiple level learning, Inclusive education & Including Learning disabilities.

SUGGESTED TASKS & ASSIGNMENTS

- Need and importance of Language and Language education.

- Need and significance of Urdu language education in Kerala.

- Critical review of any One Urdu textbook of Primary/Secondary Schools of Kerala.

- Need and importance of focusing on language skills

- Problems of learning and teaching Urdu as second language in Kerala

READING & REFERENCE LIST:

Urdu

1. Mirza Khaleel Ahmed Baig, Urdu ki Lisani Tashkeel Published by EBH, Aligarh

2. Prof. Masood Hussain Khan, Tareekh-e-Zaban-e-Urdu

3. Prof. Iqtidar Hussain, Southiyat aur Phonemiyat Pub. By Taraqqi Urdu Bureau, New Delhi

4. Rasheed Hassan Khan. Saheeh Imla

5. Azeezulla Shervani, Urdu dars o Tadrees, by Anjuman Taraqqi Urdu, New Delhi

6. Mueenudheen, Urdu Zaban Ki Tadrees, Pub. By Taraqqi Urdu Bureau, New Delhi

7. Mueenudheen, Urdu Kaise Padhayein

8. Maulavi Saleem Abdulla, Urdu Kaise Padhayein

9. Haroon Ayoob, Urdu ki Dars – 0 – Tadrees : Masayil

10. Shafi Ahmed Saddiqui, Urdu Zaban Wa Quawaid. Part I & II

11. Rasheed Hasan Khan, Zaban aur Qawaid, Pub. By Taraqqi Urdu Bureau, New Delhi

12. Syed Asghar Hussain & Syed Jamaludheen M, Thareeqaye tadrees by Deccan Traders, Hyderabad

13. Dr. Najmussahar & Dr. Sabira Saeed, Tadrees-e-Urdu by Premier Publications Hyderabad.

14. Ziyaurahman Azami, Urdu Padhane ka fann by Shibli Stationary, Azamgarh

15. Dr. Reyaz Ahmed, Urdu Tadrees (Jadeed Thareeqey aur Taqaze), Pub. Maktaba Jamia Millia Islamia, New Delhi

English/Malyalam

1. Kerala Curriculum Frame Work 2007

2. Kerala Curriculum Frame Work 2023

3. National Curriculum Frame Work 2005

4. Dr. KN Anandan, Bhasha Shastrathile Chomskiyan Viplavam, Kerala bhasha Institute.(Malayalam)

5. Dr. K Soman, Udheshadhishthitha Bodhanam (Malayalam)

6. H.E. Palmer, Principles of Language Study

7. Roberto Lado, Language Teaching

8. CIIL Mysore, Evaluation in Language Education

9. Bruce Joyce & Marsha Weil, Models of Teaching:

10. Doff, Adrian.(2008) Teach English : A Training Course for Teachers. Cambridge University Press.

11. Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.

12. Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.

13. Jack C. Richards, and Anne Burns. (2009) The Cambridge Guide to Second Language Teacher Education. Cambridge University Press.

14. Norton, Donna E (et al.) (1999). Language Arts Activities for Children. Prentice Hall, New Jersey.

15. Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.

16. Wallace, Michael J. (2006) Study Skills in English. Cambridge University Press. Journals: Journals:

17. Eli Hinkel, Current Perspectives in Teaching the Four Skills, Seattle University Seattle, Washington.

Online resources:

1. Activities for developing skills

2. http://www.teachingexpertise.com/articles/activities-for-developing skills-1106

3. Current trends in Teaching Listening and Speaking by Jack. C. Richards

4. www.oup.com/elt

5. http://www.asian-efl-journal.com/Sept 06 ro.php

6. http://languagelab.com.sg/faq.php

7. http://www.languageinindia.com/april2002/tesolbook.html

BED P 201.12: PEDAGOGY OF SCHOOL SUBJECT-PART 1: URDU

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

- Familiarizes with the nature of the Urdu reader and analyses pedagogically
- Understanding the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.
- Develops an understanding of pedagogy and its principles
- Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching
- Develops the ability to design lesson templates incorporating the relevant objectives and activities with reflections.
- Develops knowledge of the importance of planning in classroom teaching
- Acquires the ability to plan lessons and use in classroom teaching
- Familiarizes with ways of employing teaching skills for effective teaching
- Acquires the ability to apply suitable Teaching and learning resources in classroom teaching

Mode of Transaction

- Group Learning and Collaborative Learning, Creative and Constructive learning, Seminar, Discussions, Debate, Situational lectures, Brain storming, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

UNIT 1: INTRODUCTION TO PEDAGOGIC ANALYSIS – URDU: (12 Hrs)

- Teacher as a Pedagogue
- Principles of Pedagogic Analysis
- TPACK and its various dimensions
- Steps involved in pedagogic analysis
- Pedagogic Analysis of Urdu Language Discourses in Readers.

    Conversation, Poem, Rhyme, Slogan, Speech, Notice, Report, Message, Letter, Poster, Note, Advertisements, Profile, Biography, Essay, Story and Narration etc.

- Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.
- Pedagogic Analysis of Urdu Text Books prescribed for the State Schools of Kerala.

UNIT 2: ESSENTIAL REQUIREMENTS FOR TEACHING URDU LANGUAGE (12Hrs)

- Perspectives in Language Acquisitions Learning & Teaching
- Teaching and learning of Urdu language: its nature and significance
- Teaching is an art and science; Learner and Teacher
- Maxims of Teaching

- Urdu Language Teacher, Competencies of Language teacher.

- Changing concept of Teaching, Various roles of teacher in school,

  CWW (Classroom Without Walls), VLE (Virtual Learning Environment.)

- Competency Based Language Teaching (CBLT).

Teaching Skills: Pre teaching skills and post teaching skills

- Core skills in teaching: Stimulus variation, Introducing, Explaining, Reinforcement,

  Questioning, Black board usage etc.

  Application of ICT skills, Black Board, White Board, & Interactive Board

- **Micro Teaching:** Principles and definitions, Micro teaching cycles, Link practice

  Preparing of Micro Teaching Lesson Plans and replans.

- **Planning in Teaching**: Importance of planning in teaching,

  Objectives of Planning, Different levels of Planning: School planning, Academic Calander, Year

  plan, Unit plan, Lesson plan -for different discourses and Standards.

UNIT 3: RESOURCES IN TEACHING AND LEARNING OF URDU LANGUAGE (8Hrs)

- **Teaching Learning materials**:

  - Teaching Aids: Its design and development

   Audio Visual, Improvised aids, Animated and digital aids, Language Lab, Multi-media aids

  - Library: Types of Libraries, INFLIBNET

  - Teaching learning resources: Text Books & Teacher Texts.

  - Other resources: Supplementary Readers and Web resources.

  - Conducts Field trips, Mushayira, Baith Bazi, Ghazal Program, Taqreer, Day observations
    etc.

  - E- Learning and e teaching: Digital text books, Digital library, Websites & other online
    resources.

  - Designing of Digital text books, e-books and its application

  - M-learning: Meaning, scope and its advantages.

UNIT4: MODELS OF TEACHING   (10Hrs)

Basic Concepts, families and Properties:

  Syntax, Social System, Support system, Principles of reaction, Instructional & Nurturant effect

- Designs based on different Models of Teaching relevant in Urdu teaching and learning.

  Concept Attainment Model, Advance Organizer Model, Synectics Model

UNIT 5. GLOBAL TRENDS IN URDU LANGUAGE EDUCATION (8hrs)

- Position of Urdu Language in the present-day world

- Urdu as an Indian Language, Lingua franca

- Urdu language education in India & Kerala

- Pedagogic practices of Urdu Language teaching & learning

- Critical evaluation of teaching and learning Urdu in Kerala

SUGGESTED TASKS & ASSIGNMENTS

- Preparation and Practicing Micro Teaching.
- Preparation of Lesson plan based on Synectics Model/Concept Attainment Model/Advanced Organised Model.

READING & REFERENCE LIST:

Urdu :

1. Ziyaurahman Azami, Urdu Padhane ka fann by Shibli Stationary, Azamgarh
2. Rasheed Hasan Khan, Zaban aur Qawaid, Pub. By Taraqqi Urdu Bureau, New Delhi
3. Dr. Najmussahar & Dr. Sabira Saeed, Tadrees-e-Urdu by Premier Publications Hyderabad.
4. Maulavi Saleem Abdulla, Urdu Kaise Padhayein
5. Dr. Riyaz Ahmed, Urdu Tadrees: Jadeed Thareeqey aur Taqaze, Maktaba Jamia, Newdelhi
6. Mueenudheen, Urdu Zaban Ki Tadrees, Pub. By Taraqqi Urdu Bureau, New Delhi
7. Rasheed Hassan Khan. Saheeh Imla
8. Azeezulla Shervani, Urdu dars o Tadrees, by Anjuman Taraqqi Urdu, New Delhi
9. Haroon Ayoob, Urdu ki Dars o Tadrees ke Masayil
10. Muhammed Ibrahim Khaleel, Asas e Taleem by Deccan traders, Hyderabad.
11. Syed Asghar Hussain, Education Technology and Computer Education, by Deccan traders, Hyderabad.
12. Shafi Ahmed Siddiqui, Urdu Zaban Wa Quawaid. Part I & II

English:

1. Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.
2. Doff, Adrian.(2008) Teach English : A Training Course for Teachers. Cambridge University Press.
3. Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.
4. Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.
5. Jack C. Richards, and Anne Burns. (2009) The Cambridge Guide to Second Language Teacher Education. Cambridge University Press.
6. Norton, Donna E (et al.) (1999). Language Arts Activities for Children. Prentice Hall, New Jersey. 83. Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.
7. Seeley, John (2003) the Oxford Guide to Writing and Speaking. Oxford University Press.

Online resources:

Activities for developing skills

1. http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106
2. Current trends in Teaching Listening and Speaking by Jack. C. Richards

3. www.oup.com/elt

4. http://www.asian-efl-journal.com/Sept_06_ro.php

5. BBC World Service: Learning English

   http://www.bbc.co.uk/worldservice/learningenglish/index.shtml

6. FRET (Free Resources for English Teaching) http://www.english-teaching.co.uk/

7. Learning Brain-based way 98. http://languagelab.com.sg/faq.php

8. The Essentials of Language Teaching

9. http://www.nclrc.org/essentials/index.htm

10. http://www.languageinindia.com/april2002/tesolbook.html

11. Task-Based Language Teaching and Learning: An Overview

BED P 202.12: ASSESSMENT FOR LEARNING-URDU

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Course Objectives:

The student teacher will be able to:

- Understands aims and objectives of Assessment for teaching & learning
- Familiarizes with trends & issues in assessment and evaluation (from a constructivist paradigm)
- Comprehends key concepts, such as formative and summative assessment, evaluation and measurement, test, examination and assessment rubrics
- Exposes to new trends, different kinds and forms of assessment for student learning.
- Applies basic statistics in Urdu Language education.

Unit – 1: Assessment & Evaluation in Urdu Language Education (16 Hrs.)

1.1 Concept, Meaning of Measurement, Assessment & Evaluation.

1.2 Techniques and Tools of Evaluation;

Techniques of Evaluation:

Observation, Interview, Sociometry etc

Types of Tools:

Questionnaire, Test, Rating scale, Sociogram, Interview schedule etc.

1.3 Objective Based Instruction & Evaluation, and Outcome Based Evaluation.

Unit - 2: Perspectives of Assessment and Evaluation (15 Hrs.)

2.1. Perspectives of assessment and evaluation of learning in a constructivist paradigm

2.2. Assessment of learning, Assessment as learning and Assessment for learning

2.3. Purposes of assessment in a constructivist approach.

2.4. Critical review of current assessment & evaluation practices.

Unit- 3. Trends & Developments in Evaluation (16 Hrs.)

3.1. Qualitative & Quantitative Assessment and Evaluation: types & techniques

- Assessment, Evaluation: Written/oral test& examination
- Internal and External Evaluation and Assessment
- Formative and Summative evaluation
- Criterion Referenced and Norm Referenced Evaluation
- Continuous and Comprehensive Evaluation (CCE).
- Grading-Types (Direct and Indirect Grading, Absolute and relative grading)

3.2. Observation for evaluation of learning processes,

Self-Evaluation, Peer & Group Evaluation, Teacher Evaluation,

Self-Assessment, Peer assessment; Constructing portfolios

3.3. Open book examination, Question Banks, Online Examinations

3.4 Choice Based Credit Semester System (CBCSS)

Unit- 4: Techniques & tools of Assessment for Learning Urdu Language (13 Hrs.)

4.1. Performance-based assessment, developing indicators for performance-based assessment in Urdu language, observation of learners' records, Notes & diaries, Oral presentation of learner's works, Portfolios.

4.2. Internal Assessment- Assessment of Projects, assignments and seminars in Urdu

4.3. Assessment of participation in collaboration and co-operation.

4.4. Construction of test items in Urdu language and its administration: Different types of tests Achievement tests, Diagnostic tests, Teacher made test & Standardized Test.

Unit-5: ICT in assessment (8 Hrs.)

Technology in Assessment:

Computer Assisted Assessment, online assessment, e-portfolio

Online tools and rubrics.

Unit 6: Statistics in Educational Evaluation (12 Hrs.)

6.1. Need and importance of Statistics in Education & Evaluation.

Statistical tools, frequency distribution, Tabulation of data, graphical representation, Measures of central tendency-Mean, Median, Mode.

Measures of variability-Range, Quartile deviation, Mean deviation, Standard deviation.

6.2. Statistical interpretation: Interpreting test scores and norms, methods: Grade, percentile rank, standard scores

Reporting- Scores, Grades and qualitative descriptions-Developing and maintaining a comprehensive learner profile.

SUGGESTED TASKS & ASSIGNMENTS

1. Development of Achievement tests and Diagnostic Tests.

2. Analysis of Data and Reporting

3. Preparation of learner profile.

4. Prepare a paper on Techniques & Tools of Assessment in Language Education.

Reference List:

Urdu:

1. Dr. Najmussahar & Dr. Sabira Saeed, Tadrees-e-Urdu by Premier Publications Hyderabad.

2. Dr. Riyaz Ahmed, Urdu Tadrees: Jadeed Thareeqey aur Taqaze, Maktaba Jamia, Newdelhi

3. Mueenudheen, Urdu Zaban Ki Tadrees, Pub. By Taraqqi Urdu Bureau, New Delhi

4. Rasheed Hassan Khan. Saheeh Imla

5. Azeezulla Shervani, Urdu dars o Tadrees, by Anjuman Taraqqi Urdu, New Delhi

6. Syed Asghar Hussain, Education Technology and Computer Education, by Deccan traders, Hyderabad.

English

1. Dr. K Soman, Measurement & Evaluation

2. Dr A Sukumaran Nair, Measurement & Evaluation

3. Garret E Henry & Woodworth, Statistics in Psychology & Education

4. Robert L , Ebel & David A, Essentials of Educational Measurement

5. Srinivastava HS, Educational Evaluation

6. SK Mangal, Statistics in Psychology & Evaluation

7. Scheurman, Geoffrey, "From Behaviourist to constructivist teaching: Social Education, 62 (1), 69, Jan. 1998.

8. Forster, T. [Ed], Information Technology Revolution –Blackwell, Oxford, 1985.

9. Otrlich, D.C. et.al; Teaching Strategies: A Guide to Better Instruction –Health & Co., Lerington, Mass; 1980.

BED P 301.12: PEDAGOGY OF SCHOOL SUBJECT-PART II: URDU

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives of the Course:

After completion of Course the student-teacher will be able to:

- Understands the concept and importance of techno pedagogical analysis.
- Develops an insight of teacher as a Techno pedagogue.
- Familiarizes with the basics of teaching and teaching profession
- Familiarizes with the ways of professionalizing language education in a technological scenario
- Familiarizes with the ways of integrating ICT resources in teaching and evaluation
- Acquaints with professional traits and competencies and commitments
- Enables to promote student effort in learning
- Equips to manage diverse learner needs in language classes
- Develops interest in innovative practices in the field of Urdu Language Teaching and learning
- Develops the ability to apply the ICT based resources for enhancing teacher effectiveness
- Develops the professional competencies and personal qualities

UNIT 1: TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS (15 Hrs)

- TPACK- Inter relationship of Content Knowledge, Pedagogical Knowledge, Technological Knowledge
- Scope and challenges of TPACK in Urdu language Teaching
- Teacher as a Techno Pedagogue
- Knowledge generation/ production
- Use of web-based resources of TPACK
- TPACK Analysis of selected units of Text Book of Secondary schools

UNIT 2: E-RESOURCES IN TEACHING & LEARNING OF URDU LANGUAGE (10 Hrs)

- E- learning and e-teaching:
- Digital text books, Digital library & other online resources
- Designing of Digital text books, e-books and its application
- M-learning: Meaning, scope and its advantages.
- Use of E-mails, blogs, YouTube etc. for promoting teaching acquisition and learning of Urdu
- Programmed Instruction and Self-Instructional modules (CAI)

UNIT3: COMMUNITY BASED TEACHING & LEARNING (08 Hrs)

- Teaching and learning resources: Formal & Informal learning contexts
- Role of University Departments, Colleges, NCPUL, CIIL-NTS, CPDUMT, NCERT etc in Urdu language learning.
- Society as Language Lab
- Role of films and Theatres etc

• Mass Media- Newspapers, Television (DD Urdu), magazines& electronic Media etc. Interviews, Talks, Guidance by Experts etc.

• Language forums and Clubs.

• Exposure to events of National Importance; Celebration of National & International Urdu Days, Talent Competitions.

UNIT 4. TEACHER; QUALITIES AND COMPETENCIES (07Hrs)

• Teacher; Teaching Profession

• Professional Traits, Commitments and competencies

• Professional Ethics

• Urdu Language Teacher: his varying roles

• Qualities and qualifications

• Humane Teacher attributes: Temperance, Empathy, Commitment, Humour, Ethics, Accountability.

- Teacher as a Facilitator, Mentor, Social Engineer, Scaffolder, Guide and Counsellor, Reflective Practitioner

• Professional Development- Continuing professional Development (CPD) – Inservice Programs.

• Networking in professional & Personal growth and development

• Professional communities: E-twinning for institutional & professional growth Forming forum of online learning and teaching

UNIT 5: RESEARCH INPUTS IN URDU LANGUAGE LEARNING (10 Hrs)

• Researches in Urdu Language Education and Second Language Pedagogy

• Identifying and locating significant concerns related to Urdu language learning

• Action Research –Investigating learner issues

• Review of Recent Research Studies in Urdu Language Education

MODE OF TRANSACTION

• Group Learning Collaborative Learning, Seminar, Discussions, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

SUGGESTED TASKS & ASSIGNMENTS

• Preparing e- learning materials for Urdu Language classes.

• Critical study of Urdu Text Books & Teacher Texts for Schools.

- Prepare a paper on teacher and teaching profession.

Reference List:

1. Dr. Najmussahar & Dr. Sabira Saeed, Tadrees-e-Urdu by Premier Publications Hyderabad.
2. Dr. Riyaz Ahmed, Urdu Tadrees: Jadeed Thareeqey aur Taqaze, Maktaba Jamia, Newdelhi
3. Mueenudheen, Urdu Zaban Ki Tadrees, Pub. By Taraqqi Urdu Bureau, New Delhi

4. Rasheed Hassan Khan. Saheeh Imla

5. Azeezulla Shervani, Urdu dars o Tadrees, by Anjuman Taraqqi Urdu, New Delhi

6. Syed Asghar Hussain, Education Technology and Computer Education, by Deccan traders, Hyderabad.

English

LIST OF REFERENCE BOOKS FOR REAPM-12

1. Todd Whitaker, "What Great Teachers Do Differently: 17 Things That Matter Most".

2. Mark Edmundson, "Teacher: The One Who Made the Difference".

3. James W. Stigler and James Hiebert, "The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom".

4. A.W. (Tony) Bates, " Teaching in a Digital Age: Guidelines for Designing Teaching and Leaming".

5. Catlin R. Tucker, Tiffany Wycoff and Jason T Green, "Blended Leaming in Action: A Practical Guide Toward Sustainable Change"

6. George Couros, "The Innovator`s Mindset: Empower Learning, Unleash Telent and Lead a Culture of Creativity".

7. Steve Johnson, "Digital Tools for Teaching: 30 E-tools for Collaborating, Creating and Publishing Across the Curriculum".

8. Casy Reason and Lisa Reason, "Creating the Anywhere, Anytime Classroom: A Blue print for Learning Online in Grades K-12".

9. A.J. Julia, "Empower: What Happens When Students own their learning".

10. Todd Whitaker, "What Great Teachers Differently: 17 Things That Matter Most".

11. John Hattie, "Visible Learning for Teachers: Maximizing impact on Leaming".

BED E 401.5.12: ADDITIONAL PEDAGOGY-URDU

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Objectives:

The student teacher will be able to:

- Understands the nature of Urdu Language and its cultural background.
- Understands the role and importance of Urdu language learning.
- Understands the objectives of teaching and Learning Urdu in schools
- Develops and understanding and executing the skills in Urdu language teaching.
- Acquaints with the knowledge of the different resources to teach and learn Urdu language.
- Familiarizes with the principles of organizing curriculum and syllabus.
- Acquires the skill of planning for classroom teaching & Leaning
- Applies the tools &techniques of assessment & evaluation in the process of Urdu language teaching learning

UNIT 1: INTRODUCTION TO URDU LANGUAGE TEACHING & LEARNING:

- Definition of Language & Function – Importance- Language in Education
- Nature and Scope of Language learning- Significance of language learning-
- Language and other subjects
- Acquisition of Mother tongue, Second Language
- Origin of Urdu Language.
- Urdu as an Indian Language
- Position of Urdu Language in the present-day world, Problems of Urdu Language Learning & Teaching in Kerala.
- Global Trends in Urdu Language Education

UNIT 2: ACQUISITION OF LANGUAGE SKILLS:

- Language skills: LSRW
- Listening skill; Significance of listening
  - Speaking skill: Importance of Speaking& Pronunciation Skill.
  - Reading skill: Importance of Reading skill
  - Writing Skill: Importance of Writing skill.
  - Reference: Dictionaries & Encyclopaedias, Online references

Methods& techniques of teaching Language skills in Urdu

  - Methods of Teaching Urdu Language: Approach, Method, Technique of teaching.
  - Traditional & Modern Methods: Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach,
- Communicative Approach, Eclectic Approach, Play way Method.

• Role play, Dramatization, Narrative strategies

• Discourse based language learning, learning by doing, Activity Based Learning

Approaches/Methods of teaching Language elements:

• Inductive and deductive methods, Functional and formal grammar, Discourse Grammar

UNIT 3: AIMS AND OBJECTIVES OF TEACHING URDU LANGUAGE

• Aims and Objectives of Teaching and learning Language – Urdu.

Objective Based Instruction

• Bloom's Taxonomy of Educational Objectives (original & revised)

• Process Oriented Teaching and Learning- Outcome Based Learning (OBL)

• Objectives of teaching & learning Urdu at schools.

UNIT 4: REQUIREMENTS FOR TEACHING URDU LANGUAGE

• Teaching and learning of language: its nature and significance

• Inter dependence of Teaching & Learning., Maxims of Teaching

• Urdu Language Teacher - teaching professionalism.

• Competency Based Language Teaching (CBLT) Language teacher competencies

Teaching Skills: Pre teaching skills and post teaching skills -Core skills in teaching: Application of ICT skills, Black Board, White Board, & Interactive Board Practicing teaching skills:

• Micro Teaching: Principles and definitions, Micro teaching cycles, Link practice

Planning: Different levels of Planning: Year plan, Unit plan, lesson plan

• Planning and designing of lesson templates for teaching; Steps involved in preparing lesson templates

UNIT 5: RESOURCES IN TEACHING & LEARNING URDU LANGUAGE:

• Teaching Learning Materials: Psychological Bases

Teaching & learning Aids: AV Aids- Teacher made Aids-Its design and development,

Improvised aids, Mass Media in Teaching & Learning

Language Lab, Multi Media aids, Activity Aids.

Library: importance of library.

• Techno pedagogy: Need and Importance of technology in teaching & Learning Urdu.

• Programmed learning- Language laboratory- CAI - PPT presentation

• E learning & e-teaching - e-resources. Language related Websites

• Virtual Learning – Virtual Classrooms- E-Library- E-Resources for different kinds of discourses.

UNIT 6. ASSESSMSNT IN URDU LANGUAGE EDUCATION

• Assessment for learning &teaching

• Assessment for learner achievements in Urdu

Objectives of assessment, Tools& Types; formative and summative

Continuous and Comprehensive Evaluation, Construction and administration of achievement tests

Diagnostic tests and Remedial teaching

Marking and Grading, Grading indicators

Criteria for evaluating various discourses& language elements

- Assessment using ICT, Development of online tests

Student evaluation: Self-evaluation, Peer evaluation

Preparation of scoring indicators for CE and CCE in Urdu.

SUGGESTED TASKS & ASSIGNMENTS:

1. Prepare a paper on origin of Urdu Language.
2. Prepare a paper on Urdu language education in Kerala.
3. Scope and Importance of ICT in Urdu Language Education.
4. Prepare analysis report on any Urdu text book of Schools of Kerala.

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